

**Alliance for  
Experiential  
Problem-Based  
Learning**

**ILLINOIS**  
SPRINGFIELD

# **“Why Didn’t I know this Sooner?” The Impact of CAST Education on the Next Generation of Frontline Professionals**

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Dr. Tyler Council, Webinar Facilitator and Director of CAST,  
Zero Abuse Project**

# A Cycle of Under-Preparation

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



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Woodtli (2002); Hatlevig (2006); Walker (2014)

## **Not Just an Undergraduate Problem**



Many APA accredited graduate programs “fall far short” of guidelines proposed by the APA for minimal levels of competence in handling child maltreatment cases

# Poor Training + Inexperience



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# CAST: Ultimate Impact

- 9 publications:
  - 1 law review (Vieth et al, 2019)
  - 1 qualitative overview (Johnson, 2015)
  - 2 undergraduate studies (WSU, USC Upstate)
  - 4 graduate studies (UT College of Medicine & Life Sciences)
  - 1 statewide study
- Important findings:
  - Improved knowledge maltreatment identification, reporting
    - Better I.D. of complex cases
  - Improved perceptions of responsibility to prevent, intervene in child maltreatment scenarios
  - Knowledge/skills appear to be retained (6 mo. assessment)
  - CAST student knowledge equivalent to years of field experience
  - Graduates see increased professional confidence, employer merit



# The Next Generation in the Field



- CAST students complete two sims in their Perspectives on Child Maltreatment Course – a physical abuse case (Caleb) and a polyvictimization case (Hailey)
- “Why didn’t I know about this sooner?” A CAST student reacting to hearing about ACEs research for the first time



**Collaboration with  
our UIC/UIS  
School of Nursing  
Simulation Labs**

**CAST Students  
determine how to  
make a hotline  
report in the  
“Caleb” simulation**



# Traditional Training of Frontline Professionals

- Classroom-based and on-the-job (shadowing)
- Considerable attention to procedures and policies
- Very little actual hands-on experiences
- Research across disciplines: only 10-15% of training transfers to the workplace





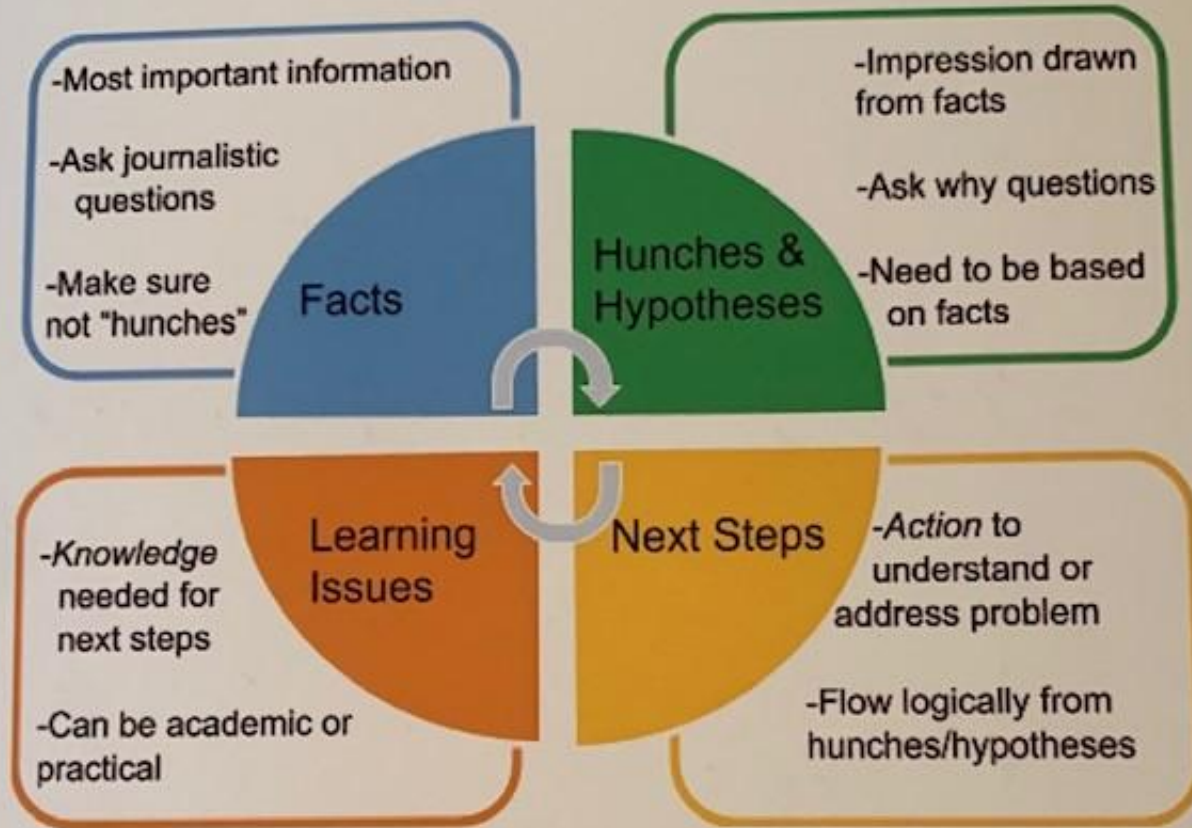
- Students step into realistic environments
- They learn in multiple ways
  - Practicing the behavior
  - Getting feedback from debriefs
  - Observing other trainees' actions and debriefs
- Trainees are more engaged
  - Sensory – visual, auditory, olfactory
  - Emotional
  - Critical thinking
- Best way to determine a field is not for you



