CalSWEC
California Social Work Education Center

Proposed Conceptual Model to Guide Workforce Development Efforts in Child Welfare

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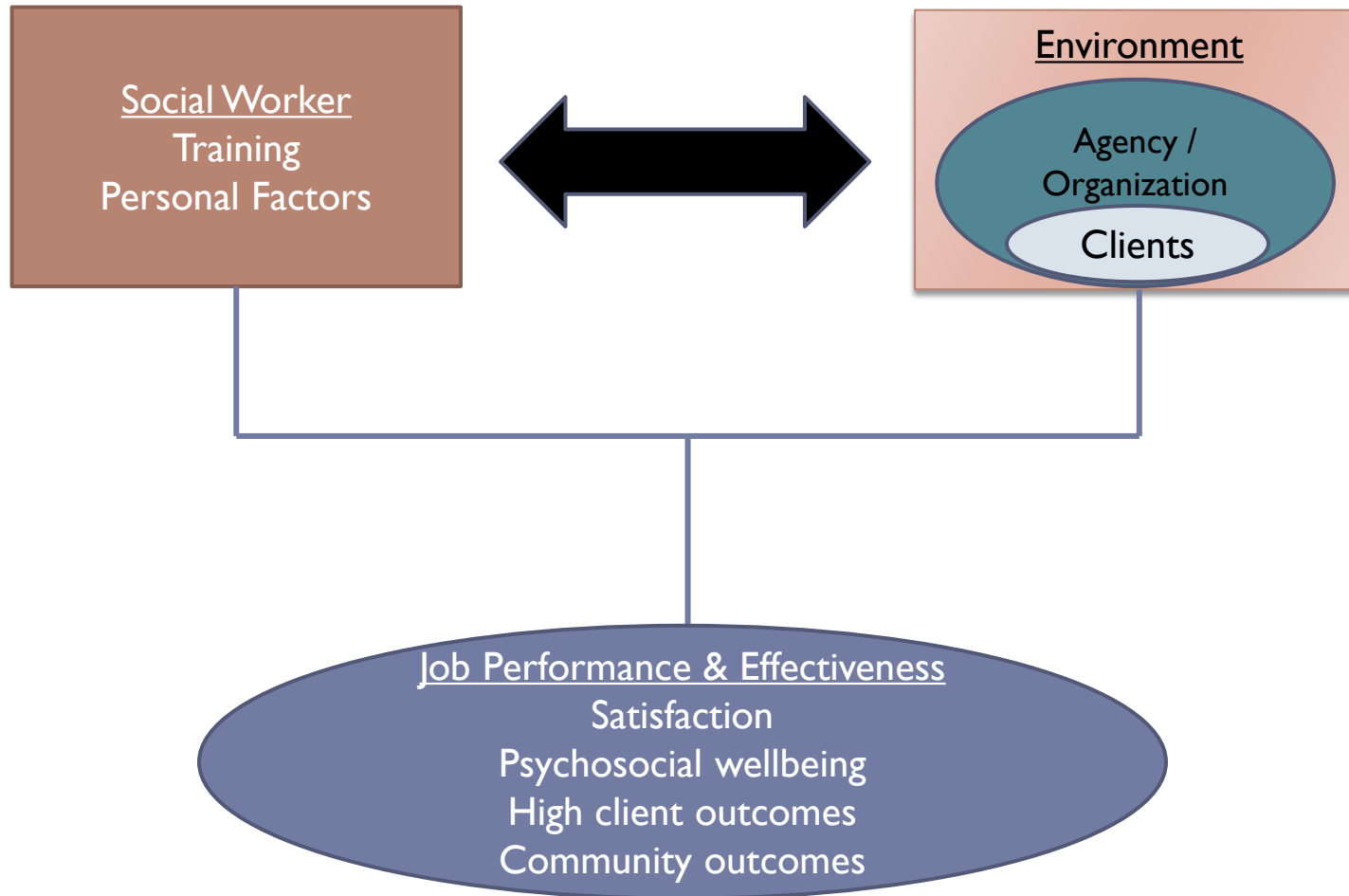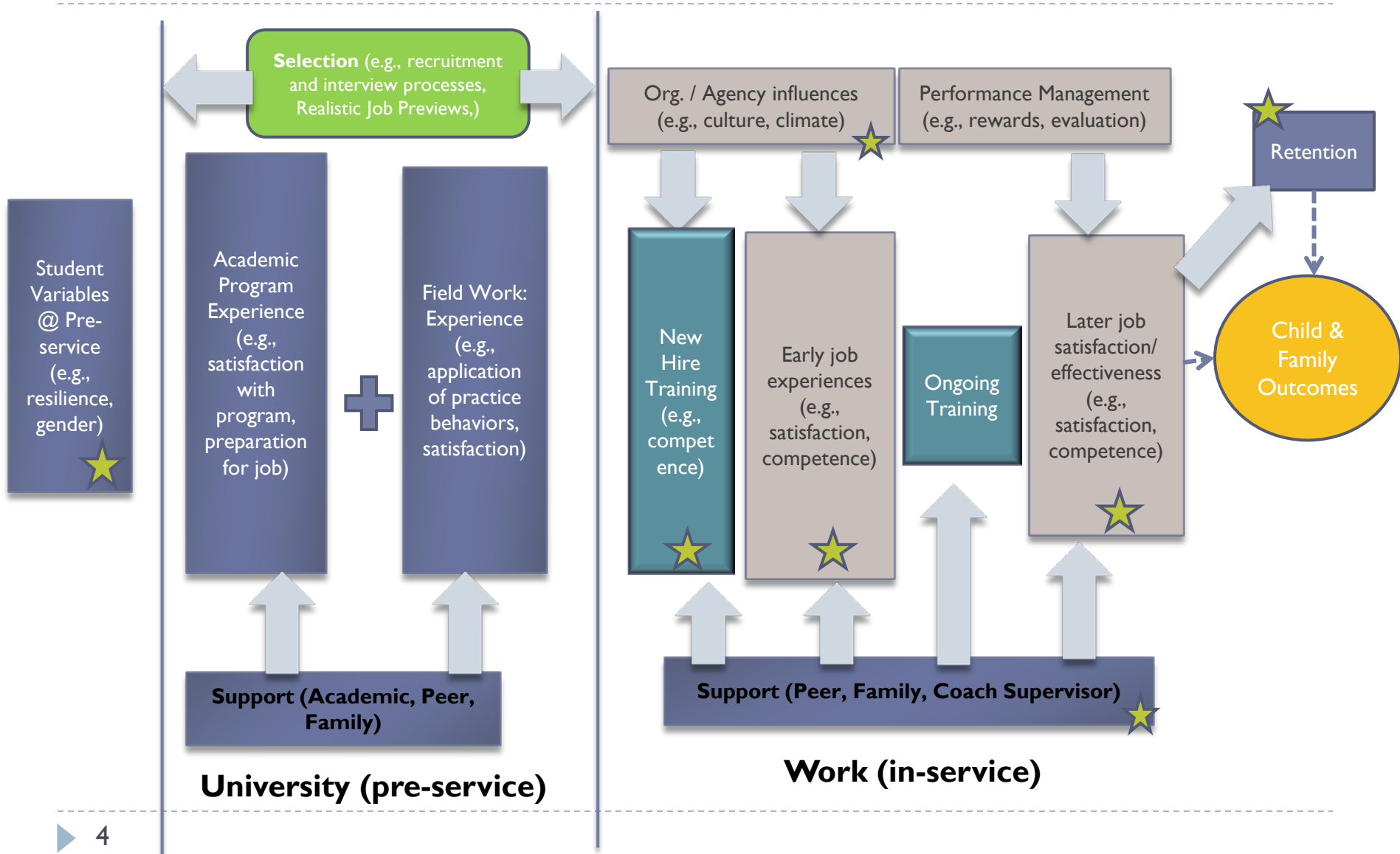
Goal

