Common Core 3.0

Orientation to Child Welfare Practice and Common Core 3.0

Trainer Guide

CDSS

December 31, 2018

Table of Contents

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

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

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

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

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

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

The Common Core Curriculum 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.

For an overview of the training, it is recommended that trainers first review the Agenda and Lesson Plan. After this overview, trainers can proceed to review the activities for each training segment 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 training activities. The components of the Trainer's and Trainee's Guides are described under the subheadings listed below.

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 more information regarding the curricula, please contact CalSWEC at calswec_rta_cc@berkeley.edu(link sends e-mail).

COMPONENTS OF THE TRAINER'S AND TRAINEE'S GUIDES

Learning Objectives

The Learning Objectives serve as the basis for the Training Content that is provided to both the trainer and trainees. All the Learning Objectives for the curriculum are listed 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 Lesson Plan for each segment of the curriculum.

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.

Lesson Plan (Trainer's Guide only)
The Lesson Plan in the Trainer's Guide is a mapping of the structure and flow of the training. It presents each topic and activity and indicates the duration of training time for each topic.

The Lesson Plan is divided into major sections by Day 1, Day 2, and Day 3 of the training, as applicable, and contains two column headings: Segment and Methodology and Learning Objectives. The Segment column provides the topic and training time for each segment of the training. The Methodology and Learning Objectives column reflects the specific activities and objectives that are covered in 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.

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 Segments (Trainer's Guide only)
The Training Segments are the main component of the Trainer's Guide. They contain 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 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.

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)
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 Lesson Plan.

Supplemental Handouts
Supplemental Handouts refer to additional handouts not included in 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 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 may include the following:
- 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 Segments in 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.

Tips for Training this Curriculum

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

Trainers for this topic must have a depth of knowledge about Common Core 3.0 (CC 3.0) development, content, and delivery. This course is intended to be an introduction for trainees about what they will learn and experience in CC 3.0.

The trainer will need to have a basic understanding of child welfare laws, policies, and competencies. Specifically, the trainer is encouraged to review information about the Child and Family Services Review (CFSR), AB 636, and the NASW Code of Ethics. The trainer should also view and complete the Study Guide for the CC3.0 Level 200 eLearning module on Child Welfare Outcomes, which includes a comprehensive review of the CFSR.

When training this curriculum, it is important for the trainer to be familiar with the California Child Welfare Core Practice Model (CPM).

Additional information about the CPM can be found on the CalSWEC website: https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/core-practice-model

TRAINING PREPARATION
It is *suggested* that you orient yourself to all the blocks in preparation for this training to make links and dig deeper into skill building:

1. Foundation
2. Engagement
3. Assessment
4. Case Planning and Service Delivery
5. Monitoring and Adapting
6. Transition

Contact your Regional Training Academy/UCCF for more information and to register for the eLearnings as well as to access the classroom curriculum. Visit CalSWEC website for more information at:
https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/common-core-30

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

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

find solutions that ensure safety, permanency, and well-being for children. Safety Organized Practice is informed by an integration of practices and approaches including:

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

---

[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.

[7] Miller, W.R., & Rollnick, S. (2012). *Motivational Interviewing*, (3rd Ed.). NY: Guilford Press.

[8] Lohrbach, S. (1999). *Child Protection Practice Framework - Consultation and Information Sharing.* Unpublished manuscript; Lohrbach, S. & Sawyer, R. (2003). Family Group Decision Making: a process reflecting partnership based practice. *Protecting Children. 19*(2):12-15.

Agenda

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

Learning Objectives

Orientation to Child Welfare Practice and Common Core 3.0

Knowledge

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

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

    a. Safety

    b. Permanency

    c. Well-being

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

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

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

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

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

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

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

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

Values

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

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

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

Lesson Plan

Segment	Methodology and Learning Objectives
Segment 1 **9:00 – 9:30 am** **30 min** Welcome, Review of Agenda, and Introductions	Introduce goals of the training and explain logistics, as well as review the agenda. Facilitate icebreaker activity. *PowerPoint slides: 1-5*
Segment 2 **9:30 – 10:00** **30 min** Learning Objective Review	Facilitate activity that reviews learning objectives and prompts discussion about top priorities for the day/ *PowerPoint slide: 6*
Segment 3 **10:00 – 10:30 am** **30 min** CC 3.0 Content and Delivery	Review information about the CC 3.0 practice blocks, training modality, and sequencing of content. Facilitate activities and promote discussion about new social worker participation in Common Core training. *PowerPoint slides: 7-13* *Learning Objectives: K5, K6, V1, V2, and V3*
BREAK **10:30 – 10:45 am** **15 min**	
Segment 4 **10:45 – 11:30 am** **45 min** What Guides Child Welfare Practice and Training in California?	Introduce information about CFSR, AB636, NASW Code of Ethics, and California Child Welfare Core Practice Model. Facilitate activities that promote discussion and linkage of the laws, policies, practices, and values that influence child welfare practice. *PowerPoint slides: 14-25* *Learning Objectives: K1, K2, K3, K4, V1, V2, and V3*
Segment 5 **11:30 – 11:45 am** **15 min** Developing a Learning Plan	Explore best practices for participating in CC 3.0 eLearning, classroom, and field activities. Facilitate an activity with the trainees to develop a learning plan that they will use in the future to engage them in their own learning and application of skills. *PowerPoint slide: 26* *Learning Objectives: K5, V3*
Segment 6 **11:45 am – 12:00 pm** **15 min** Wrap Up	Discussion of applying content from this module *PowerPoint slides: 27-28*

Segment 1: Welcome, Review of Agenda, and Introductions

Segment Time:	30 minutes
Trainee Content:	Agenda (page 5, Trainee Guide)
	Group Agreements (page 6, Trainee Guide)
Materials:	Chart pad, markers, and tape
Slides:	1-5

Description of Activity:
The trainer will conduct an introductory activity including a review of the agenda, establishing Group Agreements and an icebreaker activity.

