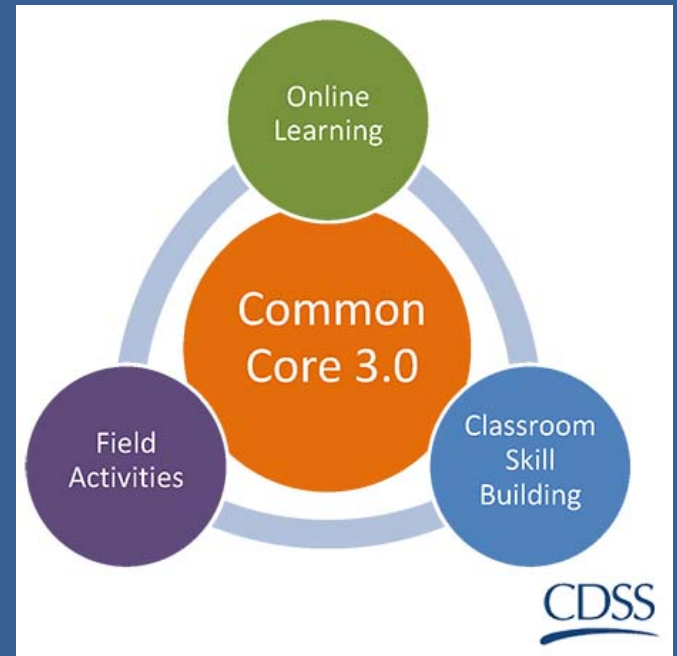


Trainer Overview to Common Core 3.0

November 30, 2016



The California Child Welfare Core Practice Model

Existing and Emerging Initiatives

- California Partners for Permanency (CAPP)
- Continuum of Care Reform (CCR)
- Family to Family (F2F)
- Katie A.
- Linkages
- Parent Partners
- Quality Parenting Initiative (QPI)
- Resource Family Approval (RFA)
- Safety Organized Practice (SOP)
- Wraparound



3.0 Training Blocks

Practice Areas

- Foundation
- Engagement
- Assessment
- Case Planning and Service Delivery
- Monitoring and Adapting
- Transition



3.0 Core Modalities/Sequenced Content

100 Level

- On-line knowledge based training
- Classroom skills based learning
- Field based transfer of knowledge and skills learning

200 Level



OH! And by the way....

- Welcome to the Center for Human Services Resource Barn! We are going paperless!



Core Participants...



Lessons Learned



- Social Workers often come to Core without completing their prerequisite E-learning and not knowing who their field advisor is.
- Instructors must understand the structure of Core 3.0, even if they don't teach a class with field activities they will be asked about them!
- Instructors should view all E-learning associated with the classes they are teaching
- Social Worker Passport and Guide will have field activities listed and a link to the field activity completion survey
- Instructors/Academy need to discuss the field activities/e-learning multiple times during the classes
- Field activities may sound overwhelming but they aren't such a big deal – they are OK!

What does all of this mean to our instructors?

- Social workers will be juggling *a lot*:
 - Cases they have been assigned
 - E-learnings for their next Core Module
 - Field activities from their prior Core Module
- E-learnings will not always be watched, or absorbed, before class
- Instructors should view and be familiar with all E-learnings associated with classes they are teaching and should make links between E-learnings and classroom knowledge and skill-building

Instructor Preparation & Training

- Instructor Webinars (3rd Friday of every month @ 10am)
- In-person convening's / meetings
 - Convening in January, 2017
- Instructor Guide (in development)
- It is strongly recommended that all instructors complete the following training for trainers:
 - Best practice webinars:
 - Core 3.0 Overview, Cultural humility, Trauma Informed Practice, Assessment procedures (SOP/SDM)
 - Facilitator-led, Skills based T4T
 - Curriculum overview webinars



