



Common Core 3.0 Learning Objectives



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Foundation Block

100 Level Elearning	Orientation to Common Core 90 minutes	Values, ethics, and confidentiality 60 minutes
	Legal procedures 90 minutes	Social worker safety 60 minutes
	Federal and state laws 90 minutes	Intro to CWS Data 60 minutes
	Time and stress management 60 minutes	Documentation practice and report writing 120 minutes
	Introduction to ICWA 45 or 60 minutes	
100 Level Classroom	Values and ethics in practice ½ day	
	Legal procedures and responsibilities ½ day	
	Teaming, collaboration, and transparency 1 day	
	Trauma-informed practice 1 day	
	Fairness and equity ½ day	
	ICWA and working with Native American families and tribes ½ day	
	Intro to CWS/CMS ½ day	
Field	Legal procedures and responsibilities 4 hours	Advocacy 4 hours
	Teaming, collaboration, and transparency 4 hours	SW safety 1 hour
	Cultural Competency 1 hour	ICWA 1 hour

Learning Objectives

Online Module: Orientation to Common Core (90 minutes)

Knowledge

K1. 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.

K2. Trainees will be able to identify the sequence of training modules in Common Core.

K3. The trainee will be able to identify and define the California themes of practice (switch to values and principles if practice model developed).

K4. 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.

K5. 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

K6. 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:

- a. Engagement
- b. Assessment
- c. Service Planning
- d. Monitoring and Adapting
- e. Transitions

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.

Online Module: Values, Ethics, and Confidentiality (60 minutes)

Knowledge

- K1.** The trainee will recognize that the *NASW Code of Ethics* guides practice in CWS.
- K2.** The trainee will be able to identify two types of ethical issues that are related to child welfare practice.
- K3.** The trainee will be able to identify how and when information about a family is shared.

Skill

- S1.** Given a case scenario, the trainee will be able to articulate potential areas of ethical concern.

Values

- V1.** 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*.
- V2.** The trainee will value acting in accordance with the legal standards of confidentiality.

Online Module: Legal Procedures (90 minutes)

Knowledge

- K1.** The trainee will be able to identify the purposes, timeframes and standards of evidence that pertain to the following court hearings and petitions, including:
 - a. Initial Petition Hearing (include in glossary - local jurisdiction may use the following terms for the first hearing)
 - b. Jurisdiction,
 - c. Disposition,
 - d. Status reviews (FM and FR hearings),
 - e. 366.26 Permanency hearing,
 - f. Post permanency (366.3 and 366.31 hearings),
 - g. Termination of Jurisdiction Hearing (§391 requirements),
 - h. Dependency petitions.
- K2.** The trainee will be able to describe the social worker's role in providing information to families about legal proceedings.
- K3.** The trainee will be able to describe the following relevant permanency options for dependent children and non-minor dependent youth:
 - a. Reunification,
 - b. Adoption,
 - c. Voluntary relinquishment,
 - d. Legal guardianship,
 - e. Identified placement with a specific goal (PPLA & NMD).

Skill

- S1.** Given a case scenario or a series of minute orders and a petition, the trainee will be able to identify the following information:
 - a. The next court hearing,

- b. Decisions to address at the next court hearing and the social worker's related responsibilities.

Values

V1. The trainee will value acting in accordance with the legal concept of due process.

V2. The trainee will value the role of the social worker in providing information to families about legal processes and hearings.

Online Module: Federal and State Laws (90 minutes)

Knowledge

K1. 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

K2. The trainee will be able to recognize the general purpose of federal and California laws and regulations specific to children and youth placed in out-of-home care, as described in:

- a. Title IV-E of the Social Security Act of 1980
- b. The Indian Child Welfare Act of 1978 (to include codification in CA law SB678 and addition of AB1325 for tribal customary adoption)
- c. The Multi-Ethnic Placement Act of 1997
- d. The Adoption and Safe families Act of 1997
- e. The Adoption Assistance and Child Welfare Act of 1980
- f. The Fostering Connections to Success Act of 2008
- g. Child Abuse Prevention and Treatment Act of 2010
- h. California Welfare and Institutions Code Sections 361, 362, 366, 16002, 16003 and 16501
- i. Child Abuse and Neglect Reporting Act (CANRA) of 1980

K3. The trainee will be able to recognize the following legal concepts in child welfare:

- a. The best interest of the child;
- b. Parental rights;
- c. Procedural due process;
- d. Warrants, exigent circumstances, and consents;
- e. Due diligence; and
- f. Reunification timelines including conditions under which the court may decide reunification services are not legally required.