**Value in  
Simulating  
Child  
Protection  
Work**



**PBL and  
minimizing  
bias**



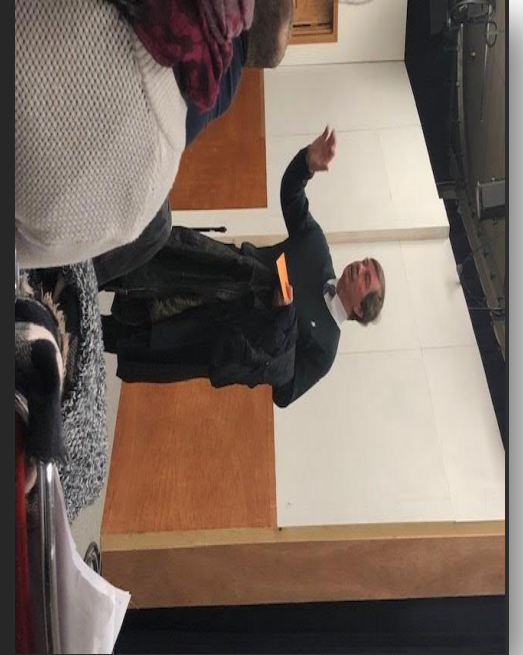
## The use of the Problem-based Learning Cycle & the Core Concepts for Understanding Traumatic Stress Responses in Children and Families for Critical Decision Making

National Child Traumatic Stress Network



## Partnership with SIU School of Medicine & Community Volunteers

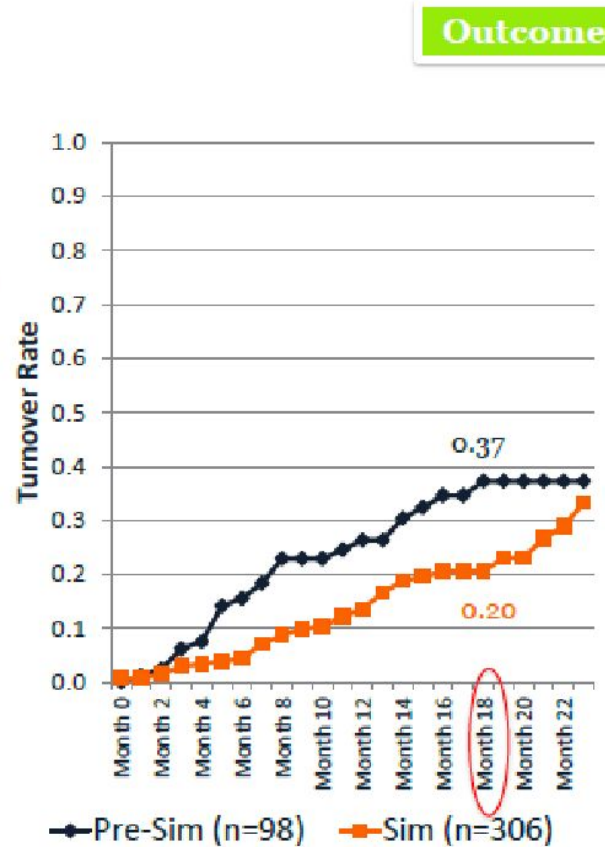
- Partnership with Southern Illinois University School of Medicine's Standardized Patient Program (SPP) and Resident Training
- Standardized patients (SPs) are actors trained to work with professionals and provide feedback
- SPs play family members and stay in character!
- Trainees report that actors are life-like and compelling
- Retired and active professionals play roles in court simulations





## Job Turnover

- Observation period: two years from starting job.
- At Month 18, 37% of pre-sim group had left their job compared to 20% of sim group. At Month 23, the turnover rates for the two groups almost converge.
- The odds of leaving their job for the pre-sim group was 1.8 times greater than those of the sim group.



