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

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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

A Cycle of Under-Preparation

Woodtl (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
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
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 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
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

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

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

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

Thodore P. Cross, Yu-Ling Chiu, Kristen Flinck, Lusia Levy, Steven P. Tran

https://www.cfrc.illinois.edu/simulation-training-evaluation.php
Keeping it Real Website & Resources
https://www.youtube.com/watch?v=N-fHmJCvnPg&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!!