Common Core 3.0
Orientation to
Child Welfare Practice and
Common Core 3.0

Trainee Guide

CDSS

December 31, 2018

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Introduction to Common Core

Common Core curriculum and training for new child welfare workers in California is designed to be generalizable across the state, cover basic child welfare knowledge and skills, and is important for all CWS positions with in an agency.

California's Common Core Curricula for Child Welfare Workers is the result of the invaluable work and guidance of a great many people throughout the child welfare system in California and across the country. It would be impossible to list all of the individuals who contributed, but some groups of people will be acknowledged here.

The Content Development Oversight Group (CDOG) a subcommittee of the Statewide Training and Education Committee (STEC) provided overall guidance for the development of the curricula. Convened by the California Social Work Education Center (CalSWEC) and the California Department of Social Services (CDSS), CDOG membership includes representatives from the Regional Training Academies (RTAs), the University Consortium for Children and families in Los Angeles (UCCF), and Los Angeles County Department of Children and Family Services.

In addition to CDOG, a Common Core 3.0 subcommittee comprised of representatives from the RTAs, the Resource Center for Family Focused Practice, and counties provided oversight and approval for the curriculum development process.

Along the way, many other people provided their insight and hard work, attending pilots of the trainings, reviewing sections of curricula, or providing other assistance.

California's child welfare system greatly benefits from this collaborative endeavor, which helps our workforce meet the needs of the state's children and families.

The Children's Research Center provided technical support as well as The Structured Decision Making System that includes the SDM 3.0 Policy and Procedure Manual and Decision Making Tools. These resources are used in compliance with CRC copyright agreements with California. Additionally, content in this curriculum has been adapted from CRC's SDM 3.0 classroom curriculum to meet the training needs in California.

In compliance with the Indian Child Welfare Act (1978) and the California Practice Model, social workers must identify American Indian/Alaska Native children in the system. For an overview of *Implementing the Indian Child Welfare Act* view: https://www.youtube.com/watch?v=BIQG65KFKGs

The curriculum is developed with public funds and is intended for public use. For information on use and citation of the curriculum, please refer to:
https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/common-core-30

FOR MORE INFORMATION on California's Core Curricula, as well as the latest version of this curriculum, please visit the California Social Work Education Center (CalSWEC) website:
http://calswec.berkeley.edu

Curriculum Introduction

This half-day curriculum provides an orientation to Common Core 3.0 and introduces new social workers to child welfare practice in California, including the National Association of Social Workers (NASW) Code of Ethics, the social worker's role and responsibility in advocacy, and an overview of the California Child Welfare Core Practice Model.

Agenda

Segment 1:	Welcome, Review of Agenda, and Introductions	30 minutes
Segment 2:	Learning Objective Review	30 minutes
Segment 3:	CC 3.0 Content and Delivery	30 minutes
Break		15 minutes
Segment 4:	Review: What Guides Child Welfare Practice and Training in California?	45 minutes
Segment 5:	Developing a Learning Plan	15 minutes
Segment 6:	Wrap-up	15 minutes

Common Core 3.0 Group Agreements

Collaboration - We need partnership to have engagement and that works best if we trust each other and agree we are not here to blame or shame. We are here because we share a common concern for the safety and well-being of children. Remind them how this skill will be needed when working with families as they are the experts on their family. Social workers must be able to foster collaboration in order to complete a thorough assessment of the situation. Families need to feel trust before they honestly examine themselves and be able to look at a problem and their part in it.

Ask lots of questions - Point out that the trainer can't make the training relevant for each person because there are many people in the room with different experiences and different needs. Participants have to make it relevant for themselves by asking lots of questions and deciding how the experience might be helpful or not helpful to them.

Be open to trying new things - As professional we feel more comfortable and competent sticking with what we know. We don't always like it when new things come along. Sometimes it feels uncomfortable to try new things so we tend to back away from the new thing telling ourselves things like "she doesn't know what she's talking about…she has never worked in our community with the people we work with…" But to learn something new we have to do through the uncomfortable stage to get to the other side where it feels natural and comfortable. With this Group Agreement, they are agreeing to try new things even if they feel uncomfortable.

Make mistakes - As professionals we don't like to make mistakes. And when we make mistakes we feel discouraged and beat ourselves up. But, if we are going to learn new things, we have to make mistakes. Even more important than the willingness to make mistakes is the willingness to admit we are wrong even when we don't want to be. Growth requires that we are open to changing our minds based on new information received. We must also be willing to put our own ideas aside to fully hear the views of others.

Confidentiality - This is just a reminder that information about families or other trainees shared in the training room should be kept confidential.

Be responsible for your own learning – As adult learners we realize you come with knowledge, skills, and experience. The intention of this curriculum is that you will have an opportunity to share this via large and small group discussions. Please come prepared to training having taken any prerequisite eLearning or classroom trainings. Set aside this day for your learning. Please do not bring work into the classroom; this is distracting to other participants as well as to the trainer/facilitator. This includes being on time, sharing the floor, cell phones off…

Learning Objectives

Orientation to Child Welfare Practice and Common Core 3.0

Knowledge

K1. The trainee will be able to recognize the federal and state outcome measures and performance indicators that are part of California's public child welfare outcomes and accountability system.