Data Source: DCFS employment data

# Turnover



Development and Application of a Self-Report Measure for Measuring Change During Simulation Training - Adobe Acrobat Pro DC (32-bit)

Journal of Public Child Welfare

ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/wpcw20>

## Development and Application of a Self-Report Measure for Measuring Change During Simulation Training in Child Protection

Yu-Ling Chiu, Theodore P. Cross, Amy B. Wheeler, Susan M. Evans & Betsy P. Goulet

To cite this article: Yu-Ling Chiu, Theodore P. Cross, Amy B. Wheeler, Susan M. Evans &

Moving from procedure to practice a statewide child protection simulation training model 6-8-20.pdf - Adobe Acrobat Pro DC (32-bit)

Journal of Public Child Welfare

ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/wpcw20>

## Moving from procedure to practice: a statewide child protection simulation training model

Betsy P. Goulet, Theodore P. Cross, Yu-Ling Chiu & Susan Evans

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journal homepage: [www.elsevier.com/locate/childyouth](http://www.elsevier.com/locate/childyouth)

## How a training team delivers simulation training of child protection investigators<sup>☆</sup>

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**ARTICLE INFO**

**Keywords:**  
Simulation training  
Child welfare  
Child protection  
Workforce  
Standardized patients

**ABSTRACT**

This article presents results of a qualitative study regarding how a training team delivers simulation training for child protection investigators. Since 2016, a team from the University of Illinois at Springfield (UIS) has collaborated with the Illinois Department of Children and Family Services (DCFS) to implement the Child Protection Training Academy (CPTA) that provides full-scale simulations has been implemented for training all new child protection investigators. Using key informant interviews and focus groups, we explored how the training team, including the simulation trainer, the standardized patients playing the role of the family in a mock family house, and the professionals playing roles in a mock courtroom, collaborate to shape the simulation training. The qualitative data point to the central role of the trainer's blend of skills, the dedication of the standardized patients staying in character, the interest of role-playing professionals in correcting misconceptions about court,

Automatic zoom

Children and Youth Services Review 131 (2021) 106295

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journal homepage: [www.elsevier.com/locate/childyouth](http://www.elsevier.com/locate/childyouth)

## Evaluation of a simulation training program for new child protection investigators: A survey of investigators in the field

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**ARTICLE INFO**

**Keywords:**  
Child protection  
Simulation training  
Investigators

**ABSTRACT**

A new movement has developed to provide simulation training to child protection professionals to prepare them to work with families around child safety and well-being. This article reports on a survey of child protection investigators in Illinois that was conducted as part of a program evaluation of a prominent simulation training program, the Child Protection Training Academy. Simulation-trained investigators continued to value their simulation training months to years later, rated their certification training more highly than investigators without simulation training, and reported less difficulty developing the skills of evidence-based documentation and testifying in court.

1. Introduction

A new movement has developed in recent years to provide simula- simulated patients (Alanazi et al., 2017). Social work education broadly has also begun to build its own body of literature on the impact of simulation training (Craig et al., 2017; Dodds et al., 2018; Kourgiantakis

<https://www.cfrc.illinois.edu/simulation-training-evaluation.php>


Keeping It Real: Simulation Training | Pediatric Health, Nutrition and | Pediatric Research – Pediatric He... | Title Here: Tell Your Illinois St... | Lessons on building commu... |

https://capacity.childwelfare.gov/states/focus-areas/workforce/simulationtraining/

U.S. Department of Health and Human Services | Administration for Children & Families | Children's Bureau | Child Welfare Information Gateway


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Capacity Building CENTER FOR STATES

Home / Center for States / Topics / Workforce Development / Keeping It Real: Simulation Training In Child Welfare



### Keeping It Real

## Simulation Training in Child Welfare

Simulation training recreates real-life conditions to prepare child welfare workers and students for interactions with families and critical partners in child welfare work.

**Explore the videos** on this site for firsthand accounts of simulation experiences, its benefits, and key considerations based on lessons learned. The videos present perspectives from program developers, trainers, participants, agency leaders, and other individuals familiar with simulation training in Illinois.

**Consult the series publications** for more detailed information and tips on simulation training:

Discover the power of simulation.



# Keeping it Real Website & Resources

[https://www.youtube.com/watch?v=N-fHmJCynPg&feature=emb\\_logo](https://www.youtube.com/watch?v=N-fHmJCynPg&feature=emb_logo)



**Bi-Monthly Reflections Template: *Please use this template each week***

***Consider:***

- 1. What new ideas did I learn through the lecture and readings? Did anything I read in the text, or on the Discussion Board motivate me to “read more about it”?? Was there any material that you found difficult to read?**

I really enjoyed being able to go to the house and learn how to investigate a child maltreatment case. I liked being able to see the house and investigate under a non-stressful, learning environment, rather than being thrown into that situation for the first time during my career when a child’s life could be in my hands. While seeing the house was beneficial, there were parts about it that were hard to deal with, such as the fact that Caleb was a real boy who died, because the system did not take the report seriously. It was hard to hear, but at the same time it made me want to strive to do better, so kids are not dying in the future, due to system mistakes.



**QUESTIONS?**

***Thank you!!***