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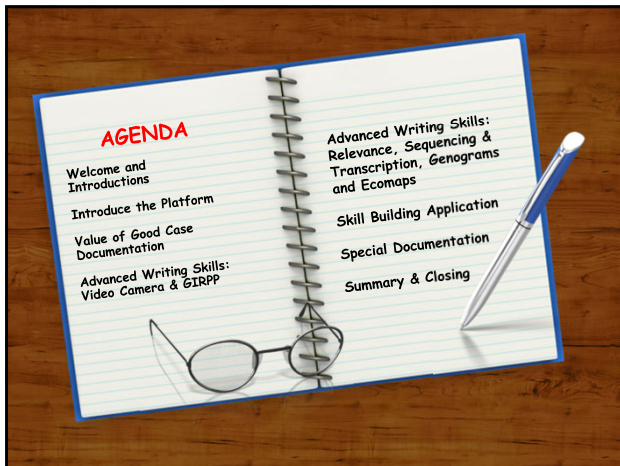
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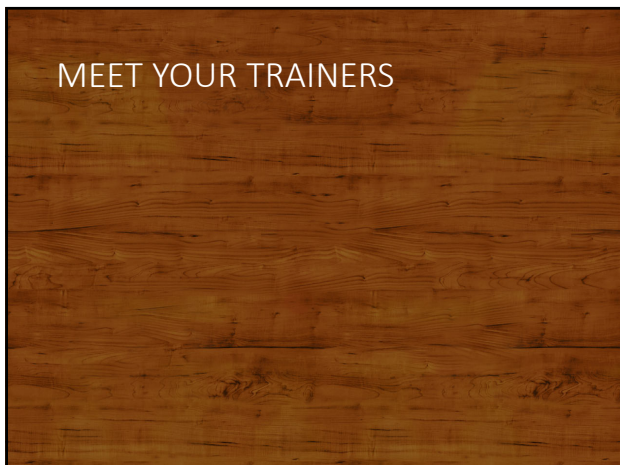
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## INTRODUCTIONS

- 1) NAME
- 2) AGENCY/POSITION
- 3) YEARS OF EXPERIENCE
- 4) SUPERVISOR'S NAME
- 5) SUPERVISOR'S EMAIL ADDRESS

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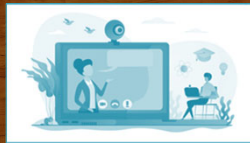
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## Class Course Structure

- One day 3-hr session
- Pre-training assignment – CWSE5011
- Handouts on Fusion LTD CWS5011W
- Transfer-of-Learning (TOL) with Supervisor post-class



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## Value of Good Documentation



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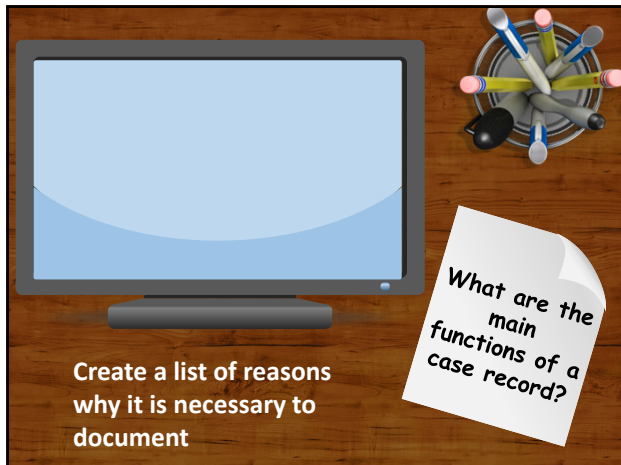
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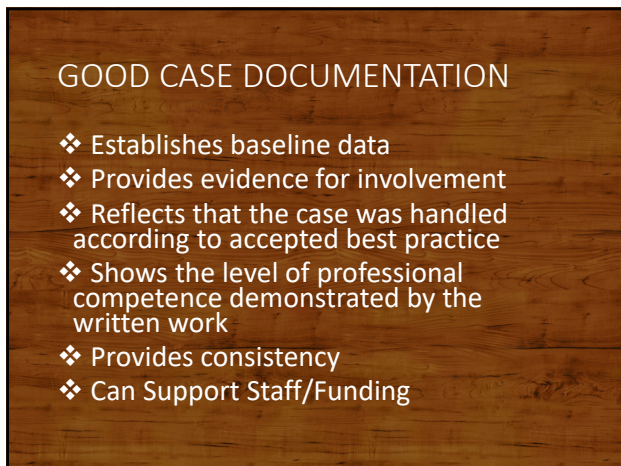
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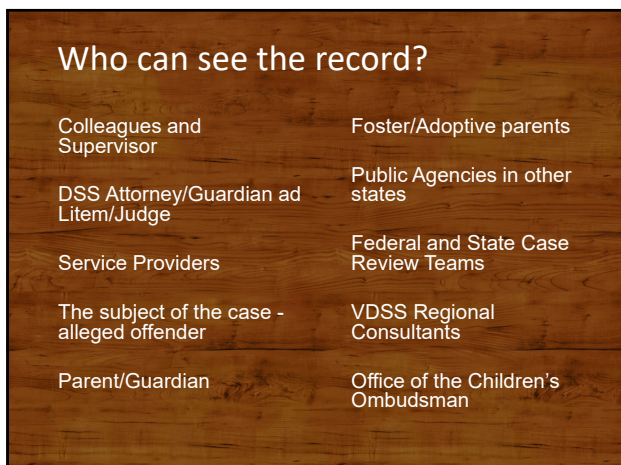
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## What we write and how we write it -