Before the Activity

☐ This will be the first class that new social workers get when beginning CC 3.0; you will need to develop Group Agreements for the first time. This may take a little more time and preparation. Review the section of the Trainer Guide that provides some suggestions for possible Group Agreements. Examples can be very useful, but remember that the Group Agreements that are created need to fit your group. It should be reflective of what is important to the group members. The Group Agreements are the beginning of group formation and creating a group that is able to work well with one another in the present and in the future.

☐ Throughout the course of CC 3.0, trainees will be prompted to develop or review Group Agreements. This is something that will be revisited during every classroom training for CC 3.0. As an instructor, it is important to understand the link between the Group Agreements in class and other places where the social worker will develop Group Agreements. Some examples include: meetings between the social worker and their supervisor, meetings between the social worker and the safety network, and other team meetings (such as Child and Family Team Meetings or Team Decision Making Meetings). The purpose of the Group Agreements is to allow all trainees to express their ideas about what they need from other group members and develop some guidelines for how they will interact with each other. Groups agreements provide a platform for trainees to:

- Know what to expect from the process
- Know what is expected of them
- Integrate new group members (when needed)

☐ You may wish to prepare your chart pad in advance with some initial agreements such as starting and ending on time, sharing the floor, etc. Leave space for the group to develop their own Group Agreements.

☐ During this segment, you will facilitate the Super Hero Icebreaker Activity. Review the activity ahead of time to prepare. Brush up on your Super Hero identification ☺. Here's one resource to help you:

- http://comicvine.gamespot.com/profile/lvenger/lists/my-100-favourite-superheroes/17520/

☐ Welcome the trainees to the training and introduce yourself.

☐ Ask each trainee to briefly introduce themselves by providing their name, county they work in, years of experience in child welfare (if any), and what program they are assigned to.

- This is meant to be a brief introduction to learn who is in the room. There is an icebreaker activity at the end of this segment for trainees to get to know each other better.

☐ This is intended to be the first training for a cohort of new workers. You may need to spend some time on logistics related to the training site (parking, bathrooms, etc.) and helping to set a productive tone through the development of Group Agreements (cell phones off, breaks, being timely).

☐ The purpose of this training opportunity is to help connect people with each other.
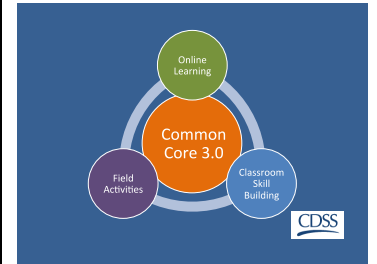
Orientation to Child Welfare Practice and Common Core 3.0

Version 3.1 | 2017

☐ Provide an overview of the Agenda for the day.

Overview of the Training

- Welcome and Review of the Agenda
- Learning Objectives
- CC 3.0 Training
- Child Welfare Practice in California
- Wrap-up

☐ Prior to developing the Group Agreements, review the purpose of Group Agreements with the trainees. Some things to highlight include:
- Effective Group Agreements have input from the whole group.
- Group Agreements help everyone know what to expect from the process.
- Group Agreements help everyone to know what is expected of them in the context of the training day. The agreements provide some guidelines for how people will interact with one another during the training.
- Group Agreements can change over time. Depending on the context of the training, group members may want to add to the Group Agreements or take some agreements away.

☐ Training will not be the only place that trainees will see Group Agreements or use Group Agreements. They may develop Group Agreements with their supervisor/unit, with families that they are working with, or during team meetings.

☐ Engagement in the classroom as well as in the field is critical. Developing Group Agreements is one way to engage families we work with and provide them some level of control and empowerment.

☐ Group Agreements will be part of every classroom training in an effort to create and maintain a safe learning environment and build on the agreements as time goes on and the complexity of the learning increases.

Group Agreements

☐ Offer the following Group Agreements[9] as needed. This activity provides a model for the group work social workers will do with child and family teams, so you may wish to make that connection as well.

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

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

- **Be open to trying new things** - As 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 telling ourselves things like "she doesn't know what she's talking about…she has never worked in our community with the people we work with…" But to learn something new we have to do through the uncomfortable stage to get to the other side where it feels natural and comfortable. With this Group Agreement, they are agreeing to try new things even if they feel uncomfortable.

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

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

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

---

[9] Shared by trainer Betty Hanna

☐ **Facilitate the Superhero Icebreaker Activity.** (Activity developed by Shaunna Murtha, LCSW.)

☐ Orient the trainees to the concept of Super Heroes. Ask the trainees what they think of when someone mentions the words "Super Heroes"? (*Discussion points:* Super Heroes often fight "against the odds;" serve the community; are ordinary people doing extraordinary things, etc.) Brainstorm with them some common Super Heroes that other cohorts have discussed: Super Man, Bat Man, Robin, Wonder Woman, Spiderman, Green Lantern, X Men, etc.

