

Common Core 3.0

Field Advisor Training
Version 3.4– 2017



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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 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), STEC has a wide membership that includes Regional Training Academy (RTA) representatives, county representatives, university-based Title IV-E Project Coordinators, the Inter-University Consortium in Los Angeles (IUC), the Administrative Office of the Courts (AOC) and other key stakeholders.

A subcommittee of STEC, the Content Development Oversight Group (CDOG), provided oversight and approval for the curriculum development process. A panel of experts also provided valuable feedback specific to this particular topic of the Common Core. As with many large curriculum projects in public child welfare, significant portions of the Common Core were adapted from existing curricula.

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 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



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

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. *Critical Thinking in Assessment* requires a standardized delivery to support the embedded skill evaluations contained in this 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 Tenia Davis teniad@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 classroom module is preceded by an e-learning module that introduces key knowledge components used in the class. It is strongly recommended that trainees complete the e-learning module prior to attending the classroom module.

Some content in this curriculum was developed by NCCD and the Northern California Training Academy as part of the Safety Organized Practice Curriculum. 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 practice¹
- Signs of Safety²
- Structured Decision making³
- Child and family engagement⁴
- Risk and safety assessment research
- Group Supervision and Interactional Supervision⁵
- Appreciative Inquiry⁶

MATERIALS

The SDM Policy and Procedures Manual, vignettes, sample tools and answer keys used in this curriculum are produced by the Children's Research Center. Please contact Peggy Cordero (pcordero@nccdglobal.org) at the Children's Research Center for access to these materials. Because

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.

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.

³ Children's Research Center. (2008). *Structured Decision Making: An evidence-based practice approach to human services*. Madison: Author.

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.

⁵ Lohrbach, S. (2008). Group supervision in child protection practice. *Social Work Now*, 40, pp. 19-24.

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.

CRC makes regular updates to the materials, please ensure you are using the most recent materials when you present this curriculum.

The CC3.0 informational documents utilized in this training may be accessed at <http://calswec.berkeley.edu/common-core-30>. Due to the evolving nature of CC3.0, it is best practice to consult the CalSWEC website to get the most up-to-date version of materials.

COUNTY VARIATIONS IN PRACTICE

While all counties using the Structured Decision Making Tools follow the standardized assessment format and use the same SDM tools and definitions, there are some variations in county practice regarding some aspects of implementation, policy and use of supporting materials. Prior to presenting this training module, review the county policies and practices for standardized assessment and confer with county administration regarding specific county practices.

Each county will select who will fill the field advisor(s). Supervisors are well situated to fill this role. Counties may identify other individuals as CC3.0 field advisors depending on local needs. For example, in some counties, staff who serve as IV-E field instructors may also take on the role of CC3.0 field advisor. In other counties, the CC3.0 field advisor role may be filled by an external agency to support field activities. For the purposes of this document, the CC3.0 field advisor will be referred to as **supervisor or other designee**. Regardless of title or role within the agency, each CC3.0 field advisor will receive training specific to the role of the CC3.0 field advisor in supporting new social workers.

TRAINING ACTIVITIES

Because this training is activity rather than lecture based, trainers should have extensive knowledge of CC3.0 content, training modalities, adult learning theory, and coaching. Trainers should be prepared to address a wide variety of trainee questions in the moment relying on CC3.0 informational materials and professional experience. Regional Training Academies may have additional resources for preparing trainers to present this curriculum.

Agenda

Welcome and Gauging the Trainees

Introduction to the Training

E-learning Review

Exploring the Role of the Field Advisor

Practice

Wrap-Up

Learning Objectives

Knowledge

- K1.** The trainee will be able to describe how the field activities relate to online and classroom learning content.
- K2.** The trainee will be able to describe the role and responsibilities of the field advisor in CC3.0
- K3.** The trainee will be able to identify the role of the field advisor in the transfer of learning for new social workers.

Skill

- S1.** Using the field guide and a case scenario, the trainee will:
 - A. Identify the role of the field advisor and activities to be completed by the field advisor
 - B. Identify common activities performed by the social worker that will meet the requirements for the field activity.
 - C. Demonstrate using the field guide to plan for, observe, and provide feedback for a field activity.
 - D. Demonstrate using the data collection survey for specific field activities.
- S2.** Given a case scenario, the trainee will be able to identify and address how life experiences, personal values, and biases impact the ability to facilitate professional growth and development of new social workers.

Values

- V1.** The trainee will value the role of the field advisor as a critical element in the training of new social workers.
- V2.** The trainee will value the collaborative process of the field activities.
- V3.** The trainee will value the role of the field advisor as one of a change agent within the organization – supporting new workers, identifying barriers, and developing solutions.

Lesson Plan

Segment	Methodology and Learning Objectives
Segment 1 15 min 9:00 – 9:15 am Welcome and First Activity	Welcome and Gauging The Trainees As trainees are coming in have them complete three questions that are posted around the room on flip charts. Summarize the responses. <i>PowerPoint slide: 1-3</i>
Segment 2 45 min 9:15 – 10:00 am Overview of the Day, Learning Objectives and Group Agreements	Introduction to the Training Introduce goals of the training and explain logistics, as well as review the agenda. Provide context for the training day, develop group agreements, and review the learning objectives for the course. <i>PowerPoint slides: 4-7</i>
10:00-10:15 am Break	
Segment 3 1 hour 45 min 10:15 -12:00 pm E-learning review, Exploring the Field Guide, Exploring the Role of the Field Advisor, Making the Connection: Coaching and Field Advising	E-learning Review & Exploring the Role of the Field Advisor In table groups, have the trainees write down all of the things they remember from the e-learning. Give them only five minutes. Have each table group report out what they listed. Explain what the Comprehensive Field Guide is and direct trainees on where to locate it on the CalSWEC website. Provide an overview of coaching and discuss the importance of having field advisors. <i>PowerPoint slide: 8-17</i> <i>Learning Objective: K1, K2, K3, S1A, V1,V3</i>
12:00 – 1:00 pm LUNCH	
Segment 4 2 hours 30 mins 1:00 -3:30pm	Practice Activities to stimulate thinking about what to do during Field Activities.

Segment	Methodology and Learning Objectives
Practice using the Field Guide to complete the field activities.	<i>PowerPoint slides: 18-23</i> <i>Learning Objectives: K3, S1A, S1B, S1C, V1, V2, V3</i>
Fit in a Break 15 Mins	

Segment 5
30 min
3:30 – 4:00 pm

Wrap-Up
 Personal reflection, discussion and identification of next steps

Transfer of Learning

PowerPoint slides: 24-26
Learning Objectives: K3, V1, V3

SEGMENT 1: Welcome and Gauging the Trainees

Estimated Segment Time:	15 minutes
Estimated Activity Time:	10 minutes
Trainee Content:	Agenda (page 3)
Materials:	Chart pad, markers, and tape
Slides:	1-3

Description of Activity:

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

Before the activity


❑ Gauging the Trainee Preparation

- Prepare three chart pads in advance and post them around the room. On the charts write the following questions:
 - “Have you started doing field activities?” Under the question make a line down the middle of paper and write “Yes” on the top of one column and “No” on the top of the other column.
 - “On a scale of 1-10 how comfortable are you being a field advisor?” Draw a horizontal line and on the left hand side write a number 1 and “Not at all” and on the right hand side write a number 10 and “I couldn’t be more comfortable”.
 - “What is your biggest worry about being a Field Advisor?”

During the activity

- ❑ Welcome the participants to the training and introduce yourself.



<p>❑ 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.).</p>	<div data-bbox="1117 149 1446 394"> <p>Field Advisor Training</p> <p>Version 3.1 2016</p> </div>
<p>❑ Ask trainees to come in, find a seat and answer the questions.</p> <ul style="list-style-type: none"> ○ This is a good way to gauge the experience level of trainees and to acknowledge some of the anxiety they may be feeling right away. ○ As a trainer, you are going to want to take note of what is needed the most by trainees and decide how to focus on it during the training. <p>❑ Once everyone has had a chance to respond, summarize the results for the class.</p>	<div data-bbox="1117 436 1446 674"> <p>Flip Charts</p> <ul style="list-style-type: none"> • Find a seat • Grab a marker from the table • Answer the flip charts that are posted around the room  </div>
<p>Transition to the next segment</p>	

- ❑ Move on to the next segment,

SEGMENT 2: Introduction to the Training

Estimated Segment Time: 45 minutes

Estimated Activity Time: 30 minutes

Trainee Content: Learning Objectives (p.4)
CC3.0 Review by Training Block (p. 5)
CPM Practice Behaviors (p. 6-7)
Skill-based Coaching Model for Field Advisors (p.8-10)

Materials: Field Activity Guide (Appendix B) (**copies needed for all trainees**), Chart paper, markers

Slides: 4-7

Description of Activity:

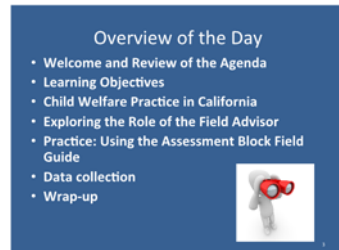
The trainer will facilitate a discussion with the group to assess their knowledge level regarding the content and structure of CC3.0 and how CC3.0 relates to other practices in California. The trainer will provide refresh information about the California Child Welfare Practice Model and CC3.0 content and delivery.


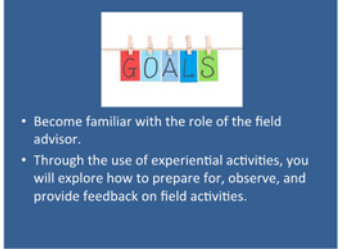
Before the activity

- ☐ Review the California Child Welfare Core Practice Behaviors and Leadership Behaviors
- ☐ Become familiar with the 1-2-4-All concept, which is utilized in the Learning Objective Review Activity.
 - <http://www.liberatingstructures.com/1-1-2-4-all/>
 - <http://www.liberatingstructures.com/getting-started/>

During the activity

- ☐ Provide an overview of the agenda for the day.



<ul style="list-style-type: none"> ❑ Direct the trainees to page 4 in the trainee guide. ❑ Ask the trainees to review the learning objectives individually. As the trainees are reviewing the learning objectives, ask them to pick TWO learning objectives that they have down pat. Also, ask the trainees to underline TWO learning objectives that they need to learn the most about. ❑ Instruct the trainees to markup the handout. This will increase the multiple sensory inputs involved in the reflection of their prior experience and it will help you know when people are finished. ❑ Walk around the room and watch for when about 80% of the class seems to have made their choices. ❑ Prompt the class to turn to a partner and share with each other their choices. Walk around the room to monitor progress. ❑ Allow 60 seconds and prompt the trainees to switch so both people get to share. In another 60 seconds, ask the trainees to stop this discussion and give you their attention. ❑ Ask everyone to stand up. Then tell them that each pair needs to find another pair from another table. In groups of 4, ask the trainees to discuss what commonalities and differences there are amongst their group. Ask each team to identify what is emerging as the most important Learning Objective to cover during the training. Walk around the room and listen for participation and allow 4 minutes for this process. ❑ Regain the trainees' attention. Ask each group of 4 to introduce themselves to the rest of the group and then report out what emerged as the top priority for the day from their group, with the trainer charting the responses. Allow 5-10 minutes for this process. After the activity, check with the group to clarify information and check if there are any questions. This activity will identify the top priorities for the training day. 	
<ul style="list-style-type: none"> ❑ Explain the goals for the training. 	 <ul style="list-style-type: none"> • Become familiar with the role of the field advisor. • Through the use of experiential activities, you will explore how to prepare for, observe, and provide feedback on field activities.

- ❑ Develop group agreements with the trainees if group agreements have not previously been developed. The trainer should help to set a productive tone through the development of group agreements (sharing the floor, being on time, etc.).
- ❑ Offer the following group agreements⁷ 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.
 - **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.
 - **Enjoy have fun** - Explain that when people are relaxed we are able to be present and learn more. When our brains are relaxed and ready we can join up and get more out of the day.
 - **What the Heck attitude** - As professionals 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. To learn something new we have to go through the uncomfortable stage to get to the other side where it feels natural and comfortable. With this group agreement, they are agreeing to say "What the Heck!" and 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. Mistakes are informative; they tell us which path to go down and they point the way.
 - **Respect for Confidentiality and Privacy** - This is just a reminder that information about families or other trainees shared in the training room should not be shared outside of the training
- ❑ Highlight that creation of group agreements is a parallel process. This is a process that should be used during coaching time with a new social worker, as well as a process that social workers should use when working with families.

Context and Group Agreements

Is there anything that may pull our attention away from our focus today?

How do we want to work together?



Transition to the next segment

Move on to the next segment,

SEGMENT 3: *Elearning Review & Exploring the Role of the Field Advisor*

Estimated Segment Time: 1 hour 45 minutes

Estimated Activity Time: 45 minutes

Trainee Content:

- Learning Objectives (p.4)
- CC3.0 Review by Training Block (p. 5)
- CPM Practice Behaviors (p. 6-7)
- Skill-based Coaching Model for Field Advisors (p.8-10)
- Data Collection (p. 11-12)

Materials: Field Activity Guide (Appendix B) (**copies needed for all trainees**), Chart paper, markers

Slides: 8-17

Description of Activity:

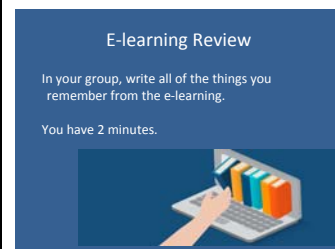
The trainer will review the learning objectives, .

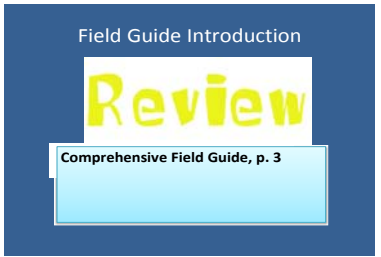
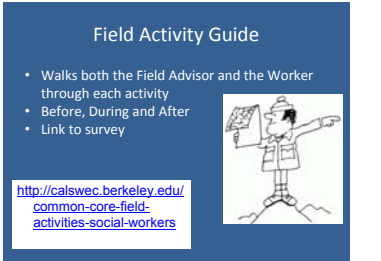
Before the activity

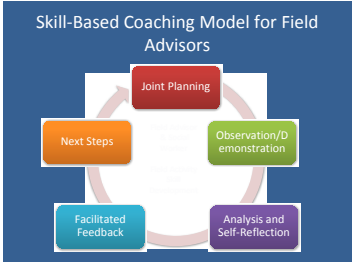
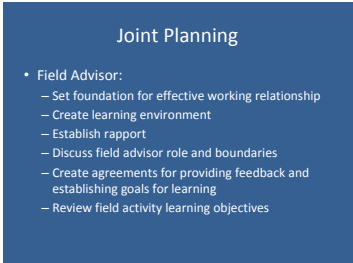
- ❑ Review content from the elearning.
- ❑ Place flip chart easels on opposite sides of the room (if you are going to have them stand to do the elearning review activity). If standing, they would form 2 or more lines, depending on number of trainees in the room.
- ❑ If have internet access, pull up the CalSWEC website where the Comprehensive Field Guide is located.
- ❑ Familiarize yourself with the Field Advisor page on the CalSWEC website. In particular note that there is two ways to view the field activities. One is in the comprehensive field guide and the other is to view each activity individually. The surveys are also on this page of the website.
<http://calswec.berkeley.edu/common-core-field-activities-social-workers>
- ❑ Review the Comprehensive Field Guide


During the activity

- ❑ Ask trainees to think about the E-learning they took as a prerequisite for this training.
- ❑ Ask the trainees to work as a table group to brainstorm everything they remember from the e-learning. Have one person scribe on a piece of paper or flip chart paper. Allow 5 minutes for the brainstorming.
 - Alternative option: Have the trainees split into two groups and line up in front of a flip chart easel. Give the



<p>person in front a marker. As a team, they take turns writing down something they remember from the elearning and then pass the marker to the next person in line.</p> <ul style="list-style-type: none"> ❑ After each table group has completed their brainstorming, have them count their responses. Ask the table with the most answers to report out on what they identified. After the group reports out, invite the other groups to add any information that were not included in the first group's report out. You can reward the group with the most answers, but it is optional. <ul style="list-style-type: none"> ○ Alternative option: At the end of the time, have each group count their answers. Ask the group with the most answers to report out first. After the group reports out, invite the other groups to add any information that were not included in the first group's report out. You can reward the group with the most answers, but it is optional. ❑ Highlight that new workers have to complete e-learnings for knowledge acquisition just the same as they did. It is important that they experience what workers experience. ❑ Transition to the next slide, which introduces the Field Guide. 	
<ul style="list-style-type: none"> ❑ Explain to the trainees that there is a guide that walks them through each field activity and their responsibilities for before, during and after each activity. ❑ Ask the trainees to review page 3 in the Assessment Block Field Activities: Field Guide for Social Workers , which provides an introduction to CC3.0 and the field guide. ❑ After the trainees have read page 3, check in to see if there are any questions. Answer any questions that the trainees have. ❑ Have the trainees turn to page 3 of the Field Guide and read through the purpose. ❑ Once the majority of trainees have completed reading, move on to the next slide . 	 <p>Field Guide Introduction</p> <h1 style="color: yellow;">Review</h1> <p>Comprehensive Field Guide, p. 3</p>
<ul style="list-style-type: none"> ❑ Review the slide ❑ Inform trainees that this tool may be designed for new workers but this is a tool that can be used whenever you have a worker that is struggling. ❑ Discuss that after the field activities are completed there is a survey that CalSWEC would like all Field Advisors to complete. Note that the survey is only available for the assessment block at this time but it is important to understand the effectiveness of this training. 	 <p>Field Activity Guide</p> <ul style="list-style-type: none"> • Walks both the Field Advisor and the Worker through each activity • Before, During and After • Link to survey <p>http://calswec.berkeley.edu/common-core-field-activities-social-workers</p>

<ul style="list-style-type: none"> ❑ Explain that participation is voluntary but their input is needed to gauge the effectiveness of field activities and this training. ❑ Tell participants they can find the survey by going to the link provided that takes them to the CalSWEC website and it is in their packet (p.11). 	
<ul style="list-style-type: none"> ❑ Let trainees know that the remainder of the day will be spent exploring the field activities in more detail with opportunities for them to “try on” some skills related to the role of the field advisor. ❑ Review the Skill-Based Coaching Model for Field Advisors. Refer trainees to pages 14-15 in the trainee guide. <ul style="list-style-type: none"> ○ Joint Planning ○ Observation/Demonstration ○ Analysis and Self-Reflection ○ Facilitated Feedback ○ Next Steps ❑ All trainees are required to take a coaching training to accompany this training. Ask how many of them have already completed the training. ❑ Explain that no matter what version of Coaching training they attended they should have similar steps. ❑ Identify each step and reinforce cyclical steps of 2 – 5 as skill development is increased ❑ Transition to the next slide and explain that a piece of joint planning occurred today. 	 <p>The diagram illustrates the Skill-Based Coaching Model for Field Advisors as a cyclical process. It consists of five colored boxes arranged in a circle, connected by arrows indicating a clockwise flow: 'Joint Planning' (red) at the top, 'Observation/Demonstration' (green) on the right, 'Analysis and Self-Reflection' (purple) at the bottom right, 'Facilitated Feedback' (blue) at the bottom left, and 'Next Steps' (orange) on the left. The entire model is set against a dark blue background with the title 'Skill-Based Coaching Model for Field Advisors' at the top.</p>
<ul style="list-style-type: none"> ❑ As with any good relationship or even when building a house, a strong foundation is critical for an effective working relationship. In the vein of coaching, this is no different. ❑ Explain that all of the items on the slide should be covered in joint planning. These can also be done in a typical supervisor/supervisee relationship. ❑ Ask trainees why it is important to review the learning objectives together. <ul style="list-style-type: none"> ○ It is important because it assists with the transfer of learning. Both parties will be aware of what is expected for them to learn and after the activity is complete they can evaluate if that is what they actually learned. ❑ Facilitate a group discussion about the boundaries of a Field Advisor. Ask the group what they feel the boundaries are for them as a field advisor if they are not their supervisor. Then ask what they feel the boundaries are if they are the new worker’s supervisor. 	 <p>The slide is titled 'Joint Planning' in white text on a dark blue background. Below the title, it lists the role of a 'Field Advisor' with five bullet points: 'Set foundation for effective working relationship', 'Create learning environment', 'Establish rapport', 'Discuss field advisor role and boundaries', and 'Create agreements for providing feedback and establishing goals for learning'. A final bullet point, 'Review field activity learning objectives', is positioned at the bottom of the list.</p>

<ul style="list-style-type: none"> ❑ Review the slide 	<div style="background-color: #2c5e8c; color: white; padding: 10px;"> <p>Observation and Demonstration</p> <ul style="list-style-type: none"> • Field Advisor <ul style="list-style-type: none"> – Gathers information through: <ul style="list-style-type: none"> • Observation • Modeling • Demonstration • Face-to-face interaction • Review of written documentation related to field activity </div>
<ul style="list-style-type: none"> ❑ Review the slide. ❑ Ask for examples of purposeful and powerful questions ❑ Trainer Note: This could help to identify additional resources that the field advisors may need. Please note any trends or training needs as part of this exercise and pass the information on to the RTA and CalSWEC. 	<div style="background-color: #2c5e8c; color: white; padding: 10px;"> <p>Analysis and Self-Reflection</p> <ul style="list-style-type: none"> • Field Advisor <ul style="list-style-type: none"> – Engage in self-reflection by asking purposeful and powerful questions – Engage in co-creating behavioral changes that explore the social worker's perceptions about what can be done to master the skill and field activity </div>
<ul style="list-style-type: none"> ❑ Review the slide. 	<div style="background-color: #2c5e8c; color: white; padding: 10px;"> <p>Facilitated Reflection and Feedback</p> <ul style="list-style-type: none"> • Field advisor and social worker engage in reflective dialogue to create a positive environment that facilitates continued learning and skill development </div>
<ul style="list-style-type: none"> ❑ Review the slide. ❑ Remind the trainees that they can use the 3 questions if they get stuck. This is a good framework for discussions with new social workers that is simple and can be utilized in most situations. Feel free to adapt the 3 questions as necessary. <ul style="list-style-type: none"> ○ What are we worried about? ○ What's working well? ○ What needs to happen next? 	<div style="background-color: #2c5e8c; color: white; padding: 10px;"> <p>Next Steps / Field Activity Feedback</p> <ul style="list-style-type: none"> • Field advisor and social worker plan next steps related to deepening the learning and social work practice. • Field advisor and social worker discuss what worked during the field activity and what could be done differently for future field activities. • Field advisor and social worker complete survey for select field activities (data collection) </div>
<ul style="list-style-type: none"> ❑ Facilitate a large group discussion with the questions listed on the slide. ❑ Instructor might want to highlight the connection between online, classroom, and field content. Some things to highlight are: <ul style="list-style-type: none"> ○ Adult Learning <ul style="list-style-type: none"> ▪ Spaced learning – shown to be a more effective way for people to learn, practice, and transfer what they have learned ▪ Blended learning (multiple modalities) ▪ Coaching ▪ Skill-based, interactive, in-person training ▪ Skill practice ○ Transfer of Learning 	<div style="background-color: #2c5e8c; color: white; padding: 10px;"> <p>Let's Talk</p> <ul style="list-style-type: none"> • Why are field activities important? • What does a safe learning environment look like? • How does a good field advisor behave?  <p><small>Adapted from Follow-up Coaching Guide by PCWTA</small></p> </div>

<ul style="list-style-type: none"> ❑ CC3.0 seeks to enhance the transfer of learning for new social workers by incorporating coaching and feedback opportunities related to practice application and aligning the training that new social workers receive with the values of the organization and state child system. ❑ Ask trainees to describe the meaning of “transfer of Learning”. Remind trainees about reviewing this information in the field advisor eLearning. <ul style="list-style-type: none"> ○ Transfer of learning is the degree to which the trainees apply the knowledge, skills, and attitudes learned in training when they return to the job and the degree to which the new learning is maintained over time (Baldwine and Ford, 1988). ❑ Chart responses as needed. 	
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Transition to the next segment

- ❑ Take lunch break
- ❑ Move on to the next segment, Practice.

