**Common Core 3.0**

**[Title of Training]**

Trainer’s Guide

|  |
| --- |
|  |
| Training Version 3.0 | 2016  Use Test Version 3.0 for Evaluation |

Table of Contents

[Table of Contents 2](#_Toc368304208)

[Acknowledgements 3](#_Toc368304209)

[Introduction 4](#_Toc368304210)

[Tips for Training this Curriculum 8](#_Toc368304211)

[Evaluation Protocols 9](#_Toc368304212)

[Agenda 10](#_Toc368304213)

[Learning Objectives 11](#_Toc368304214)

[Lesson Plan 12](#_Toc368304215)

[Segment 1: Welcome and Introductions 15](#_Toc368304216)

Segment 2: ...

SupplementalHandouts:

References/Bibliography:

Materials Checklist 17

Appendix

Acknowledgements

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:

<http://calswec.berkeley.edu/CalSWEC/Citation_Guidelines.doc>

|  |  |
| --- | --- |
| CALSWEC-Logo-Color-Vertical-No-Byline | FOR MORE INFORMATIONon 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> |

Introduction

***Please read carefully as a first step in preparing to train this curriculum.***

|  |
| --- |
| **IMPORTANT NOTE: Each curriculum within the Common Core series is mandated and standardized for all new child welfare workers in the state of California. It is essential that all trainers who teach any of the Common Core Curricula in California instruct trainees using the standardized Training Content as provided. The training of standardized content also serves as the foundation for conducting standardized testing to evaluate and improve the effectiveness of new worker training statewide.** |

**GENERAL INFORMATION**

The Common Core Curricula model is designed to define clearly the content to be covered by the trainer. Each curriculum consists of a *Trainee’s Guide* and a *Trainer’s Guide*. Except where indicated, the curriculum components outlined below are identical in both the Trainee’s and Trainer’s Guides. The Trainee’s Guide contains the standardized information which is to be conveyed to trainees.

The Trainer’s Guide includes guidance to assist the trainer in presenting the standardized information. *Child Maltreatment Identification, Parts 1 and 2* each require a standardized delivery to support the embedded skill evaluations contained in these curricula, while the other five curricula in the Common Core series preserve some flexibility in the delivery of the content.

For an overview of the training, it is recommended that trainers first review the Background and Context, Agenda and Suggested Lesson Plan. After this overview, trainers can proceed to review the Trainer’s Tips and Activities section in the Trainer’s Guide and the Training Content in the Trainee’s Guide in order to become thoroughly familiar with each topic and the suggested training activities. The components of the Trainer’s and Trainee’s Guides are described under the subheadings listed below.

The curricula are developed with public funds and intended for public use. For information on use and citation of the curricula, please refer to the Guidelines for Citation: <http://calswec.berkeley.edu/CalSWEC/CCCCA_Citation_Guidelines.doc>

Please note that each individual curriculum within the Common Core Curricula is subject to periodic revision. The curricula posted on the CalSWEC website are the most current versions available. For questions regarding the curricula, contact Jennifer Cannell [jcannell@berkeley.edu](mailto:jcannell@berkeley.edu) or Phyllis Jeroslow [pjero@berkeley.edu](mailto:pjero@berkeley.edu) or call CalSWEC at 510-642-9272.

**COMPONENTS OF THE TRAINER’S AND TRAINEE’S GUIDES**

**Competencies and Learning Objectives**

The Competencies and Learning Objectives serve as the basis for the Training Content that is provided to both the trainer and trainees. All the Competencies and Learning Objectives for the curriculum are listed in a separate tab in both the Trainer’s and Trainee’s Guides. The Learning Objectives are subdivided into three categories: Knowledge, Skills, and Values. They are numbered in series beginning with K1 for knowledge, S1 for skills, and V1 for values. The Learning Objectives are also indicated in the suggested Lesson Plan for each segment of the curriculum.

*Competencies* are defined as broad indicators of essential and best practices. Typically, several *Learning Objectives* support the development of each *Competency*. The *Learning Objectives* are more specific than the *Competencies* and usually provide measurable indicators of learning.

*Knowledge Learning Objectives* entail the acquisition of new information and often require the ability to recognize or recall that information. *Skill Learning Objectives* involve the application of knowledge and frequently require the demonstration of such application. *Values Learning Objectives* describe attitudes, ethics, and desired goals and outcomes for practice. Generally, *Values Learning Objectives* do not easily lend themselves to measurement, although values acquisition may sometimes be inferred through other responses elicited during the training process.

**Agenda**

The Agenda is a simple, sequential outline indicating the order of events in the training day, including the coverage of broad topic areas, pre-tests and/or post-tests, training activities, lunch, and break times. The Agenda for trainers differs slightly from the Agenda provided to trainees in that the trainer’s agenda indicates duration; duration is not indicated on the agenda for trainees.