☐ In table groups, have the trainees identify a Super Hero for their table (1 Super Hero per table). The trainees should discuss as a table group how they came to select their Super Hero and which attributes of that particular Super Hero resonated with them. The table must have consensus regarding which Super Hero is selected.

☐ Debrief the activity. As a large group each table group should share the Super Hero they selected and how they came to select that Super Hero. Seek the trainees' input as to the connection between Super Heroes and starting CC 3.0 with a discussion regarding the role of Super Heroes in the world. Refer to the following discussion points:

- Highlight ordinary people, such as social workers, doing extraordinary work.

- If CWS was easy anyone would do it; however, it takes someone with extraordinary heart, compassion, perseverance and empathy to do this uniquely challenging and yet rewarding work.

- Many of the Super Heroes that we know were raised in out of home care:

  o Superman was adopted when he landed on Earth from Krypton.
  o Batman was raised by his butler, Alfred, when his parents were murdered during a random mugging.
  o Robin was raised by Batman when his parents were killed by a mafia boss while extorting money from the circus where they worked.
  o Wonder Woman was raised by Amazon Princesses when her mother, Queen of the Amazons (Hippolyta), was busy running the Amazon community.
  o Spiderman was raised by his Aunt May and Uncle Ben after his parents died in an airplane crash.
  o X Men (i.e., Cyclops, Ice Man, Archangel, Night Crawler) were raised in a "group home" at Dr. Xavier's "Institute for Higher Learning."

- Highlight the correlation between ordinary people **teaming** together to do extraordinary things on behalf of the community, people and those in the most need.

  o Think about this in relationship to teaming and collaboration as it relates to social work practice in Child Welfare. This is the basis for the California Child Welfare Core Practice Model.

- Highlight that social workers are oftentimes Super Heroes for the families we serve as we hold hope for them even on the worst day of their lives. Lift up that frequently foster youth are exposed to the negative statistics

Icebreaker Activity!

related to foster youth experience (i.e. 80% of people in prisons have been in foster care); however, no one ever asked Charlie and Eddie Murphy, actors and comedians, when they applied for their Screen Actors Guild (SAG) card if they had ever been in foster care. The Murphy brothers were in public child welfare foster care for a year in Chicago while their mother recovered from an infection following a medical procedure. Statistics regarding foster care are not fully informed, as many of the collection points are based on a person receiving state/federally subsidized services or being institutionalized. Point out that a foster care past does not need to determine a youth's future. ☐ **Social Workers are frequently Super Heroes to the youth they serve.**	
☐ Before moving to the next segment, let trainees know that the purpose of Common Core training for new child welfare workers is to provide a foundation for best practices across the state. They may, however, notice that the reality of best practice and their county practice differ.	

Transition to the next segment: Learning Objective Review

Segment 2: Learning Objective Review

Segment Time:	30 minutes
Trainee Content:	Learning Objectives (page 7, Trainee Guide)
Materials:	N/A
Slides:	6

Description of Activity:
This activity explores the learning objectives using the "1-2-4-all" model from Liberating Structures book/website. This activity is covered in the Facilitator Lead Skills Based T4T.

Before the Activity

☐ Ensure you are familiar with the activity by reviewing the 1-2-4-all model at
http://www.liberatingstructures.com/1-1-2-4-all/

During the Activity

☐ Direct the trainees to page 7 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.

☐ Let the trainees know that they can make whatever notes they want on the Learning Objective page. They can indicate why the two LOs that they circled are ones that they have a good understanding about and/or why the two LOs that they underlined are ones that they need to learn the most about. By marking up the document, 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 in the learning objectives selected by each 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.

> **Learning Objectives**
> - Pick 2 Learning Objectives for which you feel you have a really good understanding.
>   - Circle them.
> - Pick 2 Learning Objectives that you need to learn the most about.
>   - Underline them.

☐ Regain the trainees' attention and ask for a volunteer to write on a flip chart or white board which learning objectives emerged as the most important to be covered. Ask each group of 4 to report out what emerged as the top priority for the day. Remind the trainees that all of the learning objectives will be covered, but the learning objectives listed will be checked off as you cover them. Allow 5 minutes for this process. Stop after 5 minutes to review and clarify if there are any questions.	

Transition to the next segment: CC 3.0 Content and Delivery

Segment 3: CC 3.0 Content and Delivery

Segment Time:	30 minutes
Trainee Content:	eLearning Tips Document (page 8, Trainee Guide)
Materials:	CC 3.0 Overview Document
	CC 3.0 Sequencing Map
	Chart pad, markers, and tape
Slides:	7-13

Description of Activity:
Review information about CC 3.0 practice blocks, training modalities, and sequencing of content. **The CC 3.0 Content Overview Document is not in the Trainee Guide and will be handed out by the trainer.**

Before the Activity

☐ Using chart paper, place the charts around the room with the following headers:

- eLearning
- Classroom
- Field Activities

☐ Review the CC 3.0 Content Overview Document

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

☐ Review the CC 3.0 Delivery Sequence Map

- http://calswec.berkeley.edu/sites/default/files/cc_3.0_sequencing_map.pdf

☐ Review the training modalities associated with CC 3.0.

☐ Review the CC 3.0 Evaluation Plan slide in the Resource section of the Trainer Guide.