SEGMENT 4: Practice

Estimated Segment Time:	2 hours 30 minutes
Estimated Activity Time:	2 hours
Trainee Content:	Field Activity Practice (p. 13)
Slides:	18-23
Materials:	Comprehensive Field Guide, Chart paper, sticky notes, and markers

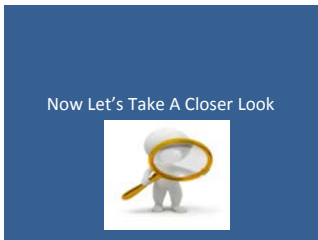

Description of Activity:





The trainer will give trainees an opportunity to explore one field activity for the first three blocks and one for case planning.

Before the activity

- ❑ Create two flip chart papers and post them on the walls. Label one flip chart as CalSWEC and the other as County. If there are multiple counties represented in the room, create charts for each or section off the one flip chart paper.
- ❑ Arrange for someone from the RTA or yourself to provide any suggestions/comments about things labeled CalSWEC to provide that information back to them.

During the activity

<ul style="list-style-type: none">❑ Explain that the rest of the day will be spent looking at and discussing some of the field activities to provide them with the opportunity to think about how to prepare for them. .	
<ul style="list-style-type: none">❑ Review the slide.❑ Ask for a trainee from each county (or an RTA representative) to volunteer to provide the feedback back to the county.	

<p>❑ In pairs, ask the trainees to discuss the following questions:</p> <ul style="list-style-type: none"> ○ How can bias impact families in the child welfare system? What are some possible outcomes? ○ How have you seen bias show up in practice? What (if anything) did you do when you encountered the bias? ○ What are some of your “hot button issues” that could possibly impact your work with a social worker as a field advisor? ○ How will you guard against bias in your role as field advisor? <p>❑ Allow 10-15 minutes for the discussion in pairs. Check in with the group to see if there is anyone who would like to share what they talked about with the large group. Remind the trainees that as field advisors they have a responsibility to promote fair and equitable treatment of children, youth, parents, families, and caregivers. They must have a commitment to seeing each person as a member of the same human family.</p>	<p>Fairness & Equity Activity</p> <ul style="list-style-type: none"> • How have you seen bias show up in practice? What (if anything) did you do when you encountered the bias? • What are some of your “hot button” issues that could possibly impact your work with a social worker as a field advisor? • How will you guard against bias in your role as field advisor? 
<p>❑ Review the slide.</p>	<p>Engagement Block Interviewing Activity</p> <ol style="list-style-type: none"> 1. Read through the activity. 2. Write any questions you have on a sticky note and place on designated flip chart 3. List some tips you have for interviewing children, youth and adults 4. Share with your table 5. Pick the top tip for each age group 6. Share with the large group 
<p>❑ Review the slide.</p>	<p>Assessment Block: Completing Assessment Tools</p> <ol style="list-style-type: none"> 1. Read through the activity. 2. Write any questions you have on a sticky note and place on designated flip chart 3. In your small groups discuss when to use the different tools and how to best complete the tools for this activity (i.e., paper vs. computer) 
<p>❑ Review the slide.</p>	<p>Case Planning</p> <ol style="list-style-type: none"> 1. Read through the Initial Case Plan, Case Plan Update and the Transition Case Plan Update 2. Write any questions you have on a sticky note and place on designated flip chart 3. What's difference between the three? 4. Why is it important to do all three? 

Transition to the next segment, Wrap Up

- ❑ Move on to the next segment, Journal and Wrap-Up.

SEGMENT 5: Wrap-Up

Estimated Segment Time: 2 hours and 30 minutes

Estimated Activity Time: 10 minutes

Materials: Evaluation / survey

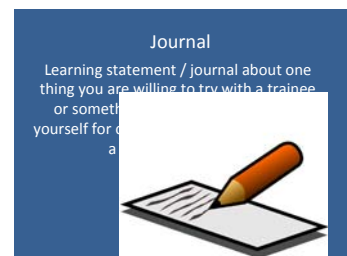
Slides: 33-35

Description of Activity:

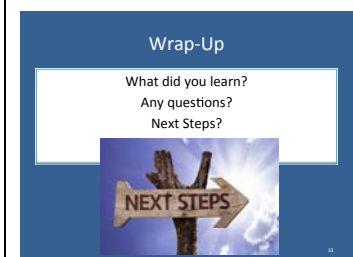
The trainer will take any remaining questions, guide them through an activity and conclude the training .

During the activity

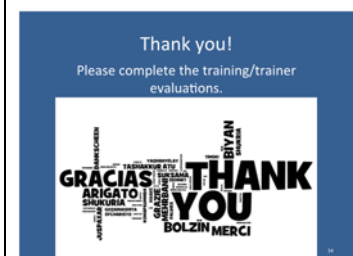
- ❑ Ask trainees to turn to page 19 in the trainee guide. Ask them to use their journal paper to identify one thing they are willing to try with a new social worker or something that they will do to prepare themselves for completing field activities with a new social worker.



- ❑ Transition the training to the final slide to wrap-up and elicit questions. Ask them what they learned and summarize the contents of the training. Ask them about next steps for the information received today.
- ❑ Optional: Complete a +/▲ for the training with the trainees.



- ❑ Instruct the trainees to complete the participant satisfaction survey and thank them for attending the training.



End of the Training

Materials Checklist

Materials:

- Chart paper, preferably with self-adhesive
- Markers
- Tape
- Post it Notes (sticky)

Handouts

Document Name
CPM Practice Behaviors
CPM Leadership Behaviors
CC3.0 Review by Practice Block
CC3.0 Field Activities Roles & Expectations
Skill-Based Coaching Model for Field Advisors
Field Activity Survey Worksheet
Journal
References
Comprehensive Field Guide (Appendix B)

CALIFORNIA CHILD WELFARE CORE PRACTICE MODEL PRACTICE BEHAVIORS



- 1. Be open, honest, clear, and respectful in your communication.***
- 2. Be accountable.***
- 3. Listen to the child, youth, young adult, and family, and demonstrate that you care about their thoughts and experiences.***
- 4. Demonstrate an interest in connecting with the child, youth, young adult, and family, and help them identify and meet their goals.***
- 5. Identify and engage family members and others who are important to the child, youth, young adult, and family.***
- 6. Support and facilitate the family's capacity to advocate for themselves.***
- 7. From the beginning and throughout all work with the child, youth, young adult, family, and their team, engage in initial and on-going safety and risk assessment and permanency planning.***
- 8. Work with the family to build a supportive team.***
- 9. Facilitate the team process and engage the team in planning and decision-making with and in support of the child, youth, young adult, and family.***
- 10. Work with the team to address the evolving needs of the child, youth, young adult, and family.***
- 11. Work collaboratively with community partners to create better ways for children, youth, young adults, and families to access services.***
- 12. Work with the family and their team to build a plan that will focus on changing behaviors that led to the circumstances that brought the family to the attention of the child welfare agency and assist the child, youth, young adult, and family with safety, trauma, healing, and permanency.***
- 13. Work with the family to prepare for change in advance and provide tools for managing placement changes, social worker changes, and other significant transitions.***

Behaviors for Leadership and All Agency Staff

- 1. Be open, honest, clear and respectful in your communications***
- 2. Be Accountable***
- 3. Create a learning environment***
- 4. Engage staff in implementation and system improvement***
- 5. Show that you care***
- 6. Recognize staff strengths and successes***
- 7. Seek feedback***
- 8. Promote advocacy***
- 9. Advocate for resources***
- 10. Build partnerships***
- 11. Work with partners***
- 12. Model teaming***
- 13. Listen and provide feedback***
- 14. Hold each other accountable***
- 15. Monitor organizational effectiveness***
- 16. Monitor practice effectiveness***

CC3.0 Review by Practice Block

Foundation Block

The foundation block content provides key foundational information that is carried forward in the remaining blocks. This includes practical content introducing trainees to the common core, legal content about the laws governing child welfare intervention, and practice related content regarding trauma and teaming.

There are 11 e-learning modules, 9 classroom modules, and 2 field activities in this block.

Engagement Block

The Engagement Block content focuses on engagement and interviewing. This includes topics such as use of authority, strength-based interviewing, and learning how to talk to families about concurrent planning.

There are 3 e-learning modules, 1 classroom module, and 2 field activities in this block.

Assessment Block

The Assessment Block content focuses on critical thinking, standardized assessment, and child maltreatment identification. This includes identification of a critical thinking process; information about assessment policy and practice; and tips and practice for identifying neglect, physical abuse, emotional abuse, sexual abuse, and exploitation.

There are 2 e-learning modules, 4 classroom modules, and 2 field activities in this block.

Case Planning and Service Delivery Block

The Service Planning Block content focuses on working with families to develop behavior based case plans. This includes information about case planning policy and practice, writing case plan objectives, and the role of visitation in positive outcomes for families.

There are 2 e-learning modules, 2 classroom modules, and 1 field activity in this block.

Monitoring and Adapting Content

The Monitoring and Adapting Block content 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.

There are 2 e-learning modules, 2 classroom modules, and 1 field activity in this block.

Transition Content

The Transition Block content encompasses the typical transitions social workers facilitate with families, including reunification, placement changes, and After 18. This includes development of a trauma-focused transition practice.

There are 2 e-learning modules, 1 classroom module, and 1 field activity in this block.



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Common Core 3.0 Field Activity Roles and Expectations⁸

Field learning activities require the participation of the new social worker and a Common Core 3.0 (CC3.0) field advisor. Both participants play a vital role in the transfer of learning process. Counties will work with their affiliated training organizations to identify CC3.0 field advisors to support new social workers in the field activities.

Supervisors are well situated to fill this role. Counties may identify other individuals as CC3.0 field advisors depending on local needs. For example, in some counties, staff who serve as IV-E field instructors may also take on the role of CC3.0 field advisor. In other counties, the CC3.0 field advisor role may be filled by an external agency to support field activities. For the purposes of this document, the CC3.0 field advisor will be referred to as **supervisor or other designee**. Regardless of title or role within the agency, each CC3.0 field advisor will receive training specific to the role of the CC3.0 field advisor in supporting new social workers. In the event that the field advisor is not the new social worker's supervisor, a process will be put in place to provide feedback regarding the completion of field activities to the new social worker's supervisor. Best practices to facilitate the feedback process will be outlined in the Field Guide.

CC3.0 Field Advisor Role and Expectations

The supervisor or other designee provides field support to the new social worker before, during, and after identified field activities. The person in this role will:

- Promote a learning environment and utilize appropriate coaching strategies, tools, and techniques to promote desirable and sustainable growth for the new social worker
- Promote knowledge and skill development that aligns with the desired practice
- Track completion, document information needed for evaluation components of CC3.0 and provide information to CDSS, the Regional Training Academy (RTA), or enter information into a learning management system.

The supervisor or other designee is encouraged to utilize existing conference or meeting times with the new social worker to discuss learning objectives, field activities, and provide feedback regarding observations or practice. Review of field activities during regular supervision or training support reinforces social work best practice and provides an opportunity for new social workers to ask questions, process information, and apply what is learned to new situations.

New Social Worker Role and Expectations

It is expected that the new social worker will participate fully in the field activities. As outlined in the NASW Code of Ethics, "Social workers continually strive to increase their professional knowledge and skills and to apply them in practice." With this in mind, the new social worker should be open to feedback regarding observations or practice. The new social worker will receive field activity support and any additional training needed to increase family safety and family well-being. The CC3.0 field advisor will work with the new social worker to help him/her meet the learning objectives identified as part of the field activities.

⁸ Roles and Expectation adapted from Northern California Training Academy's Coaching Toolkit for Child Welfare Practice, 2012



Skill-Based Coaching Model for Field Advisors

Joint Planning (Before the Practice Opportunity)

Sets the foundation for an effective working relationship to create and promote a learning environment; open up the conversation and identify what skills to develop and deepen as identified in the CC3.0 Field Guide for Social Workers and Field Advisors. This will include a review of the learning objectives and description of the activity with the social worker. Provide an opportunity for questions or clarification about the activity.

Observation and Demonstration (During the Practice Opportunity)

Gather information through observation, modeling and demonstration, or field activity review. For CC3.0 Field Activities, the field advisor may not observe direct practice (dependent upon the scope of the activity), but may review an activity with the new social worker. The social will complete all items identified in the “During the practice opportunity” section of the activity in the field guide.

NOTE: The majority of activities have primary responsibilities for the social worker. There are some activities that may require observation or participation by the field advisor. *The completion of the activity is the responsibility of the social worker.*

Analysis and Self-Reflection (After the Practice Opportunity)

Engage in self-reflection discussion by asking purposeful and powerful questions to explore beliefs, abilities and implications that impact the learning experience of the social worker during practice.

Facilitate Reflection and Feedback (After the Practice Opportunity)

Engage in reflective dialogue to create positive learning environment to encourage commitment for continued learning and skill development. Using the field guide, provide feedback to the social worker about the completed activity. Follow prompts in the field guide to facilitate a discussion about what worked well and areas that could be “upgraded” or enhanced. While the field advisor may provide some feedback about the activity, the purpose of the feedback is to help social workers self-reflect on their practice and identify next steps for professional growth and development.

Next Steps / Field Activity Feedback (After the Practice Opportunity)

Planning of next steps to deepening the learning and social work practice as well as processing the field activity itself as to what worked and what can be done differently to enhance the learning process. Next steps may also include data collection for select CC3.0 Field Activities. For select activities, field advisors and social workers will complete a survey about the field activity. The information collected will be de-identified and shared with CalSWEC. The information collected will inform curriculum needs and help to evaluate the effectiveness of training.

Adapted from:

Northern California Training Academy Center for Human Services, UC Davis Extension (2013). *The Coaching Toolkit for Child Welfare Practice*

Field Activity Survey Worksheet

Assessment Block Field Activity: Collaborative Assessment, Planning, and Support: Safety and Risk in Teams	
Field Advisor	Trainee
1. Which option did the social worker use to complete the activity?: <input type="checkbox"/> ACTIVE CASE: The social worker selected an active case that required a team meeting to discuss safety and/or safety planning. OBSERVATION: The social worker observed a team meeting for which safety and/or safety planning was needed.	1. Which option did you use to complete the activity?: <input type="checkbox"/> ACTIVE CASE: The social worker selected an active case that required a team meeting to discuss safety and/or safety planning. OBSERVATION: The social worker observed a team meeting for which safety and/or safety planning was needed.
Complete items 2 - 7 ONLY if an active case was used for the activity.	Complete items 2 - 7 ONLY if an active case was used for the activity.
2. Did the social worker work with the family and their circle of support / safety network to plan the meeting? YES NO	2. Did you work with the family and their circle of support / safety network to plan the meeting? YES NO
3. Did the social worker discuss the safety and risk assessment with the family and their circle of support / safety network during the meeting? YES NO	3. Did you discuss the safety and risk assessment with the family and their circle of support / safety network during the meeting? YES NO
4. Did the social worker provide opportunities for the family and youth to actively share their voice, offer solutions, and participate in the safety planning? YES NO	4. Did you provide opportunities for the family and youth to actively share their voice, offer solutions, and participate in the safety planning? YES NO
5. Was a safety plan developed? YES NO If no, please identify a reason for not developing a safety plan.	5. Was a safety plan developed? YES NO If no, please identify a reason for not developing a safety plan.
6. Did the parents have specific actions identified on the safety plan that they will take? YES NO	6. Did the parents have specific actions identified on the safety plan that they will take? YES NO
7. Did members of the circle of support/safety network have specific actions identified on the safety plan that they will take? YES NO	7. Did members of the circle of support/safety network have specific actions identified on the safety plan that they will take? YES NO

Journal

[illegible]

References:

Hoang, D. (2012, December 12). *Examining Racial Stereotypes*. Retrieved from <http://imnotwhoyouthinkiamstereotypes.weebly.com/>

Maddox, K. B. (2006, April). Rethinking Racial Stereotyping, Prejudice, and Discrimination. *American Psychological Association*. Retrieved from <http://www.apa.org/science/about/psa/2006/04/maddox.aspx>

Meitner, H., Albers, M. *Introducing Safety Organized Practice* (PDF document). Retrieved from Bay Area Academy Website: <http://bayareaacademy.org/wp-content/uploads/2013/05/SOP-Handout-Booklet-9-20-12.pdf>

California Child Welfare Core Practice Model (n.d.) Retrieved from <http://calswec.berkeley.edu/california-child-welfare-core-practice-model-0>

The California Child Welfare Core Practice Model is a project of the County Welfare Directors Association with support from the California Department of Social Services, the Child and Family Policy Institute of California, CalSWEC, and the Regional Training Academies.

TDM Toolkit (n.d.) Retrieved from <http://calswec.berkeley.edu/toolkits/team-decision-making-tdm-toolkit>

The Team Decision Making Toolkit 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 TDM Steering Committee oversaw the development of the toolkit. The TDM Steering Committee is comprised of representatives from CDSS, the Resource Center for Family Focused Practice, the California Co-Investment Partnership, CalSWEC, the Center for Social Services Research, the Regional Training Academies, California county representatives. The Statewide Training and Education Committee (STEC) also provided feedback. The work of the Annie E. Casey Foundation to develop the TDM model was instrumental making TDM practice in California possible.

The components of the toolkit were developed by individuals working on TDM implementation in the state of California. The toolkit components reflect significant experience with implementing and sustaining TDM practice. 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 toolkit is maintained with public funds and is intended for public use.

Appendix A: CC3.0 Content Overview Guide⁹



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Common Core 3.0 Content Overview

This Content Overview provides information about the content for each practice area, including timeframes and a brief paragraph and/or bullet list about each online module, classroom training, and field training activity. This document includes a survey link for feedback on the Content Overview. The Content Overview is intended for child welfare agency staff, stakeholders and other partners (e.g., social work supervisors, probation partners, courts, youth, parents, caregivers, service providers) who wish to provide feedback on the content but do not need to review specific learning objectives for each class.

Impetus for the Revision

The decision to undertake a large scale revision of Common Core arose from an effort to ensure that Core provides new social workers with key information in a format that streamlines knowledge acquisition and facilitates skill building. Although evaluation of the current version of Common Core shows that trainees gain knowledge, we received feedback from trainees and supervisors trainees struggled to transfer training to practice because the curriculum offered few opportunities for trainees to carry classroom activities into a field setting and receive the feedback necessary for skill development.

In addition, since the initial development of Core, training has evolved to include more technology and more innovative ways to support transfer and skill development. The field has also evolved, as we are moving toward (but have not yet settled on) a practice model that applies statewide. As we complete the revision process concurrently with the evolution of the practice model, Core will be better situated to support the transition to a statewide model.

In order to address these concerns, Common Core 3.0 will:

1. Align training and curriculum to foster critical practice skills
2. Be consistent with the emerging statewide practice model
3. Emphasize evidence-based and promising practices
4. Train streamlined content organized by practice areas
5. Expand in-service training through field-based coaching to bridge knowledge and skills
6. Maximize use of available technology and diverse training modalities based on county resources and appropriateness of course content
7. Identify methods to support development of existing staff

⁹ Roles and Expectation adapted from Northern California Training Academy's Coaching Toolkit for Child Welfare Practice, 2012

Common Core 3.0 Concept and Content

Concept

The concept for Common Core 3.0 involves three key components:

1. Practice Areas - we divided training content into 6 practice area blocks (Foundation, Engagement, Assessment, Service Planning, Monitoring and Adapting, and Transition). These practice blocks mirror the Katie A. Core Practice Model, are congruent with the CAPP Practice Model, and allow for a focused exploration of knowledge and skills in key practice areas providing a natural framework for field activities and skill development.
2. Sequence - in order to improve trainee retention of training material we identified a training process that introduces knowledge, allows for skill practice and then reinforces knowledge and skills through additional classroom reflection and refinement. For Common Core 3.0 this means that within each practice block we have identified 100 level content (knowledge and skills new social workers need as soon as possible after hire), Field Activities (to be completed after the 100 level content), and 200 level content to be completed after the field activities. In addition, in some content areas there is specific sequencing for online modules and classroom training as the online modules are prerequisites for the classroom experience.
3. Modality - in an effort to maximize the limited training time available, we identified knowledge based content that can be provided via online training. This will allow for classroom time to focus on interactional skill building activities between trainees and trainers and among trainees. In addition, we identified specific skills for further development through field activities and field based training and coaching with field advisors.

For more information about the Common Core 3.0 concept, please follow the link below to an online presentation: [Common Core 3.0 Concept](#).

Content

Within each practice area in the tables below, content is identified by modality (online, classroom, and field). Please note that timelines for elearning modules are estimates and some participants may complete them more quickly while others may require more time.

Foundation Block

The foundation block content provides key foundational information that is carried forward in the remaining blocks. This includes practical content introducing trainees to the common core, legal content about the laws governing child welfare intervention, and practice related content regarding trauma and teaming.

There are 12 e-learning modules, 9 classroom modules, and 2 field activities in this block.

Block 1 – Foundation		
100 Level Elearning	Federal and State Laws	60 minutes
	<ul style="list-style-type: none"> Safety, permanency, and well-being Children and Family Service Review ASFA, CAPTA, WIC, ICWA, Social Security Act, MEPA, Fostering Connections 	
	Legal Procedures	60 minutes
	<ul style="list-style-type: none"> Case presentation and testimony basics Legal overview of dependency cases 	
	Time and Stress Management	60 minutes
	<ul style="list-style-type: none"> Strategies for managing time Exploration of secondary traumatic stress and stress reduction techniques 	
	Social Worker Safety	60 minutes
	<ul style="list-style-type: none"> Assessing social worker safety in the field Avoiding and mitigating danger 	
	Child Welfare Services Outcomes	60 minutes
	<ul style="list-style-type: none"> Using data in practice Intro to CFSR and outcomes 	
	ICWA Introduction	45 or 60 minutes
	<ul style="list-style-type: none"> Tribal sovereignty Basic provisions of the law 	
	Documentation Practice and Report Writing	120 minutes
	<ul style="list-style-type: none"> Tips and practice writing case notes, case plans, and court reports. 	
	Key Issues in Child Welfare: Mental Health	60 minutes
	<ul style="list-style-type: none"> Factors influencing the mental health functioning of family members Recognize there is a range of functioning/living with mental illness Commonly occurring mental disorders that impact families in a child welfare setting 	
	Key Issues in Child Welfare: Substance Abuse	60 minutes
	<ul style="list-style-type: none"> Levels of treatment and case planning Indicators of substance abuse and relapse 	

	<ul style="list-style-type: none"> Dynamics of substance abuse and impact on families in a child welfare setting 	
	Key Issues in Child Welfare: Intimate Partner Violence	60 minutes
	<ul style="list-style-type: none"> Definitions of Intimate Partner Violence Intervention Strategies Impact of Intimate Partner Violence on children in a child welfare setting 	
	Introduction to Child Development	60 minutes
	<ul style="list-style-type: none"> Ages and stages milestones Red flags Connection to CWS and need to engage with the family 	
	Introduction to Trauma Informed Practice	60 minutes
	<ul style="list-style-type: none"> Key terms related to childhood traumatic stress Traumatic responses at developments stages and chronological ages Healing support and recovery of youth experienced trauma 	
100 Level Classroom	Orientation to Child Welfare Practice and Common Core 3.0	½ day
	<ul style="list-style-type: none"> Introduction to SW practice in CA NASW Code of Ethics Social Workers role and responsibility in advocacy Overview of the core practice blocks, modalities, and sequence 	
	Values and Ethics in Practice	½ day
	<ul style="list-style-type: none"> Practice related vignettes with ethical dilemmas Awareness of personal values and their possible influence on casework 	
	Teaming, Collaboration, and Transparency	1 day
	<ul style="list-style-type: none"> Collaboration basics (who to collaborate with, their role, your role and why this collaboration is important, interdisciplinary collaboration [mental health], sharing roles [adoption social worker, etc.] tension points) 	
	Trauma-informed Practice	1 day
	<ul style="list-style-type: none"> Introduction to trauma-informed practice (including secondary traumatic stress / stress management) 	
	Fairness and Equity	½ day
	<ul style="list-style-type: none"> Intro to cultural humility, disproportionality and disparity 	
	ICWA and Working with Native American Families and Tribes	1 day
	<ul style="list-style-type: none"> History and culture Overview of the ICWA law and requirements (Spirit of the Law) 	
	Intro to CWS/CMS	½ day
	<ul style="list-style-type: none"> Basic CWS/CMS training including terms, commands, navigation, notebooks, reports 	
	Key Issues in Child Welfare: Social Worker as Practitioner	2 days

	<ul style="list-style-type: none"> • Stages of change and strategies for engaging and motivating family members experiencing intimate partner violence, substance abuse and/or mental illness • The role of the child welfare practitioner • Practice case plan interventions used by child welfare workers to engage children, youth and families. 	
	Legal Procedures and Responsibilities	1 day
Field	<ul style="list-style-type: none"> • Court related observation and practice 	
	ICWA and Working with Native American Tribes	1 hour
	<ul style="list-style-type: none"> • Identify local tribes and best practices for connecting with Tribal representatives 	
200 Level	Cultural Responsiveness	1 hour
	<ul style="list-style-type: none"> • Reflection on bias and cultural humility 	
	Classroom - Knowledge and Skill Reinforcement	1 day
	<ul style="list-style-type: none"> • Trauma Informed Practice • Key Issues in Child Welfare Practice: IPV, MH, SA 	
	eLearning - ICWA review and expert witness	60 Minutes
	<ul style="list-style-type: none"> • Review of legal procedures related to ICWA • Expert witness requirements 	

Engagement Block

The Engagement Block content focuses on engagement and interviewing. This includes topics such as use of authority, strength-based interviewing, and learning how to talk to families about concurrent planning.

