



RESEARCH BYTES



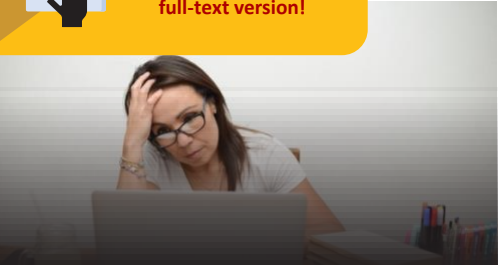
ISSUE 2

PREPARING PROFESSIONALS

Volume 2: Fall 2021



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Forensic interviewers commonly turned to disengagement from the emotional intensity of the work as a self-protection strategy. This “shifting modes”—disengaging during the interview process—is frequently considered a negative symptom of vicarious trauma. This study, however, suggests that *intentional use of disengagement* may have a positive impact on the forensic interviewer’s experience of vicarious trauma. (Middleton et al., 2021)

Social Justice Youth Development (SJYD) workers described a process of “*trying to be everything else*,” navigating the difficulties they experienced related to ambiguous job duties and boundaries established by their supervisors, programs, and/or organizations. (Bloomer et al., 2021)

A MESSAGE FROM THE ASSOCIATE DEAN FOR RESEARCH

Our faculty engage in research activities that strengthen, enhance, and transform social work practice. From advocating for professionalizing specialized groups of social service providers to evaluating certification and practice requirements across the nation, faculty are working to advance professional practice. Across a variety of disciplines and specialties, our faculty members are preparing professionals to provide the highest quality service to our clients and to promote high levels of professional quality of life among our diverse practitioners and settings. Learn more about their work in this issue of Research Bytes.

ELUCIDATING PRACTITIONER EXPERIENCES & KNOWLEDGE

“Your Soul Feels a Little Bruised”:

Forensic Interviewers’ Experiences of Vicarious Trauma

Jennifer Middleton, Lesley M. Harris, Dawn Matera Bassett, & Nicole Nicotera
Traumatology (2021, Jan 14)
DOI: 10.1037/trm0000297

Vicarious trauma experienced by forensic interviewers can contribute to mental health challenges and symptoms both on the job and within their personal lives. This qualitative study aims to explore the experiences of vicarious trauma through the lens of forensic interviewer through a descriptive phenomenological approach. Forensic interviewers reported that they experienced trauma in three realms of their lives: (a) within the interview space, (b) outside of the interview while working, and (c) in their personal lives outside of work. All participants experienced four distinct elements of vicarious trauma which included triggers, coping strategies, cognitive dissonance, and syncretism. Because vicarious trauma impacts the professional and personal realms of forensic interviewers, self-care and support interventions should support posttraumatic growth and build core resiliency skills.

“Trying to Be Everything Else”:

Examining the Challenges Experienced by Youth Development Workers

Rebecka Bloomer, Aisha A. Brown, Andrew M. Winters, & Anna Domiray
Children & Youth Services Review 129,
DOI: 10.1016/j.chilyouth.2021.106213

Social Justice Youth Development (SJYD) is a framework for youth development that acknowledges the impact of community and environmental contexts in shaping youth, emphasizing the development of self, community, and global awareness and subsequent action towards changing oppressive symptoms. It hinges on the utilization of a social justice lens when engaging with youth. This study employs a constructivist grounded theory approach to explore the challenges experienced by youth development workers who work with youth in out-of-school-time programs. All youth development workers explained complex and intertwining relationships between internal and external challenges, with their shared meaning emerging into three encompassing themes: (a) “trying to be everything else”, (b) emotional response, and (c) youth behavior, with a subtheme of (d) youth behavioral health having permissible boundaries with its larger category. Addressing the challenges through an SJYD lens requires a transformation in how organizations function and a focus on the sociopolitical context of youth and youth development workers.

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Professional Quality of Life and Intent to Leave the Workforce: Gender Disparities in Child Welfare

Stephanie Grace Prost & Jennifer Middleton

Child Abuse & Neglect 110(3)

DOI: 10.1016/j.chiabu.2020.104535

This study aimed to describe the relative contributions of measures of ProQOL to intent on leaving the workforce among child welfare professionals. We also aimed to describe gender differences in ProQOL, intent to leave, and associated correlations among child welfare professionals. Such an investigation is a critical extension of earlier efforts as women constitute a markedly larger proportion of the workforce compared to men and evidence exists pointing to gender disparities in helping professionals' work experiences. Burnout accounted for the greatest variation in intent to leave among all professionals. However, gender disparities were found for all ProQOL measures with the largest difference observed for burnout, an effect more pronounced in males. Compassion satisfaction was significantly higher among females.

