

Introduction to Core for Social Workers

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OVERVIEW OF CORE FOR SOCIAL WORKERS

NORTHERN
CALIFORNIA
TRAINING
ACADEMY

ABOUT THE CORE TRAINING PROGRAM

Core for Social Workers provides a foundational understanding and skill set related to child welfare practice in California. The goal is to provide training that reflects real world application of knowledge and skill to daily child welfare practice. Additionally, Core for Social Workers allows participants to build a network of support with colleagues in Northern California as they work through the variety of key concepts and foundations of child welfare practice.

WHO SHOULD ATTEND

Core for Social Workers is intended for new child welfare services staff, as well as staff transitioning into new job responsibilities and/or experienced workers who have not received formal training in the standardized core subject areas, or for those who want to brush up on child welfare best practice.

TRAINING STRUCTURE & REQUIREMENTS

Core for Social Workers incorporates the following training modalities based on adult learning theory:

- Online knowledge-based training (eLearnings)
- Classroom based training (skill building and knowledge application)
- Field activities (skill application & reinforcement in the field with the support of a field advisor/supervisor)



Core for Social Workers fulfills primary standardized core curricula requirements and includes ten total modules that consist of 29 classes, 24 eLearnings and 9 field activities to be completed over an eight month period for standard cohorts, or 3 months for "fast track" cohorts (see full list of modules and classes on the following pages). Classroom days are blocked together and held each month with a duration ranging from 2 to 4 days per month. Participants must complete all Core requirements (classroom, eLearnings and field activities) to receive a certificate of completion and meet state training requirements. Core Modules 1 - 7 must be completed within 12 months from initial date of hire and Modules 8 - 10 must be completed

within 24 months of initial date of hire; however, cohorts are scheduled such that all requirements are met within a much shorter (8 or 3 months for standard and fast track cohorts, respectively) span.

Grounded in social work best practices, Core for Social Workers provides:

- Training centered around six key practice areas, or “blocks” representing the flow of casework activities and consistent with the components of the California Child Welfare Core Practice Model (Foundation, Engagement, Assessment, Case Planning & Service Planning, Monitoring and Adapting, and Transition)
- Foundational best practices and concepts integrated throughout the curriculum (e.g., teaming, ethics, trauma informed practice, cultural humility, federal/state laws)
- Transfer of learning through training exercises embedded in on-the-job child welfare practice

CORE MODULES & COURSE TITLES

Core Training Content

Within each module, content is identified by modality (classroom, eLearning and field activities). Please note that eLearnings and field activities are self-paced, meaning some participants may complete them more quickly while others may require more time.

MODULE 1: Foundation (Part 1)

This module provides key foundational information that is carried forward in the remaining modules. This includes practical content introducing participants to the common core training requirements, an overview of the California Child Welfare Core Practice Model, legal content about the values, ethics and laws governing child welfare intervention, and best practice content regarding teaming, collaboration, fairness and equity issues.

- *There are 5 skills-based classes in this module.*
- *While this module contains no eLearning, the Introduction to Core familiarizes participants with the eLearning requirements associated with future modules.*

Module 1 – Foundation (Part 1)			
Training Component	Title of class / activity	Duration of class	Total Duration of Training Component
Classroom	Introduction to Core for Social Workers	½ day	3 days
Classroom	Orientation to Child Welfare Practice & Common Core 3.0	½ day	
Classroom	Teaming, Collaboration, and Transparency	1 day	
Classroom	Values & Ethics in Practice	½ day	
Classroom	Fairness & Equity	½ day	

- *Required classroom materials for all 10 modules of Core can be accessed by visiting <http://bit.ly/CoreForSW>*

CORE MODULES & COURSE TITLES

MODULE 2: Foundation (Part 2)

This module provides key foundational information around child and youth development and an overview of the key issues in child welfare (behavioral health issues, substance use disorders, and intimate partner violence).

- *There are 4 eLearnings and 2 skills-based classes in this module.*

Module 2 – Foundation (Part 2)			
Training Component	Title of class / activity	Duration of class	Total Duration of Training Component
eLearning	Child and Youth Development	self-paced	self-paced
eLearning	Key Issues: Behavioral Health	self-paced	
eLearning	Key Issues: Substance Use Disorders	self-paced	
eLearning	Key Issues: Intimate Partner Violence	self-paced	
Classroom	Child Development	1 day	3 days
Classroom	Key Issues in Child Welfare: Social Worker as Practitioner	2 days	

- *Please note that eLearnings are self-paced, meaning some participants may complete them more quickly while others may require more time.*
- *Required classroom materials for all 10 modules of Core can be accessed by visiting <http://bit.ly/CoreForSW>*

CORE MODULES & COURSE TITLES

MODULE 3: Engagement

This module focuses on best practices around engagement with children and families. This includes topics such as trauma informed practice, respectful use of authority, strength-based interviewing, ICWA and cultural responsiveness.

- *There are 5 eLearnings, 3 skills-based classes and 4 field activities in this module.*

Module 3 – Engagement			
Training Component	Title of class / activity	Duration of class	Total Duration of Training Component
eLearning	Respect, Courtesy and Skillful Use of Authority	self-paced	self-paced
eLearning	Introduction to Trauma Informed Practice	self-paced	
eLearning	Concurrent Planning Introduction	self-paced	
eLearning	Interviewing	self-paced	
eLearning	Introduction to ICWA	self-paced	
Classroom	Trauma Informed Practice	1 day	3 days
Classroom	Engagement and Interviewing	1 day	
Classroom	ICWA and Working with Native American Families & Tribes	1 day	
Field Activity	Interviewing	self-paced	self-paced
Field Activity	Exploring Family, Extended Family, Community and Tribal Connections and Relationships	self-paced	
Field Activity	ICWA and Working with Native American Tribes	self-paced	
Field Activity	Fairness and Equity in Practice	self-paced	

- *Please note that eLearnings and field activities are self-paced, meaning some participants may complete them more quickly while others may require more time.*
- *Required classroom materials for all 10 modules of Core can be accessed by visiting <http://bit.ly/CoreForSW>*

CORE MODULES & COURSE TITLES

MODULE 4: Assessment (Part 1)

This module focuses on social worker safety, critical thinking, standardized assessment, and Safety Organized Practice. This includes a skills lab for Structured Decision Making, best practices around assessing for safety and risk, and a foundational overview of safety mapping/planning with families and their support network.