- Professionalism
- Use of language
- Avoid jargon
- Avoid abbreviations
- Details
- Clear and concise
- Respect
- Compliance



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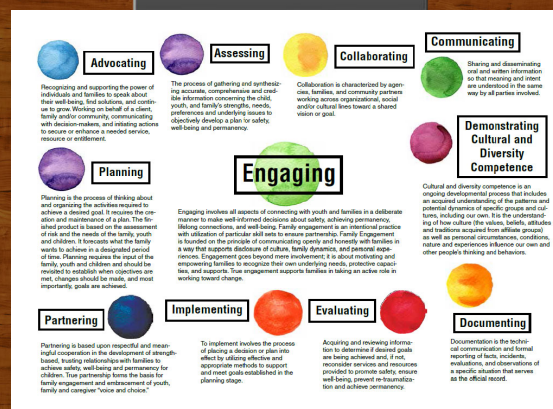
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## Practice Profiles



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## Documenting

Documentation is the technical communication and formal reporting of facts, incidents, evaluations, and observations of a specific situation that serves as the official record.

(Practice Profiles, page 32)

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## Language/Communication

### Optimal Practice:

- Concise narrative with all pertinent facts
- Reflects depth of information
- Reflects sensitivity
- Trauma informed



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## Youth, Family and Caregiver Voice

### Optimal Practice:

- Family members' perspectives reflected
- Documents all information from all meetings
- Uses best practice interviewing skills
- Represents each family member and their experiences

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## Respect for Family Privacy

### Optimal Practice:

- Follows all regulations for releasing information
- Secures family's consent
- Release of information forms documented
- Information about children's needs shared only when appropriate

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## Timeliness

### Optimal Practice:

- Reflects names, dates, times, and descriptions of all contacts
- Uses time management and organizational skills
- Ensures case record is in compliance guidance requirements
- Responds timely to emails and voice mails

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What do you look for when receiving or inheriting a case from a colleague?

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## Advanced Writing Skills



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### Video Camera Approach

Write as if you are a video camera recording only what can be seen or heard. You can use your observation skills to “zoom in” or “zoom out”.

This approach reminds us to use language that is:



- Observable
- Measurable
- Descriptive

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### Using the Video Camera Approach

- Watch the video, Mr. Nobody, again - with sound
- Pay attention to how sound changes your original assessment of the situation
- Take notes regarding the differences

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## How did sound change your assessment?

