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INTEGRATING LICENSURE PREPARATION IN TITLE IV-E CURRICULUM

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Why are we here?

- Participants will examine and discuss the professionalization of child welfare practice.
- Participants will gain knowledge in the challenges of passing the social work licensure for students.
- Participants will gain knowledge about the current efforts that the MSU Title IV-E is taking to integrate licensure preparation.
- Participants will discuss current strategies to increase pass rates and how Title IV-E education can implement these methods.



Introduction

- Recruiting and retaining qualified child welfare professionals is of utmost concern across the nation
- Child welfare agencies and the children and families they serve are severely impacted by high turnover rates and the challenge of adequately training professional staff (Zlotnik, DePanfilis, Daining, & McDermott Lane, 2005).
- Errors in judgment in child welfare can have lasting consequences for the children the system intends to protect and the families it is charged to serve.
- Are we really developing the workforce if Title IV-E is not preparing students to pass the licensure exam?



U.S. Department of Health and Human Services, Administration for Children and Families,
Administration on Children, Youth and Families, Children's Bureau, <https://www.acf.hhs.gov/cb>

The AFCARS Report

Preliminary FY¹ 2017 Estimates as of August 10, 2018 - No. 25

SOURCE: Adoption and Foster Care Analysis and Reporting System (AFCARS) FY 2017 data²

Numbers at a Glance

Fiscal Year	2013	2014	2015	2016	2017
Number in foster care on September 30 of the FY	400,394	414,129	427,328	436,551	442,995
Number entered foster care during the FY	254,622	264,357	268,808	272,952	269,690
Number exited foster care during the FY	237,721	235,768	242,011	248,856	247,631
Number served by the foster care system during the FY	638,041	649,802	669,202	685,165	690,548
Number waiting to be adopted on September 30 of the FY	102,808	106,610	109,881	116,608	123,437
Number waiting to be adopted as of the end of the FY for whom parental rights (for all living parents) had been terminated	58,936	61,178	62,280	65,534	69,525
Number adopted with public child welfare agency involvement during the FY	50,835	50,668	53,555	57,209	59,430

Professionalizing the Field of Child Welfare: Raising the Standard

- Definition: Increasing the training or raising the required qualifications
- Professionalization of the child welfare workforce has a positive impact on worker performance, perceived competence, and retention.
- In light of state agencies being involved in class action suits, reversal efforts are underway therefore the standards have to change.

How did we get here and where do we go from here?

- Privatization led to higher pay, leaving a shortage of qualified workers for the public sector
- Now, the standard is being raised
- Any bachelor's degree to having a degree in a social/behavior science
- Moving the conversation from having a social work degree, to having a social work license

How does your Title IV-E
program integrate licensure
preparation?

What we do

- Requirement of our stipend agreement
- Exposure to the process of the application and test at orientation
- Purchase licensure prep material
- Create a schedule to teach the material-before and after other training or dedicating training time to licensure prep

How students feel about taking the exam?

- Ill-prepared to take the exam.
- Anxious about taking tests in general, and about the licensing exam in particular
- The questions will be related to child welfare
- Do not know how or what to study
- Pressured if required in the stipend or if it is the only way to be called a social worker

How to increase pass rates?

- Assessing accountability for course material,
- Increasing familiarity with the test format of the licensing exam, and
- Improving self-efficacy in test taking

(Miller, Grise-Owens, & Escobar-Ratliff, 2015)

Licensure Preparation Initiative

- *(a) emphasized the importance of licensure,*
- *(b) integration of Licensing Preparation throughout the 2-year curriculum, and*
- *(c) incentives for taking the exam.*
- *(d) specific academic seminar aimed at preparing our students for the licensing exam*

(Miller, Grise-Owens, & Escobar-Ratliff, 2015)