During the Activity

☐ The decision to undertake a large-scale revision of Common Core arose from the original CFSR that required a standardized training system, and 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 Common Core 2.0 showed that trainees gained knowledge, we received feedback from trainees and supervisors that trainees struggled to transfer training to practice. This was because Common Core 2.0 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 knowledge transfer and skill development

☐ The concept for Common Core 3.0 involves three key components:

Re-Imagining Core Training

- Focus on Practice Areas as a framework for the training
- Sequencing content to reinforce training after some time in the field
- Use of multiple training modalities
  - Online knowledge-based training
  - Classroom-based learning
  - Field learning

1. focus on practice areas as a framework for the training 2. sequencing of training content 3. delivery of training utilizing multiple modalities. ☐ Let trainees know that all curriculum and content can be accessed by Googling CalSWEC and then searching for Common Core 3.0. Here is the link for more information: https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/common-core-30. Links and documents are also listed in their Trainee Guide under Resources on page 12.	
☐ Beyond re-imaging the way social work practice is presented in Core, the Common Core 3.0 concept also incorporates a wider range of training modalities, including: • Online knowledge based training • Classroom based learning • Field learning ☐ This involves shifting some knowledge-based content outside the classroom with online learning modules, using classroom time to focus on skill-based interactive training, and shifting some skill-based content outside the classroom with field activities. Through these modalities, Common Core 3.0 will provide new social workers with opportunities to focus on skills in the classroom and reinforce skills with application of concepts in the field. ☐ In addition to the eLearning and skill-based classroom there will be an additional opportunity for transfer of learning in guided field activities used to reinforce what has been learned in the eLearning and classroom. ☐ **Provide the trainees with a copy of the CC 3.0 Overview Document.** ☐ Inform trainees that the classroom sessions are designed to provide skill building opportunities. One of the ways we have structured this learning is through Team Based Learning (TBL). • TBL is a uniquely powerful form of small group learning. Students come to class prepared and then spend the bulk of class time engaged in activities that help them learn how to use course content to solve problems.	
☐ In Common Core 3.0, the training content is divided into 6 practice area blocks: Foundation, Engagement, Assessment, Service Planning, Monitoring and Adapting, and Transition. These practice blocks mirror the California Child Welfare Core Practice Model: Core Practice Model Casework Components, are congruent with the California Partners for Permanency's Practice Model, incorporate elements of Safety Organized Practice, and allow for a focused exploration of knowledge and skills in key practice areas providing a natural framework for field activities and skill development. ☐ All of the training blocks will include eLearning content, classroom content, and field activities. ☐ Refer trainees to the CC 3.0 Overview document in the Trainee Guide. Let the trainees know that this is for them to review as they are preparing for future CC 3.0 classes.	

□ A key element of Common Core 3.0 development is the sequencing of content. 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. There is a recommended sequencing of eLearning, classroom, and field activities for all of the 100 level.

□ Have trainees briefly review the CC 3.0 Course Sequencing Map and Evaluation Plan. This is something they can reference as needed to see where they are at throughout their training experience.

- This document is available on the CalSWEC website at: https://calswec.berkeley.edu/sites/default/files/cc_3.0_sequencing_map.pdf

□ The bulk of 100 level content is in the classroom and in the field, with some eLearning through online modules. In addition, in some content areas there is specific sequencing for online modules and classroom training, as the eLearning are prerequisites for the classroom skill building experience.

□ All of the 100 level content will be completed during the first year of hire to meet the state regulations. This reflects the knowledge and skills new social workers need as soon as possible after hire.

□ What to highlight regarding field activities:

- Considered to be part of the 100 level and need to be completed prior to 200 level.

- New to Common Core, although it is not a new concept in Title IV-E programs.

- Relate to the work social workers are doing every day with families. The field guide makes use of day-to-day case management and case planning activities. It provides a guide to field advisors and trainees for looking at the practices in-depth and provides a method for assessing the trainee's growth in the various practice areas. Field activities must be completed in order to meet the requirements for completion of social worker Core.

- Will model the practice behaviors from the CPM and give social workers an opportunity to practice new skills that promote safety permanency, and well-being for children, youth, and families. These practice behaviors are interwoven throughout Core and emphasized in the field activities.

□ The 200 level includes two Foundation block eLearning modules and one classroom course per block and provides an opportunity for trainees to reflect on field experiences and explore some topics with more depth. 200 level content must be completed within two years after hire to meet state regulations.

Sequenced Content

- 100 level
  - e-learning
  - Classroom
  - Field Activity completion
- 200 level

☐ Introduce the trainees to how evaluation will occur in CC 3.0.
 	
☐ Review the levels of CC 3.0 Evaluation that will have a direct impact on the trainee:
 	
   (1) Tracking and Attendance
 	
   (2) eLearning post-tests
 	
   (3) Knowledge testing for specific curricula
 	
      (a) Trauma-Informed Practice
 	
      (b) ICWA and Working with Native American Families
 	
      (c) Legal Procedures and Responsibilities
 	
   (4) Embedded Evaluation
 	
      (a) Child Maltreatment Identification Skills Lab
 	
      (b) Assessment Skills Lab
 	
      (c) Writing Behavioral Objectives
 	
   (5) Field Activity Survey
 	
   (6) End of block exam (200 level)
	Evaluation Overview
	
	What does evaluation in CC 3.0 mean for me?
	  – Demographic survey
	  – eLearning post-test
	  – Post-test to assess knowledge acquisition
	  – Embedded evaluation
	  – Field Activity survey
	
	The evaluation data is not about individual results, but rather, assessing the effectiveness of the curriculum.

☐ There are many components of the new CC 3.0 structure which were developed in response to what we know about adult learning.
 	