- Learned his month and day of birth; he was an only child
- He is 65 years old
- He was born in the house he lives in now
- His parents are deceased
- He never married but had girlfriends
- He lives alone
- He has cats
- He taught himself electrical, plumbing, automobile, television and radio "work"
- He also worked on his house and is proud of his work

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Accurate

Factual



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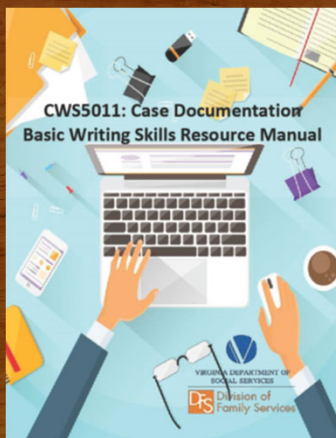
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## Non-judgmental Writing

1. One word can make a big difference
2. Avoid using intensifying adverbs
3. Using "I" statements can lead to opinions
4. Command statements convey opinion

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## Neutral Statements Activity

- CWS5011: Case Documentation Basic Writing Skills Resource Manual
- Pages 43-44, examples of Non-Judgmental Language
- Change the statements to make them neutral statements



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## Neutral Statements

Judgmental: She wants to stay sober, but is drinking.  
Neutral: She wants to stay sober and is drinking.

Judgmental: She disciplined her child well just once.  
Neutral: She disciplined her child well once.

Judgmental: If she can complete parenting classes we will discuss next steps.  
Neutral: When she completes parenting classes we will discuss next steps.

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Judgmental: He is really angry today.

Neutral: He is angry today.

Judgmental: They never show up on time.

Neutral: They did not show up on time.

Judgmental: I think they don't want to follow through.

Neutral: They did not follow through with the plan.

Judgmental: They must attend therapy with their child.

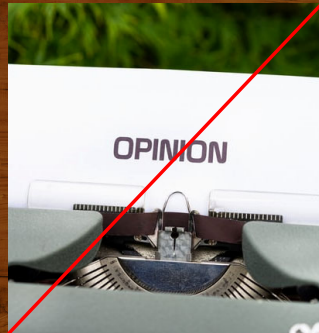
Neutral: We discussed attending therapy with their child.

Judgmental: She needs to clean the house.

Neutral: The house is not clean.

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- Document what you saw, heard and smelled
- Information must be objective and factual



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Use quotes to help you state clearly what you heard:

Jack said, "This is where I was born – in the front room."

Jack said, "I didn't want to get married."

Jack said, "I lived here all my life."

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# Objectivity:

## Freedom from bias

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# Fact and Opinion

- Read the instructions and the narrative
- Answer each question



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The worker walked into the kitchen and observed rats scurrying under the cabinets when the light was turned on. Feces were all over the floor. The client's daughter said her mother liked rats but she didn't like people. Mrs. Jones said she was surprised that the rats stayed around with so little food in the house, then she walked out of the room.

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5 minutes



The worker walked into the kitchen and observed rats scurrying under the cabinets when the light was turned on. Feces were all over the floor. The client's daughter said her mother liked rats but she didn't like people. Mrs. Jones said she was surprised that the rats stayed around with so little food in the house, then she walked out of the room.

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## Answer key

- |  |              |
|--|--------------|
| 1. Rat feces covered the kitchen floor.                              | False        |
| 2. The client's daughter didn't provide her mother with enough food. | False        |
| 3. It was reported that the client liked people.                     | False        |
| 4. The worker turned on the kitchen light.                           | Questionable |
| 5. Mrs. Jones liked rats.  | Questionable |
| 6. Someone turned on a light.  | True         |
| 7. Mrs. Jones doesn't like people.                                   | Questionable |
| 8. There was not very much food in the kitchen.                      | Questionable |
| 9. The client is ambulatory.   | Questionable |
| 10. Mrs. Jones went to another room after she talked to the worker.  | Questionable |

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- |   |              |
|---|--------------|
| 11. Rats went under the cabinets when the light was turned on.                              | True         |
| 12. The worker interviewed the client and her daughter.                                     | Questionable |
| 13. The client's house was not very clean.  | Questionable |
| 14. The worker walked into the kitchen.   | True         |
| 15. The age of the client was not revealed in this part of the narrative.                   | True         |
| 16. Mrs. Jones was hungry.  | Questionable |
| 17. The narrative mentions three people: the worker, the client, and the client's daughter. | Questionable |