- *There are 2 eLearnings, 2 skills-based classes and 2 field activities in this module.*

Module 4 – Assessment (Part 1)			
Training Component	Title of class / activity	Duration of class	Total Duration of Training Component
eLearning	Social Worker Safety	self-paced	self-paced
eLearning	Overview of Assessment Procedures	self-paced	
Classroom	SDM Assessment Skills Lab	1.5 days	3.5 days
Classroom	Safety Organized Practice Foundational Institute	2 days	
Field Activity	Collaborative Assessment, Planning and Support: Safety & Risk in Teams	self-paced	self-paced
Field Activity	Completing SDM Assessment Tools	self-paced	

- *Please note that eLearnings and field activities are self-paced, meaning some participants may complete them more quickly while others may require more time.*
- *Required classroom materials for all 10 modules of Core can be accessed by visiting <http://bit.ly/CoreForSW>*

CORE MODULES & COURSE TITLES

MODULE 5: Assessment (Part 2)

This module focuses on critical thinking, assessing for key child welfare issues, and child maltreatment identification. This includes identification of a critical thinking process; information about assessment policy and practice and tips for identifying neglect, physical abuse, emotional abuse, sexual abuse, and exploitation.

- *There is 1 eLearning and 3 skills-based classes in this module.*

Module 5 – Assessment (Part 2)			
Training Component	Title of class / activity	Duration of class	Total Duration of Training Component
eLearning	Child Maltreatment Identification (CMI)	self-paced	self-paced
Classroom	Critical Thinking & Assessment	½ day	2 days
Classroom	Assessing for Key Child Welfare Issues	½ day	
Classroom	Child Maltreatment ID Skills Lab	1 day	

- *Please note that eLearnings are self-paced, meaning some participants may complete them more quickly while others may require more time.*
- *Required classroom materials for all 10 modules of Core can be accessed by visiting <http://bit.ly/CoreForSW>*

CORE MODULES & COURSE TITLES

MODULE 6: Case Planning & Service Delivery

This module focuses on working with families to develop behaviorally based case plans. This includes information about case planning policy and practice, legal procedures, federal and state laws, and an introduction to CWS/CMS, writing case plan objectives, and the role of visitation in positive outcomes for families.

- *There are 5 eLearnings, 3 skills-based classes and 1 field activity in this module.*

Module 6 – Case Planning & Service Delivery			
Training Component	Title of class / activity	Duration of class	Total Duration of Training Component
eLearning	Purposeful Visitation	self-paced	self-paced
eLearning	Case Planning Basics	self-paced	
eLearning	Documentation Practice & Report Writing	self-paced	
eLearning	Federal and State Laws	self-paced	
eLearning	Legal Procedures	self-paced	
Classroom	Legal Procedures and Responsibilities	1 day	2 days
Classroom	Writing Behavioral Objectives	½ day	
Classroom	Case Planning in a Team Setting	½ day	
Field Activity	Collaborative Assessment, Planning and Support: Initial Case Plan	self-paced	self-paced

- *Please note that eLearnings and field activities are self-paced, meaning some participants may complete them more quickly while others may require more time.*
- *Required classroom materials for all 10 modules of Core can be accessed by visiting <http://bit.ly/CoreForSW>*

CORE MODULES & COURSE TITLES

MODULE 7: Monitoring & Adapting; Transition

This module focuses on measuring case plan progress and adjusting service planning to meet families' needs as they work their case plans. This includes information about measuring progress, placement policy and practice, and placement stability. Additionally, this module encompasses the typical transitions social workers facilitate with families, including reunification, placement changes, and young adults ages 18-21 in extended foster care, including development of trauma focused transition plans.

- *There are 5 eLearnings, 3 skills-based classes, and 2 field activities in this module.*

Module 7 – Monitoring & Adapting; Transition			
Training Component	Title of class / activity	Duration of class	Total Duration of Training Component
eLearning	Time & Stress Management	Self-paced	self-paced
eLearning	Monitoring & Adapting	Self-paced	
eLearning	Placement	Self-paced	
eLearning	Case Closure & After Care Plans	Self-paced	
eLearning	After 18	Self-paced	
Classroom	Managing the Plan: Supporting Safety, Permanency and Well-being	1 day	3 days
Classroom	Transition Practice	1 day	
Classroom	Secondary Trauma and Self-Care: Healing the Healer	1 day	
Field Activity	Collaborative Assessment, Planning and Support: Case Plan Update	self-paced	self-paced
Field Activity	Collaborative Assessment, Planning and Support: Transition Case Plan Update	self-paced	

- *Please note that eLearnings and field activities are self-paced, meaning some participants may complete them more quickly while others may require more time.*
- *Required classroom materials for all 10 modules of Core can be accessed by visiting <http://bit.ly/CoreForSW>*

CORE MODULES & COURSE TITLES

Module 8: Trauma; Engagement

This module includes an eLearning about CWS Outcomes and a deeper dive eLearning about ICWA and expert witness requirements. It also includes two knowledge and skill reinforcement labs that will provide a deeper dive into trauma informed practice, key issues in child welfare, and engagement with children and families. These two classes include a review of concepts learned in earlier classes as well as an end of block evaluation.

- *There are 2 pre-requisite eLearnings in this module, as well as two knowledge and skill reinforcement labs, each of which include an end of block evaluation.*

Module 8 – Trauma; Engagement			
Training Component	Title of class / activity	Duration of class	Total Duration of Training Component
eLearning	CWS Outcomes	self-paced	Self-paced
eLearning	Indian Child Welfare Act Review and Expert Witness	self-paced	
Classroom	Trauma Informed Practice and Key Issues in Child Welfare Practice Knowledge and Skill Reinforcement Lab (Includes end of block evaluation)	1 day	3 days
Classroom	Engagement Knowledge and Skill Reinforcement Lab (Includes end of block evaluation)	2 days	

- *Please note that eLearnings are self-paced, meaning some participants may complete them more quickly while others may require more time.*
- *Required classroom materials for all 10 modules of Core can be accessed by visiting <http://bit.ly/CoreForSW>*

CORE MODULES & COURSE TITLES

Module 9: Managing Case Plans

This module includes two knowledge and skill reinforcement labs that will provide a deeper dive into Structured Decision Making (SDM) assessment procedures and case planning and service delivery to children, youth, young adults and families. These two classes include a review of concepts learned in earlier classes as well as an end of block evaluation.

