

Parallel Steps Reflection Worksheet

Parallel Steps refer to specific activities that Management and Supervisors engage in to demonstrate the competency in their role while caseworkers are expected to demonstrate the competency with their families and providers. Management and Supervisors discuss with staff how to utilize the competency to improve their effectiveness with families and providers.

Instructions: Use this worksheet to: 1. Track your demonstration of the MiTEAM skills to date and 2. Document your efforts to continue demonstrating the skills.

Identified Need/Goal	Objective	Parallel Step	Target Completion Date	Reflect on how you were able to demonstrate the competency through the Supervisor Led Application Exercises.	How will you continue to demonstrate the competency within your role in the future?
Ensure each competency is being demonstrated within your role.	Enhance your Engagement with direct staff. Connect how this parallels caseworkers' efforts to engage individuals they serve.	Complete Engagement Supervisor Led Application Exercises	Already Completed or ASAP		<i>(See Supervisor Parallel Steps on Virtual Site or create your own)</i>
	Enhance your Teaming with direct staff. Connect how this parallels caseworkers' efforts to team with individuals they serve.	Complete Teaming Supervisor Led Application Exercises	Already Completed or ASAP		<i>(See Supervisor Parallel Steps on Virtual Site or create your own)</i>
	Enhance your Assessment with direct staff. Connect how this parallels caseworkers' efforts to assess individuals they serve.	Complete Assessment Supervisor Led Application Exercises	March 31, 2017 (End of 2 nd Training Cycle)		<i>(See next page or create your own)</i>

Suggested Additional Parallel Steps

Parallel Steps	References	Things to Consider
<p>Assessment follows Engagement, where meaningful connections are made.</p> <ul style="list-style-type: none"> Demonstrate the importance of engagement by making daily efforts, both formal and informal, toward developing more meaningful relationships with staff. 	<p>Strong Bonds – Building Family Connections: Professional Issues www.strongbonds.jss.org.au/workers/professional/guidelines.html</p>	<ul style="list-style-type: none"> May be easier to accomplish within time constraints. Encourages staff retention. Can be used to create improved relationships with staff.
<p>Child welfare staff are trained to conduct assessments that are trauma-informed and to empower families by recognizing and building on strengths.</p> <ul style="list-style-type: none"> Empower staff by recognizing and building their strengths. For example, when faced with discord within your unit, elicit their input by first identifying strengths such as: What do you feel you are positively contributing to the unit? What could we be doing better as a unit? 		<ul style="list-style-type: none"> When interacting with your staff, be aware of the power differential that is present as the result of your leadership position in the agency. It may take time to establish an environment where staff feel comfortable openly sharing their thoughts, ideas and opinions with agency leadership.
<p>Supervisor support of stakeholder involvement (such as: service providers, family members, informal supports, etc.) are opportunities to focus on strengths.</p> <ul style="list-style-type: none"> Focus on strengths in your interactions with stakeholders by recognizing and celebrating successes. 	<p>Strong Bonds – Building Family Connections: Professional Issues www.strongbonds.jss.org.au/workers/professional/guidelines.html</p>	<ul style="list-style-type: none"> Efforts may improve communication and relationships within the community. May be used to demonstrate more than one competency.
<p>Effects of secondary trauma can be cumulative, especially for leadership who have worked directly with children and families in the past.</p> <ul style="list-style-type: none"> Engage your staff in conversations regarding how they are processing challenging cases emotionally. Encourage development of self-care plans and provide support to staff implementing their plans. Share strategies you use to protect yourself from the secondary trauma encountered in the workplace. 	<p>Secondary Trauma: www.secondarytrauma.org</p> <p>Self-Care Assessments: http://www.selfcareinsocialwork.com/assessment/</p> <p>Secondary Traumatic Stress http://www.nctsn.org/resources/topics/secondary-traumatic-stress</p>	<ul style="list-style-type: none"> All staff (including supervisors) bring personal and professional experiences that create their unique frame of reference, impact their interactions with others and inform their reactions to secondary trauma. Empathy is often the most important tool to helping children in care. Unfortunately, the more empathic one is, the greater their risk for internalizing the trauma of foster children. The result of this engagement skill can be secondary traumatic stress.