There are 3 e-learning modules, 1 classroom module, and 2 field activities in this block.

Block 2 – Engagement		
100 Level Elearning	Respect, Courtesy and Skillful use of Authority <ul style="list-style-type: none"> • Appropriate use of authority and respect • Voluntary and involuntary clients • “Customer” service 	60 minutes
	Interviewing <ul style="list-style-type: none"> • Phases of the interview • Types of questions • Strength-based interviewing strategies 	90 minutes
	Concurrent Planning Introduction <ul style="list-style-type: none"> • Basic definition • Family Finding (CWS/CMS Integration Point) includes family finding and connectedness 	90 minutes
100 Level Classroom	Engagement and interviewing <ul style="list-style-type: none"> • Communication and framing your message • Strategies to employ “in the moment critical thinking” about what facts are needed, what doesn’t add up, how to get at the key information 	1 day
Field	Interviewing <ul style="list-style-type: none"> • Observe investigative interview 	2 hours
	Exploring Family, Extended Family, Community and Tribal Connections and Relationships	2 hours
200 Level	Classroom - Knowledge and Skill Reinforcement <ul style="list-style-type: none"> • Cultural Humility in Child Welfare Interviews: Ethnographic Interviewing [6 hours] • Interviewing Children [5 hours] 	2 days

Assessment Block

The Assessment Block content focuses on critical thinking, standardized assessment, and child maltreatment identification. This includes identification of a critical thinking process; information about assessment policy and practice; and tips and practice for identifying neglect, physical abuse, emotional abuse, sexual abuse, and exploitation.

There are 2 e-learning modules, 4 classroom modules, and 2 field activities in this block.

Block 3 – Assessment		
100 Level Elearning	Overview of Assessment Procedures	120 minutes
	<ul style="list-style-type: none"> The difference between safety and risk Protective capacity (including operationalizing protective capacity in teams) SDM policies and procedures 	
100 Level Classroom	Child Maltreatment Identification	90 minutes
	<ul style="list-style-type: none"> Types of maltreatment Recognizing neglect 	
	Critical Thinking and Assessment	½ day
	<ul style="list-style-type: none"> Information analysis and synthesis Fact checking Supervisor consultation 	
Field	SDM Skills Lab	1.5 day
	<ul style="list-style-type: none"> SDM tools throughout the life of the case Practice completing assessment tools 	
	Assessing for Key Child Welfare Issues	½ day
Field	<ul style="list-style-type: none"> Special issues in assessment (red flags for Intimate Partner Violence, Mental Health, Substance Abuse) Assessing for well-being factors (health, education supports, mental health) Understanding the purpose of using mental health screening tools 	
	Child Maltreatment Identification Skills Lab	1 day
	<ul style="list-style-type: none"> Skills practice identifying neglect, physical abuse, sexual abuse, neglect using a framework 	
	Collaborative Assessment, Planning and Support: Safety and Risk in Teams	2 hours
Field	<ul style="list-style-type: none"> Observe safety and risk case presentation in a team setting Practice completing a safety plan with a team 	
	Completing SDM Assessment Tools	2 hours
Field	<ul style="list-style-type: none"> Practice completing safety and risk assessment tools 	

200 Level	Classroom - Knowledge and skill reinforcement	1 day
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Case Planning and Service Delivery Block

The Service Planning Block content focuses on working with families to develop behavior based case plans. This includes information about case planning policy and practice, writing case plan objectives, and the role of visitation in positive outcomes for families.

There are 2 e-learning modules, 2 classroom modules, and 1 field activities in this block.

Block 4 – Case Planning and Service Delivery		
100 Level Elearning	Case planning basics	90 minutes
	<ul style="list-style-type: none"> • Focus on case planning as a path to permanency • DIV 31 Requirements • Identifying safety linked behaviors to use in case plan development • Intro to SMART objectives 	
100 Level Classroom	Purposeful visitation and family time	90 minutes
	<ul style="list-style-type: none"> • Importance of documenting visit activities and link to case plan objectives • Using visits to support case plan monitoring 	
100 Level Classroom	Behavioral Objectives	½ day
	<ul style="list-style-type: none"> • Writing behavior based objectives (CWS/CMS Integration point) • Behavioral case planning based on assessment of identified family strengths and needs 	
Field	Case Planning in a Team Setting	½ day
	<ul style="list-style-type: none"> • Case planning and concurrent planning in a team setting including culturally specific, coordinated, family-driven teaming processes • Use of community services including Linkages, formal and informal supports • Relationship building between birth and foster families 	
Field	Collaborative Assessment, Planning and Support:	
	Engaging Family Members in Safety and Case Planning [part I]	
200 Level	Classroom - Case Planning and Concurrent Planning skills lab	1 day

Monitoring and Adapting Content

The Monitoring and Adapting Block content 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.

There are 2 e-learning modules, 2 classroom modules, and 1 field activities in this block.

Block 5 – Monitoring and Adapting		
100 Level Elearning	Monitoring and adapting	60 minutes
	<ul style="list-style-type: none"> Review MSLC, reasonable efforts, stages of change, relapse and recovery Reporting requirements 	
100 Level Classroom	Placement	60 minutes
	<ul style="list-style-type: none"> Placement protocols Reducing trauma at placement 	
100 Level Classroom	Managing the plan	½ day
	<ul style="list-style-type: none"> Bias (personal standards vs. community standards, MSLC) Collaboratively evaluating (including the family's self-evaluation) the effectiveness of the plan, assessing circumstances and resources and reworking the plan as needed Achieving Safety Goals 	
Field	Placement safety, stability, and well-being	½ day
	<ul style="list-style-type: none"> Working with caregivers to enhance well-being and placement stability Working with youth and birth parents to support well-being and placement stability 	
Field	Collaborative Assessment, Planning and Support: Engaging Family Members in Safety and Case Planning [part II]	
200 Level	Classroom - Managing Change	1 day

Transition Content

The Transition Block content encompasses the typical transitions social workers facilitate with families, including reunification, placement changes, and After 18. This includes development of a trauma-focused transition practice.

There are 2 e-learning modules, 1 classroom module, and 1 field activities in this block.

Block 6 – Transition		
100 Level Elearning	Case Closure and After Care Plans for all Transitioning Cases	60 minutes
	<ul style="list-style-type: none">Assessing risk of future maltreatment and presence or absence of protective capacitiesAftercare and Circles of support	
100 Level Classroom	After 18	60 minutes
	<ul style="list-style-type: none">Understanding eligibility and Extended Foster Care basicsEngaging and working with young adults (rights, role changes, self-determination)	
100 Level Classroom	Transition practice	1 day
	<ul style="list-style-type: none">Planning transition with familiesMinimizing trauma in placement changes andTransitioning to permanencyCase management during transitionsManaging transition within teams	
Field	Collaborative Assessment, Planning and Support: Engaging Family Members in Safety and Case Planning [part III]	
200 Level	Classroom - Knowledge and Skill Reinforcement	1 day

Appendix B-D:¹⁰

- B. Collaborative Assessment, Planning, and Support: Safety and Risk in Teams OBSERVATION WORKSHEET
- C. California Core Practice Model Practice Behaviors
- D. Field Activity Survey Links

¹⁰ Roles and Expectation adapted from Northern California Training Academy's Coaching Toolkit for Child Welfare Practice, 2012

Appendix B

Collaborative Assessment, Planning, and Support: Safety and Risk in Teams OBSERVATION WORKSHEET

<p>Prior to observing the team meeting, check with the social worker to make sure that the family has given permission for you to attend the meeting. The notes you take on this worksheet are about the meeting <u>process</u> and should not contain any identifying information about the family or the social worker.</p>	
Question	Trainee Notes
Did the meeting include a discussion about what the family, the safety network, and the agency see as working well (strengths) for the family? If yes, describe how this was done?	
Did the meeting include a discussion about what the family, the safety network, and the agency are worried about (concerns)? If yes, describe how this was done?	
Describe how safety and risk information was talked about in the meeting?	
Describe how the family's circle of support/safety network was explored?	
Describe what it looked like when the youth, parent, family, and others in the meeting appeared to be engaged in the process?	
Was a safety plan developed or revisited during the meeting? If yes, describe how the safety plan keeps the child/youth safe. Remember: "services do not equal safety"!	
<p>If you had to identify a "rock star" moment in the meeting, what would it be? What did the person do to make it a "rock star" moment?</p> <p><small>(A "rock star" moment is something that went really well. In this case, we would like you to identify something that someone in the meeting did which demonstrated best practice.)</small></p>	
If you had to identify an opportunity for an "upgrade" during the meeting, what would it be? What are some of your thoughts about what could have been done differently?	
Overall, do you think the meeting goal was met? Why or why not?	

CALIFORNIA CHILD WELFARE CORE PRACTICE MODEL PRACTICE BEHAVIORS



1. *Be open, honest, clear, and respectful in your communication.*

- a. Use language and body language that demonstrate an accepting and affirming approach to understanding the family.
- b. Ask people how they prefer to be addressed, and address individuals by the name or title and pronouns they request in person and in writing.
- c. Show deference to Tribal leadership and their titles in written and verbal communication.
- d. Be open and honest about the safety threats and circumstances that brought the family to the attention of the agency, what information can be shared among team members, and what information will be included in court reports.
- e. Be transparent about the role of the court and the child welfare agency.
- f. Ask family members what method of communication they prefer, use age-appropriate language that everyone can understand, and confirm with family members that your communication meets their language and literacy needs.

2. *Be accountable.*

- a. Model accountability and trust by doing what you say you're going to do, be responsive (including returning calls, texts, and emails within 24 business hours), be on time (including submitting reports on time and being on time for appointments), and follow ICWA and other federal and state laws.
- b. Be aware of and take responsibility for your own biases, missteps, and mistakes.

II. ENGAGEMENT BEHAVIORS

3. *Listen to the child, youth, young adult, and family, and demonstrate that you care about their thoughts and experiences.*

- a. Listen attentively and use language and concepts that the family has used.
- b. Use a trauma-informed approach to acknowledge and validate venting, expressions of anger, and feelings of grief and loss.
- c. Reflect what you heard so the child, youth, young adult, and family can see that you understood.

4. *Demonstrate an interest in connecting with the child, youth, young adult, and family, and help them identify and meet their goals.*

- a. Express the belief that all families have the capacity to safely care for children and youth.

- b. Use positive motivation, encouragement, and recognition of strengths to connect with youth and express the belief that they have the capacity to become successful adults.
- c. Reach out to children and families in ways that are welcoming, appropriate, and comfortable for them, and make a special effort to engage fathers and paternal relatives to build connections and engage them as family members and team members.
- d. Affirm the unique strengths, needs, life experience and self-identified goals of each child, youth, young adult, and family.
- e. Show your interest in learning about the family and their culture, community, and tribes.
- f. Ask global questions followed by more descriptive questions that encourage exchange.
- g. Honor the role of important cultural, community, and tribal leaders the child, youth, young adult, and family have identified.

5. *Identify and engage family members and others who are important to the child, youth, young adult, and family.*

- a. Ask questions about relationships and significant others early and often.
- b. Search for all family members, including fathers, mothers, and paternal and maternal relatives through inquiry, early and ongoing Internet search, and review of records.
- c. Work quickly to establish paternity and facilitate the child or youth's connection with paternal relationships.
- d. Contact family, cultural, community, and tribal connections as placement options, team members, and sources of support.

6. *Support and facilitate the family's capacity to advocate for themselves.*

- a. Coordinate with the family's formal and informal advocates to help the family find solutions and provide on-going support.
- b. Promote self-advocacy by providing opportunities for children, youth, young adults, and families to actively share perspectives and goals.
- c. Incorporate the family's strengths, resources, cultural perspectives, and solutions in all casework.

III. ASSESSMENT BEHAVIORS

7. *From the beginning and throughout all work with the child, youth, young adult, family, and their team, engage in initial and on-going safety and risk assessment and permanency planning:*

- a. Explain the assessment process to the child, youth, young adult, and family so they know what to expect, and check in early and often to be sure they understand.
- b. Explore the child, youth, young adult, and family's expressed and underlying needs by engaging them in communicating their experiences and identifying their strengths, needs, and safety concerns.
- c. Talk to children, youth, and young adults about their worries, wishes, where they feel safe, where they want to live, and their ideas about permanency, and incorporate their perspective.
- d. Use tools and approaches that amplify the voices of children and youth.
- e. Ask the family what is working well and what they see as the solution to the circumstances that brought them to the attention of the child welfare agency.
- f. Apply information to the assessment process using the family's cultural lens.

IV. TEAMING BEHAVIORS

8. *Work with the family to build a supportive team.*

- a. With the family's permission, contact family, cultural, community, and Tribal connections, and ask them to serve as team members as early as possible.
- b. Ask initially and throughout the family's involvement if they would like a support person or peer advocate on their team.
- c. Explore with the family how culture might affect the development of the team and the teaming process.
- d. Facilitate early and frequent sharing of information and coordination among parents, caregivers and agency partners.
- e. Facilitate development of a mutually supportive relationship between the parents and caregivers.

9. *Facilitate the team process and engage the team in planning and decision-making with and in support of the child, youth, young adult, and family.*

- a. Make sure team members have the information they need.
- b. Facilitate critical thinking, discussion, mutual exploration of issues, and consensus building toward the goal of shared decision-making.
- c. Help the team recognize that differences will occur and assist them to work through conflicts.
- d. Develop a shared understanding about safety, permanency, and well-being issues to be addressed with the team.
- e. Ensure that all team members understand that legal, regulatory, and policy constraints may limit shared decision making options available to address the family members' needs, including placement options, reunification, and service options.
- f. Build connections to identified services and supports by designating a team member to follow-up with that referral.

10. *Work with the team to address the evolving needs of the child, youth, young adult, and family.*

- a. Facilitate dialogue about how supports and visitation plans are working.
- b. Explore with team members what roles they can play over time to strengthen child safety and support the family.
- c. Help the team adapt to changing team member roles.

11. *Work collaboratively with community partners to create better ways for children, youth, young adults, and families to access services.*

V. SERVICE PLANNING AND DELIVERY BEHAVIORS

12. *Work with the family and their team to build a plan that will focus on changing behaviors that led to the circumstances that brought the family to the attention of the child welfare agency and assist the child, youth, young adult, and family with safety, trauma, healing, and permanency.*

- a. Describe how family strengths, safety threats, and priority needs will be addressed in the plan.
- b. Describe strengths in functional terms that can support the family members in completing their plan.
- c. Share information about agency programs, providers, resources, and supports.

- d. Encourage and support the participation of children, youth, young adults, family, Tribe, and team in identifying culturally sensitive services, supports, visitation activities, and traditions that address family members' unique underlying needs even if this means accepting practices that may be unfamiliar to the social worker.
- e. Ask the family members if they need help meeting basic needs for food, shelter, and medication so they can focus on addressing the problems underlying their involvement with the child welfare agency.
- f. Advocate for, link the family to, and help family members access the services, supports, and visitation activities identified in the plan.
- g. Assure the family receives needed information, preparation, guidance, and support.
- h. Adapt services and supports to meet changing family needs based on ongoing assessment, progress toward goals, and decisions made by the family and their team.

VI. TRANSITION BEHAVIORS

13. Work with the family to prepare for change in advance and provide tools for managing placement changes, social worker changes, and other significant transitions.

- a. Reduce the role of child welfare and professional services over time and facilitate an increased role for the family's network and natural supports to help the family build an ongoing support system.
- b. Coordinate with the family's formal and informal advocates to help the family find solutions and provide on-going support after the child welfare agency is no longer involved.

Appendix D

Survey	Link
Social Worker Assessment Block Field Activity #1: Completing Assessment Tools	https://berkeleyssw.co1.qualtrics.com/SE/?SID=SV_6VSbzgEwgnRX3HT
Field Advisor Assessment Block Field Activity: Completing Assessment Tools	https://berkeleyssw.co1.qualtrics.com/SE/?SID=SV_9zSKTUBzw8fhjNP
Social Worker Assessment Block Field Activity: Collaborative Assessment, Planning, and Support – Safety and Risk in Teams	https://berkeleyssw.co1.qualtrics.com/SE/?SID=SV_0IAkYgAxbKLD7Jb
Field Advisor Assessment Block Field Activity: Collaborative Assessment, Planning, and Support – Safety and Risk in Teams	https://berkeleyssw.co1.qualtrics.com/SE/?SID=SV_bji2k0FzmP8eZHT

Appendix E: Comprehensive Field Activities Guide¹¹

¹¹ Roles and Expectation adapted from Northern California Training Academy's Coaching Toolkit for Child Welfare Practice, 2012



Common Core 3.0 100 Level Field Activities

Field Guide for Social Workers and
Field Advisors

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COMMON CORE 3.0 INTRODUCTION

Prior to Version 3.0, common core content was provided only as classroom modules. It was organized by key topic areas and there was no required sequence. Common Core 3.0 has three major changes to the way new social worker training is delivered in California:

- a. Organization of training around practice areas so that all the concepts included in the content are grounded in practice skills and the California Core Practice Model casework components, practice elements, and behaviors.
- b. Making strategic use of online modules to maximize classroom time for skill practice
- c. Providing new social workers with opportunities to enhance classroom learning through application of concepts in the field

Beyond re-imagining the way social work practice is presented in core, this revision also incorporates a wider range of training modalities, including e-learning, classroom learning, and coaching. It includes materials to support transfer of learning and to carry the learning experience into the field. The revised core provides a more comprehensive picture of child welfare practice for new social workers; uses field experiences to ground training in actual social work practice; streamlines learning to focus on key knowledge, skills, and values; and uses a variety of training modalities to promote expediency in providing content.

The Field Guide

The purpose of this Field Guide is to provide a structure for transfer of learning activities and feedback regarding skill development. It serves as a guide for both field advisors and new social workers, providing an opportunity for trainees to practice new skills in a natural framework. Specific activities have been identified with step-by-step instructions for new social workers and field advisors. By organizing activities within the context of social work practice activities, there is greater flexibility for skills to be practiced based on the needs of a family rather than requiring a skill to be practiced at a specific time or with a specific case.

The Field Guide formalizes the process by which new social workers learn and apply new skills. It is grounded in the research, which indicates that coaching helps individuals learn new skills faster, more efficiently and more effectively (Coaching Toolkit for Child Welfare Practice, 2012; Northern California Training Academy). The goal of the Field Guide is to provide a method for new social workers to learn new skills in a way that supports their professional growth and development, ultimately leading to improved service delivery to youth and families. Additionally, it supports an environment where learning and professional development are valued and seen as necessary to working successfully in the field of Child Welfare.

CC3.0 Field Activity Roles and Expectations¹

Field learning activities require the participation of the new social worker and a Common Core 3.0 (CC3.0) field advisor. Both participants play a vital role in the transfer of learning process. Counties will work with their affiliated training organizations to identify CC3.0 field advisors to support new social workers in the field activities.

Supervisors are well situated to fill this role. Counties may identify other individuals as CC3.0 field advisors depending on local needs. For example, in some counties, staff who serve as IV-E field instructors may also take on the role of CC3.0 field advisor. In other counties, the CC3.0 field advisor role may be filled by an external agency to support field activities. For the purposes of this document, the CC3.0 field advisor will be referred to as **supervisor or other designee**. Regardless of title or role within the agency, each CC3.0 field advisor will receive training specific to the role of the CC3.0 field advisor in supporting new social workers. In the event that the field advisor is not the new social worker's supervisor, a process will be put in place to provide feedback regarding the completion of field activities to the new social worker's supervisor. Best practices to facilitate the feedback process will be outlined in the Field Guide.

CC3.0 Field Advisor Role and Expectations

The supervisor or other designee provides field support to the new social worker before, during, and after identified field activities. The person in this role will:

- Promote a learning environment and utilize appropriate coaching strategies, tools, and techniques to promote desirable and sustainable growth for the new social worker
- Promote knowledge and skill development that aligns with the desired practice
- Track completion, document information needed for evaluation components of CC3.0 and provide information to CDSS, the Regional Training Academy (RTA), or enter information into a learning management system.

The supervisor or other designee is encouraged to utilize existing conference or meeting times with the new social worker to discuss learning objectives, field activities, and provide feedback regarding observations or practice. Review of field activities during regular supervision or training support reinforces social work best practice and provides an opportunity for new social workers to ask questions, process information, and apply what is learned to new situations.

New Social Worker Role and Expectations

It is expected that the new social worker will participate fully in the field activities. As outlined in the NASW Code of Ethics, "Social workers continually strive to increase their professional knowledge and skills and to apply them in practice." With this in mind, the new social worker should be open to feedback regarding observations or practice. The new social worker will receive field activity support and any additional training needed to increase family safety and family well-being. The CC3.0 field advisor will work with the new social worker to help him/her meet the learning objectives identified as part of the field activities.

¹ Roles and Expectation adapted from Northern California Training Academy's Coaching Toolkit for Child Welfare Practice, 2012

Field Activity Survey Completion

As part of the CC3.0 evaluation process, new social workers (trainees) and field advisors are asked to complete surveys related to each Block's Field Activity. Additionally, new social workers (trainees) are asked to complete a survey related to the field activity experience. By completing the surveys, new social workers and field advisors will be helping CalSWEC to understand the effectiveness of this training for future participants. Participation in the surveys is completely voluntary and all of the information is kept entirely confidential. The information provided will not be associated with the participant's identity or performance in any way.

Instructions for completing the field activity surveys:

Social workers and field advisors are requested to complete the field activity surveys via the links provided in this field guide. Social workers and field advisors will be prompted to complete each activity survey as part of the field guide, which will also include the survey link. It is recommended that the social worker and field advisor complete the survey for each respective field activity **as soon as possible** after completion of the activity, or *within two weeks at the latest*.

FIELD ACTIVITY SURVEY COMMENTS AND QUESTIONS should be directed to:

- Tenia Davis, Training and Evaluation Specialist, CalSWEC
 - calswec_rta_cc@berkeley.edu
- Sandhya Rao Herman, Director of Research and Evaluation, CalSWEC
 - calswec_rta_cc@berkeley.edu

GENERAL QUESTIONS RELATED TO CC3.0 AND FIELD ACTIVITIES should be directed to:

- CalSWEC at: calswec_rta_cc@berkeley.edu

FOUNDATION BLOCK FIELD ACTIVITIES

Block 1 – Foundation	
Field	ICWA and Working with Native American Tribes 1 hour
	Fairness and Equity in Practice 1 hour

ICWA and Working with Native American Tribes

Learning Objectives

Field Activity: ICWA and Working with Native American Tribes (1 hour)**Knowledge**

K1. Identify one ICWA designated agent, tribe, or Indian Service Agency in your county.

K2. Identify culturally relevant services and resources for Native American families in the community.

Values

V1. The trainee will value keeping an Indian child connected to culture and community.

Activity

Practice Area: Foundation

California Core Practice Model Practice Behaviors: 4 (a-g), 5 (a-d), 8 (a-e), 10 (a-c), 12 (a-h)

Estimated Time Required: 1 hour

Related eLearning/classroom:

- Introduction to ICWA
- ICWA and Working with Native American Families and Tribes
- Federal and State Laws
- Legal Procedures
- Legal Procedures and Responsibilities

Description of Activity:

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.

Through this activity the social 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 served by the child welfare agency. As a reference for social workers and field advisors, please utilize the following link to access the BIA Designated Tribal Agents for Service of Notice document:

<http://www.bia.gov/cs/groups/public/documents/text/idc012540.pdf>

The social worker and field advisor will review the information together and discuss how this relates to the purpose of the ICWA and the value of keeping a child connected to culture and community.