K4. The trainee will recognize the legal authority to file a petition under Welfare and Institutions Code Section 300 subdivisions (a-j).

K5. The trainee will recognize the following steps in child welfare investigations:

- a. Required face to face contacts
- b. Required assessment procedures
- c. Timelines for completing a referral.

Skill

S1. Given a number of allegations, the trainee will be able to identify which Welfare and Institutions Code Section 300 subdivision (a-j) applies.

Values

V1. The trainee will value the role of the legal system in balancing the protection of children with the constitutional right to parent.

V2. The trainee will recognize that case law and legislation affect child welfare law on an ongoing basis.

Online Module: Time and Stress Management (60 minutes)**Knowledge**

K1. The trainee will be able to identify the physiological and emotional signs of stress.

K2. The trainee will be able to recognize the common origins and consequences of work-related stress in the field of public child welfare.

K3. The trainee will be able to describe how vicarious trauma, secondary traumatic stress and other forms of stress contribute to burnout and ineffectiveness.

K4. The trainee will be able to identify strategies for coping with stress.

K5. The trainee will be able to identify and describe three time management strategies that he or she can employ in the workplace.

Values

V1. The trainee will value maintaining his or her mental and physical health and the use of self-care and stress management techniques as part of the provision of quality child welfare services

V2. The trainee will value effective time management as a tool for providing quality child welfare services and as a stress management technique.

V3. The trainee will value supervision as a resource for consultation about workload issues, caseload management, and the setting of priorities.

V4. The trainee will value the prioritization of caseload tasks to optimize child safety.

V5. The trainee will value keeping track of and meeting deadlines.

Online Module: Social Worker Safety (60 minutes)**Knowledge**

- K1.** The trainee will be able to identify at least three methods of avoiding or mitigating danger as a means of maintaining personal safety and increasing capacity to focus on the family.
- K2.** The trainee will be able to describe common family dynamics that can contribute to a crisis and identify at least three possible signs of danger, taking signals from the family, the environment, and from themselves, while working as a child welfare social worker.
- K3.** The trainee will be able to explain when and how to terminate an interview due to safety concerns.
- K4.** The trainee will be able to recognize the difference between 'awareness' and 'hyper-vigilance.'

Values

- V1.** The trainee will value maintaining his or her own safety and seeking to avoid knowingly putting him- or herself in danger.
- V2.** The trainee will value the use of verbal and nonverbal communication skills which reduce the risk of hostility and increase child welfare social worker safety.
- V3.** The trainee will value consideration of cultural differences when making assessments related to social worker safety.

Online Module: Intro to CWS Data (60 minutes)**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 recognize the link between the data he or she enters and outcome indicators.
- K3.** The trainee will recognize CWS/CMS data entry requirements that affect outcomes.
- K4.** The trainee will be able to identify evidence of racial and ethnic disproportionality in CWS data.

Skill

- S1.** The trainee will be able to find outcome data for his or her county on the CSSR website.
- S2.** The trainee will be able to find caseload data on the Safe Measures website.

Values

- V1.** The trainee will value CSSR and Safe Measures as data analysis tools.
- V2.** The trainee will value the association of timely, accurate, and complete data to their impact on practice and child welfare organization planning.