- *There are two knowledge and skill reinforcement labs that each include an end of block evaluation.*

Module 9 – Managing Case Plans			
Training Component	Title of class / activity	Duration of class	Total Duration of Training Component
Classroom	Assessment Knowledge and Skill Reinforcement Lab (Includes end of block evaluation)	1 day	2 days
Classroom	Case Planning and Service Delivery Knowledge and Skill Reinforcement Lab (Includes end of block evaluation)	1 day	

- *Required classroom materials for all 10 modules of Core can be accessed by visiting <http://bit.ly/CoreForSW>*

Module 10: Managing Change

This final module includes two knowledge and skill reinforcement labs that will provide a deeper dive into managing change, updating case plans, managing transitions and aftercare planning with children, youth, young adults and families. These two classes include a review of concepts learned in earlier classes as well as an end of block evaluation.

- *There are two knowledge and skill reinforcement labs that each include an end of block evaluation.*

Module 10 – Managing Change			
Training Component	Title of class / activity	Duration of class	Total Duration of Training Component
Classroom	Managing Change Knowledge and Skill Reinforcement Lab (Includes end of block evaluation)	1 day	2 days
Classroom	Managing Transitions Knowledge and Skill Reinforcement Lab (Includes end of block evaluation)	1 day	

- *Required classroom materials for all 10 modules of Core can be accessed by visiting <http://bit.ly/CoreForSW>*

Credit Info:

CEU: Participants who complete this program are eligible to receive continuing education units (CEUs) from the University of California, Davis. One CEU is awarded for each 10 hours of class time.

BBS: This course meets the qualifications to receive one continuing education credit hour per 60-minute course hour for LMFTs, LCSWs, LPCCs, and/or LEPs as required by the California Board of Behavioral Sciences. Provided number PCE-577.

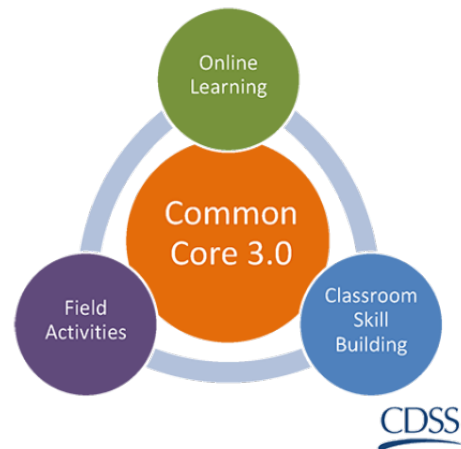
BRN: This course meets the qualifications for continuing education credit as required by the California Board of Registered Nursing. One hour of BRN credit is awarded for each hour of class time. Provider number 00046. Participants must enroll for credit and attend the entire class.

How to Enroll in Core for Social Workers:

To enroll, please go to the Academy website:

<https://humanservices.ucdavis.edu/academycourses>.

From there, you will click on the Core for Social Workers link. Click on the blue "Apply Now" button to start the enrollment process. To ensure you are enrolled in all of the courses for the cohort you choose, you will be asked to complete a short questionnaire. This will give us the information we need to enroll you in the entire Core program. If you do not have an account already, you will be prompted to create one. Once you are enrolled in all of the courses in the program, you will receive a confirmation email with details on how to track your progress in the program.



If you have any questions or need assistance, please call the Academy at 530-757-8725 or contact us by email at academy@ucdavis.edu.

We look forward to seeing you at Core!

Northern Academy Guide to the Successful Completion of Core for Social Workers

Welcome to Core!

Welcome to *Core for Social Workers* in California. As a practitioner working with children and families, you will have many rewarding and challenging opportunities in your career. Core is designed to provide you with the foundational knowledge, skills, application of what you have learned, and the opportunity to meet and build a network of support with colleagues in Northern California so that you can perform to the best of your abilities.

The California Department of Social Services (CDSS), in cooperation with the Statewide Training Education Committee (STEC), has developed standardized Core curricula to be used statewide for the mandatory training of child welfare social workers. Instructors are experts in the field of child welfare who use a variety of teaching methods based on adult learning theory and best practices.



Purpose of Training

Core is designed to provide newly hired practitioners with a foundational understanding and skill set related to child welfare practice in California. The program is intended for new child welfare services staff, staff transitioning into new job responsibilities and/or experienced workers who have not received formal training in the standardized core subject areas. The goal of Core is to provide training that reflects real world application of knowledge and skill to daily child welfare practice.

Training Structure

Core training incorporates the following training modalities based on adult learning theory:

- Online Knowledge-based training (AKA eLearnings)
- Classroom based training (Skill building and knowledge application)
- Field Activities (Skill application & reinforcement in the field with the support of a field advisor/supervisor)

Core for Social Workers fulfills primary standardized core curricula requirements and includes ten total modules that consist of 29 classes, 24 eLearnings and 9 field activities to be completed over an eight month period for standard cohorts or a three month period for fast track cohorts (see full list of modules and classes on the following pages). Classroom days are blocked together and held each month with a duration ranging from 2 to 4 days per month. Participants must complete all Core requirements (classroom, eLearnings and field activities) to receive a certificate of completion and meet state training requirements. Core Modules 1-7 must be completed within 12 months from initial date of hire and Modules 8 - 10 must be completed within 24 months of initial date of hire; however, cohorts are scheduled such that all requirements are met within 8 or 3 months (for standard and fast track cohorts, respectively).

Class schedule / logistics:

Classroom times begin at 9:00 a.m. and end at 4:00pm. There are two 15-minute breaks and a one hour lunch for full day classes or two half-day classes that occur on the same day. Coffee, tea and water are provided in the classroom. Please note there may be parking costs depending on training location.