ProQOL may be experienced differently by gender in child welfare workers. This study found a statistically significant gender disparity: compassion satisfaction was significantly higher among females.

Statistically significant differences also emerged between genders regarding burnout and intent to leave, with a stronger relationship observed among male professionals. (Prost & Middleton)

A New Perspective:

Administrator Recommendations for Reducing Child Welfare Turnover

Austin Griffiths, Crystal Collins-Camargo, Angeliqe Horace, Jay Gabbard, & David Royle

Human Service Organizations: Management, Leadership, & Governance 44 (5)

DOI:10.1080/23303131.2020.1786760

Child maltreatment impacts society on multiple levels, and consistent turnover in the child welfare workforce creates financial challenges and problems associated with service delivery. This study explores the qualitative survey findings from a statewide sample of child welfare administrators in one state (n = 86). When asked to provide suggestions for improving workforce retention, nine overarching themes emerged: compensation, decreased workload, organizational culture, job factors, professional development, frontline supervision, performance management, leverage external partners, and competent and engage leadership. A comparative analysis ensues, where these strategies are juxtaposed with those of frontline supervisors and frontline workers. Similarities, differences, and implications are explored.

Strategies that focus on **leadership, culture, and climate** may be effective avenues for increasing job satisfaction and retention among child welfare workers.

- Selection of what they regularly **measure** and **control**
- How they respond to **crisis**
- Allocation of **resources**
- **Role modeling** and coaching behavior
- **Reward** systems
- How staff are **recruited, hired,** and **promoted**

PROFESSIONAL DEVELOPMENT AND PREPAREDNESS

Certification and Professional Preparation of School Social Workers, School Psychologists, and School Counselors

Brandon Mitchell, Andy Frey, & Michael S. Kelly

Children & Schools 43(3), 167-174

DOI: 10.1093/cs/cdab016

To address educational barriers in schools, trained specialists are often hired to support students and school-based professionals. School Social Work (SSW) requirements vary by state and discipline. There is no national certification for SSWs. This study adopted a case study approach to collect, identify, compare, and contrast extant documents related to state certification requirements for SSWs. Findings reveal that while many states have guidelines in place, these do not represent consistency across training and education requirements. The authors suggest building cohesiveness across university preparation programs and national organizations to align standards and continue the path toward a unification of SSW standards.

Requirements for SSWs vary widely:

- 36 States have certification requirements
- 23 states have legislation defining certification requirements
- 27 states have explicit requirements from the Department of Education
- 16 states have both legislation and guidelines from the Department of Education

Paying it Forward: The Role of Senior Black Faculty in Preparing Junior Faculty and Black Doctoral Students for Career Success

Sharon E. Moore, Vicki P. Hines-Martin, & Maurice N. Gattis

The Journal of Negro Education 89(2), 146-157

DOI: 10.7709/jnegroeducation.89.2.0146

Senior Black faculty make a valuable contribution to the professorate by serving intentionally and vicariously as mentors of junior Black faculty and doctoral students. The authors of this research discuss the outcomes of a project consisting of two panel seminars that were provided to junior Black faculty and doctoral students. The seminars were not part of a formal institutional support program but were informal mechanisms to "pay it forward," meaning to do something beneficial for those who aspire to be successful in academia just as others have contributed to the wellbeing of the authors' academic careers.

A tailored professional development seminar series facilitated by senior Black faculty was reported to be helpful for the knowledge and skill development of junior Black faculty and graduate students.

A Review of Treatment Decision-Making Models and Factors in Mental Health Practice

A. Nathan Verbist, Andrew M. Winters, Becky F. Antle, & Crystal Collins-Camargo
Families in Society 101(4), 444-455
 DOI: 10.1177/1044389420921069

“How do therapists select the best intervention for their clients?” has proven exceedingly difficult to answer. This narrative review seeks to answer: What factors influence a therapist’s decision to choose a treatment approach? Results of the review suggest that clinicians’ treatment decisions are influenced by a number of factors, both internal (e.g., theoretical orientation) and external (e.g., client characteristics), and that a (possibly subjective) schema mediates the interaction between these two realms. Clinicians may be less concerned with weighing all possible interventions against one another, but rather ask themselves, “given Situation A, is Intervention B appropriate?”