To develop a conceptual model to further understanding of child welfare workforce effectiveness and guide broader workforce development efforts.

Holistic understanding of workforce development

Proposed Conceptual Model

University (pre-service)

Work (in-service)

What to measure?

Ask of IV-E and non IV-Es

Pre Service:

Student Inventory @ Pre-service:

IV-E status, Gender, Age, Race, **Resilience**, **Self efficacy**, **Years in PCSW, Current role, Workload, Commitment to field, SES, Attitudes to Poverty, Support**

New Graduates:

Academic Program & Field Work Experience:
Academic program evaluation, Field Work Evaluation of experience, application of practice behaviors (student and FI perspective)
Final Completion Metrics:
Preparedness, Commitment to the field, Commitment to the organization
Selection Criteria and Metrics:
Job expectations (Realistic Job Previews), Recruitment

Job and Workplace Evaluation:

Early Job Performance:
Self-ratings of competency, Job satisfaction, , Quality of Supervision, **Job expectations, Engagement with families served,** Case load, **Paperwork,** Stress, **SCL-90 (Depression, Hostility/ Anxiety)**, Commitment to the field, **Commitment to the organization**, Training received, **Satisfaction with training, professional development**
Organizational Factors:
Constructive/ Defensive culture, Org. values, Org. structure, Org. climate, Perceptions of Org. Politics
Support:
Family, Peer, Academic, Supervisor, **Organization, Self-care**

Check at different time points in a worker's career.

Pre-service   In-service

Some possible research questions

Pre-service:

▸ How do student characteristics (self efficacy, motivation) influence learning outcomes, performance in the field and early performance on the job?

▸ How are field experiences is learning & performance on internship & job influenced by time management and support?

▸ Does more learning predict better internship experiences? Greater application of practice behaviors?

▸ How does overall satisfaction with one's academic program /sense of preparedness affect early work experiences?

▸ How do IVE vs. non- IV-E students differ in their academic and field experiences?