Class Participation:

Core is meant to be interactive and your participation is important to the overall instruction provided. You will be asked to respond to general questions, work in small group activities and share your experiences as part of the learning experience. Please let the trainer know if you have any special needs or concerns.

Class Materials:

Please note that the Northern California Training Academy has greatly reduced the use of paper in the classroom. Class participants will receive a link to all class materials and it is your responsibility to print and bring all required handouts that will be used for class activities.

****Materials can also be accessed at any time by visiting www.bit.ly/CoreForSW.**

Evaluations:

You will have the opportunity to complete a course evaluation at the close of each training. Your comments about the course design, course instruction, and the information provided is important to ensure ongoing provision of quality learning experiences for the field.

Pre-tests and Post-tests:

Some classes will have pre-tests and post-tests to evaluate learning gained through the classroom experience. These tests are used to evaluate the Core program and inform future training for social workers in the state.

Tips for Successfully Completing Core:

- **Plan ahead:** map out your schedule for completing Core, and note that making up courses will be more difficult than in the past
- **Register for Core online** with the Academy:
<https://humanservices.ucdavis.edu/northern-academy>
- **Download all of your course materials from the Academy's Resource Library.** A link to your specific materials will be provided with your registration confirmation. Please note it is your responsibility to bring these materials with you to class. You can print materials or download them to your mobile device.
 - **Link to Core Resources:** www.bit.ly/CoreForSW
- **Identify your County Field Advisor.** Meet with them and clarify expectations and working agreements early. Field activity guides have been developed to inform you and your field advisor about each activity.
- **Complete ALL eLearning courses PRIOR to attending classroom skill application day/s.** This is critical; with the exception of Module 1, the classroom activities are all based on what you have learned from the eLearning courses. Module 1 will offer an eLearning Practice Lab to go over how participants can enroll in the eLearnings for the remainder of the modules.
- **Register** for the eLearning courses: The Module 1 Introduction to Core class will provide registration instructions.
- **Complete the field activities as you go through core.** Field Advisors will need to submit documentation when you have completed each activity, submit confirmation of completion at: <https://bit.ly/FieldActivitySurvey>
- **Please refer to the following associated handouts for additional information:**
 - Core Social Worker Passport

Additional Training Requirement for Core – CWS/CMS Training:

- Please note there is an additional CWS/CMS training requirement for Core in addition to the sequence of classes, eLearnings and field activities outlined on the passport, flyer and website.
 - This additional CWS/CMS training requirement is fulfilled by completing the **first day** of our **CWS/CMS for New Users training**; however, it is strongly recommended that you complete all four days of the training.
- **Register for CWS/CMS for New Users online** with the Academy:
<https://humanservices.ucdavis.edu/northern-academy>

In-Person Class Standards, Expectations and Requirements

Our goal is to create a positive learning environment in which participants can build collaborative working partnerships over the next several months. To ensure our time together is most successful for all participants, we ask that participants take a moment to read and acknowledge the following standards, expectations and requirements associated with participation in Core for Social Workers.

- When participants are in training, their conduct must reflect their commitment and service to their respective county child welfare agencies in the State of California.
- To ensure that every participant is able to engage in classroom activities without any disruption, please refrain from the following:
 - Holding side conversations
 - Conducting personal business
 - Reading outside material
 - Use of the internet or cell phones for reasons other than a classroom activity (please note that all cell phones must be kept on silent during class and replies to all must be made during official breaks).

Attendance Policy

California state training regulations mandate that every participant complete the entirety of standardized training and attendance must be strictly regulated. To ensure we are in compliance with this mandate, please read and acknowledge the following policies:

- If a participant is unable to complete a portion of any one topic area, the entire topic must be repeated to ensure the participant has received all of the content for that topic area.
- In order to ensure accurate records, participants must sign in and out at the beginning and end of each day or verify that their attendance was taken by the instructor.

- The need to strictly regulate attendance means that participants will be held to a standard of being on time for class. Participants are expected to arrive on time and adhere to the time allotted for breaks and lunch.
 - **Please note:** If a participant is late for class, he/she may be asked to leave and repeat that topic.
 - “Late” status applies to participants who:
 - Arrive after the instructor has begun formal instruction
 - Arrive late from lunch/breaks late
 - Leave before the class is over
- If you have any question about whether or not your attendance has been taken, please check in with the instructor.

Virtual Class Standards, Expectations and Requirements

Please note that all of the above attendance standards for in-person classes also apply to virtual instructor-led classes. California state training regulations mandate that every participant complete the entirety of standardized training and attendance must be strictly regulated. To ensure we are following this mandate, please read and acknowledge the following policies and helpful tips for virtual classes:

- Make sure you have technology to support a virtual class (desktop, laptop, iPad, smart phone, etc.)
 - If you do NOT have access to technology to support a virtual class, please work with your supervisor and/or County Training Coordinator
- Please ensure you have a webcam, speakers and microphone
 - If you do NOT have access to a webcam, speakers and/or microphone, this will significantly impact your ability to successfully participate in a virtual class. Please work with your supervisor and/or County Training Coordinator to address this prior to starting Core.
 - If you will not have access to a webcam during Core, you must complete and sign the exemption form at the end of this document and have it signed by your supervisor.
 - If you do not have a microphone, you **must** call in to the virtual class on a telephone that allows you to speak in the class.
- Download the Zoom application on your device (and ensure you have the most up to date version; Zoom updates occur regularly, so it is best to check for updates prior to each class). For how to upgrade Zoom, visit: <https://support.zoom.us/hc/en->

[us/articles/201362233-Where-Do-I-Download-The-Latest-Version-](https://ucdavis.edu/articles/201362233-Where-Do-I-Download-The-Latest-Version-)

