

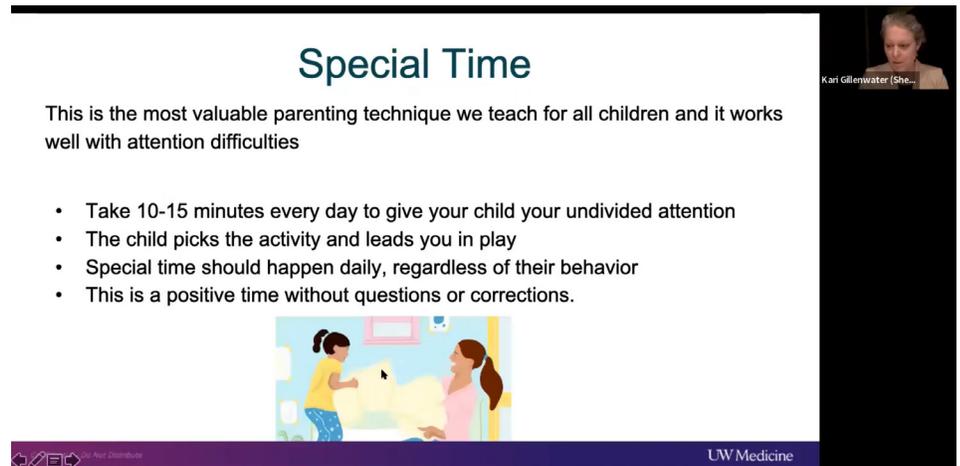
Workforce and Caregiver Training Quarterly Report January–March 2022

Unique partnership helps foster parents learn about medical conditions directly from experts

CaRES launched a new program in February called “Wellness Resource Wednesdays” in partnership with UW Harborview and Coordinated Care.

This event is hosted monthly, with alternating months devoted to presentations from Harborview doctors and then caregiver discussions around medical topics.

During the February event, two doctors from the Foster Care Consultation Clinic at Harborview provided a training presentation and answered audience questions about ADHD. Twenty-nine attendees participated, and the video of the presentation has been viewed 10 times.



Kari Gillenwater talks about strategies to work with a child's attention difficulties during a “Wellness Resource Wednesdays” presentation via Zoom.

Upcoming topics include diabetes; NG and G tubes; sleep challenges; and Fetal Alcohol Spectrum Disorder.

Focused coaches move forward with MI training

The Alliance focused coaches, in partnership with DCYF, completed during this quarter the Introduction to Motivational Interviewing, Advanced MI and MICA (Motivational Interviewing Comprehensive Assessment) webinar training courses.

The focused coaches trained in March in the use of the MICA tool. Part of their learning is submitting

video recordings of interviews and coding the interactions.

Starting May 1, the focused coaches will work collaboratively to assist the Family First Prevention and Services Act regional program staff with field implementation of five FFPSA early implementor offices: Ellensburg, Richland, Yakima, Puyallup and Everett.

Along with identified DCYF staff, the coaches will be providing field observation and MICA coding to fidelity based on interactions between DCYF social service specialists and families. This is a wonderful opportunity for Alliance staff to be a part of the ongoing learning and skill acquisition of motivational interviewing across the state.

eLearning supports better understanding of D/deaf culture and identity

Working With Clients Who Are Deaf and Hard of Hearing (n=498)

Learner ratings

On average learners rated themselves 4.2 out of 5 (on a 1-5 scale where 5= "Strongly Agree") on the learning objectives for the course regarding their knowledge and skills related to practice and policy with people who are D/deaf or hard of hearing. About three quarters of participants were "satisfied" or "very satisfied" with the training. Engagement in the training was rated only 3.0 out of 5, and many learners commented on the slow narration, which impacted their ability to complete the eLearning at a comfortable pace.

Most useful

When asked what piece of the training they would most use in their role, learners most often commented on DCYF resources to serve those who are D/deaf or hard of hearing

such as: the ADA coordinator, interpreter services, community resources and communication supports.

They will use the knowledge ... to better understand d/Deaf culture(s) and identities, to ask clients how they identify and what methods and resources work best for them, and to use respectful language and communication.

Learners mentioned that they will use the knowledge they gained from the training to better understand D/deaf culture(s) and identities, to ask clients how they identify and what methods and resources work best for them, and to use respectful language and communication approaches with clients who are D/ deaf and hard of hearing.

Learners also shared that the videos featuring clients with lived experience were impactful. One participant commented that "hearing from an individual's actual experiences with DCYF and similar agencies really helps place the recommendations and guidelines in context." Several participants commented they would have liked more lived experience included from those with varied intersectional identities.

Accessibility of training

Several learners appreciated the ability to choose between listening and reading based on what works better for their learning style. Closed captioning and the transcript, when available, helped improve access. Some learners noted the limits to accessibility: parts of the training were not closed captioned, sound that was too low or too indistinct, and the inability to modify narration speed.

TRAINING SUMMARY

This quarter, a total of 2,979 learners participated in instructor-led trainings. 1,248 learners completed workforce courses and 1,731 learners completed caregiver courses.