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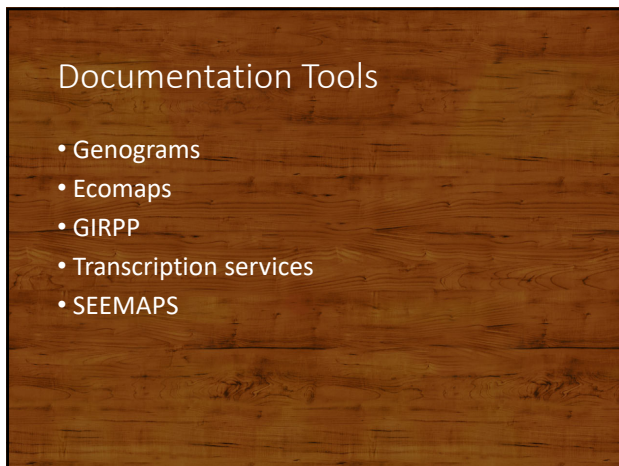
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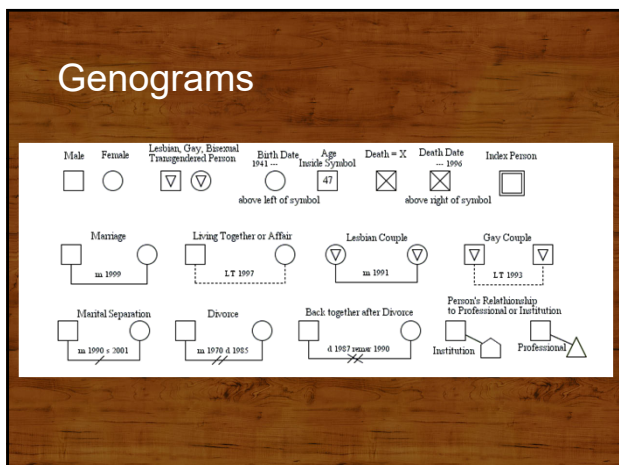
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## \*Genogram Resources\*

- COMPASS Genogram job aides

<https://fusion.dss.virginia.gov/dfs/DFS-Home/COMPASS/COMPASS-MOBILE-SOLUTION>

- MICRO105 Using a Genogram

<https://fusion.dss.virginia.gov/wds/WDS-Home/Professional-Development-Training>

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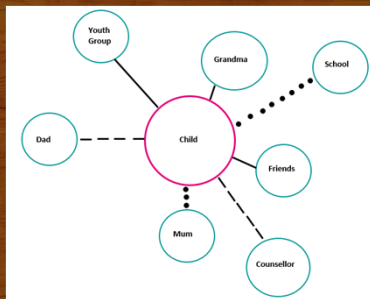
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## Ecomaps

<https://www.youtube.com/watch?v=xTjKFn8&feature=youtu.be>



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## GIRPP

- Goals
- Intervention
- Response
- Progress
- Plan

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**Martin Family Case Vignettes**

You will watch two additional scenes of the Martin family that you began at the end of the eLearning.

Take notes from the videos as if you were the caseworker using the GIRPP technique on Handout C-3 .

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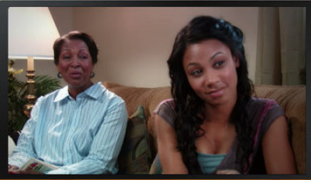
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Which elements of GIRPP did you observe?

Scene 10  
<https://vimeo.com/127862943>



Scene 13  
<https://vimeo.com/127863713>

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**Goldilocks Method**

It's "just right!"