Before the practice opportunity

Prior to completing this field activity, the Field Advisor and the Social Worker should review the Purpose of ICWA and Tribal Sovereignty.

The Purpose of ICWA is to: *“Protect the best interests of Indian children. Promote the stability and security of Indian tribes and families. Prevent the unwarranted break-up of Indian families. Protect the child’s relationship with their tribe and culture identity.”*



Tribal Sovereignty and Child Welfare¹

Practice Tips for social workers to understanding government to government relations in ICWA cases.

Sovereignty is a word of many meanings. Merriam Webster defines Sovereignty as a: supreme power especially over a body politic; b: freedom from external control: see autonomy; c: controlling influence². Generally, the term refers to the inherent right or power to govern. Under the U.S. constitutional system, this right is inherent in the people and is exercised through their representative local, state, and federal governments. This is somewhat comparable to the inherent sovereignty of Indian people in the tribal context.³

As recognized by Congress, the executive branch, and the Supreme Court, tribes’ right to govern their members and remaining territories derive from a sovereignty that pre-dates European arrival. Treaties entered with tribes by the U.S. and other countries is one example of the longstanding relationship between the United States and tribes as sovereign nations.

The principal attributes of tribal sovereignty today can be generally summarized as follows: (1) Indian tribes possess inherent governmental power over all internal affairs, (2) the states are precluded from interfering with the tribes’ self-government, and (3) Congress has plenary (i.e., near absolute) power to limit tribal sovereignty and thereby limit the first two attributes.⁴ The federal policy of tribal self-determination, with its beginnings in the 1930s and a renewal in the 1970s, had created opportunities for tribes to retain their sovereignty and to overcome some of the restraints arbitrarily or improperly placed on that sovereignty over the past 150 years⁵.

¹ This document was developed by the American Indian Enhancement team in collaboration with the National Resource Center for Tribes, and Tribal STAR with technical support from the Hon. William Thorne. The American Indian Enhancement Team is an effort of the California Disproportionality Project, a Breakthrough Series Collaborative (BSC) resourced through the Annie E. Casey Foundation, California Department of Social Services, CalSWEC, Casey Family Program, Child and Family Policy Institute of California, and the Stuart Foundation. Revised 11/2015.

² Sovereignty. 2009. In *Merriam-Webster.com*. Retrieved July 15, 2009, from <http://www.merriam-webster.com/dictionary/sovereignty>

³ Utter, Jack, *American Indians: Answers to Today’s Questions: H-8s: Legal Status and Tribal Self-Government* 1993

⁴ Ibid.

⁵ Ibid.



Social workers who have American Indian/Alaska Native children on their case load may be unaware that the Indian Child Welfare Act applies to their case or of the affect the law and tribal sovereignty may have on their case. Why is there a law that specifically targets American Indian children in child welfare? Why aren't there other laws that address the needs of other groups such as African Americans or Hispanic/Latinos? Simply put, being American Indian is not only a cultural distinction; it is also a political one. The United States has a government-to-government relationship with American Indian/Alaska Native tribes and through that relationship has the obligation to protect the best interests of American Indian children and to promote the stability and security of Indian tribes and families⁶

Tribes exercise their sovereignty in *many ways*, including designating ICWA representatives to receive notice from state child welfare agencies and state courts; appointing an ICWA representative in order to ensure that the tribe is informed and can respond to the notice; defining expert witness criteria, and recommending Tribal Customary Adoption as a permanency option for its children.

Tips for Social Workers

1. Learn about the tribe(s) in your county and state. You can obtain a copy of ICWA designated agents at <http://www.tribal-institute.org>.
2. Be aware that when a tribe intervenes in an ICWA case involving their child, the tribe is then a party to the case and legally entitled to the same rights as all other parties to the case.
3. In cases where the child's tribe is geographically too far to participate in the court process the tribe may designate a representative to appear in court on the tribe's behalf.
4. If the child's tribe does not intervene in a case or assume jurisdiction, the case continues to maintain ICWA status and culturally appropriate active reunification services are still required.
5. Tribes exercise sovereign status in many ways, including during Tribal Customary Adoption, and to define criteria for expert witness.

⁶ 25 U.S.C. §1902



6. Communicate with tribes as though you were contacting the governor's office of a neighboring state. Show the same level of respect and adhere to appropriate protocols as you are dealing with representatives of a sovereign nation.
7. Respectfully consider what the tribe has to say; otherwise the tribe may decide to pursue legal avenues which could be timely and costly. If respect and courtesy is established early on in the relationship there is a greater potential for collaboration on case options. The more options, the better chances for positive outcomes for Indian children.
8. Attempt to resolve the case informally before having to resolve the case before a judge.

For additional information, please visit the Implementation Toolkit for the American Indian Enhancement Project on the CalSWEC website: <http://calswec.berkeley.edu/toolkits/implementation-toolkit-american-indian-enhancement-project/american-indian-fact-sheets>

Field Advisor Responsibility:

Note for the Field Advisor – This activity may take longer the first time it is completed, as it is expected that the field advisor have some level of knowledge about ICWA protocol and resources. The field advisor is encouraged to create and maintain an ICWA file to be used for the activity in the future.

- ❑ Identify and make copies of any county-tribal protocol, county-tribal MOUs, or any list of internal ICWA liaisons or specialists.
- ❑ Review list of federally recognized and state recognized tribes within the county and the associated designated agents.
 - BIA Designated Tribal Agents for Service of Notice document:
<http://www.bia.gov/cs/groups/public/documents/text/idc012540.pdf>
- ❑ Field advisors are encouraged to research culturally appropriate resources for American Indian/Alaska Natives in the county and create a list (if one is not already available in the county) that can be shared with the trainee and used to support social work practice.. This may include, but is not limited to, Indian Health Services, Tribal TANF, Title VII Indian Education programs, American Indian workforce programs, and other social service agencies for American Indians.
- ❑ Review the field activity with the social worker. Check that they understand the tasks completely.
- ❑ Discuss how the field activity relates to the purpose of the Indian Child Welfare Act.
- ❑ Guide the social worker to consider the implications, challenges, and accessibility of resources should they identify an Indian child on their caseload.
- ❑ Encourage the social worker to learn additional information about the tribe, if possible, and time permits.
- ❑ Provide information to the social worker about where to locate the county-tribal protocol, county-tribal MOUs, and any list of internal ICWA liaisons or specialists (if applicable).

Social Worker Responsibility:

- ❑ Review field activity knowledge and value objectives.

During the practice opportunity

Social Worker Responsibility:

- ❑ Locate and review:
 - County-tribal protocol,
 - County-tribal MOUs (Memorandum of Understanding)
 - Any list of internal ICWA liaisons or specialists (if applicable)

The social worker should note where these ICWA resources are located or print the items listed above for future use.

- ❑ Identify federal and state recognized tribes within the county and their associated ICWA designated agent. Document the address for purpose of notice and physical location. Create a map with driving or travel directions to visit the tribe and the ICWA designated agent. Document all contact information necessary should the social worker identify an Indian child from this tribe within their caseload.
 - BIA Designated Tribal Agents for Service of Notice document:
<http://www.bia.gov/cs/groups/public/documents/text/idc012540.pdf>

- ❑ If there are no federal or state recognized tribes within the county, the social worker should locate the nearest CA tribe for the purposes of this activity.
- ❑ Identify at least 1 American Indian service agency in the county or region that provides services to Indian children and families. This may include, but is not limited to: Indian Health Service, Tribal TANF, Title VII Indian Education, Indian workforce development or any social services that serve American Indians/Alaska Natives specifically. Document the address for purpose of notice and physical location. Create a map with driving or travel directions to visit the organization. Document all contact information necessary should the social worker identify an Indian child from this tribe within their caseload.
- ❑ If there are no American Indian service agencies within the county, the social worker should locate the nearest American Indian services program for the purposes of this activity.

After the practice opportunity

Field Advisor Responsibility:

- ❑ Ask the social worker to share the information they obtained.
- ❑ Discuss with the social worker any challenges they would anticipate in providing services to an Indian child.
- ❑ Review the information with the social worker and ask how these relate to the purpose of ICWA? California's Practice Model, and best practices?
- ❑ Review with the social worker that Active Efforts begin immediately when they have reason to believe they have an Indian child in their care and that the California Practice Model supports engagement and teaming with tribes.
- ❑ Encourage the social worker to create a file to maintain resource information related to ICWA.

Social Worker Responsibility:

- ❑ Create and maintain an ICWA file to contain:
 - Tribal contact information.
 - County protocol
 - List of ICWA specialists & resources
- ❑ Reflect on the activity:
 - What did you learn from the activity?
 - How will you use what you learned from the activity?
 - What additional information or resources would be helpful when you identify an Indian child?
 - What questions do you still have?
- ❑ Discuss with the field advisor how identifying the information in the activity relates to the purpose of ICWA? California's Practice Model, and best practices?
- ❑ Ask any clarifying questions.

Fairness and Equity in Practice

Learning Objectives

Field Activity: Fairness and Equity in Practice

Knowledge

- K1.** The trainee will be able to describe the prevalence of disparity and disproportionality within their county in child welfare services.
- K2.** The trainee will be able to identify ways that their county provides services and supports that are culturally responsive to the families in their community.
- K3.** The trainee will be able to identify how a social worker's personal history, culture and professional experiences, training, and biases affect their beliefs and interactions with other people.
- K4.** The trainee will be able to recognize how a family's trauma history (individual, familial, community, and historical) may impact their experience in working collaboratively with the child welfare system.

Skill

- S1.** The trainee will be able to locate the Disparity Indices for their county and using the demographic information, think critically about how families are served in their county.
- S2.** The trainee will engage in an initial conversation with their field advisor about their awareness of bias and how it impacts engagement, collaboration, decision-making, and outcomes for children and families.

Values

- V1.** The trainee will allow for an open discussion of possible biases and consider this as an important tool for combatting disproportionality in child welfare practice.
- V2.** The trainee will appreciate the cultural differences that exist within the community they serve and their own culture, and the agency's responsibility to provide culturally responsive services.

Activity

Practice Area: Foundation

California Core Practice Model Practice Behaviors: 2 (b), 3 (b), 6 (c)

Estimated Time Required: 2 hours

Related eLearning/classroom:

- Fairness and Equity
- Values and Ethics
- Trauma-Informed Practice (eLearning and classroom)

Description of Activity:

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.

Through this activity, the social worker and field advisor will access the California Child Welfare Indicators Project website and view the Disparity Indices Report for their county and another county in

the state and complete a worksheet related to the information they have located. The social worker and field advisor will also review information related to Adverse Childhood Experiences for their county. Following their review of the Disparity Indices Reports and information about Adverse Childhood Experiences from kidsdata.org, the social worker and field advisor will identify and discuss county policies, available services, and practices that promote fair and equitable treatment for all children, youth, and families interacting with the child welfare system. This will include exploration of how a family's trauma history may impact collaboration and engagement. The social worker and field advisor will explore ways that bias can be discussed and addressed in day-to-day practice as a way to improve outcomes for children and families.

For the purposes of this activity, the following definitions will be used:

- ❑ Bias
 - (noun) prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.
- ❑ Culture (from SDM FSNA)
 - Culture is a system of shared actions, values, beliefs, and traditions that guide the behavior of families and communities. *For this item, cultural identity may refer to a family member's race (African American/Black, American Indian/Alaska Native, Asian/Pacific Islander, Latino/a, multiracial, White, other), ethnicity, tribal affiliation, sexual orientation (heterosexual, gay, lesbian, bisexual), gender identity/expression (female, male, transgender, other), religious/spiritual affiliation, disability, or other social identity that reflects the family's unique characteristics.*

Before the practice opportunity

Field Advisor Responsibility:

- ❑ Identify any county protocols or policies related to service delivery, especially those that specifically address culturally responsive and/or trauma-informed services and supports.
- ❑ Review the county protocols or policies and identify a preliminary list of available services and supports in your county and/or regional office area. Focus on services and supports that specifically emphasize a culturally responsive and trauma-informed approach. Consider the following questions as part of your preparation for the discussion with the social worker:
 - How do your protocols or policies specifically address cultural needs of the family? If your county's protocols or policies do not specifically address this, how does your agency ensure that the family's culture is explored and considered when developing a case plan with a family?
 - How do your protocols or policies specifically address the trauma history of the family? If your county's protocols or policies do not specifically address this, how does your agency ensure that the family's trauma history is explored and considered when developing a case plan with a family?
 - How do the services and supports provided in your county and/or regional office area address the family's needs through a culturally responsive and trauma-informed approach?
- ❑ If not familiar with the term Adverse Childhood Experiences, review some or all of the following resources:
 - <http://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences>
 - <https://www.cdc.gov/violenceprevention/acestudy/>
 - https://www.aap.org/en-us/Documents/ttb_aces_consequences.pdf

- https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime
- ❑ Consider how you discuss bias within your agency. What is your comfort level in talking about bias with the social worker? If this is something that you feel uncomfortable with, seek support from a peer, supervisor, manager, or other trusted person in your agency. Think about any reasons you may feel uncomfortable with this topic. Prepare yourself to have a discussion with the social worker about how bias impacts child welfare decisions and outcomes for families. Remember – bias has a broad scope and is not limited to cultural bias.

Social Worker Responsibility:

- ❑ Review your notes, handouts, and other materials from the Fairness and Equity classroom module, Values and Ethics classroom module, and Trauma-Informed Practice eLearning and classroom modules.
- ❑ If you need some additional refresher information about Adverse Childhood Experiences, review some or all of the following resources:
 - <http://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences>
 - <https://www.cdc.gov/violenceprevention/acestudy/>
 - https://www.aap.org/en-us/Documents/ttb_aces_consequences.pdf
 - https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime
- ❑ Consider how you discuss bias within your agency. What is your comfort level in talking about bias with your field advisor? If this is something that you feel uncomfortable with, seek support from a peer, supervisor, manager, or other trusted person in your agency. Think about any reasons you may feel uncomfortable with this topic. Prepare yourself to have a discussion with the field advisor about how bias impacts child welfare decisions and outcomes for families. Remember – bias has a broad scope and is not limited to cultural bias.

During the practice opportunity

Note: This activity is designed to be completed by the Social Worker and Field Advisor together.

Social Worker and Field Advisor Responsibility:

- ❑ Consider some of the biases that may be present in child welfare practice that are separate from culture. Some examples include:
 - LGBTQ
 - Family planning and abortion
 - AFDC (welfare)
 - Family structure: single parent, multiple parents/fathers
 - Religion
 - Language
 - Patriarchal families vs. matriarchal families
 - Substance use
 - Intimate partner violence
 - Behavioral health disorders
 - Incarceration

- Criminal history
- Gang involvement
- ❑ Although this list is not all-inclusive, do any of these topics (or others not listed) provoke any strong emotions/reactions for you (either positive or negative)? Share your experiences with the other person to the extent that you are willing.
 - NOTE: This may feel uncomfortable to you. It is important to discuss bias even if it is uncomfortable. Keep in mind that we ask families to discuss the most intimate parts of their lives with us. It is important for us to also be able to be reflective of our own feelings and experiences and discuss them in supportive settings in order to ensure fair and equitable treatment of the children and families we serve.
- ❑ Utilizing the following questions, explore how bias impacts child and family outcomes in child welfare:
 - When thinking about the definition of bias provided at the beginning of this activity, does it capture the biases that may be present in your child welfare agency? How does bias show up in your agency? (Consider a broad scope of biases that may be present – not just cultural biases)
 - What are some possible outcomes for children and families if these biases go unaddressed?
 - Have there been other biases that have surfaced for you outside of race and culture?
 - What could happen if your biases around these other areas topics go unaddressed? What are possible outcomes for children and families?
 - How can you (personally) address bias on a day-to-day basis in your agency?

Recognizing that disproportionality exists in child welfare, it is important to understand how bias (intentional and unintentional) can lead to poor outcomes for children and families. The data that you will look at as part of this exercise is designed to help you self-reflect on your practice and the impact each and every decision has on long-term outcomes.

Please complete the following three parts related to data to help you better understand the link between practice and outcomes in child welfare.

PART 1:

- ❑ Access your county's Disparity Index on the California Child Welfare Indicators Project website:
 - http://cssr.berkeley.edu/ucb_childwelfare/DisparityIndices.aspx
 - Click "Next"
 - In the first column, select "California", in the second column select your county, in the third column, select "In Care"
 - Click "Finish"
- ❑ Based on the information provided, complete the items related to Disparity Indices on the Fairness and Equity Field Activity worksheet

PART 2:

- ❑ Access information related to Adverse Childhood Experiences in your county on the kidsdata.org website:
 - <http://www.kidsdata.org/>
 - Click on "Data by Topic"
 - Click on "Child and Youth" Safety"

- Click on “Childhood Adversity and Resilience”
- Click on “Children with Two or More Adverse Experiences (Parent Reported)”
- ❑ Based on the information provided, complete the items related to Adverse Childhood Experiences on the Fairness and Equity Field Activity Worksheet
- ❑ Repeat his process with “Prevalence of Adverse Childhood Experiences (Adult Retrospective)”

Part 3:

- ❑ Identify protocols and policies in your county related to service delivery. Review the protocols and policies. Answer the questions on your Fairness and Equity Field Activity Worksheet related to services and supports.

-
- ❑ Following completion of the Fairness and Equity Field Activity Worksheet, review the information with the social worker. If you completed the worksheet together, discuss what you learned from looking at the Disparity Indices and the data related to Adverse Childhood Experiences. If you completed the worksheets separately, review the worksheets together. Note if there are any differences to your answers.

After the practice opportunity

Field Advisor and Social Worker Responsibility:

- ❑ Think about any questions you may still have after completing the activity. Consider possible resources in your county that will help you to answer your questions.
- ❑ For additional information regarding trauma and resiliency, please utilize the following resource link for the article: Advanced Social Work Practice in Trauma
 - <http://www.cswe.org/File.aspx?id=63842>

FAIRNESS AND EQUITY IN PRACTICE WORKSHEET

DISPARITY INDICES

WHICH POPULATIONS ARE OVER-REPRESENTED IN THE CHILD WELFARE SYSTEM IN CALIFORNIA?
(The percentage in care is MORE than the general population.)

WHICH POPULATIONS ARE OVER-REPRESENTED IN THE CHILD WELFARE SYSTEM IN YOUR COUNTY?
(The population in care is MORE than the general population.)

WHICH POPULATIONS ARE UNDER-REPRESENTED IN THE CHILD WELFARE SYSTEM IN CALIFORNIA?
(The percentage in care is LESS than the general population.)

WHICH POPULATIONS ARE UNDER-REPRESENTED IN THE CHILD WELFARE SYSTEM IN YOUR
COUNTY? (The percentage in care is LESS than the general population.)

WHAT DO YOU NOTICE ABOUT YOUR COUNTY'S DISPARITY INDICES REPORT? ARE THERE ANY
SURPRISES?

WHAT ARE SOME POSSIBLE IMPACTS FOR OVER-REPRESENTED AND UNDER-REPRESENTED
POPULATIONS?

HOW DOES YOUR COUNTY TALK ABOUT DISPROPORTIONALITY AND DISPARITY IN THE CHILD
WELFARE POPULATION?

ADVERSE CHILDHOOD EXPERIENCES

WHAT WAS THE PERCENTAGE OF CHILDREN (REPORTED BY A PARENT) TO HAVE EXPERIENCED TWO OR MORE ADVERSE CHILDHOOD EXPERIENCES IN YOUR COUNTY?

WHAT WAS THE PERCENTAGE OF HOUSEHOLDS WHO HAVE EXPERIENCED ADVERSE CHILDHOOD EXPERIENCES (RETROSPECTIVE REPORT) IN YOUR COUNTY?

WHEN YOU CONSIDER THE ADVERSE CHILDHOOD EXPERIENCES CATEGORIES (EMOTIONAL ABUSE, PHYSICAL ABUSE, SEXUAL ABUSE, INTIMATE PARTNER VIOLENCE, HOUSEHOLD SUBSTANCE USE, HOUSEHOLD MENTAL ILLNESS, PARENTAL SEPARATION OR DIVORCE, INCARCERATED HOUSEHOLD MEMBER), WHICH ONES PROVOKE STRONG FEELINGS FOR YOU? CONSIDER IF THESE ARE POSITIVE OR NEGATIVE FEELINGS. WHAT ARE SOME POSSIBLE WAYS THAT A CHILD OR PARENT'S TRAUMA HISTORY MAY IMPACT YOUR ASSESSMENT, CASE PLANNING, OR SERVICE DELIVERY WITH THAT FAMILY?

ENGAGEMENT BLOCK FIELD ACTIVITIES

Block 2 – Engagement	
Field	Interviewing 3 hours
	Exploring Family, Extended Family, Community and Tribal Connections 2 hours

Interviewing

Learning Objectives

Field Training: Interviewing (3 hours)

Knowledge

- K1.** The trainee will be able to recognize that a child's or adult's ability to comprehend and respond to questions is limited by their level of cognitive, emotional, and linguistic development.
- K2.** The trainee will be able to identify the phases of an interview.
- K3.** The trainee will be able to describe appreciative inquiry or some of the 'keys to engagement' and how these strategies could be used in an interview.
- K4.** The trainee will be able to describe effective strength-based interviewing strategies for defusing conflict and assisting family members, caregivers, youth, or stakeholders to openly discuss their opinions and feelings while working through disagreement and remaining engaged.

Skill

- S1.** The trainee will be able to demonstrate the use of appreciative inquiry and/or some of the 'keys to engagement' while gathering information about one of the following:
 - a) Values, beliefs and behaviors
 - b) What's working well, worries, and next steps
 - c) Family, caregiver, or youth's underlying needs, protective capacities, and resources
- S2.** The trainee will be able to demonstrate comprehensive case documentation in CWS/CMS following the interview.

Values

- V1.** The trainee will value the skillful use of power and authority in the interview process.
- V2.** The trainee will value learning about the interviewees' values, beliefs and behaviors and eliciting family strengths and resources, especially when engaging in a difficult conversation.
- V3.** The trainee will value effectively working through disagreement as a way to engage and build trust.

Activity

Practice Area: Engagement**California Core Practice Model Practice Behaviors:** 1 (a-f), 2 (b), 3 (a-c), 4 (a-g), 5 (a-d)**Estimated Time Required:** 3 hours**Related eLearning/classroom:**

- Interviewing
- Respect, Courtesy, and Skillful Use of Authority
- Engagement and Interviewing

Description of Activity:

The trainees will prepare for and complete an interview with a family member, caregiver, youth, or stakeholder.

In preparing for the interview, the trainee will:

- Identify the participants, information to be collected, and goals of the interview
- Identify the developmental, cultural, and trauma considerations when conducting the interview
- Discuss with the field advisor how power and skillful use of authority impacts engagement

Following the interview, the trainee will reflect on what worked well, any challenges or opportunities for upgrade during the interview, and next steps.

Before the practice opportunity**Field Advisor Responsibility:**

- ❑ Meet with the trainee and ensure the trainee has access to either engage directly, or co-engage in an interview with a child, youth and/or adult. Work with the trainee to select a person to interview for this field activity.
- ❑ Discuss with the trainee the goals for the interview. Determine if the focus will be on investigation and assessment or case management related to the referral and/or case plan. Determine what SDM tools may apply to the referral or case and review the questions and definitions with the trainee. Another option may include preparing for a resource family interview.
- ❑ Discuss with the trainee the appropriateness of including a cultural broker, parent partner, or youth advocate in the interview. For ICWA cases, ensure that the interview is coordinated with the tribal representative.
- ❑ Review the keys to engagement, appreciative inquiry, and/or solution focused questions, as well as possible question style and content.
- ❑ Review differences in interviewing children, especially if the interviewee selected is a child.
- ❑ Discuss (and demonstrate if necessary) which CMS/CWS fields will need to be entered to complete the narrative of the interview.
- ❑ Review any county specific procedures regarding CMS/CWS and answer any questions the trainee has about entering information into CMS/CWS.
- ❑ Discuss the skillful use of authority and power with the trainee and how the person being interviewed may react to interventions by a government agency. Some possible questions for discussion include, but are not limited to:
 - Is this the first time the interviewee is being contacted by child welfare services? Does the interviewee have a history of contact with child welfare services? Is so, what does the previous history show how the interviewee engaged with previous staff?