☐ Some of the concepts that you will see in CC 3.0 are:
 	
  • Spaced learning or learning over the course of time
  • Blended learning
  • Coaching
  • Skill practice
 	
☐ Coaching and skill practice will occur during field activities that the social worker will participate in with the support of their CC 3.0 field advisor. While not coaching in its purest sense, there are many elements of coaching training that will assist the CC 3.0 field advisor in their role. All CC 3.0 field advisors will participate in training that includes an overview of CC 3.0 and the field activities, as well as coaching. The coaching component of the training may be met by participating in coaching training provided by the county or region (such as the coaching institute, art of coaching, or other coaching curriculum), or through the completion of the full field advisor training.
	Adult Learning – what we know
	
	• Spaced learning
	  – Shown to be a more effective way for people to learn, practice, and transfer what they have learned
	• Blended learning
	• Coaching
	• Skill-based interactive in-person training
	• Skill practice

☐ **ACTIVITY:** Have the trainees count off by 3s. Assign each group to one of the 3 charts posted around the room:
 	
  • **eLearning**
  • **Classroom**
  • **Field Activities**
 	
☐ Direct each group to brainstorm a list of "best practices" for getting the most out of their learning experience when it comes to their assigned CC 3.0 modality. What are some things they should do as learners? Ask them to chart their ideas.
	Activity

☐ After approximately 5 minutes, bring each group another piece of chart paper and ask them to brainstorm what they need in order to get the most out of their learning for their assigned CC 3.0 modality. This may include what they need to do to prepare, what they need from the trainer or supervisor, and/or what they need from the agency. ☐ Ask each group to report out. Ask the rest of the groups if they have anything to add after the report out. Be sure to chart additional "best practices" and needs. ☐ Facilitate a discussion about the "best practices" and needs. How can each person ensure that they get the most out of their learning? What are some hints or tips that can be offered? ☐ Refer the trainees to the eLearning Tips in the trainee packet. Let them know that eLearning can be particularly challenging, as this is a new modality in child welfare for training. Emphasize the need for eLearning to be taken seriously, as the content in the classroom builds from the eLearning. Without the eLearning knowledge, trainees will be at a significant disadvantage in the classroom.	

Transition to the next segment: What Guides Child Welfare Practice and Training in California?

Give trainees a 15-minute break before proceeding to the next segment.

Segment 4: What Guides Child Welfare Practice and Training in California?

Segment Time:	45 minutes
Trainee Content:	AB 636 Goals (page 9, Trainee Guide)
Materials:	California Child Welfare Core Practice Model Packet
	Chart pad, markers, and tape
	Video: We Believe https://youtu.be/-Vx_N29hy4k?list=UUV0YoKMl6wkbtYI1PbJXPSA
	Speakers (for the video)
	Colored paper for the CPM practice element activity
Slides:	14-25

Description of Activity:
The trainer will review information about the CFSR, AB 636, NASW Code of Ethics, and California Child Welfare Core Practice Model. **The California Child Welfare Core Practice Model Packet is not included in the trainee handout. The trainer will hand this out as part of the CPM review.**

Before the Activity

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

☐ Review the background of AB636: http://www.cdss.ca.gov/cdssweb/res/pdf/Backgroundinfo.pdf

☐ Review the NASW Code of Ethics:
https://portal.utpa.edu/utpa_main/daa_home/hshs_home/sw_home/sw_files/Appendix%20K%20NASW%20Code%20of%20Ethics.pdf

☐ **Create charts for the activity with the following labels and place around the room:**

- Protect children from abuse and neglect
- Have children safely maintained in their own homes whenever possible and appropriate.
- Provide children permanency and stability in their living situations.
- Preserve the continuity of family relationship and connections for children.
- Enhance families' capacity to provide for their children's needs.
- Ensure children receive appropriate services to meet their educational needs.
- Ensure children receive adequate services to meet physical and mental health needs.
- Prepare youth emancipating from foster care to transition to adulthood.

☐ Ensure that you have Quick Time Player installed on the computer, as this is necessary for the video to play. If Quick Time Player is not available, please use this link to access the "We Believe" video online:

- https://youtu.be/-Vx_N29hy4k?list=UUV0YoKMl6wkbtYI1PbJXPSA

☐ You will need speakers connected to the computer for the video that is used in this segment. Test the computer speakers ahead of time to ensure that they work and that the trainees will be able to hear the video.

☐ Place colored paper on the tables for the CPM Practice Element Activity.

During the Activity

☐ Child welfare practice in California is guided by federal and state laws, rules and regulations, the California Child Welfare Core Practice Model, and the NASW Code of Ethics. The Child Abuse Prevention and Treatment Act (CAPTA) will not be highlighted in this module. However, this key piece of federal legislation provides states, public agencies, and nonprofit organizations with funding and advice. It established the federal Office on Child Abuse and Neglect and established a national clearinghouse of information regarding child abuse and neglect.	

☐ The federal government adapted the Child and Family Services Review (CFSR) in response to the 1997 Adoption and Safe Families Act (ASFA). ASFA had 4 provisions: Safety, Permanency, Well-Being, and Accountability. States became required to show data related to child and family outcomes rather than just case documentation compliance. ASFA created timelines for permanency to ensure that children and youth did not linger in foster care.	**Adoption and Safe Families Act (ASFA) 1997**
	• Four Provisions:
	  1) Moving children promptly to permanent families
	  2) Ensuring that safety is a paramount concern
	  3) Elevating well-being as a major focus of child welfare system efforts
	  4) Improving innovation and accountability throughout the Child Welfare System
	
	SAFETY ➡ PERMANENCY ➡ WELL-BEING
	
	Intentions and Results: A look Back at the Adoption and Safe Families Act, 2009, Center for the Study of Social Policy and Urban Institute

☐ Let's start by exploring the legal and state mandates that require standardized training for social workers.
 	