- Prepare ahead by accessing your required class materials housed on our Resource Barn page here (please scroll down under Participant resources and select the module you are attending): <http://bit.ly/CoreForSW>
- Look out for a confirmation e-mail that will include the link to the Zoom class and your class materials.
- Prior to the training, you will need to register with Zoom by clicking the link provided in your confirmation e-mail. After registering, you will receive a separate confirmation email containing the link and a password that you will need to join the training. *For security purposes, please do NOT share the Zoom information with anyone else.*
- Once you arrive into the Zoom room, you may be placed in the waiting room until the class start time.
- Virtual class attendance: The instructor or class proctor will take attendance at the beginning of each class and will monitor your presence and participation throughout the class day, including:
 - The use of webcams and microphones:
 - Due to the mandated nature of Core, we are asking all participants to have video/webcam capabilities either through their computer or smartphone as it makes the training more interactive and efficient.
 - Please have your webcam on throughout the class and actively participate in group discussions and breakout room activities. This will help us ensure you are present and actively participating in class.
 - If you do not have a microphone, you must call in on a telephone that allows you to speak in class.
 - Please note: you will be asked to keep your microphone or telephone muted unless you wish to share or ask a question (this helps eliminate background noise).
 - Please let the Academy and your training coordinator know if this is a concern for you.
 - Participants are expected to arrive on time and adhere to the time allotted for breaks and lunch. Participants may stay in the Zoom room during breaks and lunch (please mute your microphone/telephone and webcam during breaks) or may log off and log back in using the same Zoom link provided for the class.
 - If you have any questions about whether or not your attendance has been

taken, please check in with the instructor or class proctor.

Virtual Group Agreements

These are some suggested agreements we ask you to consider as a virtual class participant:

- We will show our video during class whenever possible
- We will keep our mic or phone on “mute” when not sharing
- If briefly stepping away from computer, we will turn the camera off and type in Chat Box “stepping away” or use the clock feature to indicate you are “away” under the “Participants – More” option
- We will pull up the class handouts before class starts
- **Breakout rooms:**
 - We will join Breakout Rooms as soon as invitation is sent
 - We will assign a scribe to record discussion for report-outs
 - We will select the chat box on the menu so we can see the chat with activity instructions during breakout group sessions
 - Trainers may be dropping in on Breakout sessions
- Remember to participate and have fun!

Additional Resources

Please refer to handout attached to your confirmation e-mail, **CHS Zoom Guide for Students**, and take some time to read through it. Our website also has some great resources to familiarize yourself with virtual instruction: <https://humanservices.ucdavis.edu/online-student-resources>

We are very excited to offer this material remotely, and look forward to connecting with you through this virtual instructional format! If you cannot attend a training, please notify your training coordinator and login to your student portal and drop the appropriate class by clicking this link: <https://extensionpv.ucdavis.edu/portal/logon.do?method=load>.

Thank You from the Academy Team!

We look forward to seeing you throughout Core and are excited to be embarking on this new journey with you. Please contact us at academy@ucdavis.edu or by phone at 530-757-8725 if you have any questions or need any assistance.

Please see the following signature page to acknowledge that you have read and understand the classroom standards, expectations and requirements.

Signature of Acknowledgement

I, _____, have read and understand the classroom standards, expectations and requirements for Northern Academy's Core for Social Workers.

Signature:

Date:

Virtual Training Equipment Exemption

Please complete this section ONLY if you are in virtual training and do NOT have access to a webcam on your county device:

I, _____, am stating that I do NOT have access to a webcam on my county device.

I, _____, am the supervisor for _____, and I acknowledge that we do not have a device with a webcam available for their participation in Core training.

Staff Signature:

Supervisor Signature:

Supervisor Signature Date:

This form may be printed, signed, scanned and/or emailed to academy@ucdavis.edu.

Core for Social Workers

Please note that modules 1-7 must be completed within the first 12 months of hire and modules 8-10 must be completed within the first 24 months of hire.



Social Worker: _____ Field Advisor: _____

Module 1 – Foundation Part 1

Training Component	Course Title	Duration	Date Completed	SW/Sup/FA Initials
Classroom	Introduction to Core for Social Workers	½ day	Attended on:	SW:
Classroom	Orientation to Child Welfare Practice & Core 3.0	½ day	Attended on:	SW:
Classroom	Teaming, Collaboration, and Transparency	1 day	Attended on:	SW:
Classroom	Values & Ethics in Practice	½ day	Attended on:	SW:
Classroom	Fairness & Equity	½ day	Attended on:	SW:

Module 2 – Foundation Part 2

Training Component	Course Title	Duration	Date Completed	SW/Sup/FA Initials
eLearning	Child and Youth Development	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Key Issues: Behavioral Health	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Key Issues: Substance Use Disorders	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Key Issues: Intimate Partner Violence	Self-paced	Completed on:	SW: Sup/FA:
Classroom	Child Development	1 day	Attended on:	SW:
Classroom	Key Issues in Child Welfare: Social Worker as Practitioner	2 days	Attended on:	SW:

Module 3 – Engagement

Training Component	Course Title	Duration	Date Completed	SW/Sup/FA Initials
eLearning	Respect, Courtesy and Skillful Use of Authority	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Introduction to Trauma Informed Practice	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Concurrent Planning Introduction	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Interviewing	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Introduction to ICWA	Self-paced	Completed on:	SW: Sup/FA:
Classroom	Trauma Informed Practice	1 day	Attended on:	SW:
Classroom	Engagement and Interviewing	1 day	Attended on:	SW:
Classroom	ICWA and Working with Native American Families & Tribes	1 day	Attended on:	SW:
Field Activity	Interviewing	Self-paced	Survey submitted on:	SW: Sup/FA:
Field Activity	Exploring Family, Extended Family, Community and Tribal Connections and Relationships	Self-paced	Survey submitted on:	SW: Sup/FA:
Field Activity	ICWA and Working with Native American Tribes	Self-paced	Survey submitted on:	SW: Sup/FA:
Field Activity	Fairness and Equity in Practice	Self-paced	Survey submitted on:	SW: Sup/FA:

Module 4 – Assessment Part 1

Training Component	Course Title	Duration	Date Completed	SW/Sup/FA Initials
<i>eLearning</i>	Social Worker Safety	Self-paced	Completed on:	SW: Sup/FA:
<i>eLearning</i>	Overview of Assessment Procedures	Self-paced	Completed on:	SW: Sup/FA:
Classroom	SDM Assessment Skills Lab	1.5 days	Attended on:	SW:
Classroom	Safety Organized Practice Foundational Institute	2 days	Attended on:	SW:
<i>Field Activity</i>	Collaborative Assessment, Planning and Support: Safety & Risk in Teams	Self-paced	Survey submitted on:	SW: Sup/FA:
<i>Field Activity</i>	Completing SDM Assessment Tools	Self-paced	Survey submitted on:	SW: Sup/FA:

Module 5 – Assessment Part 2

Training Component	Course Title	Duration	Date Completed	SW/Sup/FA Initials
<i>eLearning</i>	Child Maltreatment Identification (CMI)	Self-paced	Completed on:	SW: Sup/FA:
Classroom	Critical Thinking & Assessment	½ day	Attended on:	SW:
Classroom	Assessing for Key Child Welfare Issues	½ day	Attended on:	SW:
Classroom	Child Maltreatment ID Skills Lab	1 day	Attended on:	SW:

Module 6 – Case Planning and Service Delivery

Training Component	Course Title	Duration	Date Completed	SW/Sup/FA Initials
<i>eLearning</i>	Purposeful Visitation	Self-paced	Completed on:	SW: Sup/FA:
<i>eLearning</i>	Case Planning Basics	Self-paced	Completed on:	SW: Sup/FA:
<i>eLearning</i>	Documentation Practice & Report Writing	Self-paced	Completed on:	SW: Sup/FA:
<i>eLearning</i>	Federal and State Laws	Self-paced	Completed on:	SW: Sup/FA:
<i>eLearning</i>	Legal Procedures	Self-paced	Completed on:	SW: Sup/FA:
Classroom	Legal Procedures and Responsibilities	1 day	Attended on:	SW:
Classroom	Writing Behavioral Objectives	½ day	Attended on:	SW:
Classroom	Case Planning in a Team Setting	½ day	Attended on:	SW:
<i>Field Activity</i>	Collaborative Assessment, Planning and Support: Initial Case Plan	Self-paced	Survey submitted on:	SW: Sup/FA:

***Please note:** This passport is for tracking purposes only. Field Advisors must submit documentation for completed field activities at <https://bit.ly/FieldActivitySurvey> for social workers to receive credit.

*Required classroom materials for all 10 modules of Core, along with additional resources (including this passport) can be accessed by visiting <http://bit.ly/CoreForSW>.

Module 7 – Monitoring and Adapting; Transition

Training Component	Course Title	Duration	Date Completed	SW/Sup/FA Initials
eLearning	Time & Stress Management	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Monitoring & Adapting	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Placement	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Case Closure & After Care Plans	Self-paced	Completed on:	SW: Sup/FA:
eLearning	After 18	Self-paced	Completed on:	SW: Sup/FA:
Classroom	Managing the Plan: Supporting Safety, Permanency and Well-being	1 day	Attended on:	SW:
Classroom	Transition Practice	1 day	Attended on:	SW:
Classroom	Secondary Trauma and Self-Care: Healing the Healer	1 day	Attended on:	SW:
Field Activity	Collaborative Assessment, Planning and Support: Case Plan Update	Self-paced	Survey submitted on:	SW: Sup/FA:
Field Activity	Collaborative Assessment, Planning and Support: Transition Case Plan Update	Self-paced	Survey submitted on:	SW: Sup/FA:

Module 8 – Trauma; Engagement

Training Component	Course Title	Duration	Date Completed	SW/Sup/FA Initials
eLearning	CWS Outcomes	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Indian Child Welfare Act Review and Expert Witness	Self-paced	Completed on:	SW: Sup/FA:
Classroom	Trauma Informed Practice and Key Issues in Child Welfare Practice Knowledge and Skill Reinforcement Lab	1 day	Attended on:	SW:
Classroom	Engagement Knowledge and Skill Reinforcement Lab	2 days	Attended on:	SW:

Module 9 – Managing Case Plans

Training Component	Course Title	Duration	Date Completed	SW/Sup/FA Initials
Classroom	Assessment Knowledge and Skill Reinforcement Lab	1 day	Attended on:	SW:
Classroom	Case Planning and Service Delivery Knowledge and Skill Reinforcement Lab	1 day	Attended on:	SW:

Module 10 – Managing Change

Training Component	Course Title	Duration	Date Completed	SW/Sup/FA Initials
Classroom	Managing Change Knowledge and Skill Reinforcement Lab	1 day	Attended on:	SW:
Classroom	Managing Transitions Knowledge and Skill Reinforcement Lab	1 day	Attended on:	SW:

***Please note:** This passport is for tracking purposes only. Field Advisors must submit documentation for completed field activities at <https://bit.ly/FieldActivitySurvey> for social workers to receive credit.

*Required classroom materials for all 10 modules of Core, along with additional resources (including this passport) can be accessed by visiting <http://bit.ly/CoreForSW>.

Core for Social Workers

Resource information

Please refer to the following web resources for information about Core for Social Workers:

Northern California Training Academy Website:

<http://humanservices.ucdavis.edu/academy>

Academy Core Enrollment Page:

<https://humanservices.ucdavis.edu/program-sections/1639>

Academy Core Resources Page and Required Classroom Materials:

<https://www.bit.ly/CoreForSW>

Field Activity Guides and Information

<https://www.oercommons.org/authoring/21058-core-for-social-workers-field-activities/view>

Field Activity Completion Survey (for Field Advisors):

<http://bit.ly/FieldActivitySurvey>

Academy Facebook page:

<https://www.facebook.com/norcaltrainingacademy/>

Trainer Discussion Forum (CalSWEC website):

<https://calswec.instructure.com/enroll/R9HGFX>

Academy e-mail address for any questions related to Core for Social Workers:

academy@ucdavis.edu



Summary of 3 Core Websites

OER Commons (Resource Barn): <http://bit.ly/CoreForSW>

- Where you find all Core Curriculum
- Where you download/print Trainee Guides
- Where your field advisor completes field activity completion survey

Academy Website: <https://humanservices.ucdavis.edu/northern-academy>

- Where you registered for Core
- Where you can find all upcoming Core classes if you need to make up
- Where you can login to your student portal to view official grades for all classes
- Where you can drop classes

Canvas for eLearnings: cpeonline.ucdavis.edu

- Where you take your eLearnings
- Where you can view unofficial grades for eLearnings

General questions, inquiries, make-ups and technical support: academy@ucdavis.edu



Field Activity Overview and Bundling Ideas

Brief overview of field activities: (Link to activity guides: <https://www.oercommons.org/authoring/21058-core-for-social-workers-field-activities/view>)

Module 3 Field Activities:

ICWA: This field activity will prepare the social worker for success in the field should they encounter an Indian child. This will be achieved by identifying local ICWA resources to support child welfare outcomes and will reinforce the value of keeping an Indian child connected to culture and community.