- Is there a potential cultural dynamic that the interviewee has had with previous government entities that may impact engagement?
- Develop potential strategies for the interview if the family has a history of non-engagement with the agency. Consider and choose potential solution focused questions to introduce in the interview.

Social Worker Responsibility:

- ❑ Ask any questions necessary to clarify the purpose of the interview and the questioning strategies that will be used in the interview.
- ❑ Check with the field advisor about taking notes during the interview per county practice, policy and procedure.
- ❑ Review potential biases or barriers that may impact the effectiveness of the interview.
- ❑ Have a list of resources available to bring to the interview (if applicable).

During the practice opportunity

Social Worker Responsibility:

- ❑ Conduct the interview. Utilize keys to engagement or appreciative inquiry strategies and take note of questions by the interviewee that the trainee cannot answer in the moment.
- ❑ Note the phases of the interview as they happen.
- ❑ Identify strengths of the interviewee, dispense information or provide a list of resources for the interview.
- ❑ Identify opportunities for the interviewee to collaborate on solutions to concerns and worries that have been raised.
- ❑ Clarify discrepancies or questions you have of the interviewee.
- ❑ During closure, be clear about the next steps (next interview, transition, how and when questions will be addressed) and identify timelines in which these will be completed.
- ❑ Request assistance if needed for ensuring the needed information is obtained or feeling like the interviewee is not engaged or is not responding to de-escalation strategies.

Field Advisor Responsibility:

- ❑ Answer any questions the trainee may contact you with if contacted during the interview.
- ❑ If present during the interview, intervene in the interview if trainee is having difficulty in engaging and obtaining needed information from interviewee.

After the practice opportunity

Field Advisor Responsibility:

- ❑ Review with the trainee the contact with the interviewee, using the Three Questions: What went well? What are the worries? What needs to happen, upgrades?
- ❑ Review the trainee the objectives of the interview and if they were met, including having the information needed for the appropriate SDM tool(s) that apply.
- ❑ Review with the trainee and identify specific statements and questions that the trainee used that were one of the following: strengths, the three questions, or keys to engagement (solution focused questions) or a focus on style and content of the questions being asked.
- ❑ Review with the trainee feelings or biases that may have emerged during the interview.
 - How might have feelings or biases impacted the interview?

- What did the trainee do in the moment of awareness that a feeling or bias emerged during the interview? What might have been done differently?
 - Discuss any strategies and/or actions that should be taken if feelings and/or biases appear to be impacting the effectiveness of the interview.
- ❑ Review the practice of what will go into documenting the contact. Documentation should reflect concrete and unbiased description of what occurred during the interview.
- ❑ Review how the social worker's use of authority may have impacted engagement of the interviewee.

Social Worker Responsibility:

- ❑ Be prepared to analyze content and process of the interview.
- ❑ Complete required narrative into CMS/CWS per county policy and procedure.
- ❑ Any follow up (questions, activities, etc.) that were agreed upon with the interviewee be completed by the identified timeframes.

Exploring Family, Extended Family, Community, Tribal Connections, and Relationships

Learning Objectives

Field Activity: Exploring Family, Extended Family, Community, Tribal Connections, and Relationships (2 hours)

Knowledge

- K1.** The trainee will identify where information about family members and relationships is recorded in CWS/CMS.
- K2.** The trainee will identify the benefit of engaging a child, youth, parent/caregiver, family, and tribe in gathering information about family members for the purpose of identifying permanent connections and a safety network.
- K3.** The trainee will identify the role of culture and cultural identity when gathering information about permanent connections.

Skill

- S1.** The trainee will be able to review a case file to obtain/confirm information about family members to identify permanent connections and a safety network.
- S2.** The trainee will be able to:
 - a) Develop a genogram, eco-map or safety circle on an active case **OR**
 - b) Develop a genogram, eco-map or safety circle from a case file review
- S3.** The trainee will demonstrate their knowledge of the family's Native American ancestry and/or cultural identity through one of the following options:
 - a) Case file review
 - b) Inquiry with the family

Values

- V1.** The trainee will seek to identify and document family relationships, extended family, community connections, and tribal connections as ways to help children and youth develop and maintain their sense of identity and connection to a family and community.

Activity

Practice Area: Engagement

California Core Practice Model Practice Behaviors: 4 (a-g), 5 (a-d), 6 (a-c)

Estimated Time Required: 3 hours

Related eLearning/classroom:

- Respect, Courtesy, and Skillful Use of Authority
- Interviewing
- Engagement and Interviewing

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 connection that may serve as support people and permanent connections for children, youth, and families.

Before the practice opportunity

Field Advisor Responsibility:

- ❑ Review Ecomap, Genogram and Safety Circle concepts to ensure familiarity with the tools.
- ❑ Work with the social worker to determine if the activity will be completed using an active case or a case file review. If using an active case, select a case with the social worker for the activity. Ideally, this would be a family for which an Ecomap, Genogram, or Safety Circle has not been previously completed. If using a case file review, ensure that the social worker has access to the physical case and the CWS/CMS case record.
- ❑ Discuss county practice and/or what is the best tool for this specific family/circumstance.
- ❑ Review any cultural and/or language considerations when planning for the activity.
- ❑ Review where or how the family information will be obtained.
 - What are some possible information sources for obtaining the information?
 - CWS/CMS
 - Child, youth, parents, family members, extended family members, and tribal connections
 - Service providers
 - Other
 - If working with an active case, when and how will this be discussed with the family?
 - Family Team Meeting or other case planning type of meeting
 - Individual conversations with child, youth, parents, family members, extended family members, and tribal connections
 - Other
- ❑ If working with an active case, discuss how the Ecomap, Genogram, or Safety Circle will be explained to the child, youth, parent, family, extended family, and tribal connections. Encourage the social worker to practice how they will describe the selected tool and its purpose using language that is understandable to the all.
- ❑ If the social worker is utilizing a family team meeting or other case planning type of meeting for this activity, determine if the field advisor will be attending the meeting. If attending the meeting to observe the social worker's practice, determine the role of the field advisor in the meeting (observer or participant).

Social Worker Responsibility:

- ❑ Through discussion with the field advisor determine if the activity will be completed using an active case or a case file review. If using an active case, select a case with the field advisor for the activity. Ideally, this would be a family for which an Ecomap, Genogram, or Safety Circle has not been previously completed. If using a case file review, select a family with the field advisor for the activity.
- ❑ Discuss any cultural and/or language considerations for completing the activity.
- ❑ Review the family's case file and CWS/CMS to determine the family dynamics and information for the tool. This should include child/family strengths, needs, people, culture, supports, etc. If completing this activity with an active case, some of this information may be know prior to talking with the family and some of the information may come from the family and others during the activity.
- ❑ If utilizing a family team meeting or other case planning type of meeting for this activity, discuss with the field advisor if they will be attending the meeting and what role they will be in during the meeting (participant or observer).
- ❑ If you are planning to use an active case for the activity, be sure to do the following:

- Practice how you will describe the selected tool and its purpose using language that is understandable to the all.
- Contact the family about who should be invited to the meeting (if applicable).
- Identify time/date/location of the meeting in partnership with the family to include family voice and choice (if applicable).
- Identify with the family the purpose and context of the meeting (if applicable).

During the practice opportunity

Social Worker Responsibility:

- ❑ Complete the identified tool (Ecomap, Genogram, or Safety Circle) to explore family, extended family, community, tribal connections, and relationships.
- ❑ If utilizing a family team meeting or other case planning type of meeting, be sure to do the following:
 - Explain the purpose of the meeting and the information that will be discussed in language that is understandable to all.
 - Facilitate introductions and create group agreements.
 - Ask about any cultural considerations. Is there anything the team should know before developing the Ecomap, Genogram, or Safety Circle? Does the family have any Native American ancestry?
 - Explore if there is anyone not at the meeting who should be.
 - After completing the tool, review it with the team and check to see if there is any information missing.
- ❑ If you have identified missing information during the completion of the tool, develop a plan/next steps for obtaining the missing information.

Field Advisor Responsibility:

- ❑ Be available to answer questions the social worker may have.
- ❑ If participating in or observing a family team meeting or other case planning type of meeting, take note of the following:
 - How did the social worker engage with the family?
 - Did the social worker discuss cultural consideration and cultural identity with the family?
 - Did the social worker ask about Native American ancestry or heritage?
 - Did the social worker work with the family and team to identify relatives, extended family members, and other support people?

After the practice opportunity

Field Advisor Responsibility:

- ❑ Review the completed tool and CWS/CMS documentation with the social worker. Provide feedback about the accuracy of the information and the completion of the tool.
- ❑ Identify any information that may be missing on the completed tool. Develop a plan with the social worker to obtain the missing information (if appropriate).
- ❑ If the social worker completed the tool on an active case using a family team meeting or another case planning type of meeting, review the following:
 - What strategies did they use to engage the family?
 - What is your awareness of the family's culture or cultural identity?

- What could you do to improve this next time (either with this family or another family)?
 - What are any next steps with the family?
- ❑ Provide feedback to the social worker about what was observed during the family team meeting or other case planning type of meeting (if applicable).

Social Worker Responsibility:

- ❑ Document the information from the completed tool in CWS/CMS.
- ❑ Review the completed tool and the CWS/CMS documentation with the field advisor.
- ❑ Reflect on what worked well, what you are worried about, and what you could have done differently for this activity.
- ❑ Discuss with the field advisor how you are going to use what you learned from the activity going forward in your work with families.
- ❑ In a follow-up visit, debrief with the family (if applicable). Use this as an opportunity to learn more about the family.

ASSESSMENT BLOCK FIELD ACTIVITIES

Block 3 – Assessment	
Field	Completing Assessment Tools 2 hours
	Collaborative Assessment, Planning, and Support: Safety and Risk in Teams 3 hours

Completing Assessment Tools

Learning Objectives

Field Activity: Completing Assessment Tools (2 hours)

Knowledge

K1. The trainee will be able to identify county protocols related to the use of the Structured Decision Making (SDM) assessment tools.

Skill

S1. The trainee will be able to apply SDM definitions and complete the following tools:

- a. Hotline Assessment Tool, Safety Assessment Tool, Substitute Care Provider Safety Assessment Tool, **OR** Reunification Assessment Tool

AND

- b. Family Risk Assessment Tool (Emergency Response), Family Risk Reassessment for In-Home Cases Tool (Family Maintenance), **OR** Reunification Reassessment Tool (Family Reunification)

Values

V1. The trainee will value following SDM policies and county protocols for the SDM assessment system.

Activity

Practice Area: Assessment

California Core Practice Model Practice Behaviors: 7 (a-f)

Estimated Time Required: 2 hours

Description of Activity:

Trainee 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 trainee will complete **one** of the following risk tools:

- Family Risk Assessment Tool (Emergency Response)
- Family Risk Reassessment for In-Home Cases Tool (Family Maintenance)
- Reunification Reassessment Tool (Family Reunification)

The activity must be completed using the SDM Policy and Procedure Manual. The trainee will select one of the following options for the activity:

- 1) **ACTIVE CASE:** Select an active case or referral to complete the SDM tools. **(Note: If the trainee is assigned or has reasonable access to a case for which an SDM Assessment is required, the trainee MUST choose this option.)**
- 2) **CASE REVIEW:** Select a case or referral to review. The trainee will review information in CWS/CMS and the physical case in order to complete the SDM tools. **(Note: This option is intended ONLY for trainees without access to a case for which an SDM Assessment is required.)**

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.

Before the practice opportunity

Field Advisor Responsibility:

- ☐ Meet with the trainee and ensure the trainee has access to SDM documents and the SDM Policy and Procedure Manual.
- ☐ Provide information to the trainee about the importance of SDM assessments throughout the life of the case and how tool completion impacts decisions made by child welfare. Information from SDM assessments are utilized throughout the life of the case and become part of the case record.
- ☐ Determine with the trainee which option from the activity description above (active case or case file review) is most appropriate. Some considerations include: trainee's case/caseload assignment, trainee's position and job responsibilities within the agency.
- ☐ Work with the trainee to select a case for this field activity. If using option 1, ensure that the trainee will have an opportunity to meet with the family to gather information. If using option 2, ensure that the trainee has access to the physical case file and CWS/CMS documentation to gather information.
- ☐ Discuss with the trainee which SDM assessment tools will be used for the activity (based on the trainee's caseload):
 - Hotline Assessment Tool
 - Safety Assessment Tool
 - Substitute Care Provider Safety Assessment Tool
 - Reunification Reassessment Tool
 - Family Risk Assessment Tool (Emergency Response)
 - Family Risk Reassessment for In-Home Cases Tool (Family Maintenance)
 - Reunification Reassessment Tool (Family Reunification)
- ☐ Review any county specific procedures regarding completing assessment tools and answer any questions the trainee has about using the SDM tools.

Social Worker Responsibility:

- ❑ Ask any questions necessary to clarify the process for this activity or the use of SDM tools.
- ❑ If not able to access web SDM, work with the field advisor to obtain hard copies of the SDM tools needed and the SDM Policy and Procedure Manual.

During the practice opportunity**Social Worker Responsibility:**

- ❑ Review the SDM tools that will be completed for the selected case.
- ❑ Collect information through conversation with the family or through case record review to complete the SDM tools.
- ❑ Complete the SDM tools using the SDM Policy and Procedure Manual. *Note: Pay special attention to the definitions provided in the SDM Policy and Procedure Manual and ensure thorough review of case information to determine which SDM definition(s) apply.*

Field Advisor Responsibility:

- ❑ Answer any questions the trainee has about using the SDM tools for the selected case.

After the practice opportunity**Field Advisor Responsibility:**

- ❑ Review the completed SDM tools with the trainee.
- ❑ Verify that the information used by the trainee is accurate. This may be done by reviewing the case with the trainee and the completed SDM tool. The field advisor should go through each section of the completed SDM tool and the associated definitions from the SDM Policy and Procedure Manual with the trainee and have a discussion about each. Some questions for discussion:
 - Where did the information come from? Is this information documented in the case?
 - How do we know?
 - If the information is unknown, how/where can the information be obtained?
 - Does the information available meet the definition in the SDM Policy and Procedure Manual?
 - Were any overrides used? If so, why?
 - Ask the trainee to identify potential situations, which would cause them to mark other information on the tool.
 - If the tool as completed does not completely take the trainee through the full use of the tool (i.e.: No Safety Threat, Recommendation to Continue FR services therefore Skipping Reunification Safety Assessment) then pose questions or have the trainee work completely through the tool to get a full scope of how to navigate it.
- ❑ Discuss use of the tool with the trainee and any next steps for the trainee related to SDM tools.
- ❑ Complete the Field Advisor **Assessment Block Field Activity #1: Completing Assessment Tools**

- https://dc-viawest.qualtrics.com/jfe/form/SV_9zSKTUBzw8fhjNP?Brand=berkeleyssw

Social Worker Responsibility:

- ❑ Reflect on how the SDM tools were completed. Did you use the definitions? Was there information that appeared to be missing after reviewing the completed tool? How will you go about collecting the needed information? How will you document the information that was obtained in the case file?
- ❑ Reflect on how the process of collecting information for completion of the tool may impact future decisions for the case and how information may be used in the future.
- ❑ Reflect on the final recommendation of the assessment tool. Is this consistent with your professional assessment of the situation? If not, consider why there may be a discrepancy. Discuss this with your field advisor.
- ❑ Complete the Social Worker **Assessment Block Field Activity #1: Completing Assessment Tools**
 - https://dc-viawest.qualtrics.com/jfe/form/SV_6VSbzgEwgnRX3HT?Brand=berkeleyssw

Collaborative Assessment, Planning, and Support: Safety and Risk in Teams

Observation Activity Option

Identify a case for which a team meeting to discuss safety and/or safety planning is needed or scheduled. The trainee will consult with the assigned social worker and field advisor about the appropriateness of observing the meeting. If appropriate, the social worker will obtain permission from the family for the trainee to observe the meeting. (Note: This option is intended **ONLY** for trainees without access to a case/caseload for which a team meeting is needed or would be part of the day-to-day case planning and service delivery practices.)

Learning Objectives

Field Activity: Collaborative Assessment, Planning, and Support: Safety and Risk in Teams (3 hours)

Knowledge

- K1.** The trainee will be able to identify the safety and risk assessment information that teams need to develop safety plans.
- K2.** The trainee will be able to identify strategies for how he/she will engage the family in the process.

Skill

- S1.** The trainee will be able to develop a safety plan with a child and family team.

OR

- S2.** The trainee will observe a child and family team meeting and complete an observation tool.

Values

- V1.** The trainee will value the role of the team in developing a safety plan.

Activity

Practice Area: Assessment

California Core Practice Model Practice Behaviors: 1 (a-f), 3 (a-c), 4 (a-g), 7 (a-f), 8 (a-e), 9 (a-f), 10 (a-c), 12 (a-h)

Estimated Time Required: 3 hours

Description of Activity:

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. Team meetings may include a TDM, safety mapping, Child Family Team meeting, or any other 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.

Before the practice opportunity

Field Advisor Responsibility:

- ☐ Become familiar with the safety and risk definitions in the SDM policy and procedure manual. Have a copy of the manual available for reference during the meeting with the trainee.

- ❑ Determine with the trainee which option from the activity description above (active case or observation) is most appropriate. Some considerations include: trainee's case/caseload assignment, trainee's position and job responsibilities within the agency.
- ❑ Work with the trainee to select a case for this field activity.
- ❑ Work with the trainee to identify a case for which a team meeting to discuss safety and/or safety planning is needed or scheduled. The field advisor may need to contact other unit supervisors or social workers to identify a case.
- ❑ Once a case has been identified for this activity, arrange a brief meeting with the assigned social worker to review the purpose of the trainee's observation.
- ❑ Work with the assigned social worker to obtain permission from the family for the trainee to observe the meeting.
- ❑ Once the family has given permission for trainee to observe the meeting, work with the assigned social worker and trainee to set up a brief meeting to discuss important background information. The field advisor will help guide the discussion with both the trainee and assigned social worker present. Some information to discuss includes:
 - Purpose of the team meeting
 - What role will the social worker be playing in the meeting (facilitator or participant)?
 - Discuss with the social worker who the family has identified as their circle of support and/or safety network. Who is anticipated to participate in the team meeting?
 - Discuss with the social worker how the family's culture and trauma history may have an impact on the meeting. How has the social worker explored this with the family?
 - How have participants been prepared for the meeting? Encourage the assigned social worker to describe their process for preparing families for team meetings.
 - Discuss documents, materials, or other information that may be helpful for the trainee to review prior to the meeting to help better understand the family's history and current circumstances. This should include any safety and risk assessment tools and county policies and procedures regarding safety plans.
- ❑ Following the consultation with the assigned social worker, discuss with the trainee their role in the meeting. Be clear about the role of the observer. The observer does not participate in the meeting, ask questions, or provide input about the decision. As an observer, the trainee will complete the observation worksheet, which will be reviewed with the field advisor following the meeting.

Social Worker Responsibility:

- ❑ In partnership with the field advisor identify a case for which a team meeting to discuss safety and/or safety planning is needed or scheduled.
- ❑ Once the family has given permission for trainee to observe the meeting, participate in a brief meeting with the field advisor and assigned social worker to become more familiar with the case to be observed. The field advisor will facilitate the discussion. The field advisor may ask questions about:
 - Purpose of the team meeting
 - What role will the social worker be playing in the meeting (facilitator or participant)?

- Discuss with the social worker who the family has identified as their circle of support and/or safety network. Who is anticipated to participate in the team meeting?
- Discuss with the social worker how the family's culture and trauma history may have an impact on the meeting. How has the social worker explored this with the family?
- How have participants been prepared for the meeting? Encourage the assigned social worker to describe their process for preparing families for team meeting.
- Discuss documents, materials, or other information that may be helpful for the trainee to review prior to the meeting to help better understand the family's history and current circumstances. This should include any safety and risk assessment tools and county policies and procedures regarding safety plans.
- ❑ Ask any additional questions about the case or family circumstances to help better understand the purpose of the meeting and what will be discussed.
- ❑ Review documents, materials, or other information recommended by the assigned social worker in preparation for the meeting.

During the practice opportunity

Field Advisor Responsibility:

- ❑ The Field Advisor has no "During the Activity" responsibilities.

Social Worker Responsibility:

- ❑ Observe the team meeting and complete the observation worksheet.
- ❑ Reminder: The observer does not participate in the meeting, ask questions, or provide input about the decision. ***You are just a fly on the wall! You can be seen but not heard 😊***

After the practice opportunity

Field Advisor Responsibility:

- ❑ Debrief with the trainee regarding the meeting process.
- ❑ What are some of the things the trainee noted on the observation worksheet?
- ❑ Ask the social worker what is one thing that he/she would like to try the next time he/she facilitates or participates in a team meeting?
- ❑ Complete the **Field Advisor Assessment Block Field Activity #2: Collaborative Assessment, Planning, and Support: Safety and Risk in Teams**
 - https://dc-viawest.qualtrics.com/jfe/form/SV_bji2k0FzmP8eZHT?Brand=berkeleyssw

Social Worker Responsibility:

- ❑ Discuss the completed observation worksheet (Appendix A) with the field advisor.
- ❑ Reflect on what worked well for the family during the meeting. Discuss strategies that the social worker used to engage the family in the discussion about safety and/or safety planning.
- ❑ Reflect on one thing that you would like to try when you facilitate or participate in a team meeting in the future?

- ❑ Complete the Social Worker **Assessment Block Field Activity #2: Collaborative Assessment, Planning, and Support: Safety and Risk in Teams**
 - https://berkeleyssw.co1.qualtrics.com/SE/?SID=SV_0IAkYgAxbKLD7Jb

Collaborative Assessment, Planning, and Support: Safety and Risk in Teams
OBSERVATION WORKSHEET

<p>Prior to observing the team meeting, check with the social worker to make sure that the family has given permission for you to attend the meeting. The notes you take on this worksheet are about the meeting <u>process</u> and should not contain any identifying information about the family or the social worker.</p>	
Question	Trainee Notes
Did the meeting include a discussion about what the family, the safety network, and the agency see as working well (strengths) for the family? If yes, describe how this was done?	
Did the meeting include a discussion about what the family, the safety network, and the agency are worried about (concerns)? If yes, describe how this was done?	
Describe how safety and risk information was talked about in the meeting?	
Describe how the family's circle of support/safety network was explored?	
Describe what it looked like when the youth, parent, family, and others in the meeting appeared to be engaged in the process?	
Was a safety plan developed or revisited during the meeting? If yes, describe how the safety plan keeps the child/youth safe. Remember: "services do not equal safety"!	
<p>If you had to identify a "rock star" moment in the meeting, what would it be? What did the person do to make it a "rock star" moment?</p> <p><small>(A "rock star" moment is something that went really well. In this case, we would like you to identify something that someone in the meeting did which demonstrated best practice.)</small></p>	
If you had to identify an opportunity for an "upgrade" during the meeting, what would it be? What are some of your thoughts about what could have been done differently?	
Overall, do you think the meeting goal was met? Why or why not?	

Collaborative Assessment, Planning, and Support: Safety and Risk in Teams

Active Case Activity Option

Select an active case for which a team meeting to discuss safety and/or safety planning is needed or scheduled. (Note: If the trainee is assigned to a case/caseload for which a team meeting is needed or would be part of the day-to-day case planning and service delivery practices, the trainee **MUST** choose this option.)

Learning Objectives

Field Activity: Collaborative Assessment, Planning, and Support: Safety and Risk in Teams (3 hours)

Knowledge

K1. The trainee will be able to identify the safety and risk assessment information that teams need to develop safety plans.

K2. The trainee will be able to identify strategies for how he/she will engage the family in the process.

Skill

S1. The trainee will be able to develop a safety plan with a child and family team.

OR

S2. The trainee will observe a child and family team meeting and complete an observation tool.

Values

V1. The trainee will value the role of the team in developing a safety plan.

Activity

Practice Area: Assessment

California Core Practice Model Practice Behaviors: 1 (a-f), 3 (a-c), 4 (a-g), 7 (a-f), 8 (a-e), 9 (a-f), 10 (a-c), 12 (a-h)

Estimated Time Required: 3 hours

Description of Activity:

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. Team meetings may include a TDM, safety mapping, Child Family Team meeting, or any other 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.

Before the practice opportunity

Field Advisor Responsibility:

- ☐ Become familiar with the safety and risk definitions in the SDM policy and procedure manual. Have a copy of the manual available for reference during the meeting with the trainee.
- ☐ Determine with the trainee which option from the activity description above (active case or observation) is most appropriate. Some considerations include: trainee's case/caseload assignment, trainee's position and job responsibilities within the agency.

