

# CWTAP Quarterly

*Child Welfare Training and Advancement Program  
Eastern Washington University*

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## Director's Corner

Dear CWTAP Community,

We have a lot going on this quarter. Presently we are gearing up for the 21st Annual CWTAP Student Institute. This year's Institute will be held in Olympia, February 23 - 25 and is being hosted by our CWTAP partners at the University of Washington - Tacoma. This will be UWT's first time hosting the Institute and they are putting their fresh energy and great ideas into making this an Institute to remember- we are all very excited.

In Vancouver and Cheney, our CWTAP faculty Erinn Havig and Gerry Charvat are teaching our CWTAP elective, "CWTAP Focus on Regional Core Training Topics." By partnering with the Alliance and Children's Administration we are able to deliver the revised RCT curriculum. Student learning will be documented in LMS and on an RCT "Passport." Gerry and Erinn have been using an innovative co-teaching model and involving staff from the Alliance in the teaching. By working together, our goal is to get our non-employee students as "field ready" as possible prior to graduation. These two cohorts (Vancouver and Cheney) graduate in June.

Please see inside for more about our program and students. We have also included an article on trauma informed care, written by Erinn Havig.

Thank you for your support of CWTAP.

Sincerely,

Diana Patterson LeBlanc

## Introducing Jaysanna Wang

Jaysanna joined our CWTAP team in December as Fiscal Specialist II. She comes to us from the Spokane Tribe of Indians where she worked on a number of grant programs supporting children and families as a grant and contract bookkeeper.

Jaysanna holds a Bachelor of Arts degree in Business Administration – Management from EWU.

Please join us in welcoming Jaysanna to our team.



## Important Dates

**January 16**  
Martin Luther King Jr Day  
**February 19**  
Presidents Day



**March 20 - 23**  
Finals Week  
**March 24 - April 1**  
Break

## Trauma Informed Care

### Trauma Informed Care in Child Welfare By Erinn Havig

We are in a time period where “trauma-informed care” is a term that is often used in social work practice. But what does it mean to be trauma-informed in child welfare work, where every day brings experiences with acute and complex trauma? Are there ways that we can best utilize our skills to provide a more trauma-informed response? This article will list some great resources and tips for being a trauma-informed child welfare professional.

1. Take care of yourself – You are the only one who knows you and your needs. Make a plan to do things to take care of yourself – exercise to release the stress toxins in your body, eat nourishing food, keep your dentist appointment instead of rescheduling it 4 times and take your breaks. These are always easier said than done items and the first to be cut out of your schedule when crunched for time. But we would not expect our cell phones to work without charging them and humans are somewhat the same. If you are not sure how stressed you are or want a great tool to track your burnout – there’s an app for that! The Provider Resilience App tracks your Professional Quality of Life surveys, vacation clock, burnout score, and lets you even track what you have done to build your resilience. It is free in the app store.
2. Examine the role that trauma has in your work world. Ask questions about how trauma exists in the child and family system. Usually, if the family is involved in child welfare services, there has been some type of trauma. Explore what trauma looks like from the 50,000 foot view of your work as well as the microsystem.
3. Explore the way your system/office/work unit approaches trauma. Most guides and trainings to become trauma-informed have a three-tiered approach that includes – 1) workforce training about topics like the Adverse Childhood Experiences study or education about historical trauma and the impact on Native American populations; 2) strategic efforts to examine what works in the system and what pieces of the system overlook trauma; and 3) strategic system changes. There are a lot of excellent resources to help with these explorations:
  - The Child and Family Services Review Information Portal has free online training about trauma in the child welfare system located here: <https://training.cfsrportal.acf.hhs.gov/section-4>
  - Indian Country Child Trauma Center has some excellent resources on their website for understanding trauma and responding in trauma-informed ways. <http://www.icctc.org/Resources-1.asp>
  - The National Child Traumatic Stress Network (NCTSN) has a whole Child Welfare Trauma Training Toolkit (<https://learn.nctsn.org/enrol/index.php?id=25>) available for learning and most of their online trainings are free. These trainings explore the three-tiered approach mentioned above and are designed to educate about trauma, help you examine your system, and how to engage families by changing the system.
4. Develop professional supports – As students, you have an Agency Field Instructor who supports your learning and development. As graduates, you will have a supervisor through your work but it is also a good idea to make a plan now to obtain professional reflective supervision to help you as you grow and develop. Before you graduate, find a person to provide professional reflective supervision to help you grow your practice.

## Student Spotlight

### *Carissa Stone - CWTAP Hybrid Program - Spokane by Gerry Charvat*

Carissa Stone is a CWTAP student in the Spokane part-time MSW Hybrid program. Ms. Stone is a social worker in the Legally Free Unit in the Spokane Children's Administration office. As a Legally Free worker Ms. Stone specializes in serving children and youth whose parents' rights have been terminated and have difficulty finding permanency. Ms. Stone has always known she wanted to obtain her MSW and with her children now teenagers the time was right. She chose the Hybrid program because it supports her ability to balance her full-time employment, family, and education.

Ms. Stone obtained her BSW from Lewis State College in 2001 and her first job after graduation was at Crosswalk, a local shelter for street youth. She then worked for Lutheran Community Services as a domestic violence victims advocate and a foster care recruiter. She was also a foster parent for 9 years and has always had a passion for serving children and families, particularly at-risk teens. Carissa is eager to continue her career in public child welfare and would like to begin serving Indian Child Welfare families for her new learning. She believes that obtaining her MSW will help strengthen her understanding of the "why" behind the practice and to keep her current on the professional practice and language of the field. Ms. Stone indicates that one of the greatest aspects of CWTAP has been the comradery of her CWTAP cohort. The positive energy, accountability, and support of her cohort has had an incredible impact on her graduate school experience and she would highly recommend the program to working professionals.



## Correction

Our fall "Student Spotlight" article was written by Kendall Soto, not Erinn Havig. Student Spotlight articles, except in this instance, have been written by faculty. We apologize for this oversight and wish to give full credit to our student Ms. Kendall Soto.

## Revised NASW Code of Ethics

The NASW Code of Ethics was revised in August 2017, the changes officially took effect last month. This is the most substantive revision since 1996. The NASW states:

"The revisions to the Code focus largely on the use of technology and the implications for ethical practice. The new version of the NASW Code of Ethics went into effect January 1, 2018. Ongoing training and technical assistance opportunities will be made available through the Office of Ethics and Professional Review and the NASW website.

The NASW Code of Ethics offers a set of values, principles and standards to guide decision-making and everyday professional conduct of social workers. It is relevant to all social workers and social work students regardless of their specific functions or settings."

For more information, please visit: [www.socialworkers.org/About/Ethics](http://www.socialworkers.org/About/Ethics).

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### Helpful Links

Alliance for Child Welfare Excellence: [www.allianceforchildwelfare.org](http://www.allianceforchildwelfare.org)

National Association of Social Workers: <https://www.socialworkers.org>

Child Welfare League of America: [www.cwla.org](http://www.cwla.org)

Children's Defense Fund: [www.childrensdefense.org](http://www.childrensdefense.org)

Child Welfare Information Gateway: [www.childwelfare.gov](http://www.childwelfare.gov)

Casey Family Programs: [www.casey.org](http://www.casey.org)

U.S. Department of Health and Human Services Administration for Children and Families: [www.acf.hhs.gov](http://www.acf.hhs.gov)