• The federal government created the Child and Family Services Review (CFSR) in 1994, and refined it in response to the 1997 Adoption and Safe Families Act (ASFA).
 	
• The CFSR is an assessment of a state's performance related to child welfare.
 	
• All states are assessed in the areas of child protection, foster care, adoption, family connections, and independent living services. Much of the CFSR looks at outcomes data and other sources to assess each state's ability to achieve 1) Safety, 2) Permanency, and 3) Well-being for children and families.
	Child and Family Services Review (CFSR)
	• Created by the federal government in 1994 refined in response to the 1997 Adoption and Safe Families Act (ASFA)
	• CFSR is an assessment of a state's performance related to child welfare goals
	  – Safety
	  – Permanency
	  – Well-being

☐ For any of the outcomes or systemic factors in which the state is determined not to be in substantial conformity, the state must develop and implement a Performance Improvement Plan (PIP), designed to correct the area/s of non-conformity.
 	
☐ Highlight for the trainees that this is so much more than being in compliance with a set of outcomes, it has to do with improving outcomes for children, youth, and families that we serve. Part of the initiative for improving outcomes for families is to also improve the training that social workers receive in Core. The values, casework components, practice elements, and practice behaviors that you will learn about and practice in CC 3.0 is essential to improving family outcomes.
 	
☐ The training has been redesigned to be more engaging, and to touch on all of the practices that had been found to be important in child welfare.
 	
☐ California began its first round of the CFSR in 2002. California, along with 49 other states, did not meet all of the CFSR goals. As a result, California developed its first Performance Improvement Plan, which became effective November 22, 2004. As part of the PIP, Common Core for new social workers was developed to address the need for standardized training.
 	
☐ The plan included two key requirements for Common Core. First, it must be statewide standardized training for all new social workers. Second, it must be
	Common Core for New Child Welfare Workers in California
	Background
	  – Developed as part of the first CFSR/PIP process
	  – The PIP included two key requirements for Common Core:
	    • Must be statewide standardized training for all new social workers
	    • Must be evaluated to show that it is effective
	  – The first version of Common Core to be widely implemented was launched in 2005.

evaluated to show that it is effective. The first version of Common Core to be widely implemented was created in fiscal year 2004/2005, after several years of intensive work by the statewide training system. Since 2005, the Core has been systematically evaluated, revised, and updated, but the overarching structure has remained essentially the same, until now. We will talk more about that in a little bit.

☐ Direct trainees to in the Trainee Guide: Child Welfare System Improvement and Accountability Act – AB 636 – Goals of AB 636

☐ Prior to the activity, the trainer will need to create charts with the AB636 goals and post them around the room.

☐ **ACTIVITY:** Have the trainees count off by 4s or 8s (This will depend on your group size. If you have a smaller group, have them count off by 4. If using groups of 4, assign each group two posters.) Assign each group one or two AB636 Goals (charts around the room). Direct each group to discuss the questions on the slide and chart their responses. Let the trainees know that each group will report out and share with the larger group. Allow 5-10 minutes for the discussion and then facilitate a report out.

☐ Additional information about AB 636:

- California has built upon the standards established by ASFA and the CFSR with AB636, also known as the Child Welfare System Improvement and Accountability Act of 2001. AB636 provides the legal framework for measuring and monitoring each county's performance in ensuring the safety, permanence, and well-being of children. AB636 adds additional performance standards not required by ASFA and the CFSR. These additional requirements were established to further support the goals of ASFA, safety, permanency and well-being.

- This statewide accountability system, which went into effect January 1, 2004, is an enhanced version of the federal oversight system mandated by Congress and used to monitor states' performance.

- The process provides counties with data on child outcomes every quarter and requires accountability for efforts to improve those outcomes. Counties developed system improvement plans for areas needing improvement. The system improvement plans outline the strategies and actions needed to improve their systems of care to meet the goals of AB636. Performance Improvement Plans developed by the state are mirrored by the System Improvement Plans developed by the counties.

Child Welfare System Improvement and Accountability Act

AB 636

| What would the outcome be if this goal is met? | How does a social worker support families to get to this outcome? |

☐ There are some important things for you to know about how the Common Core curriculum relates to the CFSR, Program Improvement Plans, and the state regulations regarding training.

☐ State regulations ensure that the Common Core satisfies the federal requirements as outlined in the CFSR and the Program Improvement Plans completed by California in 2004 and 2009. The regulations also provide a list of key topics and a timeline for completion of Core. The regulations can be found in Welfare and Institutions Code section 16206.

State Regulations

- State regulations require that sections of the Core be completed within 1 year of hire and the entire Core be completed within 2 years of hire.
- Common Core must satisfy the federal requirements as outlined in the CFSR and the Program Improvement Plans completed by California in 2004 and 2009.
- WIC 16206 identifies the training topics and requirements for evaluation.