**Suggested Lesson Plan (Trainer’s Guide only)**

The suggested Lesson Plan in the Trainer’s Guide is a mapping of the structure and flow of the training. It presents each topic in the order recommended and indicates the duration of training time for each topic. The suggested Lesson Plan is offered as an aid for organizing the training.

The suggested Lesson Plan is divided into major sections by Day 1, Day 2, and Day 3 of the training, as applicable, and contains three column headings: Topic/Time, Learning Objectives, and Methodology. The Topic/Time column is divided into training Segments. The Learning Objectives column reflects the specific objectives that are covered in each Segment. The Methodology column indicates suggested training activities that may accompany each Segment. As applicable, each activity is numbered sequentially within a Segment, with activities for Segment 1 beginning with Activity 1A, Segment 2 beginning with Activity 2A, etc. The numbering schema of Day, Segment, Activity mirrors the labeling of materials in the Training Tips and Activities tab.

**Evaluation Protocols**

It is necessary to follow the step-by-step instructions detailed in this section concerning pre-tests, post-tests, and skill evaluation (as applicable to a particular curriculum) in order to preserve the integrity and consistency of the training evaluation process. Additionally, trainers should not allow trainees to take away or make copies of any test materials so that test security can be maintained.

**Training Tips, Activities, & Transfer of Learning (TOL) Exercises (Trainer’s Guide only)**

The Training Tips section is the main component of the Trainer’s Guide. It contains guidance and tips for the trainer to present the content and to conduct each *Training Activity*. *Training Activities* are labeled and numbered to match the titles, numbering, and lettering in the suggested Lesson Plan. *Training Activities* contain detailed descriptions of the activities as well as step-by-step tips for preparing, presenting, and processing the activities. The description also specifies the Training Content that accompanies the activity, and the time and materials required.

Trainers may prefer to insert corresponding pages of the Training Content at the end of each segment, as directed by placeholder pages that are provided. The style of the page numbering of the Training Tips and Activities tab is purposely altered to distinguish these pages easily from the insert pages of the Training Content. The Training Tips and Activities also reference accompanying PowerPoint slides and provide thumbnails of the slides, generally at the end of each *Training Activity*.

Occasionally, a *Trainer’s Supplement* is provided that includes additional information or materials that the trainer needs. The *Trainer’s Supplement* follows the *Training Activity* to which it applies.

**Training Content (Trainee’s Guide only; can be inserted into the Trainer’s Guide)**

The *Training Content* in the Trainee’s Guide contains the standardized text of the curriculum and provides the basis for knowledge testing of the trainees. Training activities are labeled and numbered to match the titles and numbering in the suggested Lesson Plan.

**Supplemental Handouts**

Supplemental Handouts are clearly titled and appear in both the Trainer’s and Trainee’s Guides. Supplemental Handouts refer to additional handouts not included in the Training Content tab of the Trainee’s Guide. For example, Supplemental Handouts include PowerPoint printouts that accompany in-class presentations or worksheets for training activities. Some documents in the Supplemental Handouts are placed there because their size or format requires that they be printed separately.

**References and Bibliography**

The Trainer’s Guide and Trainee’s Guide each contain the same References and Bibliography. The References and Bibliography tab indicates the sources that were reviewed by the curriculum designer(s) to prepare and to write the main, supplemental and background content information, training tips, training activities and any other information conveyed in the training materials. It also includes additional resources that apply to a particular content area. The References and Bibliography tab is divided into three sections:

* All-County Letters (ACLs) and All-County Information Notices (ACINs) issued by the California Department of Social Services (CDSS);
* Legal References (as applicable); and
* General References and Bibliography

In certain curricula within the Common Core series, the References and Bibliography may be further divided by topic area.

**Materials Checklist (Trainer’s Guide only)**

In order to facilitate the training preparation process, the Materials Checklist provides a complete listing of all the materials needed for the entire training. Multi-media materials include such items as videos, audio recordings, posters, and other audiovisual aids. Materials specific to each individual training activity are also noted in the Training Tips and Activities section of the Trainer’s Guide.

**Posters (Trainer’s Guide only)**

Some curricula feature materials in the Trainer’s Guide that can be used as posters or wall art. Additionally, several of the handouts from the curriculum *Framework for Child Welfare Practice in California* can also be adapted for use as posters.