Instructor Roles & Responsibilities

- *Complete all required / encouraged training for trainers*
- *Be familiar with Core 3.0 schedule of classes and requirements*
- *Familiarize yourself with curriculum you will be teaching*
- *Complete all E-learningings that correspond with classes you are teaching & make key connections between E-learningings and classroom knowledge and skill-building.*
- *Remind students of upcoming E-Learnings*
- *Be familiar with field activities and remind students of upcoming activities*
- *Promote knowledge and skill development that aligns with the desired practice.*
- *Complete the instructor feedback form at the end of each class and provide specific feedback about the curriculum to ensure the curriculum is updated timely as needed.*



Instructor Guide

- *An instructor guide will be provided to all instructors and will include the following information:*
 - General overview and structure of Core training
 - Sequence of training modules, courses and field activities
 - Instructor training, roles and responsibilities
 - Classroom expectations and attendance policy
 - Classroom set up and procedures
 - Tips and resources for Instructor and Social Workers
 - Links to all necessary course materials

Field Activity Guide

- Field Activity Guides are provided for each field activity that includes the following information:
 - Learning objectives for the activity
 - Description of the activity
 - Field Advisor and Social Worker tasks:
 - Before the Activity
 - During the Activity
 - After the Activity
 - Applicable worksheets / resources
- ***Please note: Field activities should be completed using active cases whenever possible.***



Field Activity Tracking

- Field Advisors are tracked by the Academy on a master list that includes:
 - County
 - Field Advisor Name
 - Trainings completed (Coaching Institute & Field Advisor Training)
 - Social Workers in each cohort and their Field Advisor
- Field Activities are tracked using a Qualtrix survey that is completed by the Field Advisor after each field activity is completed:
 - Link to the survey is included in the Field Advisor Guide (currently in development) and in the Social Worker Guide to Completing Core



Upcoming Field Advisor Training

- Coaching Institute:
 - January 30-31, 2017 (Davis)
- Field Advisor and the Field
- Guide:
 - February 1, 2017 (Davis)
- For up to date training information, please visit the Academy website:



<https://humanservices.ucdavis.edu/program-sections/1528>

Core 3.0 Curriculum

Common Core 3.0 class curriculum consists of the following:

- PowerPoint
- Trainers Guide
- Trainee Guide
- Supplemental handouts

ACTIVITY 1A: Introduction

Segment Time:	10 minutes
Activity Time:	10 minutes
Trainee Content:	Trainee Guide: <i>Agenda</i> (page 5), <i>Learning Objectives</i> (page 6)
Materials:	Chart pad, markers, and tape
Slides:	1-4

Description of Activity:

The trainer will welcome the trainees and provide an overview of the training agenda, briefly examine the learning objectives in this module, and group agreements.

Before the activity

- ☐ This module requires trainees to work together, as such, group agreements must be established.
- ☐ Review the “Introduction to Team-Based Learning” handout to facilitate the group activities throughout the training. This handout is for you the trainer not the trainees.

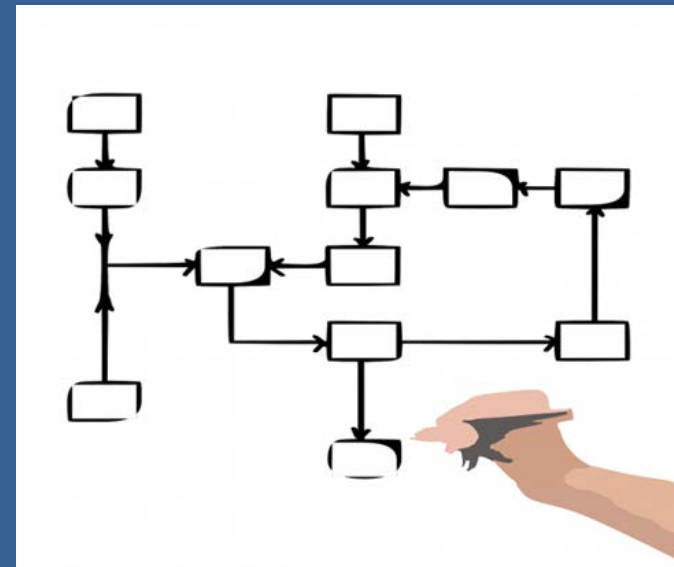
During the activity

- ☐ Welcome the trainees to the training and introduce yourself.
- ☐ Discuss logistics related to the training site (parking, bathrooms, etc.).
- ☐ Provide an overview of the *agenda* (on page 5 of trainee guide) and *learning objectives* (page 6) for the day. Give trainee’s two minutes to read the learning objectives on their own. After which, ask the group if there are any questions or comments regarding the learning objectives.
It is not necessary to list the Learning Objectives on a slide.