Online Module: Introduction to ICWA (30 - 45 minutes)

Knowledge

- K1.** The trainee will recognize that the Indian Child Welfare Act (ICWA) is a remedial act intended to address the historical trauma experienced by Indian/Native American people, the associated distrust, and implications for helping relationships, particularly engagement with Indian/Native American families.
- K2.** The trainee will recognize the concept of tribal sovereignty and the government to government relationship between tribes and the US government.
- K3.** The trainee will recognize that the stated purpose of the ICWA is to restore and maintain connections between Indian children and families and their culture.
- K4.** The trainee will be able to identify the following basic provisions of ICWA:
 - a. Inquiry and Investigation of Native Ancestry
 - b. Noticing of Tribes
 - c. Use of Expert Witnesses
 - d. Adoption and Foster Care Placement Requirements
- K5.** The trainee will be able to identify the difference between active efforts and reasonable efforts.
- K6.** The trainee will recognize legal ramifications related to noncompliance with ICWA.
- K7.** The trainee will recognize tribal customary adoption and guardianship as concurrent permanency planning options for Native American children and youth.

Values

- V1.** The trainee will value accurate entry of data regarding Indian/Native American ancestry and ICWA status in the statewide child welfare database.
- V2.** The trainee will value the critical nature of identifying Indian/Native American children during the initial stages of the child welfare process and the ongoing duty to inquire throughout the life of the case.

**Online Module: Documentation practice and report writing (CWS/CMS integrated / instructor-led)
(120 minutes)**

Knowledge

- K1.** The trainee will be able to describe six strategies for writing effective child welfare documentation (e.g., screener narratives, investigation narratives, court reports, case plans, and case notes).
- K2.** The trainee will be able to identify objective documentation of facts and evidence and subjective documentation of assessment and opinion as used in child welfare writing and will be able to distinguish these forms of writing from value-based, biased, or inflammatory writing.
- K3.** The trainee will be able to identify the scope of information to include in two court report sections (e.g., social study / family assessment, concurrent planning, assessment).
- K4.** The trainee will be able to describe the link among standardized assessment tools, case notes, case plans and court reports.

Skill

- S1.** Using the six strategies for writing effective child welfare court reports, the trainee will be able to edit writing samples to improve them.
- S2.** Using a writing sample the trainee will be able to eliminate biases and values from child welfare documentation.
- S3.** Using a photo or video the trainee will be able to write an accurate and objective description identifying issues salient to child welfare intervention and omitting irrelevant information.

Values

- V1.** The trainee will value clear and concise professional writing for use in child welfare investigation narratives, court reports, case notes, and case plans.
- V2.** The trainee will value child welfare documentation which is free of bias, values, and inflammatory language.

Classroom Training: Teaming, Collaboration, and Transparency (1 day)

Knowledge

- K1.** The trainee will be able to identify the benefits of engagement and teaming.
- K2.** The trainee will be able to describe key elements of collaboration, such as: circles of support, teaming values, family involvement, community involvement, and families as partners.
- K3.** The trainee will be able to describe strategies to support the family, caregivers, and team members in shifting from a focus on the family's deficits to their strengths to meet their child's needs.
- K4.** The trainee will be able to recognize the need to work collaboratively to formulate case plan objectives.
- K5.** The trainee will be able to describe the assessment processes that drive decisions about reunification and permanency planning to a child and family team.

Skill

- S1.** Given a case scenario, the trainee will be able to identify key participants for a team meeting and how meeting outcomes support case planning and long-term success for the family.
- S2.** Given a case scenario, the trainee will be able to use strength-based language to describe safety concerns.

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 collaboration with children, youth, non-minor dependents, families, family support networks and other professionals to access local resources and improve outcomes related to safety, permanency, and well-being.
- V3.** Trainees will value working in partnership with Foster Care Public Health Nurses and other health care providers to promote well-being for children and youth involved in the child welfare system.
- V4.** The trainee will value the use of teams to make case planning and placement decisions with families.
- V5.** The trainee will value the family as the experts on themselves.
- V6.** The trainee will value the role of the community in case planning and decision making.

Classroom Training: Legal Procedures and Responsibilities (1/2 day)

Knowledge

- K1.** The trainee will recognize that all CWS documentation may potentially be accessed by the court via the discovery process and may be considered evidence.
- K2.** The trainee will understand the concept of reasonable efforts and reasonable services to prevent removal, facilitate reunification, and to finalize a permanent plan.
- K3.** The trainee will be able to distinguish between verifiable facts and opinions in order to prepare legally required records and documents.

Skill

- S1.** Given a paragraph or series of sentences, the trainee will be able to identify bias-free written language that can be used for writing documents that will be used by CWS and the legal system.