K2. The trainee will be able to identify the three primary goals of child welfare practice in California and the Adoptions and Safe Families Act (ASFA) of 1997:

    a. Safety

    b. Permanency

    c. Well-being

K3. The trainee will be able to identify and define the California themes of practice

    a. The trainee will recognize that the NASW Code of Ethics guides practice in CWS.

    b. The trainee will be able to describe the role of advocacy in child welfare practice including self-advocacy to help families advocate for themselves within family teams.

K4. The trainee will be able to identify and define the 5 practice areas that will be covered in Core training and be able to identify them as key components of child welfare practice:

1. Engagement
2. Assessment
3. Service Planning
4. Monitoring and Adapting
5. Transitions

K5. The trainee will be able to identify the following methods for delivery of Common Core Training:

    a. Online Content
    b. Classroom Content
    c. Field Training

K6. Trainees will be able to identify the sequence of training modules in Common Core.

Values

V1. The trainee will value engaging families, youth, and communities in a participatory decision-making process that especially includes families, youth, and communities as experts in identifying strengths, needs, and resources.

V2. The trainee will value a strength-based approach to child welfare.

V3. The trainee will value conducting him or herself in accordance with the professional expectations set forth in the NASW Code of Ethics, the NASW Standards for Social Work Practice in Child Welfare, and the California Standards and Values for Public Child Welfare Practice.

eLearning Tips for Common Core 3.0

1. **Understand online learning practices and expectations.**
   The first thing you need to realize is that **online courses** are not an easier way to learn, but rather a more convenient one. For CC3.0, eLearning courses allow the trainee to obtain important knowledge-based information necessary for work in child welfare. For prerequisite eLearning courses, the online course prepares the trainee to attend the skills-based classroom course.

2. **Have a dedicated study space.**
   Whether you will be studying at your desk or in a computer lab, ensure that this place is quiet, organized, and distraction-free. Consider turning off your phone and logging off of all social networks when studying; you will want to be neither interrupted nor distracted.

3. **Identify your Learning Objectives and Goals.**
   To stay on track with your online course, make sure that you always keep in mind what you hope to accomplish by the end of it. The **Learning Objectives** and Goals of the eLearning course can be an excellent road map during online learning; create notes that are closely related to your objectives, so that you stay focused on your goals for the course.

4. **Build a study plan.**
   A study plan is critical to online learning. Here are some tips to help you build it:
   - **Plan ahead.**
     Never wait until the last day to complete the eLearning. It will stress you and stress will prevent you from effectively completing the eLearning course.

   - **Have an effective calendar system.**
     eLearning needs structure; create a study calendar that will help you remember all important dates.

5. **Improve your reading recall.**
   After reading a portion of text, ask yourself, 'What is the main point of what I just read?' If you cannot recall the key point, then look back and find it in the material. You may encounter points that you do not readily understand or that you would like to explore more thoroughly. Instead of letting them sidetrack you, make a note to give these further consideration later or ask in the classroom. Points are often clarified as you make your way through the material.

6. **Printing.**
   Print Resource documents during the session as you will not be able to access the documents at a later time.

7. **Stay motivated.**
   Finally, don't underestimate the effort needed to fully commit to your online course. To make sure that you stay **motivated** and engaged in your online learning experience.

Adapted from:
Pappas, C. (2015, June 10). *10 Study Tips for Online Learners.* Retrieved from http://elaeraningindustry.com/10-study-tips-for-online-learners-getting-the-most-out-of-your-elearning-course

Child Welfare System Improvement and Accountability Act – AB 636

Goals of AB 636

1) Protect children from abuse and neglect.

2) Have children safely maintained in their own homes whenever possible and appropriate.

3) Provide children permanency and stability in their living situations.

4) Preserve the continuity of family relationships and connections for children.

5) Enhance families' capacity to provide for their children's needs.

6) Ensure children receive appropriate services to meet their educational needs.

7) Ensure children receive adequate services to meet physical and mental health needs.

8) Prepare youth emancipating from foster care to transition into adulthood.

Source: http://www.cdss.ca.gov/cdssweb/res/pdf/Backgroundinfo.pdf

My Learning Plan

How will my active participation in Common Core 3.0 training benefit and/or improve my child welfare practice?

What do I already know about child welfare?

What are some things that I want to learn more about in child welfare?

Why do I want to learn this?

What are the possible ways of learning?

What method will work best given the way I like to learn and how I intend to use it?

How will I develop a support system to help me learn? Who will be part of my support system?

What are some resources available to me to support my learning?

How will I know I've learned?

What are the things I need to do and when do I need to do them?

Resources

CalSWEC website: https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/common-core-30

CC3.0 Content Overview Document

> https://calswec.berkeley.edu/sites/default/files/cc3.0_content_overview.pdf

CC3.0 Delivery Sequence Map

> https://calswec.berkeley.edu/sites/default/files/cc_3.0_sequencing_map.pdf

Review the Child Welfare Core Practice Model Packet:
> https://calswec.berkeley.edu/sites/default/files/cpm_packet_rev0816_p7.pdf

CDSS: http://www.cdss.ca.gov/cdssweb/res/pdf/Backgroundinfo.pdf

NASW Code of Ethics: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Pappas, C. (2015, June 10). *10 Study Tips for Online Learners.* Retrieved from https://elearningindustry.com/10-study-tips-for-online-learners-getting-the-most-out-of-your-elearning-course