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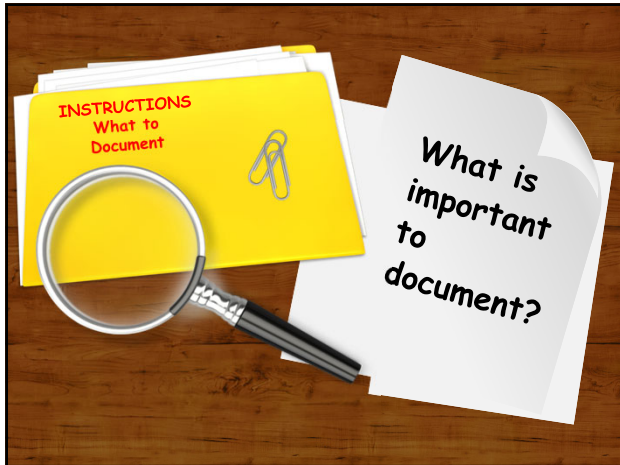
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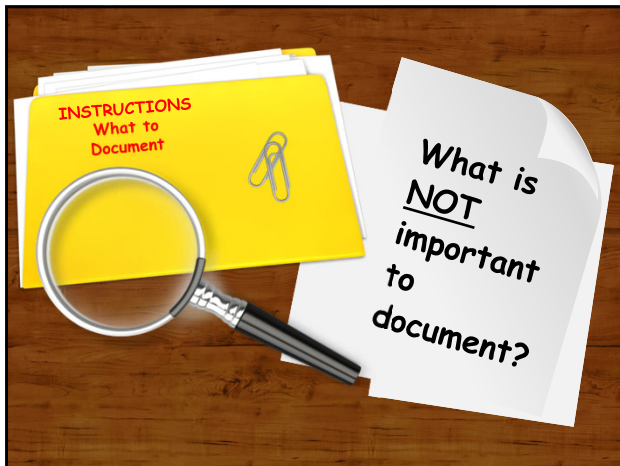
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Documenting concisely -

- home visits
- phone calls
- team meetings
- court hearings
- staffing



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### • When to write more –

- Something new or unusual happens
- Potentially dangerous situations are discussed and observed
- There is reason to anticipate legal issues
- There is a challenge to following the case plan

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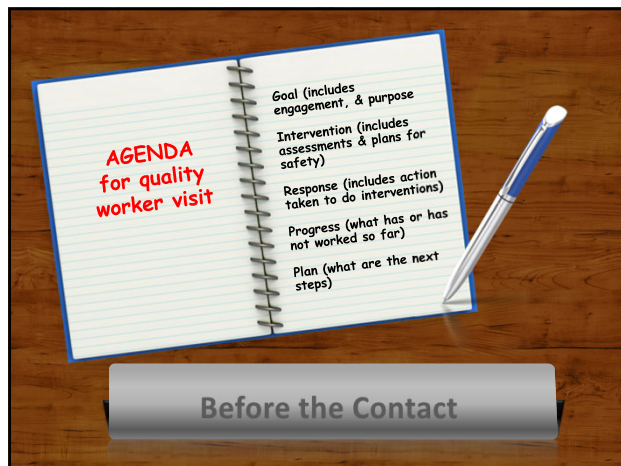
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### BENEFITS OF TIMELY DOCUMENTATION

- More likely to be accurate, detailed, and sequenced
- Information available in case the FSS is absent
- Contact is not forgotten or missing from the case record
- FSS does not become overwhelmed by overdue documentation
- Protects the agency from liability