Core 3.0 at a glance

- 7 modules with a total duration of 7 months
- 22 classes @ 19.5 classroom days
- 22 E-Learnings @ 26.5 hours (estimated completion time)
- 9 Field Activities @ 19 hours (estimated completion time)



General Information

- Total duration of Core program: 7 months (5 months previously)
- Starting with 3 cohorts in the spring:
 - *Davis (Starts 2/7/17)*
 - *Anderson (Starts 2/28/17)*
 - *Sacramento (Starts 3/14/17)*
 - *Arcata (Starts Fall, 2017)*
 - *We may have additional cohorts based on enrollments*
- Make-ups for missed Core 2.5 classes:
 - We will be working individually with Counties to determine what classes their workers will need to make up in Core 3.0



Module 1 - Foundation Block Part 1

- This module provides key foundational information that is carried forward in the remaining blocks. This includes practical content introducing trainees 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 4 skills-based classroom modules and an eLearning practice lab included for a duration of 3 classroom days.*

Module 1 - Foundation Block Part 1

Training Component	Title of class / activity	Duration of class	Total Duration of Training Component
Classroom	Orientation to Child Welfare Practice & Common Core 3.0	½ day	3 days
Classroom	Values & Ethics in Practice	½ day	
Classroom	Teaming, Collaboration, and Transparency	1 day	
Classroom	Fairness & Equity	½ day	
Classroom	*ELearning; Questions & Answers* (NCTA specific course)	½ day	
Total Estimated Time:	3 days classroom		

Module 2 - Foundation Block 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 eLearning modules and 2 skills-based classroom modules for a duration of 3 classroom days.*

Module 2 - Foundation Block Part 2

Training Component	Title of class / activity	Duration of class	Total Duration of Training Component
ELearning	Child and Youth Development	60 min.	4 hours (estimated completion time)
ELearning	Key Issues in Child Welfare: Behavioral Health	60 min.	
ELearning	Key Issues in Child Welfare: Substance Use Disorders	60 min.	
ELearning	Key Issues in Child Welfare: Intimate Partner Violence	60 min.	
Classroom	*Child Development* (NCTA specific course)	1 day	3 days
Classroom	Key Issues in Child Welfare: Social Worker as Practitioner	2 days	
Total Estimated Time:	3 days classroom 4 hours eLearning		

Module 3 - Engagement Block

- 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 eLearning modules and 3 skills-based classroom modules for a duration of 3 classroom days. Additionally, there are 4 field activities in this module.*

Module 3 - Engagement Block

Training Component	Title of class / activity	Duration of class	Total Duration of Training Component
ELearning	Respect, Courtesy and Skillful use of authority	60 min.	6 hours (estimated completion time)
ELearning	Introduction to Trauma Informed Practice	60 min.	
ELearning	Concurrent Planning Introduction	90 min.	
ELearning	Interviewing	90 min.	
ELearning	Introduction to ICWA	60 min.	
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	2 hours	6 hours (estimated completion time)
Field Activity	Exploring Family, Extended Family, Community and Tribal Connections and Relationships	2 hours	
Field Activity	ICWA and Working with Native American Tribes	1 hour	
Field Activity	Cultural Responsiveness	1 hour	
Total Estimated Time:	3 days classroom 6 hours eLearning 6 hours Field Activities		

Module 4 - Assessment Block Part 1

- 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 are 2 eLearning modules and 3 skills-based classroom modules for a duration of 2 classroom days.*