Values

- V1.** The trainee will value the accurate, well-organized, and fact-based reporting.
- V2.** The trainee will value being mindful of the long term impact social worker documentation has on children and families.
- V3.** The trainee will value making a conscious effort to be unbiased in all CWS documentation.

Classroom Training: Values and Ethics in Practice (1/2 day)

Knowledge

- K1.** The trainee will recognize his or her role as an advocate and case manager in supporting the needs of children, youth, non-minor dependents, and families to achieve:
 - a. Safety
 - b. Permanency
 - c. Well-being
- K2.** The trainee will recognize possible conflicts associated with efforts to engage with families (e.g., cultural expectations, use of social media).
- K3.** The trainee will be able to explain how professional values and ethics influence the decision-making process in child welfare, including the convening of teams for decision-making and appropriate disclosure of information.

Skill

- S1.** Given a case scenario, the trainee will be able to identify strategies to avoid ethical conflict related to efforts to engage (e.g., cultural expectations, social media).

Values

- V1.** The trainee will value fair and equitable treatment of all people involved in child welfare including efforts to address the issue of disproportionality in child welfare.
- V2.** The trainee will value continued awareness of how one's own values may influence one's decision-making process in public child welfare.
- V3.** The trainee will value awareness of his/her own emotional responses to clients in areas where the trainee's values are challenged.

Classroom Training: Trauma-informed Practice (1 day)

Knowledge

- K1.** The trainee will be able to define childhood traumatic stress and describe experiences that constitute childhood trauma.
- K2.** The trainee will be able to describe the relationship between a person's lifetime trauma history and his or her behaviors or responses.
- K3.** The trainee will be able to describe how traumatic experiences affect overall development, brain development, and memory.
- K4.** The trainee will be able to describe how cultural factors influence identification, interpretation, and response to traumatic experiences.
- K5.** The trainee will be able to describe how child traumatic stress is exacerbated by ongoing stressors in a child's environment and within the child welfare system.
- K6.** The trainee will be able to identify the core components of evidence-based trauma treatment.
- K7.** The trainee will be able to identify three things social workers can do to minimize and heal trauma.
- K8.** The trainee will be able to identify coping responses, strengths and protective factors that promote positive adjustment among traumatized children.
- K9.** The trainee will be able to describe the effect of personal trauma history and secondary traumatic stress on social workers and their responses to families and children.

Skill

- S1.** Using a case example, the trainee will be able to recognize, identify and assess symptoms of traumatic stress within a developmental and cultural context.
- S2.** Using a case example, the trainee will be able to demonstrate three things social workers can do to minimize and heal trauma.

Values

- V1.** The trainee will value referring children with a trauma history for a thorough trauma assessment and specific trauma-related mental health services.
- V2.** The trainee will value working to prevent or mitigate the impact of traumatic stress by using trauma-informed responses.
- V3.** The trainee will value the different roles for social workers and mental health providers in providing trauma-informed services.

Classroom Training: Fairness and Equity (1/2 day)

Knowledge

- K1.** The trainee will be able to recognize indicators of disproportionality in child welfare.
- K2.** The trainee will be able to identify the open discussion of race, ethnicity and culture with the family as an essential component of accurate assessment and culturally relevant service interventions.

Skill

- S1.** Given a case example or scenario, the trainee will be able to demonstrate a culturally sensitive initial conversation with a family that includes questions about:
 - a. the family's culture,
 - b. barriers the family has faced, and
 - c. culturally significant child-rearing practices.

Values

- V1.** The trainee will value fair and equitable treatment of all people involved in child welfare including efforts to address the issue of disproportionality in child welfare.
- V2.** The trainee will value interacting with all families, foster parents, colleagues, service providers and stakeholders in a manner that is respectful of ethnic and cultural differences.
- V3.** The trainee will value the family as the best source of information about their culture.
- V4.** The trainee will value differences in cultural perspective and recognize the equal worth of all cultures.
- V5.** The trainee will value recruiting foster and adoptive families that reflect the ethnic and racial diversity of the child welfare population in their county or region.