Mental health practitioners may develop a cognitive schema which comprises elements of evidence-based practice:

“If the situation is A,
 is intervention B appropriate?”



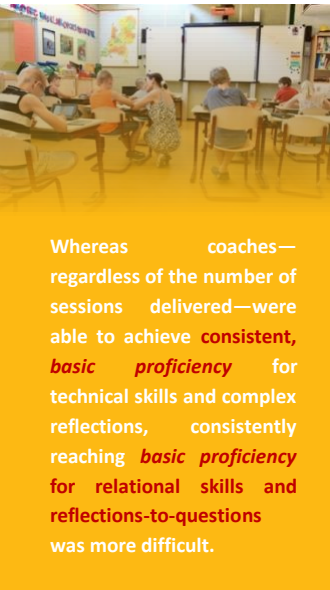
ENHANCING FIDELITY & IMPROVING IMPLEMENTATION

Fidelity of Motivational Interviewing in School-Based Intervention and Research

Jason W. Small, Andy Frey, Jon Lee, John R. Seeley, & Terrance M. Scott
Prevention Science 22, 712-721
 DOI: 10.1007/s11121-020-01167-7

The benefits of school-based mental health (SBMH) services are well documented. SBMH service delivery extends access to children and youth who otherwise might not be reached, mitigates stigma associated with mental health needs, encourages service provision in natural environments, supports student learning and academic success, and helps increase and maintain school safety. Successful delivery of evidence-based mental health treatment practices depends, in part, on fidelity or the extent to which practitioners deliver evidence-based programs and practices as prescribed or intended. Numerous barriers such as fewer resources, lack of time, and limited support complicate fidelity monitoring in SBMH settings. Monitoring fidelity of motivational interviewing (MI) is particularly challenging given most MI fidelity monitoring systems involve detailed coding of verbal interactions. Efforts to examine the implementation of MI in SBMH settings have focused on feasibility of implementation rather than fidelity of implementation. To address this gap in the literature, this study assessed MI proficiency and coded interactions to monitor for MI fidelity. Results reveal that MI quality varied between sessions and coaches and that within-coach variation greatly exceeded between-coach variation. Specifically, the proportion of between-session variability was three or more times larger than the proportion of between-coach variability. Whereas coaches—regardless of the number of sessions delivered—were able to achieve consistent, basic proficiency for technical skills and complex reflections, consistently reaching basic proficiency for relational skills and reflections-to-questions was more difficult.

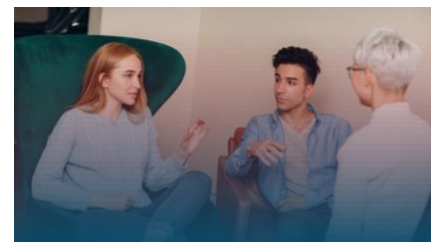
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How to Ensure Fidelity in Implementing an Evidence-Based Teen Pregnancy Prevention Curriculum

Anita P. Barbee, Becky Antle, Cheri Langley, Michael R. Cunningham, Danielle Whiteside, Bibhuti K. Sar, Adrian Archuleta, Eli Karam, & Kevin Borders
Children and Youth Services Review 129
 (DOI: 10.1016/j.chilyouth.2021.106175)

This paper describes implementation results as part of a larger three-arm, cluster randomized controlled trial that compared two curriculum interventions to prevent teen pregnancy with a control condition. The intervention of focus is an enhanced version of Reducing the Risk to Prevent Pregnancy, STD and HIV (Kirby et al., 1991, Langley et al., 2015), which is a comprehensive sex education program appropriate for youth ages 14–19. In order to standardize the delivery of this teen pregnancy prevention education curriculum to high-risk youth across 39 presentations, in 23 different community-based organizations, by dyads involving 16 facilitators, researchers utilized two implementation frameworks to guide program delivery and developed several fidelity measurement tools to assess adherence, dosage, quality of intervention delivery, participant responsiveness, and program differentiation. These efforts resulted in high fidelity to the curriculum. There also were high levels of youth engagement as indicated both by self-reports and observed by facilitators who created cohesive groups. Results also found that training quality, alliance with facilitators and group cohesion positively impacted attitude change and gains in knowledge.



The addition of technical assistance through booster sessions and coaching, tools to help facilitators remember critical points in the curriculum and to help them execute activities, discussions and answering questions, and feedback on performance, were all strategies used to facilitate learning and transference of knowledge. Focusing on key concepts in the curriculum was critical for enhancing fidelity and the experience of facilitators.