▸ How do individual differences such as resilience affect academic and field experiences? Do these carry over into early job experiences?

In-Service:

▸ What influence do organizational variables such as culture and climate have on early job performance?

▸ How does satisfaction and fit with one's field experience affect one's early job experiences?

▸ What is the relationship between psychosocial functioning in social workers and retention?

▸ How do the on-the-job experiences of IVE and non- IV-E differ?

▸ What are some characteristics of workers (in terms of personality, satisfaction) that are retained longer?

▸ How do these tie into outcomes at the level of children?
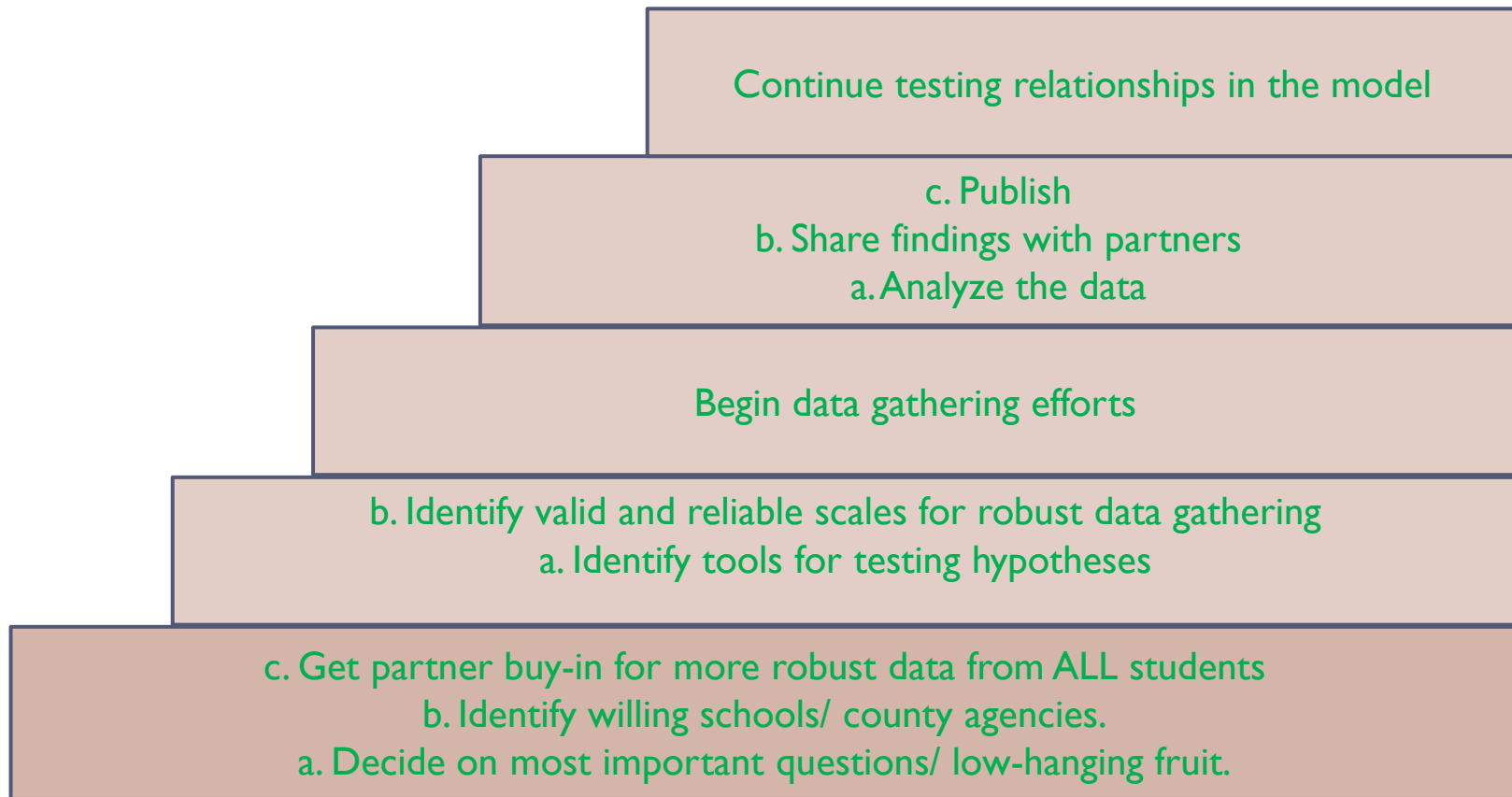
Deciding on measurement methods

- Simulation (for competence)?
- Survey data (self report, other report)
- Targeted sampling to reduce survey burden
- Strategic county participation

Next steps

Continue testing relationships in the model

c. Publish
b. Share findings with partners
a. Analyze the data

Begin data gathering efforts

b. Identify valid and reliable scales for robust data gathering
a. Identify tools for testing hypotheses

c. Get partner buy-in for more robust data from ALL students
b. Identify willing schools/ county agencies.
a. Decide on most important questions/ low-hanging fruit.

Your reactions?