Fairness and Equity: This activity is designed to introduce new social workers to county specific Disparity Indices data as a way to facilitate a conversation about culturally responsive services and supports, and how bias impacts engagement, collaboration, decision-making, and outcomes for children and families. Additionally, the social worker will review information from kidsdata.org related to Adverse Childhood Experiences for children in their county.

Interviewing: The trainees will prepare for and complete an interview with a family member, caregiver, youth, or stakeholder. Following the interview, the trainee will reflect on what worked well, any challenges or opportunities for upgrade during the interview, and next steps.

Exploring Family and Relationships: Utilizing an active case or case file review, the trainee will develop a genogram, eco-map, or safety circle to help identify family, extended family, community, and tribal connection that may serve as support people and permanent connections for children, youth, and families.

Module 4 Field Activities:

Completing SDM Assessment Tools: Trainee will complete a relevant SDM Safety and Risk tool. Completion of SDM tools are critical to social work practice and the assessment of safety and risk. While not all social workers will be required to complete SDM tools as part of their day-to-day case management responsibilities, all social workers are responsible for understanding how decisions have been made in the case and the experience of families throughout the child welfare system. Safety is at the heart of all decisions made in child welfare. All social workers are assessing for safety no matter their assignment in the child welfare system.

Safety and Risk in Teams: The trainee will participate in a team meeting with a family on his/her caseload OR observe a team meeting with the permission of the social worker and the family. This can be any meeting that brings the family together with the child welfare agency to discuss safety and safety planning. At the conclusion of the meeting, the trainee will have participated in developing a plan that ensures safety for the child/youth or will have completed an observation tool related to the discussion of safety and risk in the team meeting.

Module 6 Field Activity:

Initial case plan: The social worker will participate in or observe a case planning meeting with a family to develop the initial case plan.

Module 7 Field Activities:

Case plan update: The social worker will participate in or observe a case planning meeting with a family to develop an updated case plan.

Transition planning: The social worker will participate in or observe a case planning meeting with a family to develop a transition case plan. This would be a case planning meeting where upcoming case closure, after care planning, or case transfer planning would occur.

Examples of field activities that can be done as a group:

- **ICWA:** This activity is focused on becoming familiar with the ICWA resources / tribal connections in your county to stress the importance of tribal engagement, sovereignty, noticing, and maintaining cultural connections for children. This makes sense to do as a group because you have the same resources / tribes you are working with / county protocols, etc.
- **Fairness and Equity:** This activity is focused on looking at the Disparity Indices / data for your county so it makes sense to have a group discussion about this. There is also a helpful worksheet to guide the conversation.

Examples of field activities that can be bundled:

- Interviewing & Exploring family relationships
- Interviewing & Completing SDM Assessment Tools
- ICWA & Fairness and Equity (could do these back to back as a group)
- Any of the teaming activities (Safety & Risk in Teams, Initial Case Plan, Case Plan Update, Transition planning) may also include interviewing and exploring family relationships

Resources / Web links:

- Link to current Child Welfare Training Regulations (ACL 08-23): <http://www.cdss.ca.gov/lettersnotices/entres/getinfo/acl08/08-23.pdf>
- Link to the Academy Core Resources web page (Scroll to the bottom of the page for Field Advisor resources): <http://bit.ly/CoreForSW>
- Link to Core Field Activity Guides (and link to field activity completion survey) web page: <https://www.oercommons.org/authoring/21058-core-for-social-workers-field-activities/view>
- Link to Field Advisor Training Materials on the web: <https://www.oercommons.org/authoring/12021-field-advisor-and-the-field-guide-getting-to-know-/view>
- Link to the Field Activity Completion Survey (to be completed by Field Advisors): <http://bit.ly/FieldActivitySurvey>
- Link to the All County Letter (ACL) 17-17: "Implementation of Statewide Common Core 3.0 Curriculum" (released 3/17/17): <http://www.cdss.ca.gov/inforesources/2017-All-County-Letters>
- Link to Safety Organized Practice (SOP) Resources Page: <http://bit.ly/SafetyOrganizedPractice>
- Core Phase II: <https://humanservices.ucdavis.edu/program-sections/1522>
- Project implicit (this is a resource that includes a free self-assessment test about our implicit biases and can be used in conjunction with the Fairness and Equity field activity as a way to discuss biases): <https://implicit.harvard.edu/implicit/>



Core for Social Workers - eLearning tips

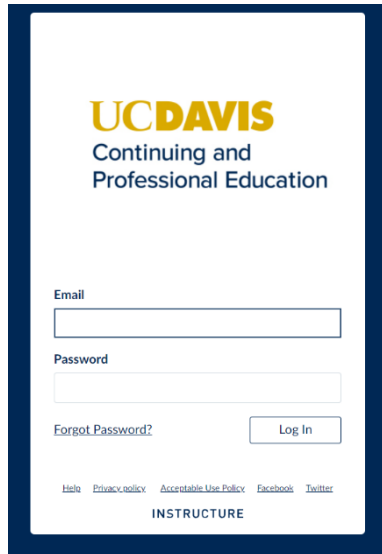
Please refer to the following helpful tips to successfully complete eLearnings:

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, e-Learning 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 e-Learning 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 e-Learning. It will stress you and stress will prevent you from effectively completing the e-Learning course.
 - **Have an effective calendar system.** e-Learning 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>