- ❑ Work with the trainee to select a case for this field activity.
- ❑ Identify with the trainee an active case that requires a team meeting to discuss safety and/or safety planning.
- ❑ Identify with the trainee what role he/she will be playing in the meeting (facilitator, participant, or other).
- ❑ Meet with the trainee and discuss the purpose of the family team meeting.
- ❑ Discuss with the trainee their role in the meeting. Check for understanding about the social worker's role and responsibilities in the meeting.
- ❑ Discuss with the trainee who is part of the family's circle of support and/or safety network. Who should participate in the team meeting?
- ❑ Discuss with the trainee how the family's culture and trauma history may have an impact on the meeting. How has the trainee explored this with the family?
- ❑ Discuss with the trainee how participants will be prepared for the meeting.
 - For example:
 - What prompted the meeting?
 - Who should participate in the meeting?
 - Who does the family want to participate in the meeting?
 - Who does the youth want to participate in the meeting?
 - Who does the child welfare agency want to participate in the meeting?
 - Is each participant aware of the meeting? How is the social worker going to ensure the right people participate in the meeting?
 - What is each participant's understanding about why the meeting is taking place? How do we know?
 - Does any participant have questions or concerns about the meeting?
 - How will details about the meeting be communicated with the family's circle of support or safety network?
- ❑ Discuss documents, materials, or other information that may be needed prior to the meeting in order to develop an adequate plan to meet the safety needs of the child/youth. This includes any safety and risk assessment tools and county policies and procedures regarding safety plans.
- ❑ The field advisor will assist the trainee in developing a description that identifies the teaming process as a collaboration with families and their network to understand their perspective and build shared understanding about the safety and risk concerns.²
- ❑ Discuss how safety and risk assessment tools will be presented in the meeting. Practice how safety and risk assessments will be explained to the participants.
- ❑ Direct the trainee to any helpful resources to prepare for the meeting (such as the Worker's Guide for Social Workers in the TDM Toolkit, Structured Decision Making Policy and Procedures Manual, Safety Organized Practice Modules, or Safety Organized Practice: Practice Profiles).

Social Worker Responsibility:

- ❑ Gather balanced information about the family and the issue to be discussed. Information should include what's working well for the family and what the child welfare agency and family are

² Adapted from California's Practice Profiles (University of California, Davis, Northern Training Academy) – Safety Mapping: Purpose

worried about. Be knowledgeable about the family, the current circumstances, assessments completed, and relevant history, taking into consideration the family's culture and trauma history.

- ❑ Talk about any factors that may affect how safety and risk information is presented, including whether or not children or youth will be at the meeting, concerns about mental health, intimate partner violence, or substance abuse.
- ❑ Ask any questions necessary to clarify the process and the role of the social worker in the family team meeting
- ❑ Explore family relationships and natural circles of support. Encourage the family to identify natural supports to be included on their team.³
- ❑ Communicate with team members about the meeting to help them understand the purpose/process of the family team meeting.⁴ (Identify method of communication to be used with each team member: telephone, in-person, email, etc.)
- ❑ Work collaboratively with the meeting participants to plan the meeting and establish a clear purpose for the meeting. Participants are able to articulate the purpose of the meeting and feel included in the planning process.
- ❑ Ensure that all documents, materials, or other information identified during the meeting with the field advisor are collected and available for the family team meeting.

³ Adapted from CAPP Behaviors

⁴ Adapted from California's Practice Profiles (University of California, Davis, Northern Training Academy) – Safety Mapping: Stakeholders

During the practice opportunity

Field Advisor Responsibility:

- ❑ Observe the trainee facilitating or participating in the team meeting. As an observer, please note that the observer does not participate in the meeting, ask questions, or provide input about the decision. Work with the social worker to obtain the family's permission to sit in on the meeting.
- ❑ If the field advisor would normally participate in the meeting, the field advisor should continue to participate in the meeting. Instead of observing the trainee, the field advisor will contribute to the meeting and prompt the trainee if needed by asking questions to help elicit any pertinent information. As a participant, the field advisor may ask additional questions and clarify or reframe information if needed.

Social Worker Responsibility:

- ❑ Create an environment for open and honest communication with the family and the family team.
- ❑ Be transparent about the purpose of the meeting and relevant court timeframes (if applicable) so that the team's planning and decision-making is informed, relevant, and timely.⁵
- ❑ Engage the family in discussing their concerns, their thoughts about what is working well for them, and their plans for ensuring the safety of the children and youth in the family.
- ❑ Actively participate in the meeting by providing relevant case information and asking solution focused questions. Be behaviorally specific when discussing the purpose of the meeting, what is working well, what the child welfare agency and family are worried about, and what needs to happen next to ensure the safety and well-being of the child/youth.
- ❑ Discuss information from the safety and risk assessment tools that have been completed.
- ❑ Promote self-advocacy by encouraging, supporting, and providing opportunities for youth and families to actively share their voice, offer solutions, act as leaders and be central in assessment, planning and decisions about their lives.⁶
- ❑ Develop a safety plan with the family and ensure that the safety plan addresses any safety threats that had been identified during the meeting.
- ❑ Explore with team members what roles they can play over time to strengthen and support the family.⁷
- Ensure that each participant in the safety plan understands any role/responsibility he/she has in ensuring the child/youth's safety.

After the practice opportunity

Field Advisor Responsibility:

⁵ Adapted from CAPP Behaviors

⁶ Adapted from CAPP Behaviors

⁷ Adapted from CAPP Behaviors

- ❑ Debrief with trainee regarding the meeting process. The debrief should occur after the social worker's self-reflection.
 - Ask the social worker about what they did well in the meeting and any upgrades/challenges during the meeting.
- ❑ Provide feedback to the trainee about what worked well during the meeting and any suggestions to enhance practice.
- ❑ Provide feedback on the safety plan and how it meets the family's needs.
- ❑ Complete the **Field Advisor Assessment Block Field Activity #2: Collaborative Assessment, Planning, and Support: Safety and Risk in Teams**
 - https://dc-viawest.qualtrics.com/jfe/form/SV_bji2k0FzmP8eZHT?Brand=berkeleyssw

Social Worker Responsibility:

- ❑ Reflect on your use of safety and risk tools during the meeting (if applicable).
- ❑ Reflect on your efforts to engage the family in the meeting process and safety planning.
- ❑ Reflect on the safety plan. Include discussion of the follow-up needed by the social worker to support the plan.
- ❑ Complete the Social Worker **Assessment Block Field Activity #2: Collaborative Assessment, Planning, and Support: Safety and Risk in Teams**
 - https://berkeleyssw.co1.qualtrics.com/SE/?SID=SV_0IAkYgAxbKLD7Jb

CASE PLANNING AND SERVICE DELIVERY BLOCK FIELD ACTIVITY

Block 4 – Case Planning and Service Delivery Block	
Field	Collaborative Assessment, Planning, and Support: Initial Case Plan 3 hours

Collaborative Assessment, Planning, and Support: Initial Case Plan

Observation Activity Option

Identify a case for which a team meeting to discuss case planning and service delivery is needed or scheduled. The trainee will consult with the assigned social worker and field advisor about the appropriateness of observing the meeting. If appropriate, the social worker will obtain permission from the family for the trainee to observe the meeting. (Note: This option is intended ONLY for trainees without access to a case/caseload for which a team meeting is needed or would be part of the day-to-day case planning and service delivery practices.)

Learning Objectives

Field Activity: Collaborative Assessment, Planning, and Support: The Initial Case Plan (3 hours)

Knowledge

- K1.** The trainee will be able to identify the benefits to children, youth, families, tribes and the child welfare agency of participating in a team-based planning process to address the family and child's underlying needs.
- K2.** The trainee will be able to identify the purpose of utilizing the Family Strengths and Needs Assessment Tool when developing an initial case plan.
- K3.** The trainee will be able to identify engagement strategies for developing a case plan in full partnership and collaboration with the family.

Skill

- S1.** The trainee will integrate strength based and solution focused language when discussing safety, risk, strengths, and needs assessment information with the team in a way that provides clear information and engages the family and tribes in developing a case plan.
- S2.** The trainee will partner with the family and tribe to identify safety network members and the process for accessing the safety network.
- S3.** The trainee will use at least one of the strategies to maintain the family team's focus on the case plan as a practical, concrete, prioritized plan for the family that addresses the concerns defined by the family and others.
 - a. Identifying and focusing on underlying needs, shared goals, and decision criteria throughout the process
 - b. Emphasizing common factors that promote consensus in the group discussion
 - c. Facilitating dialogue which considers alternatives and possible solutions
- S4.** The trainee will develop S.M.A.R.T. case plan goals and objectives in partnership with a child, youth, parent/caregiver, family and tribe (inclusive of the family's team) using language that is understandable to all.
- S5.** The trainee will enter S.M.A.R.T. case plan objectives for the CWS/CMS case plan.

S6. The trainee will enter the case notes narrative for the meeting in CWS/CMS

OR

S7. In a team setting, the trainee will participate in a case plan observation activity utilizing an observation tool and case plan worksheet to demonstrate critical thinking skills.

Values

V1. The trainee will value the role of the team in developing case plan that meets the needs for safety, permanency, and well-being of the child.

V2. The trainee will value transparency in discussing risk, safety, and the role of the court with the family and their team.

V3. The trainee will value affirming the unique strengths, needs, life experiences, and self-identified goals of each child, youth, young adult, and family.

V4. The trainee will respect and honor the voice and choice of the child, parent/caregiver, youth, young adult, family and tribe.

Activity

Practice Area: Case Planning and Service Delivery

California Core Practice Model Practice Behaviors: 1 (a-f), 2 (a-b), 3 (a-c), 4 (a-g), 5 (a-d), 6 (a-c), 7 (a-f), 8 (a-e), 9 (a-f), 11

Estimated Time Required: 3 hours

Related eLearning/classroom:

- Purposeful Invitation
- Case Planning Basics
- Writing Behavioral Objectives
- Case Planning in a Team Setting

Description of Activity:

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

This activity is designed for initial case plan development. Examples of team-based case planning opportunities that can be utilized for this field activity include (but are not limited to: safety planning meetings, mappings, TILP/TILPC, CFTs, or other case planning types of meetings. The process of case planning does not happen during one meeting, rather, it is a series of activities that engage the child, youth, parent, family, tribe, and any other member of the safety network in identifying a safety goal. The family's strengths and needs inform what actions are needed to provide safety and identify which services will help reduce risk and provide for well-being of the child(ren). With the understanding that there are many activities that are part of the case planning process, this field activity will focus on the last step – bringing the safety network together to finalize the case plan. Some of the case planning activities that may have occurred prior to the case planning meeting with the safety network include, but are not limited to:

- Completing the Family Strengths and Needs Tool
- Working with the family and tribe to identify safety network members

- Meeting with individual members of the safety network to gather their input regarding the family's strengths and what is needed to provide safety for the child
- Working with the family and other members of the safety network to determine the safety and permanency goals for the child
- Exploring culturally responsive services and community-based supports
- Exploring with the family and other members of the safety network the specific actions and strategies to meet the family's unique needs that provide safety and support the well-being of the family.

Before the practice opportunity

Field Advisor Responsibility:

- ❑ Work with the trainee to identify a case for which a team meeting to discuss an initial case plan is needed or scheduled. The field advisor may need to contact other unit supervisors or social workers to identify a case.
- ❑ Once a case has been identified for this activity, arrange a brief meeting with the assigned social worker to review the purpose of the trainee's observation.
- ❑ Work with the assigned social worker to obtain permission from the family for the trainee to observe the meeting.
- ❑ Once the family has given permission for trainee to observe the meeting, work with the assigned social worker and trainee to set up a brief meeting to discuss important background information. The field advisor will help guide the discussion with both the trainee and assigned social worker present. Some information to discuss includes:
 - Purpose of the team meeting
 - What role will the social worker be playing in the meeting (facilitator or participant)?
 - Discuss with the social worker who the family has identified as their circle of support and/or safety network. Who is anticipated to participate in the team meeting?
 - Discuss with the social worker how the family's culture and trauma history may have an impact on the meeting. How has the social worker explored this with the family?
 - How have participants been prepared for the meeting? Encourage the assigned social worker to describe their process for preparing families for team meetings.
 - Discuss documents, materials, or other information that may be helpful for the trainee to review prior to the meeting to help better understand the family's history and current circumstances. This should include any safety and risk assessment tools and county policies and procedures regarding case planning.
- ❑ Following the consultation with the assigned social worker, discuss with the trainee their role in the meeting. Be clear about the role of the observer. The observer does not participate in the meeting, ask questions, or provide input about the case plan goals or objectives. As an observer, the trainee will complete the observation worksheet, which will be reviewed with the field advisor following the meeting.

Social Worker Responsibility:

- ❑ In partnership with the field advisor identify a case for which a team meeting to discuss an initial case plan is needed or scheduled.
- ❑ Once the family has given permission for trainee to observe the meeting, participate in a brief meeting with the field advisor and assigned social worker to become more familiar with the case to be observed. The field advisor will facilitate the discussion. The field advisor may ask questions about:
 - Purpose of the team meeting
 - What role will the social worker be playing in the meeting (facilitator or participant)?
 - Discuss with the social worker who the family has identified as their circle of support and/or safety network. Who is anticipated to participate in the team meeting?
 - Discuss with the social worker how the family's culture and trauma history may have an impact on the meeting. How has the social worker explored this with the family?
 - How have participants been prepared for the meeting? Encourage the assigned social worker to describe their process for preparing families for team meeting.
 - Discuss documents, materials, or other information that may be helpful for the trainee to review prior to the meeting to help better understand the family's history and current circumstances. This should include any safety and risk assessment tools and county policies and procedures regarding case plans.
- ❑ Ask any additional questions about the case or family circumstances to help better understand the purpose of the meeting and what will be discussed.
- ❑ Review documents, materials, or other information recommended by the assigned social worker in preparation for the meeting.
- ❑ Review:
 - a. SMART Objectives
 - b. Case Plan Field Tool
http://calswec.berkeley.edu/sites/default/files/uploads/case_plan_field_tool_for_parents_122014.pdf

During the practice opportunity

Field Advisor Responsibility:

- ❑ The Field Advisor has no "During the Activity" responsibilities.

Social Worker Responsibility:

- ❑ Observe the team meeting and complete the observation worksheet.
- ❑ Reminder: The observer does not participate in the meeting, ask questions, or provide input about the case plan goals or objectives. ***You are just a fly on the wall! You can be seen but not heard ☺.***

After the practice opportunity

Field Advisor Responsibility:

- ❑ Debrief with the trainee regarding the meeting process.
- ❑ What are some of the things the trainee noted on the observation worksheet?

- ❑ Ask the social worker what is one thing that he/she would like to try the next time he/she facilitates or participates in a team meeting related to case planning?
- ❑ Complete the Field Advisor **Case Planning and Service Delivery** survey:
 - https://berkeleyssw.ca1.qualtrics.com/jfe/form/SV_5dxKIdW9UfZ9bdb

Social Worker Responsibility:

- ❑ Discuss the completed observation worksheet with the field advisor.
- ❑ Reflect on what worked well for the family during the meeting. Discuss strategies that the social worker used to engage the family in the discussion about case planning.
- ❑ Reflect on one thing that you would like to try when you facilitate or participate in a team meeting related to case planning in the future?
- ❑ Complete the Social Worker **Case Planning and Service Delivery** survey:
 - https://berkeleyssw.ca1.qualtrics.com/jfe/form/SV_40b3VOVI3uLldHv

**Collaborative Assessment, Planning, and Support: Initial Case Plan
OBSERVATION WORKSHEET**

<p>Prior to observing the team meeting, check with the social worker to make sure that the family has given permission for you to attend the meeting. The notes you take on this worksheet are about the meeting <u>process</u> and should not contain any identifying information about the family or the social worker.</p>	
Question	Trainee Notes
Did the meeting include a discussion about what the family, the safety network, and the agency see as working well (strengths) for the family? If yes, describe how this was done?	
Did the meeting include a discussion about what the family, the safety network, and the agency are worried about (concerns/needs)? If yes, describe how this was done?	
Describe how SDM tools (Safety Assessment, Risk Assessment, Family Strengths and Needs Assessment) were talked about in the meeting.	
Describe how the family's circle of support/safety network was engaged in the case planning process.	
Describe what it looked like when the youth, parent, family, and others in the meeting appeared to be engaged in the case planning process.	
What were the case plan goal(s) and objectives identified in the meeting? How did the goal(s) and objectives relate to the family's underlying needs and strengths?	
<p>If you had to identify a "rock star" moment in the meeting, what would it be? What did the person do to make it a "rock star" moment?</p> <p><small>(A "rock star" moment is something that went really well. In this case, we would like you to identify something that someone in the meeting did which demonstrated best practice.)</small></p>	
If you had to identify an opportunity for an "upgrade" during the meeting, what would it be? What are some of your thoughts about what could have been done differently?	
Overall, do you think the meeting goal was met? Why or why not?	

Active Case Activity Option

Select an active case for which a team meeting to discuss case planning and service delivery is needed or scheduled. (Note: If the trainee is assigned to a case/caseload for which a team meeting is needed or would be part of the day-to-day case planning and service delivery practices, the trainee **MUST** choose this option.)

Learning Objectives

Field Activity: Collaborative Assessment, Planning, and Support: The Initial Case Plan (3 hours)

Knowledge

- K1.** The trainee will be able to identify the benefits to children, youth, families, tribes and the child welfare agency of participating in a team-based planning process to address the family and child's underlying needs.
- K2.** The trainee will be able to identify the purpose of utilizing the Family Strengths and Needs Assessment Tool when developing an initial case plan.
- K3.** The trainee will be able to identify engagement strategies for developing a case plan in full partnership and collaboration with the family.

Skill

- S1.** The trainee will integrate strength based and solution focused language when discussing safety, risk, strengths, and needs assessment information with the team in a way that provides clear information and engages the family and tribes in developing a case plan.
- S2.** The trainee will partner with the family and tribe to identify safety network members and the process for accessing the safety network.
- S3.** The trainee will use at least one of the strategies to maintain the family team's focus on the case plan as a practical, concrete, prioritized plan for the family that addresses the concerns defined by the family and others.
 - d. Identifying and focusing on underlying needs, shared goals, and decision criteria throughout the process
 - e. Emphasizing common factors that promote consensus in the group discussion
 - f. Facilitating dialogue which considers alternatives and possible solutions
- S4.** The trainee will develop S.M.A.R.T. case plan goals and objectives in partnership with a child, youth, parent/caregiver, family and tribe (inclusive of the family's team) using language that is understandable to all.
- S5.** The trainee will enter S.M.A.R.T. case plan objectives for the CWS/CMS case plan.
- S6.** The trainee will enter the case notes narrative for the meeting in CWS/CMS

OR

- S7.** In a team setting, the trainee will participate in a case plan observation activity utilizing an observation tool and case plan worksheet to demonstrate critical thinking skills.

Values

- V1.** The trainee will value the role of the team in developing case plan that meets the needs for safety, permanency, and well-being of the child.
- V2.** The trainee will value transparency in discussing risk, safety, and the role of the court with the family and their team.

V3. The trainee will value affirming the unique strengths, needs, life experiences, and self-identified goals of each child, youth, young adult, and family.

V4. The trainee will respect and honor the voice and choice of the child, parent/caregiver, youth, young adult, family and tribe.

Activity

Practice Area: Case Planning and Service Delivery

California Core Practice Model Practice Behaviors: 1 (a-f), 2 (a-b), 3 (a-c), 4 (a-g), 5 (a-d), 6 (a-c), 7 (a-f), 8 (a-e), 9 (a-f), 11

Estimated Time Required: 3 hours

Related eLearning/classroom:

- Purposeful Invitation
- Case Planning Basics
- Writing Behavioral Objectives
- Case Planning in a Team Setting

Description of Activity:

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

This activity is designed for initial case plan development. Examples of team-based case planning opportunities that can be utilized for this field activity include (but are not limited to: safety planning meetings, mappings, TILP/TILPC, CFTs, or other case planning types of meetings. The process of case planning does not happen during one meeting, rather, it is a series of activities that engage the child, youth, parent, family, tribe, and any other member of the safety network in identifying a safety goal. The family's strengths and needs inform what actions are needed to provide safety and identify which services will help reduce risk and provide for well-being of the child(ren). With the understanding that there are many activities that are part of the case planning process, this field activity will focus on the last step – bringing the safety network together to finalize the case plan. Some of the case planning activities that may have occurred prior to the case planning meeting with the safety network include, but are not limited to:

- Completing the Family Strengths and Needs Tool
- Working with the family and tribe to identify safety network members
- Meeting with individual members of the safety network to gather their input regarding the family's strengths and what is needed to provide safety for the child
- Working with the family and other members of the safety network to determine the safety and permanency goals for the child
- Exploring culturally responsive services and community-based supports
- Exploring with the family and other members of the safety network the specific actions and strategies to meet the family's unique needs that provide safety and support the well-being of the family.

Before the practice opportunity

Field Advisor Responsibility:

- ☐ Review Field Advisor Guide

- ❑ Review Learning Objectives
- ❑ Review the SDM Safety Assessment, Risk Assessment and FSNA tools to focus the case plan development meeting
- ❑ Meet with the social worker to:
 - Create agreements, discuss learning style, and establish feedback loop
 - Explore comfort level with SDM tools
 - Review SMART Objective process
 - Identify a case for the activity
- ❑ Discuss with the social worker what may be needed prior to the meeting to feel prepared? Utilizing a scaling question, have the social worker scale their comfort level and experience with developing a case plan with a family. Some follow up questions may include:
 - What has gotten you to a ____? How have you prepared to facilitate a case planning meeting with the family?
 - What would it look like to move up one step on the scale? What would the social worker be able to demonstrate that shows they are prepared to develop a case plan with the family?
- ❑ Work with the social worker to prepare a preliminary danger statement or summary of the safety threats, which uses language that would be understandable to the family.

Social Worker Responsibility:

- ❑ Ask any questions or clarify expectations for the activity.
- ❑ Review:
 - a. SMART Objectives
 - b. Case Plan Field Tool
http://calswec.berkeley.edu/sites/default/files/uploads/case_plan_field_tool_for_parents_122014.pdf
- ❑ Reflect on personal bias that may impact the development of the case plan
- ❑ Discuss where the meeting will take place: date/time/location (preferably the family's home)
- ❑ Have a conversation with the family and their identified safety network about:
 - a. Who will attend?
 - b. What can they expect?
 - c. What are any cultural considerations that the team should discuss or be aware of?