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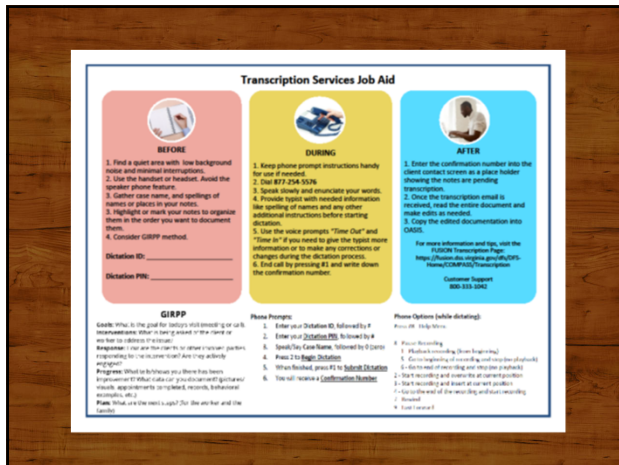
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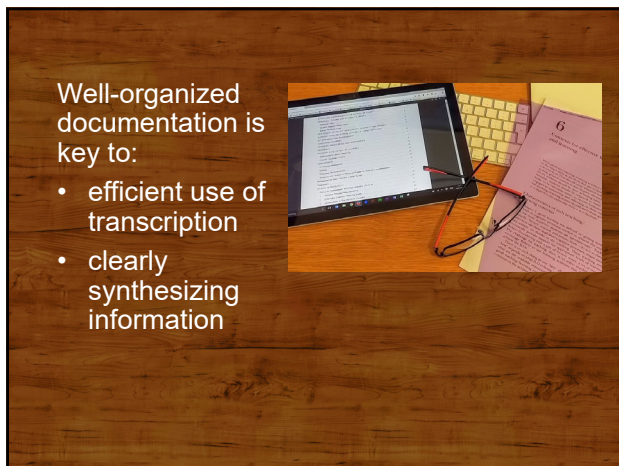
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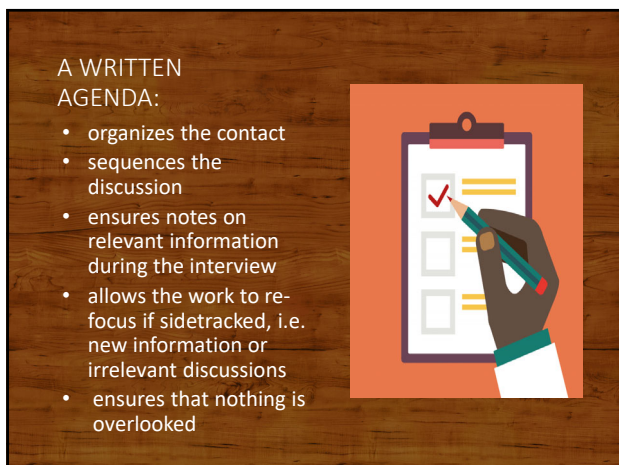
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## SEEMAPS

- **S**ocial
- **E**conomic
- **E**nvironment
- **M**ental Health
- **A**ctivities of Daily Life
- **P**hysical Health
- **S**ummary of Strengths
- **H**istorical Trauma

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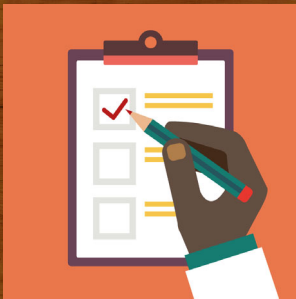
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## Sequencing



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## Special Documentation



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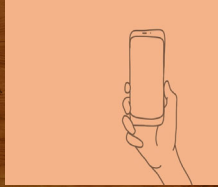
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## Audio Recording

- Recording increases the quality and quantity of evidence
- Recording allows the worker to concentrate on the interviewee's answers and body language
- Recordings can be reviewed later
- Objective records of interviews can protect workers



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## Photographs

- Document abuse
- Document the injury
- Follow agency rules for taking photos
- Photos must be part of the case record



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## Documenting Injuries

- If it's not documented, it didn't happen!
- Take LOTS of pictures, all parts of the body
- Use flash AND no flash
- Include the face
- Start wide and move in closer, taking pictures
- Take a slow steady video if possible

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## Photo tips

- Take a picture of the whole person
- Move in by thirds
- Photograph the details
  - Injuries, the environment, the injuring object
  - Start wide and zoom in close
  - Use a ruler or other standard object for measurement

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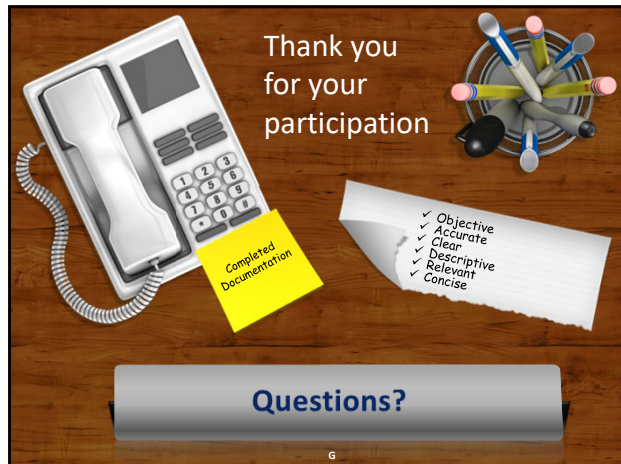
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