Core 3.0 for Social Workers eLearning instructions

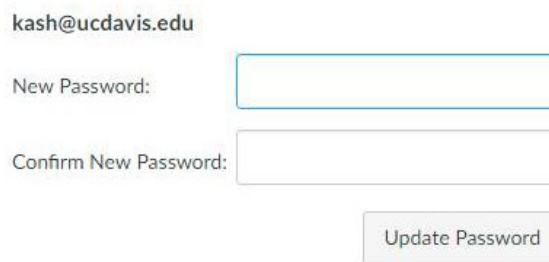
1. Participants will receive a Welcome to UC Davis Continuing and Professional Education online course letter to login to each eLearning (sample of this letter is provided to you)
2. Logon to Canvas: <https://cpeonline.ucdavis.edu/login/canvas>



The image shows a login screen for UC Davis Continuing and Professional Education. It features the UC Davis logo at the top, followed by the text "Continuing and Professional Education". Below this are input fields for "Email" and "Password". There is a "Forgot Password?" link and a "Log In" button. At the bottom, there are links for "Help", "Privacy Policy", "Accreditation Use Policy", "Facebook", and "Twitter", and the word "INSTRUCTURE" is centered at the very bottom.

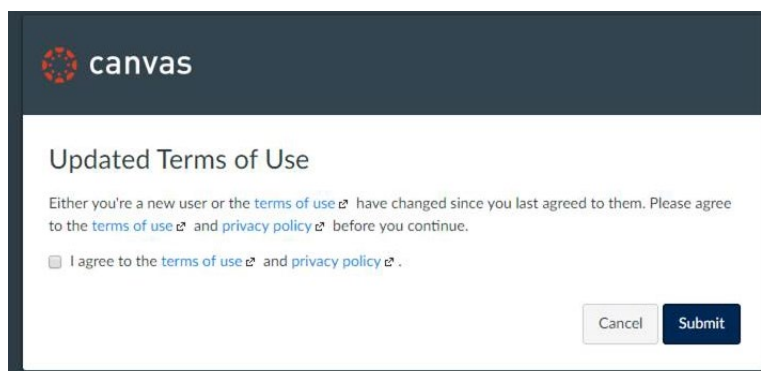
3. You should come to the "UC Davis Continuing and Professional Education" Online Learning Campus website (white login screen over blue background)
4. First time users and/or those who have forgotten their password will type their email address (work email that was used to enroll in Core) and choose "Reset Password". The system will ask you to re-enter your email address once again
5. You should receive an email from "Infrastructure Canvas." When you do, click on the link "reset password" and it will take you to the screen below

Change login password for Kaitlyn Ash



The image shows a form to change a login password. It starts with the email address "kash@ucdavis.edu". Below this are two input fields: "New Password:" and "Confirm New Password:". At the bottom right is an "Update Password" button.

6. After you have updated your password, you will be redirected to Canvas, where you will need to login with your new password
7. Next you will need to agree to the terms of use of Canvas



The image shows a Canvas "Updated Terms of Use" screen. It features the Canvas logo at the top left. The main text says "Updated Terms of Use" and explains that either the user is new or the terms have changed. It asks the user to agree to the terms of use and privacy policy. There is a checkbox labeled "I agree to the terms of use and privacy policy". At the bottom right are "Cancel" and "Submit" buttons.

Core 3.0 for Social Workers eLearning instructions

8. Once you have agreed to the terms, you will be directed to Canvas “Dashboard.” The dashboard includes all of the classes you are currently enrolled in.
9. You should see **Core M2 eLearning: Child Development** as your first course available, click on the course title

The screenshot shows the Canvas LMS interface for a course titled "Core M2 eLearning: Child Development (163SSA716)". On the left is a dark blue sidebar with navigation icons and labels: Account, Admin, Dashboard, Courses, Calendar, Inbox, Commons, and Help. The main content area has a header with the course title and an "Edit" button. Below the header is a large graphic with the text "ONLINE LEARNING", "f", "CC3", and "C", and "CALIFORNIA COMMON CORE 3". Below this graphic is the text "Welcome to the Child and Youth Development Training Course" and a blue link "Enter Module". Further down, there is a video player with a play button and a caption: "211 - Canvas Overview" from "Canvas LMS" on "Vimeo". On the right side, there are buttons for "Import from Commons", "Choose Home Page", "View Course Stream", "Course Setup Checklist", and "New Announcement". At the bottom right, it says "Coming Up" and "Nothing for the next week".

10. You will now enter the course homepage
11. Click on “enter module” and begin the eLearning
12. Once you have completed each eLearning, the system will automatically communicate to your student portal to show you have completed. In the mean time you can always click on “Grades” in Canvas to see your score under each eLearning

This screenshot is similar to the previous one, but with a red circle highlighting the "Grades" link in the left sidebar. The "Grades" link is located under the "Dashboard" section. The rest of the page content remains the same.

13. If you have any questions or need any assistance, please contact the Academy at academy@ucdavis.edu or 530-757-8725

Canvas eLearning letter

Dear [NAME],

Welcome to UC Davis Continuing and Professional Education's [COURSE] online course.

You will access this course on the new UC Davis Continuing and Professional Education Canvas site and the new URL is <https://cpeonline.ucdavis.edu>.

If this is your first time taking a class on UC Davis Continuing and Professional Education Canvas, or you have forgotten your password, you can reset your password by going to <https://cpeonline.ucdavis.edu> and clicking the "Forgot Password?" link under the login form. Input your email address associated with your enrollment and an email will be sent to you with further instructions.

Access begins/Start date: [DATE]

Be prepared to spend as much time taking the course, studying and completing assignments as you would in a traditional classroom course.

You're on your way! If you have any questions or concerns, please visit our UC Davis Continuing and Professional Education Help Desk. It can be accessed from <https://helpdesk.cpeonline.ucdavis.edu> or by clicking the "Help" button in the lower left corner of the site. Then click on "UC Davis Continuing and Professional Education Help Desk" and submit a ticket.

We look forward to assisting you!

UC Davis Continuing and Professional Education Canvas Support Team
Working hours: M-F, 8am-5pm, PST