During the practice opportunity

Field Advisor Responsibility:

- ❑ Observe the social worker's use of engagement skills, solution focused questions, appreciative inquiry, and strength-based language
- ❑ Help to ensure that the language used is family friendly, understandable and culturally sensitive. Help to reframe statements or clarify if needed.
- ❑ Ensure SMART objectives and services are related to the safety threat(s) and reason for the family's involvement with child welfare services.
- ❑ Observe the social worker's ability to:
 - Partner with tribal connections and family teams
 - Identify and focus on shared goals
 - Promote consensus building
 - Facilitate dialogue which considers alternative solutions
- ❑ Observe the social worker's ability to:

- Identify a safety network with the family
- Develop SMART objectives to meet the case plan goals and address underlying needs
- Manage conflict which may arise

Social Worker Responsibility:

- ❑ Partner with family to identify safety/support network
- ❑ Engage the family members (child, youth, parent/caregiver, tribe, safety network) in a conversation about why the Department is involved, including development of a danger statement if appropriate.
- ❑ Utilize the Case Plan Field Tool to provide a structure for asking strength based solution focused questions
- ❑ Encourages the family to describe their strength and needs
- ❑ Identify the safety goal
 - What would it look like when all of the safety threats/concerns have been addressed?
 - How will the team measure the family's progress in demonstrating acts of protection over time?
- ❑ Check with the safety network about their willingness/confidence/capacity to be involved in the safety planning
- ❑ During the facilitated meeting continually check in to ensure there is consensus and understanding about the plan
- ❑ Utilize strategies to defuse conflict if/when it arises
- ❑ Assist family in prioritizing services and SMART objectives to effectively address the underlying needs
- ❑ Ensure the voice and choice of the child, parent/caregiver, family and tribe
- ❑ Allow time for questions the family/safety network may have
- ❑ Set up a follow up meeting

After the practice opportunity

Field Advisor Responsibility:

- ❑ Discuss the meeting with the social worker. Some things to identify as part of the reflection on the practice include:
 - Was the safety network identified in partnership with the family? Who has agreed to be part of the safety network?
 - What are some of the engagement and assessment strategies used during the meeting?
 - Have social worker self-evaluate what worked/what needed improvement and why
 - What SMART objective and goals were developed?
 - Does the plan meet the family's underlying needs?
- ❑ Review safety goals and case plan objectives with the social worker.
- ❑ Discuss which SDM tools were completed and how this information was shared with the family and their safety network.
- ❑ Provide feedback about what went well and suggestions to enhance practice.
- ❑ Discuss and review the case plan which was developed CWS/CMS

- ❑ Discuss and provide feedback about the contact narrative
 - Language/terminology used
 - Accuracy
- ❑ Complete the Field Advisor **Case Planning and Service Delivery** survey:
 - https://berkeleyssw.ca1.qualtrics.com/jfe/form/SV_5dxKIdW9UfZ9bdb

Social Worker Responsibility:

- ❑ Create the case plan in CWS/CMS.
- ❑ Enter the contact narrative in CWS/CMS regarding the case planning meeting.
- ❑ Bring the following documents to review with the field advisor:
 - Completed case plan
 - CWS/CMS contact narrative
 - Completed SDM tools
- ❑ Reflect on some of the skills you used during the case planning meeting:
 - Provide an example of a strength-based question(s) used in family meeting.
 - Provide an example of a solution-focused question used in the family meeting.
 - Provide an example of strategies and language used to help the family be engaged in the case plan development.
- ❑ Reflect on the meeting and think about:
 - What worked well?
 - What are some possible upgrades?
 - Are there any next steps to support your learning and professional development?
- ❑ Review completed case plan with children (if not present), parents, safety network, and tribe. Ensure that the parent/caregiver(s) sign the completed case plan.
- ❑ Complete the Social Worker **Case Planning and Service Delivery** survey:
 - https://berkeleyssw.ca1.qualtrics.com/jfe/form/SV_40b3VOVI3uLldHv

MONITORING AND ADAPTING FIELD ACTIVITY

Block 5 – Monitoring and Adopting Block	
Field	Collaborative Assessment, Planning, and Support: Case Plan Update 3 hours

Collaborative Assessment, Planning, and Support: Case Plan Update

Observation Activity Option

Identify a case for which a team meeting to discuss a case plan update is needed or scheduled. The trainee will consult with the assigned social worker and field advisor about the appropriateness of observing the meeting. If appropriate, the social worker will obtain permission from the family for the trainee to observe the meeting. (Note: This option is intended ONLY for trainees without access to a case/caseload for which a case planning team meeting is needed or would be part of the day-to-day case planning and service delivery practices.)

Learning Objectives

Field Activity: Collaborative Assessment, Planning, and Support: Case Plan Update (3 hours)

Knowledge

- K1.** The trainee will be able to identify the benefits to children, youth, families, tribes, and the child welfare agency of participating in a team-based planning process.
- K2.** The trainee will be able to identify the purpose of utilizing the appropriate SDM tools when updating the case plan to assess the parent/caregiver's ability to meet case plan objectives.
- K3.** The trainee will be able to identify engagement strategies for monitoring/adapting a case plan in full partnership and collaboration with the family, safety network, and tribe.
- K4.** The trainee will be able to identify the behaviors of the parent/caregiver which show their protective capacity and how they have demonstrated acts of protection over time.

Skill

- S1.** The trainee will use behaviorally specific language when discussing case plan progress with the family and the safety network.
- S2.** The trainee will address key issues, (as applicable) during the case plan update meeting, using understandable language. Key issues include, but are not limited to: behavior change, visitation, placement stability, permanency (including concurrent planning), culturally responsive services, ICWA active efforts, well-being (medical, dental, educational, behavioral, and mental health needs), child and family team meetings, advocacy, use of safety plan (including any new safety threats), impact of trauma, life skills development for ILP eligible youth, and Special Immigration Juvenile Status (SIJS).
- S3.** The trainee will review the previous case plan with the safety network and make any adjustments as determined by the team. This may include updates related to:
 - The Safety Network
 - The Safety Goal
 - Permanency Goal

- Services

S4. The trainee will develop S.M.A.R.T. case plan goals and objectives in partnership with the child, youth, parent/caregiver, family and tribe using language that is understandable to all.

S5. The trainee will enter S.M.A.R.T. case plan objectives for the CWS/CMS case plan.

S6. The trainee will enter the case notes narrative for the meeting in CWS/CMS

OR

S7. In a team setting, the trainee will participate in a case plan observation activity utilizing an observation tool and case plan worksheet to demonstrate critical thinking skills.

Values

V1. The trainee will appreciate the role of the team in developing case plan that meets the needs for safety, permanency, and well being of the child.

V2. The trainee will seek to be transparent when discussing risk, safety, and the role of the court with the family and their team.

V3. The trainee will support affirming the unique strengths, needs, life experiences, and self-identified goals of each child, youth, young adult, family, and tribe.

Activity

Practice Area: Monitoring and Adapting

California Core Practice Model Practice Behaviors: 1 (a-f), 2 (a-b), 3 (a-c), 4 (a-g), 5 (a-d), 6 (a-c), 7 (a-f), 8 (a-e), 9 (a-f), 11, 12 (a-h)

Estimated Time Required: 3 hours

Related eLearning/classroom:

- Monitoring and Adapting: Supporting Safety, Permanency, and Well-being
- Placement
- Managing the Plan: Supporting Safety, Permanency, and Well-being

Description of Activity:

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

This activity is designed for case plan update development. Examples of team-based case planning opportunities that can be utilized for this field activity include (but are not limited to: safety planning meetings, mappings, TILP/TILPC, CFTs, or other case planning types of meetings. The process of case planning does not happen during one meeting, rather, it is a series of activities that engage the child, youth, parent, family, tribe, and any other member of the safety network in identifying a safety goal. The family's strengths and needs inform what actions are needed to provide safety and identify which services will help reduce risk and provide for well-being of the child(ren). With the understanding that there are many activities that are part of the case planning process, this field activity will focus on a team meeting for the purpose of bringing the safety network together to update the case plan. Some of the case planning and service delivery activities that may have occurred prior to the case plan update meeting with the safety network include, but are not limited to:

- Working with the family and tribe to identify safety network members

- Meeting with individual members of the safety network to gather their input regarding the family's strengths and what is needed to provide safety for the child
- Working with the family and other members of the safety network to monitor the family's progress towards meeting the safety goal
- Referrals to culturally responsive services and community-based supports
- Gathering reports and information from service providers and the members of the safety network
- Assessing with the family and other members of the safety network the specific actions and strategies that have been used to provide safety and support the well-being of the family since the case plan development or last case plan update

Before the practice opportunity

Field Advisor Responsibility:

- ❑ Work with the trainee to identify a case for which a team meeting to discuss a case plan update is needed or scheduled. The field advisor may need to contact other unit supervisors or social workers to identify a case.
- ❑ Once a case has been identified for this activity, arrange a brief meeting with the assigned social worker to review the purpose of the trainee's observation.
- ❑ Work with the assigned social worker to obtain permission from the family for the trainee to observe the meeting.
- ❑ Once the family has given permission for trainee to observe the meeting, work with the assigned social worker and trainee to set up a brief meeting to discuss important background information. The field advisor will help guide the discussion with both the trainee and assigned social worker present. Some information to discuss includes:
 - Purpose of the team meeting
 - What role will the social worker be playing in the meeting (facilitator or participant)?
 - Discuss with the social worker who the family has identified as their circle of support and/or safety network. Who is anticipated to participate in the team meeting?
 - Discuss with the social worker how the family's culture and trauma history may have an impact on the meeting. How has the social worker explored this with the family?
 - How have participants been prepared for the meeting? Encourage the assigned social worker to describe their process for preparing families for team meetings.
 - Discuss documents, materials, or other information that may be helpful for the trainee to review prior to the meeting to help better understand the family's history and current circumstances. This should include any safety and risk assessment tools and county policies and procedures regarding case planning.
 - Review the previous case plan and progress towards:
 - Behavior changes
 - Addressing underlying needs & trauma
 - Active efforts-ICWA; continued ICWA inquiry especially as additional family & safety network is identified

- Reasonable efforts (incarcerated parents, due diligence searches, regarding placement and moving towards permanency, family finding, efforts to reunify siblings, life skill development for ILP eligible youth) and does rise to the level of concerted efforts?
- Relative or NREFM placement (if applicable)
- Reports and information from service providers and the members of the safety network regarding the family and child's progress
- Current minute orders

Social Worker Responsibility:

- ❑ In partnership with the field advisor identify a case for which a team meeting to discuss an initial case plan is needed or scheduled.
- ❑ Once the family has given permission for trainee to observe the meeting, participate in a brief meeting with the field advisor and assigned social worker to become more familiar with the case to be observed. The field advisor will facilitate the discussion. The field advisor may ask questions about:
 - Purpose of the team meeting
 - What role will the social worker be playing in the meeting (facilitator or participant)?
 - Discuss with the social worker who the family has identified as their circle of support and/or safety network. Who is anticipated to participate in the team meeting?
 - Discuss with the social worker how the family's culture and trauma history may have an impact on the meeting. How has the social worker explored this with the family?
 - How have participants been prepared for the meeting? Encourage the assigned social worker to describe their process for preparing families for team meeting.
 - Review documents, materials, or other information recommended by the assigned social worker in preparation for the meeting. This should include any safety and risk assessment tools and county policies and procedures regarding case planning.
 - Review the previous case plan and progress towards:
 - Behavior changes
 - Addressing underlying needs & trauma
 - Active efforts-ICWA; continued ICWA inquiry especially as additional family & safety network is identified
 - Reasonable efforts (incarcerated parents, due diligence searches, regarding placement and moving towards permanency, family finding, efforts to reunify siblings, life skill development for ILP eligible youth) and does rise to the level of concerted efforts?
 - Relative or NREFM placement (if applicable)
 - Reports and information from service providers and the members of the safety network regarding the family and child's progress
 - Current minute orders
- ❑ Ask any additional questions about the case or family circumstances to help better understand the purpose of the meeting and what will be discussed.
- ❑ Review:

- a. SMART Objectives
- b. Case Plan Field Tool
http://calswec.berkeley.edu/sites/default/files/uploads/case_plan_field_tool_for_parents_122014.pdf

During the practice opportunity

Field Advisor Responsibility:

- ☐ The Field Advisor has no “During the Activity” responsibilities.

Social Worker Responsibility:

- ☐ Observe the team meeting and complete the observation worksheet.
- ☐ Reminder: The observer does not participate in the meeting, ask questions, or provide input about the case plan goals or objectives. ***You are just a fly on the wall! You can be seen but not heard ☺.***

After the practice opportunity

Field Advisor Responsibility:

- ☐ Debrief with the trainee regarding the meeting process.
- ☐ What are some of the things the trainee noted on the observation worksheet?
- ☐ Ask the social worker what is one thing that he/she would like to try the next time he/she facilitates or participates in a team meeting related to case planning?

Social Worker Responsibility:

- ☐ Discuss the completed observation worksheet with the field advisor.
- ☐ Reflect on what worked well for the family during the meeting. Discuss strategies that the social worker used to engage the family in the discussion about case planning.
- ☐ Reflect on one thing that you would like to try when you facilitate or participate in a team meeting related to case planning in the future?

Collaborative Assessment, Planning, and Support: Case Plan Update
OBSERVATION WORKSHEET

Prior to observing the team meeting, check with the social worker to make sure that the family has given permission for you to attend the meeting. The notes you take on this worksheet are about the meeting process and should not contain any identifying information about the family or the social worker.

Question	Trainee Notes
Did the meeting include a discussion about what the family, the safety network, and the agency see as working well (strengths) for the family? If yes, describe how this was done?	
Did the meeting include a discussion about what the family, the safety network, and the agency are worried about (concerns/needs)? If yes, describe how this was done?	
Describe how SDM tools (Safety Assessment, Risk Assessment, Family Strengths and Needs Assessment) were talked about in the meeting.	
Describe how the family's circle of support/safety network was engaged in the case planning process.	
Describe what it looked like when the youth, parent, family, and others in the meeting appeared to be engaged in the case planning process.	
What changes were made to the case plan goal(s) and objectives? How do the changes to the case plan relate to the MSLC and the reason for initial removal?	
If you had to identify a "rock star" moment in the meeting, what would it be? What did the person do to make it a "rock star" moment? <small>(A "rock star" moment is something that went really well. In this case, we would like you to identify something that someone in the meeting did which demonstrated best practice.)</small>	
If you had to identify an opportunity for an "upgrade" during the meeting, what would it be? What are some of your thoughts about what could have been done differently?	
Overall, do you think the meeting goal was met? Why or why not?	

Active Case Activity Option

Select an active case for which a team meeting to discuss a case plan update is needed or scheduled. (Note: If the trainee is assigned to a case/caseload for which a team meeting is needed or would be part of the day-to-day case planning and service delivery practices, the trainee **MUST** choose this option.)

Learning Objectives

Field Activity: Collaborative Assessment, Planning, and Support: Case Plan Update (3 hours)

Knowledge

- K1.** The trainee will be able to identify the benefits to children, youth, families, tribes, and the child welfare agency of participating in a team-based planning process.
- K2.** The trainee will be able to identify the purpose of utilizing the appropriate SDM tools when updating the case plan to assess the parent/caregiver's ability to meet case plan objectives.
- K3.** The trainee will be able to identify engagement strategies for monitoring/adapting a case plan in full partnership and collaboration with the family, safety network, and tribe.
- K4.** The trainee will be able to identify the behaviors of the parent/caregiver which show their protective capacity and how they have demonstrated acts of protection over time.

Skill

- S1.** The trainee will use behaviorally specific language when discussing case plan progress with the family and the safety network.
- S2.** The trainee will address key issues, (as applicable) during the case plan update meeting, using understandable language. Key issues include, but are not limited to: behavior change, visitation, placement stability, permanency (including concurrent planning), culturally responsive services, ICWA active efforts, well-being (medical, dental, educational, behavioral, and mental health needs), child and family team meetings, advocacy, use of safety plan (including any new safety threats), impact of trauma, life skills development for ILP eligible youth, and Special Immigration Juvenile Status (SIJS).
- S3.** The trainee will review the previous case plan with the safety network and make any adjustments as determined by the team. This may include updates related to:
 - The Safety Network
 - The Safety Goal
 - Permanency Goal
 - Services
- S4.** The trainee will develop S.M.A.R.T. case plan goals and objectives in partnership with the child, youth, parent/caregiver, family and tribe using language that is understandable to all.
- S5.** The trainee will enter S.M.A.R.T. case plan objectives for the CWS/CMS case plan.
- S6.** The trainee will enter the case notes narrative for the meeting in CWS/CMS

OR

- S7.** In a team setting, the trainee will participate in a case plan observation activity utilizing an observation tool and case plan worksheet to demonstrate critical thinking skills.

Values

- V1.** The trainee will appreciate the role of the team in developing case plan that meets the needs for safety, permanency, and well being of the child.

V2. The trainee will seek to be transparent when discussing risk, safety, and the role of the court with the family and their team.

V3. The trainee will support affirming the unique strengths, needs, life experiences, and self-identified goals of each child, youth, young adult, family, and tribe.

Activity

Practice Area: Monitoring and Adapting

California Core Practice Model Practice Behaviors: 1 (a-f), 2 (a-b), 3 (a-c), 4 (a-g), 5 (a-d), 6 (a-c), 7 (a-f), 8 (a-e), 9 (a-f), 11, 12 (a-h)

Estimated Time Required: 3 hours

Related eLearning/classroom:

- Monitoring and Adapting: Supporting Safety, Permanency, and Well-being
- Placement
- Managing the Plan: Supporting Safety, Permanency, and Well-being

Description of Activity:

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

This activity is designed for case plan update development. Examples of team-based case planning opportunities that can be utilized for this field activity include (but are not limited to: safety planning meetings, mappings, TILP/TILPC, CFTs, or other case planning types of meetings. The process of case planning does not happen during one meeting, rather, it is a series of activities that engage the child, youth, parent, family, tribe, and any other member of the safety network in identifying a safety goal. The family's strengths and needs inform what actions are needed to provide safety and identify which services will help reduce risk and provide for well-being of the child(ren). With the understanding that there are many activities that are part of the case planning process, this field activity will focus on a team meeting for the purpose of bringing the safety network together to update the case plan. Some of the case planning and service delivery activities that may have occurred prior to the case plan update meeting with the safety network include, but are not limited to:

- Working with the family and tribe to identify safety network members
- Meeting with individual members of the safety network to gather their input regarding the family's strengths and what is needed to provide safety for the child
- Working with the family and other members of the safety network to monitor the family's progress towards meeting the safety goal
- Referrals to culturally responsive services and community-based supports
- Gathering reports and information from service providers and the members of the safety network
- Assessing with the family and other members of the safety network the specific actions and strategies that have been used to provide safety and support the well-being of the family since the case plan development or last case plan update

Before the practice opportunity

Field Advisor Responsibility:

- ❑ Review Field Advisor Guide
- ❑ Review Learning Objectives
- ❑ Review the SDM Safety Assessment, Risk Assessment and FSNA tools to focus the case plan development meeting
- ❑ Meet with the social worker to:
 - Create agreements, discuss learning style, and establish feedback loop
 - Explore comfort level with SDM tools
 - Review SMART Objective process
 - Identify a case for the activity
- ❑ Discuss with the social worker what may be needed prior to the meeting to feel prepared? Utilizing a scaling question, have the social worker scale their comfort level and experience with developing a case plan with a family. Some follow up questions may include:
 - What has gotten you to a ____? How have you prepared to facilitate a case plan update meeting with the family?
 - What would it look like to move up one step on the scale? What would the social worker be able to demonstrate that shows they are prepared to develop a case plan update with the family?
- ❑ Discuss the family's progress toward meeting the safety goal. Some considerations for discussion include, but are not limited to:
 - Review applicable SDM Tools
 - Review the previous case plan and progress towards:
 - Behavior changes
 - Addressing underlying needs & trauma
 - Active efforts-ICWA; continued ICWA inquiry especially as additional family & safety network is identified
 - Reasonable efforts (incarcerated parents, due diligence searches, regarding placement and moving towards permanency, family finding, efforts to reunify siblings, life skill development for ILP eligible youth) and does rise to the level of concerted efforts?
 - Relative or NREFM placement (if applicable)
 - Legal timeframes/statutory timelines & recommendations
 - Update safety networks & their commitment to family success during and after CWS involvement
 - Reports and information from service providers and the members of the safety network regarding the family and child's progress
 - Continued self-assessment of social worker bias and identification/implementation of strategies to address bias
- ❑ Review the prior minute order with the social worker

Social Worker Responsibility:

- ❑ Ask any questions or clarify expectations for the activity.
- ❑ Review:
 - a. SMART Objectives
 - b. Case Plan Field Tool
http://calswec.berkeley.edu/sites/default/files/uploads/case_plan_field_tool_for_parents_122014.pdf
- ❑ Reflect on personal bias that may impact the development of the case plan
- ❑ Discuss where the meeting will take place: date/time/location (preferably the family's home)

- ❑ Have a conversation with the family and their identified safety network about:
 - a. Who will attend?
 - b. What can they expect?
 - c. What are any cultural considerations that the team should discuss or be aware of?
- ❑ Discuss the family's progress toward meeting the safety goal. Some considerations for discussion include, but are not limited to:
 - a. Review applicable SDM Tools
 - b. Review the previous case plan and progress towards:
 - Behavior changes
 - Addressing underlying needs & trauma
 - Active efforts-ICWA; continued ICWA inquiry especially as additional family & safety network is identified
 - Reasonable efforts (incarcerated parents, due diligence searches, regarding placement and moving towards permanency, family finding, efforts to reunify siblings, life skill development for ILP eligible youth) and does rise to the level of concerted efforts?
 - Relative or NREFM placement (if applicable)
 - c. Legal timeframes/statutory timelines & recommendations
 - d. Update safety networks & their commitment to family success during and after CWS involvement
 - e. Reports and information from service providers and the members of the safety network regarding the family and child's progress
 - f. Continued self-assessment of social worker bias and identification/implementation of strategies to address bias
- ❑ Review the prior minute order with the field advisor

During the practice opportunity

Field Advisor Responsibility:

- ❑ Observe the social worker's use of engagement skills, solution focused questions, appreciative inquiry, and strength-based language
- ❑ Help to ensure that the language used is family friendly, understandable and culturally sensitive. Help to reframe statements or clarify if needed.
- ❑ Ensure the updated case plan objectives and services are related to the safety threat(s) and reason for the family's involvement with child welfare services, with a focus on MSLC
- ❑ Observe the social worker's ability to:
 - Engage the family team around the initial Case Plan in the following areas:
 - What were the worries?
 - What worked well?
 - What are the next steps?
 - Engage the family team in difficult conversations around any/all differences in the family and agency point of view on progress
 - Promote consensus building
 - Facilitate dialogue which considers alternative solutions
 - Explain current legal and/or agency status and timelines
 - Elicit and honor the family's voice and choice
 - Work with the family team to create Case Plan adjustments which could include:

- S.M.A.R.T objectives
- Safety Network members and their roles including supporting long term safety
- Services
- Manage conflict which may arise
- Mitigate personal bias or other concerns previously identified by the trainee or help to ensure those things do not impact the family

Social Worker Responsibility:

- ❑ Partner with family to identify safety/support network
- ❑ Engage the family members (child, youth, parent/caregiver, tribe, safety network) in a conversation about the family's progress toward meeting the safety goal.
 - What's working well?
 - What are they worried about?
 - Are there any barriers to meeting the case plan goals?
- ❑ Review the family's progress toward case plan goals, which would include:
 - Behavior change for parents
 - Behavior change for child
 - Child safety
 - SDM tools and risk re-assessment
 - Visitation
 - Permanency or concurrent plan
 - Safety network
 - Are they following through?
 - Any new members or did a previous member leave?
 - Are network members' commitments long-term or temporary?
 - Progress and challenges with services, highlighting areas of strength and growth for the family
 - What steps have been taken by the parents to demonstrate acts of safety?
 - Anything that should be added or removed from the case plan?
- ❑ Check with the safety network about their willingness/confidence/capacity to continue being involved in the safety planning
- ❑ During the facilitated meeting continually check in to ensure there is consensus and understanding about the plan.
- ❑ Set new case plan goals with the team based on MSLC and the safety goal for the family.
- ❑ Discuss the current legal and/or agency status. Review the minute order with the family.
- ❑ Utilize strategies to defuse conflict if/when it arises
- ❑ Ensure the voice and choice of the child, parent/caregiver, family and tribe
- ❑ Allow time for questions the family/safety network may have
- ❑ Set up a follow up meeting

After the practice opportunity

Field Advisor Responsibility:

- ❑ Discuss the meeting with the social worker. Some things to identify as part of the reflection on the practice include:
 - What was the process of identifying new safety network members or making updates to the safety network?

- What are some of the engagement and assessment strategies used during the meeting?
 - Have social worker self-evaluate what worked/what needed improvement and why
- Do the case plan updates reflect the current underlying needs and long-term goals of the family?
- ❑ Discuss which SDM tools were completed and how this information was shared with the family and their safety network.
- ❑ Provide feedback about what went well and suggestions to enhance practice.
- ❑ Discuss and review the updated case plan which was developed CWS/CMS
- ❑ Discuss and provide feedback about the contact narrative
 - Language/terminology used
 - Accuracy
- ❑ Identify next steps: new service referrals, visitation schedule, additional contacts regarding safety network, reports from service providers and service providers. Check in regarding when next court report is due and what is needed. Close the feedback loop to ensure all team members are aware of the updated case plan.

Social Worker Responsibility:

- ❑ Create the updated case plan in CWS/CMS.
- ❑ Enter the contact narrative in CWS/CMS regarding the case planning meeting.
- ❑ Bring the following documents to review with the field advisor:
 - Completed updated case plan
 - CWS/CMS contact narrative
 - Completed SDM tools
- ❑ Reflect on some of the skills you used during the case planning meeting:
 - Provide an example of a strength-based question(s) used in family meeting.
 - Provide an example of a solution-focused question used in the family meeting.
 - Provide an example of strategies and language used to help the family be engaged in the case plan update.
- ❑ Reflect on the meeting and think about:
 - What worked well?
 - What are some possible upgrades?
 - Are there any next steps to support your learning and professional development?
- ❑ Review completed case plan with children (if not present), parents, safety network, and tribe. Ensure that the parent/caregiver(s) sign the completed case plan.
- ❑ In a follow up meeting with family obtain signatures on the case plan.
- ❑ Follow up on any next steps identified with the field advisor.