☐ Ask for a volunteer to read the slide.	**NASW Code of Ethics** "The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective: service, social justice, dignity and worth of the person, importance of human relationships, integrity, [and] competence." (NASW, 2008)
☐ In addition to legal mandates, social work practice is guided by a set of Core values that is unique to the social work profession.	
☐ Common Core 3.0 seeks to develop a competent child welfare workforce that embodies this Core set of values to help children, youth, and families achieve safety, permanency, and well-being.	
☐ We are guided by NASW and CW ethics. This covered in more details in the Values and Ethics classroom training.	
☐ Handout the California Child Welfare Core Practice Model Packet.	**The California Child Welfare Core Practice Model (CPM)** • Theoretical Framework • Values • Casework components • Practice Elements • Practice Behaviors
☐ One of the factors that has influenced CC 3.0 is the development of the California Child Welfare Core Practice Model.	
☐ Efforts are currently underway to implement the Child Welfare Core Practice Model for California that is intended as a framework to support child welfare practice and allow child welfare professionals to be more effective in their roles.	
☐ The goal is to create a practice model that guides practice, service delivery, and decision-making by integrating key elements of existing initiatives and proven practices. The model will give meaning to the work currently in practice and improve outcomes for children and families.	
☐ The theoretical framework for the Core Practice Model provides the foundation for the practice model and guides the development of values, casework components and practice elements.	
☐ Show the "We Believe" video (4:26 minutes) https://youtu.be/-Vx_N29hy4k?list=UUV0YoKMl6wkbtYI1PbJXPSA	**We Believe**
☐ Use the questions below to facilitate a discussion about the video: • What about this video resonates with you? • How does this relate to the AB636 outcomes that we just reviewed?	
☐ The Core Practice Model has six key practice components. The practice components are the basic activities of collaborative work with children, youth, and families involved with child welfare.	**The California Child Welfare Core**
☐ Direct the trainees to the CPM Packet in the Trainee Guide. **Ask for a volunteer to read the description for each key practice component (page 3 of the CPM packet).**	
• **Prevention** – Child welfare prevention efforts focus on reducing risk factors and strengthening or increasing protective factors in families through a variety of programs and initiatives including differential response and home visiting.	
• **Engagement** – Family Engagement is a family-centered and strengths-based approach to partnering with families in making decision, setting goals, and achieving desired outcomes. It is founded on the principle of respect – communicating openly and honestly with families in a way that supports disclosure of preferences, family dynamics and culture, and	

individual experiences so that the individual needs of every family and child can be met.

- **Assessment** – Assessment is a continuous process of discovery with families that leads to better understanding of the events and behaviors that brought children and families into services, helps families identify the underlying needs that affect the safety, permanency, and well-being of the family, children, and youth.

- **Planning and Service Delivery** – Service Planning involves working with the family and their team to create and tailor plans to build on the strengths and protective capacities of the youth and family members in order to meet the individual needs for each child and family.

- **Monitoring and Adapting** – Monitoring and adapting are part of the practice of continually monitoring and evaluating the effectiveness of the plan while assessing current circumstances and resources. It is the part of the planning cycle where the plan is reworked as needed.

- **Transition** – Transition is the process of moving from formal supports and services to informal support, when intervention by the formal systems is no longer needed.

☐ Make the link between the practice components and AB636 and the previously completed activity related to AB 636.

☐ The practice elements in the Core Practice Model are the broad actions we take to promote safety, permanency, and well-being for all children and youth. We address safety, permanency, health, education, spiritual, and other family and youth needs through engagement, inquiry and exploration, and ongoing partnerships with families, youth, and their supportive communities and tribes. These practice elements can be found throughout CC 3.0.

☐ **ACTIVITY:** Ask the trainees to take a few minutes to read the practice elements. After the trainees have read the practice elements, **direct them to write on a piece of colored paper which practice element** (i.e., engagement, inquiry/exploration, advocacy, teaming, accountability, workforce development and support) **they feel is <u>most critical</u> to child welfare social work practice.**

☐ Once they have written down their practice element, ask them to find others in the room who also chose that practice element. In like-groups, discuss why they chose that practice element as being the most critical to child welfare social work practice. Allow approximately 5 minutes for the discussion in small groups. Ask each group to report out.

☐ At the end of the group report out, emphasize that **ALL** of the practice elements are critical – each one contributing to the experience and outcomes of children and families in the child welfare system.

The California Child Welfare Core Practice Model (CPM)
- Practice Elements – How we do it
  – Engagement
  – Inquiry/exploration
  – Advocacy
  – Teaming
  – Accountability
  – Workforce development and support

☐ Practice behaviors are the action-oriented aspect of the practice model that defines expected social work practice. They bring the model's theoretical framework, values, and elements to life by clearly describing the interactions between social workers and families, children, youth, young adults, communities, and Tribes. Practice behaviors provide guidance to social workers about how they will practice social work using the practice model, ensuring staff and agency behavior are consistent with the practice model's theoretical framework, values, and elements.

☐ Have trainees turn to page 6 of the CPM handout and highlight that there are 13 behaviors that have been identified in the following areas:

- Foundational Behaviors
- Engagement Behaviors
- Assessment Behaviors
- Teaming Behaviors
- Service Planning and Delivery Behaviors
- Transition Behaviors

> **Practice Behaviors**
>
> - Action-oriented
> - Clearly describe the interactions between social workers and families, children, youth, young adults, communities, and Tribes
> - Provide guidance to social worker about how they will practice social work using the Practice Model

Transition to the next segment: Developing a Learning Plan

Segment 5: Developing a Learning Plan

|	
Segment Time:	15 minutes
Trainee Content:	Learning Plan (page 10-11, Trainee Guide)
Materials:	Chart pad, markers, and tape
Slides:	26

Description of Activity:
Explore best practices for participating in CC 3.0 eLearning, classroom and field activities.