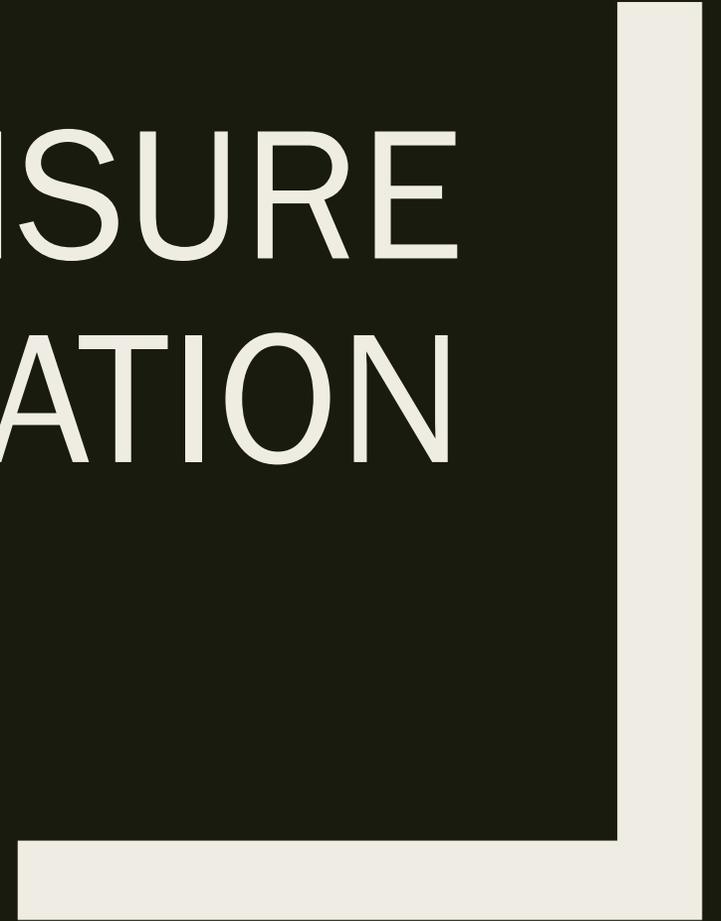
What can Title IV-E do?

- Emphasize it at orientation and throughout the 1-2 year study
- Include it as a module in the Title IV-E training/seminars
- Discuss study strategies
- Instructors should gain training on the test
- Prepare them for the test by:
 - *Reviewing how to apply for the license*
 - *Discuss the formatting of the test*
 - *Order or administer a mock test*
 - *Go over the questions in a group*
 - *Go over wrong answers individually*

What can the School of Social Work do?

- Integrating licensure preparation throughout the curriculum of quizzes and tests that mirror the social work licensure exam format
- The faculty member who provides the licensing preparation seminar also works with interested faculty to mentor them in designing appropriate exam questions.
- Faculty also use materials and textbooks that purport to utilize licensing- style questions
- Create a 1 or non-credit elective course during the summer or minimester to teach study strategies, review material and end with a mock exam

LICENSURE PREPARATION



Study frequency



- The suggested overall study time: 9 weeks
- Preparing study materials (writing the information on notecards or recording the information to be listened to later).
 - *Two hours, 3 days a week*
- Reviewing Information with a deadline of more than 3 months
 - *Two Hours, 3 days a week*
- Reviewing information with a deadline of 9 weeks or less
 - *Two hours 5 times a week*



Contents of the exam

- Human development, diversity, and behavior in the environment-27%
- Professional relationships, values, and ethics-25%
- Assessment & intervention planning-24%
- Interventions with clients/client systems-24%
- Details at <https://www.aswb.org/wp-content/uploads/2017/04/2018-Masters.pdf>

LIKED method

L-last sentence first

I-identify the type of question

K-key concepts

E-eliminate the wrong answers

D-identify the distractor



Last sentence first

A doctor notifies a hospital social worker that a child with chronic illness has not kept any appointments in the past year and must be evaluated four times a year. The doctor states that if the child does not come for the appointments, it will be considered medical neglect by the parents. The social worker learns the mother has a physical disability and lives over an hour away from the medical center. The mother asks if the children can be treated at a local medical center instead. **What is the MOST appropriate action for the social worker to take?**

- A. Insist that the child go to at least four medical visits per year*
- B. Explore an alternative treatment schedule with the doctor*
- C. Empathize with the mother about the limitation of her physical disability*
- D. Determine if the child can receive health care services near the home*

- When there are multiple sentences, read the last sentence first.
- Pay attention to indicators such as MOST, FIRST, and NEXT.