TRANSITION BLOCK FIELD ACTIVITY

Block 6 – Transition Block Field Block	
Field	Collaborative Assessment, Planning, and Support: Transition Case Plan Update 3 hours

Collaborative Assessment, Planning, and Support: Case Plan Update

Observation Activity Option

Identify a case for which a team meeting to discuss a case plan update related to a transition is needed or scheduled. The trainee will consult with the assigned social worker and field advisor about the appropriateness of observing the meeting. If appropriate, the social worker will obtain permission from the family for the trainee to observe the meeting. (Note: This option is intended ONLY for trainees without access to a case/caseload for which a case planning team meeting is needed or would be part of the day-to-day case planning and service delivery practices.)

Learning Objectives

Field Activity: Collaborative Assessment, Planning, and Support: Case Plan Update (3 hours)

Knowledge

- K1.** The trainee will be able to identify the benefits to children, youth, families, tribes and the child welfare agency of participating in a team-based planning process.
- K2.** The trainee will be able to identify the purpose of utilizing the appropriate SDM tools when updating the case plan or closing the case.
- K3.** The trainee will be able to identify engagement strategies for monitoring/adapting a case plan and planning for a transition in full partnership and collaboration with the family.
- K4.** The trainee will be able to identify the benefit of planning with a family for long-term safety.

Skill

- S1.** The trainee will use behaviorally specific language when discussing case plan progress with the family and the safety network.
- S2.** The trainee will address key issues, (as applicable) during the case plan update meeting, using understandable language. Key issues include, but are not limited to: behavior change, visitation, placement stability, permanency (including concurrent planning), culturally responsive services, ICWA active efforts, well-being (medical, dental, educational, behavioral, and mental health needs), child and family team meetings, advocacy, use of safety plan (including any new safety threats), impact of trauma, life skills development for ILP eligible youth, and Special Immigration Juvenile Status (SIJS).
- S3.** The trainee will review the previous case plan with the safety network and make any adjustments as determined by the team. This may include updates related to:
 - The Safety Network
 - The Safety Goal
 - Permanency Goal
 - Services

S4. The trainee will develop S.M.A.R.T. case plan goals and objectives in partnership with the child, youth, parent/caregiver, family and tribe using language that is understandable to all.

S5. The trainee will enter S.M.A.R.T. case plan objectives for the CWS/CMS case plan.

S6. The trainee will enter the case notes narrative for the meeting in CWS/CMS

OR

S7. In a team setting, the trainee will participate in a case plan observation activity utilizing an observation tool and case plan worksheet to demonstrate critical thinking skills.

Values

V1. The trainee will seek to be transparent when discussing risk, safety, and the role of the court with the family and their team.

V2. The trainee will support affirming the unique strengths, needs, life experiences, and self-identified goals of each child, youth, young adult, family, and tribe.

V3. The trainee will adopt a respectful, empathic, and strength-based approach to working with a family and their team to develop and implement a transition plan of each child, youth, young adult, family, and tribe.

Activity

Practice Area: Transition

California Core Practice Model Practice Behaviors: 1 (a-f), 2 (a-b), 3 (a-c), 4 (a-g), 5 (a-d), 6 (a-c), 7 (a-f), 8 (a-e), 9 (a-f), 11, 12 (a-h), 13 (a-b)

Estimated Time Required: 3 hours

Related eLearning/classroom:

- Case Closure and After Care Plans
- After 18
- Transition Practice

Description of Activity:

The social worker will participate in or observe a case planning meeting with a family to develop a transition case plan.

This activity is designed for case plan update development when a child or family is experiencing a transition within the child welfare system or to permanency. Examples of team-based case planning opportunities that can be utilized for this field activity include (but are not limited to: safety planning meetings, mappings, TILP/TILPC, CFTs, or other case planning types of meetings. The process of case planning does not happen during one meeting, rather, it is a series of activities that engage the child, youth, parent, family, tribe, and any other member of the safety network in identifying a safety goal. The family's strengths and needs inform what actions are needed to provide safety and identify which services will help reduce risk and provide for well-being of the child(ren). With the understanding that there are many activities that are part of the case planning process, this field activity will focus on a team meeting for the purpose of bringing the safety network together to update the case plan. Some of the case planning and service delivery activities that may have occurred prior to the transition case plan update meeting with the safety network include, but are not limited to:

- Working with the youth, family, and tribe to identify safety network members

- Meeting with individual members of the safety network to gather their input regarding the youth and family's strengths and what is needed to provide ongoing safety for the child or youth
- Working with the family and other members of the safety network to monitor the family's progress towards meeting the safety goal
- Referrals to culturally responsive services and community-based supports
- Gathering reports and information from service providers and the members of the safety network
- Assessing with the youth, family and other members of the safety network the specific actions and strategies that have been used to provide safety and support the well-being of the youth and family since the case plan development or last case plan update

Before the practice opportunity

Field Advisor Responsibility:

- ❑ Work with the trainee to identify a case for which a team meeting to discuss a case plan update related to a transition is needed or scheduled. The field advisor may need to contact other unit supervisors or social workers to identify a case.
- ❑ Once a case has been identified for this activity, arrange a brief meeting with the assigned social worker to review the purpose of the trainee's observation.
- ❑ Work with the assigned social worker to obtain permission from the family for the trainee to observe the meeting.
- ❑ Once the family has given permission for trainee to observe the meeting, work with the assigned social worker and trainee to set up a brief meeting to discuss important background information. The field advisor will help guide the discussion with both the trainee and assigned social worker present. Some information to discuss includes:
 - Purpose of the team meeting
 - What role will the social worker be playing in the meeting (facilitator or participant)?
 - Discuss with the social worker who the family has identified as their circle of support and/or safety network. Who is anticipated to participate in the team meeting?
 - Discuss with the social worker how the family's culture and trauma history may have an impact on the meeting. How has the social worker explored this with the family?
 - How have participants been prepared for the meeting? Encourage the assigned social worker to describe their process for preparing families for team meetings.
 - Discuss documents, materials, or other information that may be helpful for the trainee to review prior to the meeting to help better understand the family's history and current circumstances. This should include any safety and risk assessment tools and county policies and procedures regarding case planning.
 - Review the previous case plan and progress towards:
 - Behavior changes (if applicable)
 - Addressing underlying needs & trauma
 - Active efforts-ICWA; continued ICWA inquiry especially as additional family & safety network is identified (if applicable)

- Reasonable efforts (incarcerated parents, due diligence searches, regarding placement and moving towards permanency, family finding, efforts to reunify siblings, life skill development for ILP eligible youth) and does rise to the level of concerted efforts?
- Relative or NREFM placement (if applicable)
- Reports and information from service providers and the members of the safety network regarding the family and child's progress
- Current minute orders

Social Worker Responsibility:

- ❑ In partnership with the field advisor identify a case for which a team meeting to discuss an initial case plan is needed or scheduled.
- ❑ Once the family has given permission for trainee to observe the meeting, participate in a brief meeting with the field advisor and assigned social worker to become more familiar with the case to be observed. The field advisor will facilitate the discussion. The field advisor may ask questions about:
 - Purpose of the team meeting
 - What role will the social worker be playing in the meeting (facilitator or participant)?
 - Discuss with the social worker who the family has identified as their circle of support and/or safety network. Who is anticipated to participate in the team meeting?
 - Discuss with the social worker how the family's culture and trauma history may have an impact on the meeting. How has the social worker explored this with the family?
 - How have participants been prepared for the meeting? Encourage the assigned social worker to describe their process for preparing families for team meeting.
 - Review documents, materials, or other information recommended by the assigned social worker in preparation for the meeting. This should include any safety and risk assessment tools and county policies and procedures regarding case planning.
 - Review the previous case plan and progress towards:
 - Behavior changes (if applicable)
 - Addressing underlying needs & trauma
 - Active efforts-ICWA; continued ICWA inquiry especially as additional family & safety network is identified (if applicable)
 - Reasonable efforts (incarcerated parents, due diligence searches, regarding placement and moving towards permanency, family finding, efforts to reunify siblings, life skill development for ILP eligible youth) and does rise to the level of concerted efforts?
 - Relative or NREFM placement (if applicable)
 - Reports and information from service providers and the members of the safety network regarding the family and child's progress
 - Current minute orders
- ❑ Ask any additional questions about the case or family circumstances to help better understand the purpose of the meeting and what will be discussed.
- ❑ Review:

- a. SMART Objectives
- b. Case Plan Field Tool
http://calswec.berkeley.edu/sites/default/files/uploads/case_plan_field_tool_for_parents_122014.pdf

During the practice opportunity

Field Advisor Responsibility:

- ☐ The Field Advisor has no “During the Activity” responsibilities.

Social Worker Responsibility:

- ☐ Observe the team meeting and complete the observation worksheet.
- ☐ Reminder: The observer does not participate in the meeting, ask questions, or provide input about the case plan goals or objectives. ***You are just a fly on the wall! You can be seen but not heard ☺.***

After the practice opportunity

Field Advisor Responsibility:

- ☐ Debrief with the trainee regarding the meeting process.
- ☐ What are some of the things the trainee noted on the observation worksheet?
- ☐ Ask the social worker what is one thing that he/she would like to try the next time he/she facilitates or participates in a team meeting related to case planning?

Social Worker Responsibility:

- ☐ Discuss the completed observation worksheet with the field advisor.
- ☐ Reflect on what worked well for the family during the meeting. Discuss strategies that the social worker used to engage the family in the discussion about case planning.
- ☐ Reflect on one thing that you would like to try when you facilitate or participate in a team meeting related to case planning in the future?

Collaborative Assessment, Planning, and Support: Transition Case Plan Update
OBSERVATION WORKSHEET

<p>Prior to observing the team meeting, check with the social worker to make sure that the family has given permission for you to attend the meeting. The notes you take on this worksheet are about the meeting <u>process</u> and should not contain any identifying information about the family or the social worker.</p>	
Question	Trainee Notes
Did the meeting include a discussion about what the family, the safety network, and the agency see as working well (strengths) for the child/youth/family? If yes, describe how this was done?	
Did the meeting include a discussion about what the child/youth/family, the safety network, and the agency are worried about (concerns/needs)? If yes, describe how this was done?	
Were any SDM tools used in the meeting? If yes, describe how SDM tools were discussed with the child/youth/family.	
Describe how the family's circle of support/safety network was engaged in the transition planning for the child/youth/family.	
Describe what it looked like when the youth, parent, family, and others in the meeting appeared to be engaged in the transition planning process.	
How will the updated case plan reflect the child/youth/family's needs in the future? What were some of the critical issues discussed related to transition?	
<p>If you had to identify a "rock star" moment in the meeting, what would it be? What did the person do to make it a "rock star" moment?</p> <p><small>(A "rock star" moment is something that went really well. In this case, we would like you to identify something that someone in the meeting did which demonstrated best practice.)</small></p>	
If you had to identify an opportunity for an "upgrade" during the meeting, what would it be? What are some of your thoughts about what could have been done differently?	
Overall, do you think the meeting goal was met? Why or why not?	

Active Case Activity Option

Select an active case for which a team meeting to discuss case planning and service delivery is needed or scheduled. (Note: If the trainee is assigned to a case/caseload for which a team meeting is needed or would be part of the day-to-day case planning and service delivery practices, the trainee **MUST** choose this option.)

Learning Objectives

Field Activity: Collaborative Assessment, Planning, and Support: Case Plan Update (3 hours)

Knowledge

- K1.** The trainee will be able to identify the benefits to children, youth, families, tribes and the child welfare agency of participating in a team-based planning process.
- K2.** The trainee will be able to identify the purpose of utilizing the appropriate SDM tools when updating the case plan or closing the case.
- K3.** The trainee will be able to identify engagement strategies for monitoring/adapting a case plan and planning for a transition in full partnership and collaboration with the family.
- K4.** The trainee will be able to identify the benefit of planning with a family for long-term safety.

Skill

- S1.** The trainee will use behaviorally specific language when discussing case plan progress with the family and the safety network.
- S2.** The trainee will address key issues, (as applicable) during the case plan update meeting, using understandable language. Key issues include, but are not limited to: behavior change, visitation, placement stability, permanency (including concurrent planning), culturally responsive services, ICWA active efforts, well-being (medical, dental, educational, behavioral, and mental health needs), child and family team meetings, advocacy, use of safety plan (including any new safety threats), impact of trauma, life skills development for ILP eligible youth, and Special Immigration Juvenile Status (SIJS).
- S3.** The trainee will review the previous case plan with the safety network and make any adjustments as determined by the team. This may include updates related to:
 - The Safety Network
 - The Safety Goal
 - Permanency Goal
 - Services
- S4.** The trainee will develop S.M.A.R.T. case plan goals and objectives in partnership with the child, youth, parent/caregiver, family and tribe using language that is understandable to all.
- S5.** The trainee will enter S.M.A.R.T. case plan objectives for the CWS/CMS case plan.
- S6.** The trainee will enter the case notes narrative for the meeting in CWS/CMS

OR

- S7.** In a team setting, the trainee will participate in a case plan observation activity utilizing an observation tool and case plan worksheet to demonstrate critical thinking skills.

Values

- V1.** The trainee will seek to be transparent when discussing risk, safety, and the role of the court with the family and their team.
- V2.** The trainee will support affirming the unique strengths, needs, life experiences, and self-identified

goals of each child, youth, young adult, family, and tribe.

V3. The trainee will adopt a respectful, empathic, and strength-based approach to working with a family and their team to develop and implement a transition plan of each child, youth, young adult, family, and tribe.

Activity

Practice Area: Transition

California Core Practice Model Practice Behaviors: 1 (a-f), 2 (a-b), 3 (a-c), 4 (a-g), 5 (a-d), 6 (a-c), 7 (a-f), 8 (a-e), 9 (a-f), 11, 12 (a-h), 13 (a-b)

Estimated Time Required: 3 hours

Related eLearning/classroom:

- Case Closure and After Care Plans
- After 18
- Transition Practice

Description of Activity:

The social worker will participate in or observe a case planning meeting with a family to develop a transition case plan.

This activity is designed for case plan update development when a child or family is experiencing a transition within the child welfare system or to permanency. Examples of team-based case planning opportunities that can be utilized for this field activity include (but are not limited to: safety planning meetings, mappings, TILP/TILPC, CFTs, or other case planning types of meetings. The process of case planning does not happen during one meeting, rather, it is a series of activities that engage the child, youth, parent, family, tribe, and any other member of the safety network in identifying a safety goal. The family's strengths and needs inform what actions are needed to provide safety and identify which services will help reduce risk and provide for well-being of the child(ren). With the understanding that there are many activities that are part of the case planning process, this field activity will focus on a team meeting for the purpose of bringing the safety network together to update the case plan. Some of the case planning and service delivery activities that may have occurred prior to the transition case plan update meeting with the safety network include, but are not limited to:

- Working with the youth, family, and tribe to identify safety network members
- Meeting with individual members of the safety network to gather their input regarding the youth and family's strengths and what is needed to provide ongoing safety for the child or youth
- Working with the family and other members of the safety network to monitor the family's progress towards meeting the safety goal
- Referrals to culturally responsive services and community-based supports
- Gathering reports and information from service providers and the members of the safety network
- Assessing with the youth, family and other members of the safety network the specific actions and strategies that have been used to provide safety and support the well-being of the youth and family since the case plan development or last case plan update

Before the practice opportunity

Field Advisor Responsibility:

- ❑ Review Field Advisor Guide
- ❑ Review Learning Objectives
- ❑ Review the SDM Safety Assessment, Risk Assessment and FSNA tools to focus the case plan development meeting
- ❑ Meet with the social worker to:
 - Create agreements, discuss learning style, and establish feedback loop
 - Explore comfort level with SDM tools
 - Review SMART Objective process
 - Identify a case for the activity
- ❑ Discuss with the social worker what may be needed prior to the meeting to feel prepared? Utilizing a scaling question, have the social worker scale their comfort level and experience with developing a case plan with a family. Some follow up questions may include:
 - What has gotten you to a ____? How have you prepared to facilitate a case plan update meeting with the family?
 - What would it look like to move up one step on the scale? What would the social worker be able to demonstrate that shows they are prepared to develop a case plan update with the family?
- ❑ Discuss the family's progress toward meeting the safety or permanency goal. Some considerations for discussion include, but are not limited to:
 - Review applicable SDM Tools
 - Review the previous case plan and progress towards:
 - Behavior changes (if applicable)
 - Addressing underlying needs & trauma
 - Active efforts-ICWA; continued ICWA inquiry especially as additional family and safety network is identified (if applicable)
 - Reasonable efforts (incarcerated parents, due diligence searches, regarding placement and moving towards permanency, family finding, efforts to reunify siblings, life skill development for ILP eligible youth) and does it rise to the level of concerted efforts?
 - Relative or NREFM placement (if applicable)
 - Legal timeframes/statutory timelines and recommendations
 - Update safety networks and their commitment to child/youth/family success during and after CWS involvement
 - Reports and information from service providers and the members of the safety network regarding the child/youth/family's progress
 - Continued self-assessment of social worker bias and identification/implementation of strategies to address bias
- ❑ When thinking specifically about transition case planning, discuss the following (as applicable)
 - What supports are needed for the youth and/or family?
 - Reunification
 - Permanent Plan (Guardianship or Adoption)
 - Emancipation or AB12
 - Potential role changes for the social worker and the family or youth
- ❑ Review the prior minute order with the social worker

Social Worker Responsibility:

- ❑ Ask any questions or clarify expectations for the activity.
- ❑ Review:
 - a. SMART Objectives
 - b. Case Plan Field Tool
http://calswec.berkeley.edu/sites/default/files/uploads/case_plan_field_tool_for_parents_122014.pdf
- ❑ Reflect on personal bias that may impact the development of the case plan
- ❑ Discuss where the meeting will take place: date/time/location (preferably the family's home)
- ❑ Have a conversation with the family and their identified safety network about:
 - a. Who will attend?
 - b. What can they expect?
 - c. What are any cultural considerations that the team should discuss or be aware of?
- ❑ Discuss the family's progress toward meeting the safety goal. Some considerations for discussion include, but are not limited to:
 - a. Review applicable SDM Tools
 - b. Review the previous case plan and progress towards:
 - Behavior changes (if applicable)
 - Addressing underlying needs & trauma
 - Active efforts-ICWA; continued ICWA inquiry especially as additional family and safety network is identified (if applicable)
 - Reasonable efforts (incarcerated parents, due diligence searches, regarding placement and moving towards permanency, family finding, efforts to reunify siblings, life skill development for ILP eligible youth) and does it rise to the level of concerted efforts?
 - Relative or NREFM placement (if applicable)
 - c. Legal timeframes/statutory timelines and recommendations
 - d. Update safety networks & their commitment to child/youth/family success during and after CWS involvement
 - e. Reports and information from service providers and the members of the safety network regarding the family and child's progress
 - f. Continued self-assessment of social worker bias and identification/implementation of strategies to address bias
- ❑ When thinking specifically about transition case planning, discuss the following (as applicable)
 - a. What supports are needed for the youth and/or family?
 - Reunification
 - Permanent Plan (Guardianship or Adoption)
 - Emancipation or AB12
 - b. Potential role changes for the social worker and the family or youth
- ❑ Review the prior minute order with the field advisor

During the practice opportunity

Field Advisor Responsibility:

- ❑ Observe the social worker's use of engagement skills, solution focused questions, appreciative inquiry, and strength-based language

- ❑ Help to ensure that the language used is family friendly, understandable and culturally sensitive. Help to reframe statements or clarify if needed.
- ❑ Ensure the updated case plan objectives and services are related to needs of the family or youth during the transition. This may include after-care planning or logistic planning for the transition.
- ❑ Observe the social worker's ability to:
 - Engage the family team around the Updated Case Plan in the following areas:
 - What are/were the worries?
 - What worked well?
 - What are the next steps?
 - Engage the family team in difficult conversations around any/all differences in the family and agency point of view on progress and next steps
 - Promote consensus building
 - Facilitate dialogue which considers alternative solutions
 - Explain current legal and/or agency status and timelines (if applicable)
 - Elicit and honor the youth and family's voice and choice
 - Work with the family team to create Case Plan adjustments which could include:
 - S.M.A.R.T objectives
 - Safety Network members and their roles including supporting long term safety
 - Services or community resources
 - Manage conflict which may arise
 - Mitigate personal bias or other concerns previously identified by the trainee or help to ensure those things do not impact the family

Social Worker Responsibility:

- ❑ Partner with family to identify safety/support network
- ❑ Engage the family members (child, youth, parent/caregiver, tribe, safety network) in a conversation about the youth or family's progress toward meeting the case plan goal.
 - What's working well?
 - What are they worried about?
 - Are there any barriers to meeting the case plan goals?
- ❑ Review the family's progress toward case plan goals, which would include:
 - Behavior change for parents (if applicable)
 - Behavior change for child/youth
 - Child/youth safety
 - SDM tools and risk re-assessment (if applicable)
 - Visitation (if applicable)
 - Permanency or concurrent plan
 - Safety network
 - Are they following through?
 - Any new members or did a previous member leave?
 - Are network members' commitments long-term or temporary?
 - Progress and challenges with services, highlighting areas of strength and growth for the youth or family
 - What steps have been taken by the parents to demonstrate acts of safety? (if applicable)
 - Anything that should be added or removed from the case plan?
- ❑ Check with the safety network about their willingness/confidence/capacity to continue being involved in the safety or permanency planning

- ❑ During the facilitated meeting continually check in to ensure there is consensus and understanding about the plan.
- ❑ Set new case plan goals with the team based on MSLC and the safety or permanency goal for the youth or family.
- ❑ Discuss the current legal and/or agency status. Review the minute order with the youth or family.
- ❑ Utilize strategies to defuse conflict if/when it arises
- ❑ Ensure the voice and choice of the child, parent/caregiver, family and tribe
- ❑ Allow time for questions the youth/family/safety network may have
- ❑ Set up a follow up meeting (if applicable)

After the practice opportunity

Field Advisor Responsibility:

- ❑ Discuss the meeting with the social worker. Some things to identify as part of the reflection on the practice include:
 - What was the process of identifying new safety network members or making updates to the safety network?
 - What are some of the engagement and assessment strategies used during the meeting?
 - Have social worker self-evaluate what worked/what needed improvement and why
 - Do the case plan updates reflect the needs of the youth or family as it relates to the transition? Has permanency been addressed in the case plan?
- ❑ Discuss which SDM tools were completed and how this information was shared with the family and their safety network.
- ❑ Provide feedback about what went well and suggestions to enhance practice.
- ❑ Discuss and review the updated case plan which was developed CWS/CMS
- ❑ Discuss and provide feedback about the contact narrative
 - Language/terminology used
 - Accuracy
- ❑ Identify next steps: new service referrals, visitation schedule, additional contacts regarding safety network, reports from service providers and service providers, aftercare services, etc. (if applicable).
- ❑ Check in regarding when next court report is due and what is needed.

Social Worker Responsibility:

- ❑ Create the updated case plan in CWS/CMS.
- ❑ Enter the contact narrative in CWS/CMS regarding the case planning meeting.
- ❑ Bring the following documents to review with the field advisor:
 - Completed updated case plan
 - CWS/CMS contact narrative
 - Completed SDM tools
- ❑ Reflect on some of the skills you used during the case planning meeting:
 - Provide an example of a strength-based question(s) used in family meeting.
 - Provide an example of a solution-focused question used in the family meeting.
 - Provide an example of strategies and language used to help the youth or family be engaged in the transition case plan update.
- ❑ Reflect on the meeting and think about:

- What worked well?
 - What are some possible upgrades?
 - Are there any next steps to support your learning and professional development?
- ❑ Reflect on your feelings about the transition. This may be a time to celebrate a family reunifying or a youth transitioning to emancipation or AB12. This may also be a time of mixed emotions if the transition is moving forward with a permanent plan. Think about what you learned from your work with this youth or family and how you will apply this to your work with other youth and families in the future.
- ❑ Review completed case plan with children (if not present), parents, safety network, and tribe. Ensure that the parent/caregiver(s) sign the completed case plan (if applicable).
- ❑ Follow up on any next steps identified with the field advisor.

Collaborative Assessment, Planning, and Support: Transition Case Plan Update
OBSERVATION WORKSHEET

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Overall, do you think the meeting goal was met? Why or why not?	