Tips for Training this Curriculum

This section would be a curriculum specific introduction for trainers. If you would like an example contact Jennifer Cannell at [jcannell@berkeley.edu](mailto:jcannell@berkeley.edu). Or view the Assessment Block curriculum posted on the CalSWEC CC3.0 webpage @ <http://calswec.berkeley.edu/curriculum-content-block>

**FAMILY FRIENDLY LANGUAGE**

Trainers are the example for modeling this for participants. The hope is that the work is done with families, not on clients. Use words such as parents, young adults, youth, child, family…rather than clients. We want to model that families involved in child welfare services are not separate from us as social workers, but part of our community. This is the goal of the CA Child Welfare Core Practice Model as well and reflects the behaviors we want to see demonstrated in social workers work with families. For more information on the Californian Child Welfare Core Practice Model visit the CalSWEC website at <http://calswec.berkeley.edu/california-child-welfare-core-practice-model-0>.

**SAFETY ORGANIZED PRACTICE**

Some content in this curriculum was developed by the National Council on Crime and Delinquency (NCCD) and the Northern California Training Academy as part of the Safety Organized Practice Curriculum. Please note, not all California Counties are actively practicing Safety Organized Practice. However, the framework, principles and concepts are integrated throughout the curriculum as tools and best practices. Safety Organized Practice (SOP) is a collaborative practice approach that emphasizes the importance of teamwork in child welfare. SOP aims to build and strengthen partnerships with the child welfare agency and within a family by involving their informal support networks of friends and family members. A central belief in SOP is that all families have strengths. SOP uses strategies and techniques that align with the belief that a child and his or her family are the central focus, and that the partnership exists in an effort to find solutions that ensure safety, permanency, and well-being for children. Safety Organized Practice is informed by an integration of practices and approaches including:

* Solution-focused practice[[1]](#footnote-1)
* Signs of Safety[[2]](#footnote-2)
* Structured Decision making[[3]](#footnote-3)
* Child and family engagement[[4]](#footnote-4)
* Risk and safety assessment research
* Group Supervision and Interactional Supervision[[5]](#footnote-5)
* Appreciative Inquiry[[6]](#footnote-6)
* Motivational Interviewing[[7]](#footnote-7)
* Consultation and Information Sharing Framework[[8]](#footnote-8)
* Cultural Humility
* Trauma-informed practice

Evaluation

Agenda

Training agenda with timeframes.

Learning Objectives

**Knowledge**

**K1.**

**K2.**

**Skill**

**S1.**

**S2.**

**Values**

**V1.**

**V2.**

Lesson Plan

| **Segment** | **Methodology and Learning Objectives** |
| --- | --- |
| **Day 1, Segment 1**  **40 min**  **9:00 – 9:40 am**  Welcome and Review of Agenda | **Activity 1A**  Introduce goals of the training and explain logistics. Orientation to the Child Welfare Training System in California.  **Activity 1B**  Review of the learning objectives for the course.  **Activity 1C**  Facilitate strength-based introduction pairs activity.  *PowerPoint slides: 1-10* |
| **Day 1, Segment 2**  **55 min**  **9:40 – 10:35 am**  Building the Framework | **Activity 2A**  **Activity 2B**  **Activity 2C**  **Activity 2D**  **Activity 2E**  *PowerPoint slides: 11-31*  *Learning Objectives: K1, K2, K3, K4, K9* |
| **10:35 – 10:50 am**  **15 min**  **BREAK** | |
| **Day 1, Segment 3**  **125 min**  **10:50 am – 1:55 pm**  **(includes 1 hour for lunch)**  Filling in the Framework: Fairness and Equity | **Activity 3A (Optional)**  **Activity 3B (Optional)**  Video exploring  **Activity 3C**  Lecture and large and small group activities  *PowerPoint slides: 32-50*  *Learning Objectives: K5, V1* |
| **12:20 pm – 1:20 pm**  **60 min**  **LUNCH** | |
| **Segment 3 (Continued)**  **125 min**  **10:50 am – 1:55 pm**  **(includes 1 hour for lunch)**  Filling in the Framework: Fairness and Equity | **Activity 3D**  Lecture  *PowerPoint slides: 51-56*  *Learning Objectives: V1* |
| **Segment 4**  **50 min**  **1:55 – 2:45 pm**  Filling in the Framework: Strength-based Practice | **Activity 4A**  Lecture defining strength-based practice.  **Activity 4B**  Lecture and small group activity  *PowerPoint slides: 57-64*  *Learning Objectives: K6, S1, V3* |
| **2:45 – 3:00 pm**  **15 min**  **BREAK** | |
| **Segment 5**  **50 min**  **3:00 – 3:50 pm**  Filling in the Framework: Teaming and Engagement | **Activity 5A**  Brief lecture and role play on engagement skills to use in child welfare practice.  **Activity 5B**  Lecture describing benefits of participatory practice and providing tips for team building in child welfare.  *PowerPoint slides: 65-74*  *Learning Objectives: K7, K8, V2, V4* |
| **Segment 6**  **10 min**  **3:50 – 4:00 pm**  Transfer of Learning | **Activity 6A**  Individual activity to develop a learning plan for the upcoming core classes.  *PowerPoint slides: 75-76* |