Identify the type of question

- Clinical-common diagnoses and medications
- Safety-suicide safety or CPS questions
- Practice-with these types of question, you want to know the setting, the SW role, and what stage of the generalist practice the SW is in.
- Definition
- Ethics/confidentiality
- Theory/Human behavior
- Group Practice
- Supervision/Administration

Key concepts

A doctor notifies a **hospital social worker** that a child with **chronic illness has not kept any appointments in the past year and must be evaluated four times a year.** The doctor states that if the child does not come for the appointments, it will be considered medical neglect by the parents. The social worker learns the **mother has a physical disability and lives over an hour away from the medical center.** The mother asks **if the children can be treated at a local medical center instead.** What is the **MOST appropriate action for the social worker to take?**

- A. *Insist that the child go to at least four medical visits per year*
- B. *Explore an alternative treatment schedule with the doctor*
- C. *Empathize with the mother about the limitation of her physical disability*
- D. *Determine if the child can receive health care services near the home*

- *Key concepts establish the SW role, setting, and the actual scenario. Typically the second to last sentence gives guidance to the answer along with the type of question.*
- *Type of question: Practice*

Eliminate (two wrong answers)

A doctor notifies a hospital social worker that a child with chronic illness has not kept any appointments in the past year and must be evaluated four times a year. The doctor states that if the child does not come for the appointments, it will be considered medical neglect by the parents. The social worker learns the mother has a physical disability and lives over an hour away from the medical center. The mother asks if the children can be treated at a local medical center instead. What is the **MOST** appropriate action for the social worker to take?

- A. ***Insist that the child go to at least four medical visits per year***
- B. *Explore an alternative treatment schedule with the doctor*
- C. ***Empathize with the mother about the limitation of her physical disability***
- D. *Determine if the child can receive health care services near the home*

Distractor

A doctor notifies a hospital social worker that a child with chronic illness has not kept any appointments in the past year and must be evaluated four times a year. The doctor states that if the child does not come for the appointments, it will be considered medical neglect by the parents. The social worker learns the mother has a physical disability and lives over an hour away from the medical center. The mother asks if the children can be treated at a local medical center instead. What is the **MOST** appropriate action for the social worker to take?

- A. *Insist that the child go to at least four medical visits per year*
- B. **Explore an alternative treatment schedule with the doctor**
- C. *Empathize with the mother about the limitation of her physical disability*
- D. **Determine if the child can receive health care services near the home**

- *B is the distractor and D is the answer.*
- *Rationale: The goal is to find a feasible way for the child to receive medical treatment. Hence, (A), (B), and (C) are incorrect because none of them would remove the barriers to the child's medical treatment. Finding health care services near the child's home (Key D) could potentially remove one of the perceived barriers.*

Resources

■ ASWB

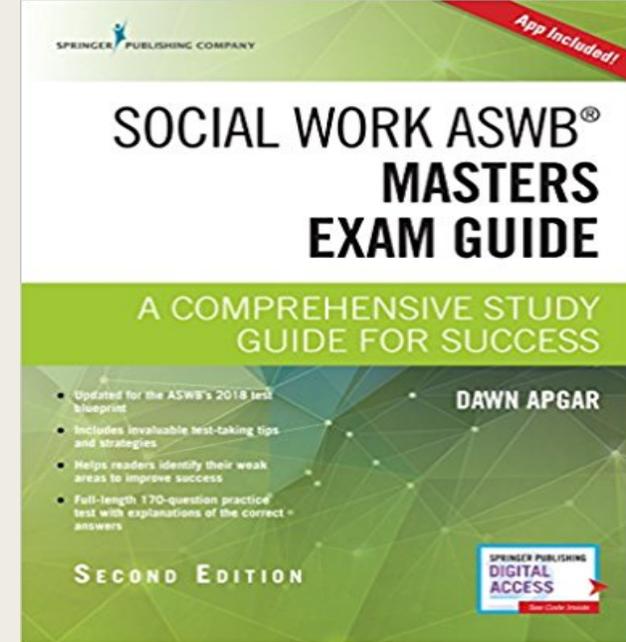
- *Introductory study guide-not used to study*
- *Exam practice questions for faculty only to use in class*
- *Full practice test for registered students*

■ LEAP

- *Special pricing for universities*
- *Study guide, DSM question book, practice test that can be uploaded to a stationery computer for a period of time or directly emailed to the student*

■ Therapeutic Development Center

- *Multi-step program to include practice questions, study materials, tips and strategies, 24/7 access to a coach, video demonstrations*



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