Classroom Training: ICWA and Working with Native American Families and Tribes (1/2 day)

Knowledge

- K1.** The trainee will be able to describe the American history that led to the passage of the Indian Child Welfare Act (ICWA).
- K2.** The trainee will recognize the historical trauma experienced by Indian/Native American people and the associated distrust and implications for helping relationships, particularly engagement with Indian/Native American families.
- K3.** The trainee will be able to describe the California history that led to the codification of the ICWA in California law.
- K4.** The trainee will recognize the concept of tribal sovereignty and the government-to-government relationship between tribes and the US government.
- K5.** The trainee will be able to identify the following basic provisions of ICWA:
 - a. Inquiry and Investigation of Native Ancestry
 - b. Noticing of Tribes
 - c. Use of Expert Witnesses
 - d. Adoption and Foster Care Placement Requirements
- K6.** The trainee will be able to identify the difference between active efforts and reasonable efforts.
- K7.** The trainee will recognize legal ramifications related to noncompliance with ICWA.
- K8.** The trainee will be able to describe positive outcomes resulting from collaboration with tribes and ICWA compliance.
- K9.** The trainee will recognize that connection to culture results in improved outcomes for Native American families and children.
- K10.** The trainee will recognize tribal customary adoption and guardianship as concurrent permanency planning options for Native American children and youth.
- K11.** The trainee will recognize California SB678 and standards for tribal initiation of tribal customary adoption.

Values

- V1.** The trainee will value understanding the American history that led to the passage of the ICWA.
- V2.** The trainee will value collaborating and working with tribes and tribal representatives as resources for decision-making and planning throughout the life of a case when serving Indian/Native American children.
- V3.** The trainee will value maintaining Indian/Native American children with their families to the continued existence and integrity of Indian/Native American tribes.
- V4.** The trainee will value Indian/Native American children's connection to their tribe and community including membership in their tribe.

Classroom Training: Intro to CWS/CMS (1/2 day)

Knowledge

K1. The trainee will be acquainted with the following CWS/CMS topics:

- a. CWS/CMS features;
- b. CWS/CMS terms;
- c. CWS/CMS network structure and system security;
- d. starting the CWS/CMS Control Panel;
- e. basic screen and information structure, navigation techniques, and common commands used in CWS/CMS;
- f. the role of each CWS/CMS application;
- g. helpful resources for trouble-shooting when using CWS/CMS (including online help);
- h. The trainee's responsibility to enter data accurately in the SACWIS to support the data exchange to state and federal databases, ie., AFCARS, NCANDS, NYTD.

K2. The trainee will be acquainted with the following Client Services tools and features:

- a. starting the Client Services application,
- b. overall screen and information structure,
- c. general purpose of each folder and its primary pages,
- d. general purpose of each section and notebook,
- e. types of documents,
- f. general purpose of each drop-down menu command,
- g. supported child welfare services functions,
- h. searches,
- i. types of reports.

Skill

S1. The trainee will demonstrate the ability to complete the following tasks in CWS/CMS:

- a. navigate between screens;
- b. use text boxes to enter narrative information;
- c. complete required fields;
- d. add and delete rows;
- e. use spell check.

Values

V1. The trainee will value the connection between his or her documentation and outcomes for families as well as state and federal outcome measures.

Field Training: Teaming, Collaboration, and Transparency (4 hours)

Knowledge

K1. The trainee will be able to describe a teaming process that supports the family, caregivers, and team members in shifting from a focus on the family's deficits to their strengths to meet their child's needs.

Skill

S1. In a team meeting, the trainee will be able to establish working relationships with family members and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes.

S2. In a team meeting, the trainee will be able to demonstrate culturally appropriate strategies for initiating a discussion about concurrent planning by providing full disclosure and explaining the concurrent planning process.

S3. In a team meeting, the trainee will be able to create shared agreement on critical areas:

- a. Safety issues to be addressed
- b. Culturally sensitive services, supports, practices, traditions, and visitation plan that will address trauma, loss, behavioral health, drug / alcohol recovery, child safety, child and family well-being
- c. Other needs identified by the family and their team, building on the strengths, resources, and perspectives of families and their supportive communities or tribes

S4. In a team meeting, the trainee will be able to facilitate a placement decision making discussion that includes exploration of all possible placement options and honors the family's knowledge about the child's placement needs.

