

CWS1031 SEPARATION AND LOSS IN HUMAN SERVICE PRACTICE
Supervisor Training Follow-up Guide

<p>Course Description</p>	<p>Develop a deeper knowledge of the impact of separation and loss for children, their families and workers and how it affects behavior. Understand the inter-relationship between attachment, relationships and development. Understand the impact of maltreatment and trauma on the brain's development.</p> <p>Topics include:</p> <ol style="list-style-type: none"> 1. Parent/child attachment and foundations of a healthy relationship 2. Maltreatment, trauma, and the brain 3. Feelings and reactions associated with loss 4. Developmental grieving 5. Post-traumatic Stress Disorder & its impact on children & adults 6. The meaning of Secondary Traumatic Stress and its indicators 7. Strategies to minimize impact of trauma on children and families 8. Healing
<p>Purpose</p>	<p>Please choose to use any or all of the following field practice activities with actual cases to facilitate collaborative discussions with your worker on how training supports their ability to recognize and respond to the emotional and behavioral effects of a child's removal and placement in foster care and impact of loss on all parental figures in child's life.</p>
<p>Field Practice Activities to Support the Application of Learning</p>	<p><input type="checkbox"/> Invite the worker, using the material on attachment and parenting behaviors, to discuss how to learn more about a birth parent's own history of childhood connections (or loss of such) as well as guide/teach/model parenting activities and practices that promote their attachment to their children. Completion date: _____</p> <p><input type="checkbox"/> Invite worker to discuss what was learned about maltreatment, trauma, and the brain that can be directly applied in work with children, their birth family and resource parents. How does identifying the stress responses of children and their parents affect the worker's understanding of children's behavior in response to loss? Completion date: _____</p> <p><input type="checkbox"/> When staffing an applicable case, discuss how a placement located and how the child and birth parent/ caregiver were prepared for the placement. Ask the worker to describe the child's behavioral and emotional response to removal and placement and strategies used to lessen the negative impact at removal, placement, and time in care. Completion date: _____</p> <p><input type="checkbox"/> Ask the worker to share her/his emotional reaction/response to a child's removal or video scenes in training with young people discussing their removals and how s/he was able to process the feelings that were triggered. Discuss with the worker strategies for self-care after being a part of a traumatic situation with children and parents. Completion date: _____</p> <p><input type="checkbox"/> ASK: How do you envision your practice being different after attending CWS1031? Identify some previously held beliefs, knowledge and/or skills that were challenged or enhanced. Completion date: _____</p>

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Summary of Caseworkers Learning

This activity has been completed and reviewed with the worker.

Worker:

Date Completed

Supervisor:

Date Reviewed

Supervisor Comments: After collaborating with your worker following his or her completion of CWS1031 and/or field practice activities, briefly summarize your assessment regarding their self awareness of previously and currently held beliefs, knowledge and/or skill sets and their learning related to separation and loss.

Optional Activity: Identify one or two follow up items that the supervisor and worker can do as “Next Steps” which will facilitate ongoing professional development for any of the summarized observations noted above.