Segment 1: Welcome and Introductions to the Training

## *ACTIVITY 1A: Introductions Icebreaker*

|  |  |
| --- | --- |
| **Estimated Segment Time:** | 15-45 minutes |
| **Trainee Content:** | Agenda (page 4 in the Trainee’s Guide)  Learning Objectives (page 6 in the Trainee’s Guide) |
| **Materials:** | Chart pad, markers, and tape (if doing group agreements)  Question Cards for icebreaker activity |
| **Slides:** | 1-3 |

**Description of Activity:**

The trainer will conduct an introductory activity including a review of the agenda and an introductions icebreaker.

|  |
| --- |
| **Before the activity** |

* Decide whether or not you will establish group agreements as part of this activity. If you plan to develop group agreements, prepare your chart pad in advance with some initial agreements such as starting and ending on time, sharing the floor, etc. Leave space for the group to develop their own group agreements.
* Make sure you have enough Question Cards for all the trainees.

|  |
| --- |
| **During the activity** |

|  |  |
| --- | --- |
| * Welcome the participants to the training and introduce yourself. * If this is the first training for a cohort, you may wish to spend some time on logistics related to the training site (parking, bathrooms, etc.) and helping to set a productive tone through the development of group agreements (sharing the floor, being on time, etc.). |  |
| * Provide an overview of the agenda and learning objectives for the day. |  |
| * If you are doing group agreements, go over the basic group agreements included on the slide and use chart pad paper to add agreements or modify the one provided.   Offer the following brief explanations of the group agreements[[9]](#footnote-9) as needed (this will depend on whether or not this group has already worked to establish group agreements). This activity provides a model for the group work social workers will do with child and family teams, so you may wish to make that connection as well.   * **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. |  |
|  |  |

|  |
| --- |
| **Transition to the next segment** |

* Move on to the next segment, a review of the [Title of next segment].

Segment 2: [Title]

|  |  |
| --- | --- |
| **Estimated Segment Time:** | 45 minutes |
| **Materials:** | Chart pad, markers, tape  Video link |
| **Trainee Content:** | Pg # of Participant guide |
| **Slides:** | Slide number in ppt |

**Description of Activity:**

The trainer will conduct a review of the elements introduced in the online prerequisite for the CMI skills lab.

|  |
| --- |
| **Before the Activity** |

|  |
| --- |
| **During the activity** |

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| **Transition to the next segment** |

* Move on to the next segment, a review of the [Title of next segment].

Supplemental Handouts

References/Bibliography

Materials Check List

Appendix

1. Berg, I.K. and De Jong, P. (1996). Solution-building conversations: co-constructing a sense of competence with clients. *Families in Society*, pp. 376-391; de Shazer, S. (1985). *Keys to solution in brief therapy.* NY: Norton; Saleebey, D. (Ed.). (1992). *The strengths perspective in social work practice.* NY: Longman. [↑](#footnote-ref-1)
2. Turnell, A. (2004). Relationship grounded, safety organized child protection practice: dreamtime or real time option for child welfare? *Protecting Children, 19*(2): 14-25; Turnell, A. & Edwards, S. (1999). *Signs of Safety: A safety and solution oriented approach to child protection casework*. NY: WW Norton; Parker, S. (2010). *Family Safety Circles: Identifying people for their safety network*. Perth, Australia: Aspirations Consultancy. [↑](#footnote-ref-2)
3. Children’s Research Center. (2008). Structured Decision Making: An evidence-based practice approach to human services. Madison: Author. [↑](#footnote-ref-3)
4. Weld, N. (2008). The three houses tool: building safety and positive change. In M. Calder (Ed.) Contemporary risk assessment in safeguarding children. Lyme Regis: Russell House Publishing. [↑](#footnote-ref-4)
5. Lohrbach, S. (2008). Group supervision in child protection practice. *Social Work Now*, 40, pp. 19-24. [↑](#footnote-ref-5)
6. Cooperrider, D. L. (1990). Positive image, positive action: The affirmative basis of organizing. In S. Srivasta, D.L. Cooperrider and Associates (Eds.). *Appreciative management and leadership: The power of positive thought and action in organization*. San Francisco: Jossey-Bass. [↑](#footnote-ref-6)
7. Miller, W.R., & Rollnick, S. (2012). *Motivational Interviewing*, (3rd Ed.). NY: Guilford Press. [↑](#footnote-ref-7)
8. Lohrbach, S. (1999). *Child Protection Practice Framework - Consultation and Information Sharing*. Unpublished manuscript; Lohrbach, S. & Sawyer, R. (2003). Family Group Decision Making: a process reflecting partnership based practice.  *Protecting Children. 19*(2):12-15. [↑](#footnote-ref-8)
9. Shared by trainer Betty Hanna [↑](#footnote-ref-9)