

Engagement Block Field Activity: Interviewing

Learning Objectives

Field Training: Interviewing (3 hours)

Knowledge

K1. The trainee will be able to recognize that a child's or adult's ability to comprehend and respond to questions is limited by their level of cognitive, emotional, and linguistic development.

K2. The trainee will be able to identify the phases of an interview.

K3. The trainee will be able to describe appreciative inquiry or some of the 'keys to engagement' and how these strategies could be used in an interview.

K4. The trainee will be able to describe effective strength-based interviewing strategies for defusing conflict and assisting family members, caregivers, youth, or stakeholders to openly discuss their opinions and feelings while working through disagreement and remaining engaged.

Skill

S1. The trainee will be able to demonstrate the use of appreciative inquiry and/or some of the 'keys to engagement' while gathering information about one of the following:

- a) Values, beliefs and behaviors
- b) What's working well, worries, and next steps
- c) Family, caregiver, or youth's underlying needs, protective capacities, and resources

S2. The trainee will be able to demonstrate comprehensive case documentation in CWS/CMS following the interview.

Values

V1. The trainee will value the skillful use of power and authority in the interview process.

V2. The trainee will value learning about the interviewees' values, beliefs and behaviors and eliciting family strengths and resources, especially when engaging in a difficult conversation.

V3. The trainee will value effectively working through disagreement as a way to engage and build trust.

Activity

Practice Area: Engagement

California Core Practice Model Practice Behaviors: 1 (a-f), 2 (b), 3 (a-c), 4 (a-g), 5 (a-d)

Estimated Time Required: 3 hours

Related eLearning/classroom:

- Interviewing
- Respect, Courtesy, and Skillful Use of Authority
- Engagement and Interviewing

Description of Activity:

The trainees will prepare for and complete an interview with a family member, caregiver, youth, or stakeholder.

In preparing for the interview, the trainee will:

- Identify the participants, information to be collected, and goals of the interview
- Identify the developmental, cultural, and trauma considerations when conducting the interview
- Discuss with the field advisor how power and skillful use of authority impacts engagement

Following the interview, the trainee will reflect on what worked well, any challenges or opportunities for upgrade during the interview, and next steps.

Before the practice opportunity

Field Advisor Responsibility:

- ❑ Meet with the trainee and ensure the trainee has access to either engage directly, or co-engage in an interview with a child, youth and/or adult. Work with the trainee to select a person to interview for this field activity.
- ❑ Discuss with the trainee the goals for the interview. Determine if the focus will be on investigation and assessment or case management related to the referral and/or case plan. Determine what SDM tools may apply to the referral or case and review the questions and definitions with the trainee. Another option may include preparing for a resource family interview.
- ❑ Discuss with the trainee the appropriateness of including a cultural broker, parent partner, or youth advocate in the interview. For ICWA cases, ensure that the interview is coordinated with the tribal representative.
- ❑ Review the keys to engagement, appreciative inquiry, and/or solution focused questions, as well as possible question style and content.
- ❑ Review differences in interviewing children, especially if the interviewee selected is a child.
- ❑ Discuss (and demonstrate if necessary) which CMS/CWS fields will need to be entered to complete the narrative of the interview.
- ❑ Review any county specific procedures regarding CMS/CWS and answer any questions the trainee has about entering information into CMS/CWS.
- ❑ Discuss the skillful use of authority and power with the trainee and how the person being interviewed may react to interventions by a government agency. Some possible questions for discussion include, but are not limited to:
 - Is this the first time the interviewee is being contacted by child welfare services? Does the interviewee have a history of contact with child welfare services? Is so, what does the previous history show how the interviewee engaged with previous staff?
 - Is there a potential cultural dynamic that the interviewee has had with previous government entities that may impact engagement?
 - Develop potential strategies for the interview if the family has a history of non-engagement with the agency. Consider and choose potential solution focused questions to introduce in the interview.

Social Worker Responsibility:

- ❑ Ask any questions necessary to clarify the purpose of the interview and the questioning strategies that will be used in the interview.
- ❑ Check with the field advisor about taking notes during the interview per county practice, policy and procedure.
- ❑ Review potential biases or barriers that may impact the effectiveness of the interview.
- ❑ Have a list of resources available to bring to the interview (if applicable).

During the practice opportunity

Social Worker Responsibility:

- ❑ Conduct the interview. Utilize keys to engagement or appreciative inquiry strategies and take note of questions by the interviewee that the trainee cannot answer in the moment.
- ❑ Note the phases of the interview as they happen.
- ❑ Identify strengths of the interviewee, dispense information or provide a list of resources for the interview.
- ❑ Identify opportunities for the interviewee to collaborate on solutions to concerns and worries that have been raised.
- ❑ Clarify discrepancies or questions you have of the interviewee.
- ❑ During closure, be clear about the next steps (next interview, transition, how and when questions will be addressed) and identify timelines in which these will be completed.
- ❑ Request assistance if needed for ensuring the needed information is obtained or feeling like the interviewee is not engaged or is not responding to de-escalation strategies.

Field Advisor Responsibility:

- ❑ Answer any questions the trainee may contact you with if contacted during the interview.
- ❑ If present during the interview, intervene in the interview if trainee is having difficulty in engaging and obtaining needed information from interviewee.

After the practice opportunity

Field Advisor Responsibility:

- ❑ Review with the trainee the contact with the interviewee, using the Three Questions: What went well? What are the worries? What needs to happen, upgrades?
- ❑ Review the trainee the objectives of the interview and if they were met, including having the information needed for the appropriate SDM tool(s) that apply.
- ❑ Review with the trainee and identify specific statements and questions that the trainee used that were one of the following: strengths, the three questions, or keys to engagement (solution focused questions) or a focus on style and content of the questions being asked.
- ❑ Review with the trainee feelings or biases that may have emerged during the interview.
 - How might have feelings or biases impacted the interview?
 - What did the trainee do in the moment of awareness that a feeling or bias emerged during the interview? What might have been done differently?
 - Discuss any strategies and/or actions that should be taken if feelings and/or biases appear to be impacting the effectiveness of the interview.
- ❑ Review the practice of what will go into documenting the contact. Documentation should reflect concrete and unbiased description of what occurred during the interview.
- ❑ Review how the social worker's use of authority may have impacted engagement of the interviewee.

Social Worker Responsibility:

- ❑ Be prepared to analyze content and process of the interview.
- ❑ Complete required narrative into CMS/CWS per county policy and procedure.
- ❑ Any follow up (questions, activities, etc.) that were agreed upon with the interviewee be completed by the identified timeframes.