Module 4 - Assessment Block Part 1

Training Component	Title of class / activity	Duration of class	Total Duration of Training Component
ELearning	Overview of Assessment Procedures	120 min.	3.5 hours (estimated completion time)
ELearning	Child Maltreatment Identification (CMI)	90 min.	
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	
Total Estimated Time:	2 days classroom 3.5 hours eLearning		

Module 5 - Assessment Block Part 2

- 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 is 1 eLearning module and 2 skills-based classroom modules for a duration of 3.5 classroom days. Additionally, there are two field activities in this module.*

Module 5 - Assessment Block Part 2

Training Component	Title of class / activity	Duration of class	Total Duration of Training Component
ELearning	Social Worker Safety	60 min.	1 hour (estimated completion time)
Classroom	SDM Assess Skills Lab	1.5 days	3.5 days
Classroom	*Safety Organized Practice Foundational Institute* (NCTA specific course)	2 days	
Field Activity	Collaborative Assessment, Planning and Support: Safety & Risk in teams	2 hours	4 hours (estimated completion time)
Field Activity	Completing SDM Assessment tools	2 hours	
Total Estimated Time:	3.5 days classroom 1 hour eLearning 4 hours Field Activities		

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 introduction to CWS/CMS, writing case plan objectives, and the role of visitation in positive outcomes for families.
- *There are 5 eLearning modules and 4 skills-based classroom modules for a duration of 2 classroom days. Additionally, there is one 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	90 min.	7 hours (estimated completion time)
ELearning	Case Planning Basics	90 min.	
ELearning	Documentation Practice & Report Writing	120 min.	
ELearning	Federal and State Laws	60 min.	
ELearning	Legal Procedures	60 min.	
Classroom	Introduction to CWS/CMS	½ day	2 days
Classroom	Legal Procedures and Responsibilities	½ day	
Classroom	Writing Behavioral Objectives	½ day	
Classroom	Case Planning in a Team Setting	½ day	
Field Activity	Collaborative Assessment, Planning and Support: Engaging Family Members in Safety and Case Planning (Part 1)	3 hours	3 hours (estimated completion time)
Total Estimated Time:	2 days classroom 7 hours eLearning 3 hours Field Activities		

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 care, including development of trauma-focused transition plans.
- *There are 5 eLearning modules and 4 skills-based classroom modules (including Graduation) for a duration of 3 classroom days. Additionally, there are 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	60 min.	5 hours (estimated completion time)
ELearning	Monitoring & Adapting	60 min.	
ELearning	Placement	60 min.	
ELearning	Case Closure & After Care Plans	60 min.	
ELearning	After 18	60 min.	
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* (NCTA specific course)	½ day	
Classroom	*Graduation* (NCTA specific course)	½ day	
Field Activity	Collaborative Assessment, Planning and Support: Engaging Family Members in Safety and Case Planning (Part 2)	3 hours	6 hours (estimated completion time)
Field Activity	Collaborative Assessment, Planning and Support: Engaging Family Members in Safety and Case Planning (Part 3)	3 hours	
Total Estimated Time:	3 days classroom 5 hours eLearning 6 hours Field Activities		

Academy specific courses:

The following courses have been added based on feedback from our Northern Counties:

- *E-Learning Practice Session*
- *Child Development (full-day class)*
- *SOP Foundational Institute (2 days)*
- *Secondary Trauma and Self-Care*
- *Graduation Lunch*

– *Supervisors & Field Advisors welcome*



Field Activities at a glance



Module 3: Engagement Block

- Interviewing
- Exploring Family, Extended Family, Community, and Tribal Connections
- ICWA and working with Native American Tribes
- Fairness & Equity

Module 5: Assessment Block (Part 2)

- Collaborative Assessment, Planning and Support: Safety & Risk in teams
- Completing SDM Assessment tools

Module 6: Case Planning & Service Delivery Block

- Collaborative Assessment, Planning and Support: Initial Case Plan

Module 7: Monitoring & Adapting; Transition Block

- Collaborative Assessment, Planning and Support: Case Plan Update
- Collaborative Assessment, Planning and Support: Transition Plan

Interviewing



Description of Activity:

- The trainee will prepare for and complete an interview with a family member, caregiver, youth, or stakeholder
- The trainee will prepare for this activity by:
 - Identifying interview participants, information to be collected, and goals of the interview
- 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, Extended Family, Community, Tribal Connections, and Relationships

Description of Activity:

- 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 connections that may serve as support people and permanent connections for children, youth, young adults and families.