Before the Activity

☐   N/A

During the Activity

☐   Ask the trainees to spend some time completing the Learning Plan in the trainee packet. Let them know that this is for them, not to be turned in. Encourage trainees to really use the time to think about the questions and answer them. Allow 5-10 minutes for this.

☐   After trainees have completed their individual Learning Plan, ask them to find a partner and discuss their Learning Plan.

☐   Debrief with the group and facilitate a conversation about the Learning Plans that were just created. Why are they important? How will the Learning Plan help them to get the most out of their CC 3.0 Experience?

☐   The Learning Plan can be an opportunity for trainees to team with their supervisor to plan for how to meet their learning goals. They may create Group Agreements with their supervisor related to the Learning Plan and the follow-up in meeting learning goals.

Developing a Learning Plan
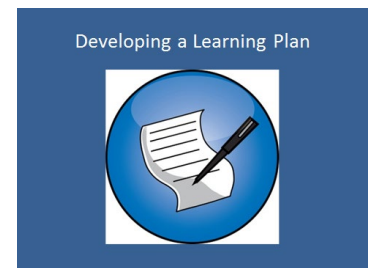
Transition to the next segment: Wrap-up

Segment 6: Wrap-up

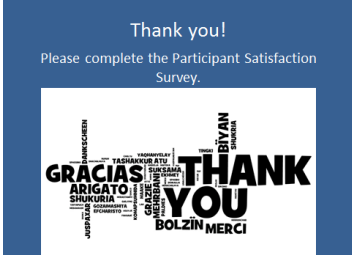|	
Segment Time:	15 minutes
Trainee Content:	N/A
Materials:	N/A
Slides:	27-28

Description of Activity:
The trainer will facilitate a discussion with trainees about how they will use what they learned in future CC 3.0 classes.

Before the Activity

☐   N/A

During the Activity

☐ Check in with the trainees about the Learning Objective that they identified at the beginning of the day that they needed to learn more about. Did they learn what they wanted to regarding the LO? Are there any questions or something that they still need to know about that LO? ☐ Ask the trainees if there are any questions. Facilitate plus/delta if appropriate.	Wrap-Up
☐ Have trainees complete satisfaction surveys.	Thank you! Please complete the Participant Satisfaction Survey.

Materials/Handouts Checklist

- ☐ Chart Paper, Markers, Post-its, Blue Tape
- ☐ Learning Objectives
- ☐ Video: We Believe https://youtu.be/-Vx_N29hy4k?list=UUV0YoKMl6wkbtYI1PbJXPSA
- ☐ Speakers
- ☐ Colored Paper

Supplemental Handouts

- ☐ CC 3.0 Content Overview Document
  - • https://calswec.berkeley.edu/sites/default/files/cc3.0_content_overview.pdf
- ☐ CC 3.0 Delivery Sequence Map
  - • https://calswec.berkeley.edu/sites/default/files/cc_3.0_sequencing_map.pdf
- ☐ Review the Child Welfare Core Practice Model Packet:
  - • https://calswec.berkeley.edu/sites/default/files/cpm_packet_rev0816_p7.pdf

Resources

Level	Common Core 3.0 Evaluation Plan
Level 1 - Tracking attendance	• Registration [Monitored by the RTAs] • **Pre-Training Survey [Administered at San Diego Pilot]**
Level 2 - Formative evaluation of the course (curriculum content and methods; delivery)	• Stakeholder Curriculum Evaluation Tool [Administered in January 2015] • **Formative Evaluation [Pilot Observation Only] [Complete]** • **County Readiness Assessment [during pilot only] [Complete]**
Level 3 - Satisfaction and opinion of the trainees	• Satisfaction Survey [Developed & Administered by the RTAs]
Level 4 - Knowledge acquisition and understanding of the trainee	• *eLearning 10-item post-quizzes (21 eLearning modules) • *eLearning 10-item post quiz data will not be evaluated under CC3.0.*

Level 5 - Skills acquisition by trainee (as demonstrated in classroom)	• **100-level classroom Knowledge Testing Evaluation:**
	   • Trauma-Informed Practice [Foundation]
	   • ICWA and Working with Native American Families [Foundation]
	   • Legal Procedures and Responsibilities [Foundation]
	• **100-level classroom Embedded Evaluation:**
	   • Child Maltreatment Identification Skills Lab [Assessment]
	   • Assessment Skills Lab (SDM) [Assessment]
	   • Writing Behavioral Objectives [Service Planning]
	• **End of block knowledge and/or application exam for each block:**
	   • Foundation; Engagement; Assessment; Service Planning; Monitoring and Adapting; and Transition

Level 6 - Transfer of learning by the trainee (use of knowledge and skill on the job)	• **Field Advisor Trainee Rating [for trainee and field advisor]:**
	   • Assessment Field Activities [Assessment]
	   • Case Planning Field Activities [Service Planning]
	• **Trainee's Perceptions of Field Activities and Field Advisor**
	   • * Field activities will be evaluated.*

References

CalSWEC website: http://calswec.berkeley.edu/service-training-curricula-child-welfare

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

NASW Code of Ethics:
https://portal.utpa.edu/utpa_main/daa_home/hshs_home/sw_home/sw_files/Appendix%20K%20NASW%20Code%20of%20Ethics.pdf

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