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 collaboration with children, youth, non-minor dependents, families, family support networks and other professionals to access local resources and improve outcomes related to safety, permanency, and well-being.

V3. The trainee will value working with youth to develop service and support plans.

V4. The trainee will value the use of teams to make case planning and placement decisions with families.

V5. The trainee will value the role of the community in case planning and decision making.

Field Activity: Cultural Competency (1 hour)

Knowledge

K1. The trainee will be able to identify how one's history, culture and experiences affect one's beliefs about people from different cultural groups.

K2. The trainee will be able to define the concept of cultural humility and explain its application to child welfare practice.

Skill

S1. The trainee will be able to engage in an initial conversation with a supervisor or field advisor about bias in child welfare practice

Values

V1. The trainee will value open discussion of possible biases as an important tool for combatting disproportionality in child welfare practice.

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

Knowledge

K1. The trainee will be able to identify local tribes and local best practices for connecting with tribal representatives.

Values

V1. The trainee will value building connections with tribal representatives and collaborating to assist tribal families and youth to access relevant services.

Field Activity: Social Worker Safety (1 hour)

Knowledge

K1. The trainee will be able to describe the role of the supervisor in maintaining social worker safety, including:

- a. Consulting with the social worker about his or her safety;
- b. Providing information about county agency policies concerning child welfare social worker safety.

K2. The trainee will be able to describe effective communication skills that can be used to defuse or successfully prevent violent outbursts, including:

- a. Acknowledging the power differential that exists;
- b. Using neutral language and avoiding passing judgment;
- c. Expressing empathy with family members' situations and feelings;
- d. Describing family members in ways that let them know they are valued partners.

K3. The trainee will be able to describe how to leave a dangerous situation swiftly.

Skill

S1. Given a case example or scenario, the trainee will be able to demonstrate the steps necessary for preparation for a home visit with personal safety in mind, including determining risk factors, being well informed about case information, and knowing the geographic area.

Values

V1. The trainee will value recognizing and acknowledging internal reactions as a possible signal that a threat is present.

Field Activity: Advocacy (4 hours)**Knowledge**

- K1.** The trainee will be able to describe the role of advocacy in child welfare practice including:
- a. Advocating with courts and attorneys;
 - b. Advocating for needed services;
 - c. Advocating for placement needs;
 - d. Advocating for effective mental health treatments, including use of psychotropic medication;
 - e. Listening to families when they advocate for themselves.
- K2.** The trainee will be able to describe self-advocacy and identify strategies to help families advocate for themselves within family teams.
- K3.** The child welfare social worker will recognize his or her role as an advocate and case manager in supporting the educational achievement of children, youth and non-minor dependents in care.

Skill

- S1.** The trainee will be able to advocate for a specific service, objective, goal, or other outcome for a child, youth, or family.

Values

- V1.** The trainee will value recognizing and acknowledging self-advocacy from children, youth, young adults or other family members during the team meeting process.
- V2.** The trainee will value the role of the social worker as advocate on behalf of children, youth, young adults, and families.

Field Training: Legal Procedures and Responsibilities (4 hours)

Knowledge

- K1.** The trainee will be able to distinguish between verifiable facts and opinions and understand where each belongs in a case presentation.
- K2.** The trainee will be able to identify the following guidelines for providing testimony:
- a. Listen carefully to the question and pause before answering
 - b. Answer only the question asked
 - c. Do not give an opinion unless it is requested
 - d. Testify only to facts within your experience
 - e. Be aware of your verbal and non-verbal communication
 - f. Speak slowly, loudly and clearly
 - g. Avoid taking sides
 - h. Be truthful
- K3.** The trainee will understand the difference between the role of the social worker and the role of the attorney, including differences among the child's attorney, the parent's attorney, and the attorney for the Child Welfare agency.

Values

- V1.** The trainee will value accurate, well-organized, and fact-based reporting.
- V2.** The trainee will value being mindful of the long term impact social worker documentation has on children and families.
- V3.** The trainee will value a conscious regard for unbiased presentation of diverse cultures and needs in recording daily case management activities and preparing reports for court.

