Professors and Practitioners: A Chapter Approach for Training the Frontline – the Mississippi CAST Model

Overview of Presentation

- Background of the Problem
- Overview of the Mississippi CAST Model
- CAST courses
- Roll of the Chapter
- Barriers and Successes
- Similarities to MDTs
- Experiential Learning Tools
- National Perspective
Obstacles in Mississippi (Nationally)

- Unprepared workforce – all disciplines responding to child maltreatment
- On-the-job training
- Turn over of CPS workers
- Mandated Reporters are not reporting adequately
- Jurors that don’t believe abuse occurs
- Reactive/Responsive approach versus systemic change
- Solutions have to extend beyond the MDT professionals
Many children suspected of being abused are never reported:

- A 2000 study found that 65% of social workers, 53% of physicians assistants were not reporting all cases of suspected abuse.
- A 2001 study of 197 teachers: only 26% would report familial abuse & only 11% at hands of a fellow teacher.
- We see this play out daily in Mississippi.

Even when reports come in, most will never be investigated:

- According to NIS-3, only 28-33 percent of kids reported to child welfare as abused or neglected will have their cases investigated (NIS-4 similar results 2010)
- Last year in MS, over 30,000 reports of abuse- Of those, 7,047 were substantiated
- CACM MDT Enhancement Project (3 counties in pilot) and during the initial observation period, over 80% of the cases that should have received a MDT/CAC response were missed.
Even when cases are investigated, investigators are often inadequately trained and inexperienced

- Undergraduate and graduate programs provide very little education on child abuse, domestic violence or elder abuse and those that do have only 1-4 hours (Woodtli 2002, Hatlevig 2006, Walker 2014).
- This extends to medical schools, law schools, seminaries, community colleges, and all the programs within those schools.
- Training is ‘on-the-job’.
The Vision: Systemic Change

- Partnership between AGO, CPS, and CACM.

- Support has since grown - Children’s Justice Act Task Force and the Supreme Court’s Commission on Children’s Justice.

- Our vision: Professionals who are well-trained and prepared PRIOR to exiting school.
Implementing child abuse courses at universities
Medical Schools, Law Schools, Seminaries

Public Universities, Private Colleges and Seminaries
Project Overview

- 38 Institutions of Higher Learning in MS
- Invitation Letters
  - IHL
  - Community College Board
  - All Seminaries and Colleges
  - Law Schools
  - Medical Schools
- Meetings with Community Colleges and Private Colleges
- Meetings with Community Colleges and Private Colleges
- Driving Tour around Mississippi to visit Public Universities
- CAST Conference I (October 2015)
  (State and Private Colleges)
- CAST Conference II (March 2017)
  (Community Colleges)
- Networking and Planning Meetings – ongoing TA and Support
- Mini Grants
CAST 301: Perspectives on Child Maltreatment

- This course covers the history, comparative perspectives, the legal framework, responses to child maltreatment, the skills necessary to do the work, other pertinent issues pertaining to child maltreatment and child advocacy, and the future.
- The field of child maltreatment is fraught with controversy. Much of the class focuses on these controversies.
- The approach of the course will be from a variety of diverse, professional perspectives including the perspectives of a prosecuting attorney versus a defense attorney.
- The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal, or other areas where knowledge of child maltreatment and advocating for children might be necessary.
CAST 401: Professional and System Response to Child Abuse

- 401/501 - Professional & System Responses to Child Maltreatment—4 S.H. (required)
- This course is the second course for the child advocacy studies and focuses on the responses of professionals to allegations of child maltreatment.
- The purpose of this course is to expand the student's knowledge and skills in identifying, investigating and prosecuting child maltreatment.
- Students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal and other areas where knowledge of child maltreatment investigation and advocacy are necessary will receive competency based skills training such as forensic interviewing, documentation, etc.

Responding to the Survivor of Child Abuse

- 402/502 - Responding to the Survivor of Child Abuse and Survivor Responses—4 S.H. (required)
- This course is the third course for child advocacy studies. The purpose of this course is to prepare students to recognize the effects of child maltreatment and apply interventions strategies for children and their families.
- Multidisciplinary approaches to prevention, advocacy and treatment of child maltreatment survivors will be presented and discussed.
- The experiential lab for this course involves court room observation and interaction with children.
Global Child Advocacy Issues

- **302 -Global Child Advocacy Issues -3 S.H. (required).**
- This course is a core course for child advocacy studies minor.
- The purpose of this course is to prepare students to recognize child advocacy issues around the world.
- Multidisciplinary approaches to advocacy in different countries throughout the world will be presented and discussed.

Capstone Experience

- **407 -CAST Capstone Experience -4 S.H. (required).**
- This course included an intense site-based experience of student's choice designed to encapsulate the essence of baccalaureate professional role development in a internship experience.
- This synthesis course allows the student to expand their understanding of major concepts of child advocacy, experiential learning, and evidenced based practice in a setting of their choice.
- A multidisciplinary approach will be emphasized as students focus on ethical decision-making and cultural sensitivity with clients in a community location.
- Students work with agencies and develop a project addressing a need within that agency.
Other CAST Courses

- Child Poverty and Child Abuse
- Gender, Violence and Society
- Child exploitation
- CAST Research

CAST: medical schools

- Medical School: 9 month elective, 2 hours once a month, paper plus work with adolescent inpatient
- Implemented University of Toledo College of Medicine
- William Carey – College of Osteopathic Medicine will roll out first course in Fall
CAST: Graduate school

- Law schools: Child Abuse and the Law (MDT taught)

- Both law schools in Mississippi are implementing CAST courses.
Roll of Chapter

- Partnerships are necessary. Having a driver of the project is vital.
- Consistency across state
- Technical Assistance
- Facilitator — to ensure collaboration (sound like a MDT yet?)
- Advanced trainings for faculty (One Loud Voice Conference)
- Advanced CAST Track at One Loud Voice (2018)

Technical Assistance

- Meeting with faculty & administrators
- Presenting to advisory boards
- Involving stakeholders as partners
- Providing course materials, book suggestions, suggesting adjunct faculty, guest speakers, helping with syllabi design
- Listening to needs, problem solving
- Planning for training, collaboration of research
- Help with articulation agreements
Finding the Champion!

Barriers and Successes
• Every institution has different academic disciplines as the lead
• Resources and funding
• Consistency and Flexibility
• Accreditation and Articulation
• Student Interest and Excitement
• Experiential Learning
• Enthusiasm and Numbers of Institutions
• Special Circumstances – Community Colleges
Incorporating Experiential Learning

- Historically: Six week, facilitator-led classroom training
- As little as 10-15% of training content transferred to workplace
- Reflective practice and active learning
- Other industries have used simulations for years

Residential Simulation Lab

- Home environment
- Ability to practice in a safe setting
- Focus on applying classroom skills to the field

"Tell me, and I will forget.
Show me, and I may remember.
Involve me, and I will understand"
Confucius
Questions