ICWA and Working with Native American Tribes

Description of Activity:

- This activity will prepare the social worker for success in the field should they encounter an Indian child. This will be achieved by:
 - The worker will identify local ICWA resources to support child welfare outcomes
 - The worker will research and identify an ICWA designated agent for a tribe within their county and identify culturally appropriate resources for a child and family
 - The Field Advisor and worker will review the information together and discuss how this relates to the purpose of ICWA and the value of keeping a child connected to their culture and community

Fairness & Equity

Description of Activity:

- TBD
- Please note: If the Social Worker has an active caseload they **MUST** use one of their cases for this activity.



Collaborative Assessment, Planning and Support: Safety & Risk in teams

Description of Activity:

- The Social Worker 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.
- Examples:
 - Safety planning meeting / Safety mappings
 - Team Decision Making meetings (TDM)
 - Child & Family Team meetings (CFT)
- At the conclusion of the meeting, the trainee will have participated in a developing a plan that ensures safety for the child/youth
- Please note: If the Social Worker has an active caseload they MUST use one of their cases for this activity.

Completing SDM Assessment Tools

Description of Activity:

- The Social Worker will complete one of the following safety tools:
 - Hotline Assessment Tool
 - Safety Assessment Tool
 - Substitute Care Provider Safety Assessment Tool
 - Reunification Reassessment Tool
- AND
- The Social Worker will complete one of the following risk tools:
 - Family Risk Assessment Tool
 - Family Risk Reassessment for In-home Cases Tool (Family Maintenance)
 - Reunification Reassessment Tool (Family Reunification)
- Please note: If the Social Worker has an active caseload they MUST use one of their cases for this activity.

Collaborative Assessment, Planning and Support: Initial Case Plan

Description of Activity:

- The Social Worker will participate in a case planning meeting with a family to develop the initial case plan. This activity will focus on bringing the safety network together to finalize the case plan.
- Examples:
 - Safety planning meeting
 - Safety mappings
 - TILP meetings
 - Child & Family Team meetings
- Please note: If the Social Worker has an active caseload they **MUST** use one of their cases for this activity.



Collaborative Assessment, Planning and Support: Case Plan Update

Description of Activity:

- TBD
- Please note: If the Social Worker has an active caseload they **MUST** use one of their cases for this activity.



Collaborative Assessment, Planning and Support: Transition Plan

Description of Activity:

- TBD
- Please note: If the Social Worker has an active caseload they MUST use one of their cases for this activity.

The logo for "TRANSITIONS" is displayed in a stylized font. The word is written in a mix of yellow and dark blue. The letters 'T', 'R', 'A', 'N', 'S', 'I', 'O', 'N', and 'S' are in dark blue, while the letters 'T', 'I', 'O', and 'N' are in yellow. The letters are slightly tilted and have a 3D effect. Below the letters, there are three yellow arrows pointing downwards, one under the first 'T', one under the 'I', and one under the second 'O'.

Future Webinars

- There will be recurring monthly webinars to provide ongoing support, questions & answers, etc.
- Held the 3rd Friday of every month @ 10am
 - Next one: Friday, December 16, 2016 @ 10am
- If you did not receive the outlook invite, please let us know!



If you have any questions, please feel free to contact:

Tami McCalip, MSW
Academic Coordinator
Phone: (530) 520-9253
E-mail: tmccalip@ucdavis.edu



For more information about California Common Core for Child Welfare Workers, please visit:

- <https://humanservices.ucdavis.edu/program-sections/1639>
- <http://calswec.berkeley.edu/common-core-30-information-and-overview>