Foundation Block 200 Level Learning Objectives

Online Module: ICWA Review and Expert Witness (30 - 45 minutes)

Knowledge

- K1.** The trainee will be able to describe the historical basis and purpose of the Indian Child Welfare Act (ICWA).
- K2.** The trainee will be able to identify the following essential elements of compliance with the ICWA:
- a. Inquiry
 - b. Notice
 - c. Evidentiary Requirements
 - d. Active Efforts
 - e. Placement Preferences
- K3.** The trainee will be able to identify the role of tribes in child welfare.
- K4.** The trainee will be able to identify Tribal Customary Adoption.
- K5.** The trainee will be able to define the following phrases as they apply to the ICWA:
- a. Indian child
 - b. Indian parent
 - c. Indian custodian
 - d. Tribal jurisdiction
- K6.** The trainee will be able to describe the role of the Qualified Expert Witness as it relates to the ICWA.

Skill

- S1.** The trainee will be able to apply the essential elements of ICWA to a case example.

Values

- V1.** The trainee will value tribal sovereignty and the role of the tribe in child welfare.
- V2.** The trainee will value the role of the tribe in the lives of Indian children, youth and families.
- V3.** The trainee will value accurate application of the ICWA in every child welfare case.

Engagement Block

100 Level Elearning	Engagement, authority and courtesy 60 minutes
	Interviewing 90 minutes
	Concurrent planning introduction 90 minutes
100 Level Classroom	Engagement and interviewing 1 day
Field	Interviewing 2 hours
	Engagement and Difficult Conversations 2 hours
	Exploring Family, Extended Family, Community, Tribal Connections and Relationships 1 hour

Learning Objectives

Online Module: Engagement, Authority and Courtesy (60 minutes)

Knowledge

- K1.** The trainee will be able to identify the guiding principles and key activities of organizations that deliver effective customer service and what social service agencies can learn from a customer service model.
- K2.** The trainee will be able to recognize that the social worker role has inherent power and authority and the social worker's skillful use of authority can enhance engagement.
- K3.** The trainee will be able to identify the continuum of engagement.
- K4.** The trainee will be able to identify effective methods for engaging the family.
- K5.** Using a vignette, the trainee will be able to identify factors that should be considered when selecting an engagement strategy.

Values

- V1.** The trainee will value engaging and empowering family members to maximize their investment and motivation to work toward change.
- V2.** The trainee will value demonstrating cultural humility and treating people with respect as a method for increasing engagement in the child welfare services intervention.
- V3.** The trainee will value the skillful use of power and authority in family engagement and child welfare interactions.

Online Module: Interviewing (90 minutes)

Knowledge

- K1.** The trainee will be able to recognize the phases of an interview (preparation, rapport building, information gathering, and closure), and steps and goals of the interview process.

- K2.** The trainee will be able to identify effective strength-based interviewing strategies for defusing conflict and engaging family members.
- K3.** The trainee will be able to identify 5 types of questions (e.g., open-ended, yes/no, “W” questions, leading, and coercive questions).
- K4.** The trainee will be able to identify 3 types of information gathered via interviews (e.g., general information, abuse/ neglect related information, disclosure clarification)
- K5.** The trainee will be able to identify 3 differences between child and adult interviews.

Values

- V1.** The trainee will value the role of a well-conducted interview in establishing new relationships, and as a primary source of information for assessments, crisis intervention and ongoing case management.
- V2.** The trainee will value learning about the interviewees’ values, beliefs and behaviors and eliciting family strengths and resources.

Online Module: Concurrent Planning Introduction (90 minutes)

Knowledge

- K1.** The trainee will be able to identify the following aspects of permanency:
 - a) The benefits of permanency;
 - b) The distinction between legal permanency and permanent connections;
 - c) The different permanency goals (reunification, adoption, guardianship);
 - d) The integral role of concurrent planning in promoting permanency;
 - e) Strategies to facilitate permanency for older children, youth, and young adults;
 - f) The importance of documenting family finding and permanency connection efforts.
- K2.** The trainee will be able to identify the principles of concurrent planning.
- K3.** The trainee will be able to identify key steps for successful concurrent planning.

Skill

- S1.** Given a case scenario, the trainee will be able to identify strategies for identifying permanent connections and developing a concurrent plan with a family.

Values

- V1.** The trainee will value the process of concurrent planning as a critical element of permanency and permanent connections.

Classroom Training: Engagement and Interviewing (1 day)

Knowledge

- K1.** The trainee will be able to identify effective strength-based interviewing strategies (including appreciative inquiry and ‘keys to engagement’) to engage with the family and identify strengths and underlying needs.

Skill

- S1.** Using a vignette, the trainee will be able to formulate three interview questions to learn more about the family’s values, beliefs or practices that relate to childrearing and parenting.
- S2.** Using a vignette, the trainee will be able to demonstrate interviewing techniques for defusing

conflict, engaging family members who are reluctant to deal with critical issues and assisting family members to openly discuss their opinions and feelings.

S3. Using a vignette, the trainee will be able to demonstrate the phases of an interview (preparation, rapport building, information gathering, and closure), and steps and goals of the interview process.

S4. Using a vignette, the trainee will be able to demonstrate the ability to formulate questions based on assessment of a child's or adult's level of cognitive, emotional and linguistic development.

Values

V1. The trainee will value a respectful, empathic, strength-based, and trauma-informed approach to listening and responding to events and life experiences described by interviewees.

V2. The trainee will value awareness of his/her responses to interviewees, with particular attention to biases that may arise.

V3. The trainee will value building trust and rapport by providing clear explanations to families about child welfare responsibilities, procedures and services that relate to interview questions and responses.

V4. The trainee will value learning about the interviewees' values, beliefs and behaviors and eliciting underlying needs, family strengths, protective capacities, and resources.

Field Training: Interviewing (2 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 his or her 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, ethnographic interviewing, or 'keys to engagement.'

Skill

S1. The trainee will be able to demonstrate use of appreciative inquiry, ethnographic interviewing, or 'keys to engagement' while gathering information about one of the following:

- a) Values, beliefs and behaviors
- b) Family strengths, underlying needs, protective capacities, and resources.

Values

V1. The trainee will value the skillful use of power and authority in the interview process.

Field Training: Engagement and Difficult Conversations (2 hours)

Knowledge

K1. The trainee will be able to describe effective strength-based interviewing strategies for defusing conflict and assisting family members to openly discuss their opinions and feelings while working through disagreement and keeping the family engaged.

Skill

S1. The trainee will demonstrate using appreciative inquiry, ethnographic interviewing, or keys to engagement while engaging in difficult conversations.

Values

V1. 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.

V2. The trainee will value effectively working through disagreement as a way to engage and build trust.

**Field Training: Exploring Family, Extended Family, Community, Tribal Connections and Relationships
(1 hour)**

Knowledge

K1. The trainee will identify where information about family members and relationships is recorded in CWS/CMS.

K2. The trainee will identify how to review information in a case file.

K3. The trainee will identify how to review case records for the purpose of identifying permanent connections.

Skill

S1. The trainee will be able to:

- a) Review a case file to determine what information about family, extended family, community, Tribal connections, and relationships may be missing or need further review
- b) Develop a plan to obtain missing information

Values

V1. The trainee will value identifying and documenting family relationships, extended family, community connections, and tribal connections to help children and youth develop and maintain their sense of identity and connection to a family and community.

Assessment Block

100 Level Elearning	Overview of assessment procedures 120 minutes
	Introduction to child development 60 minutes
	Child maltreatment identification 120 minutes
100 Level Classroom	Critical thinking and assessment ½ day
	Assessment skills lab 1 day
	Assessing for key child welfare issues 1 day
	Child maltreatment identification skills lab 1 day
Field	Completing assessment tools 2 hours
	Safety and Risk in Teams 2 hours

Learning Objectives

Online Module: Introduction to Child Development (60 minutes)	
Knowledge	
K1.	The trainee will be able to identify activities typically occurring in the stages and domains of child development.
K2.	The trainee will be able to identify red flags indicating developmental concerns needing intervention.
K3.	The trainee will be able to recognize ways that cultural variations in parenting practices may influence the manifestation and timing of developmental skills and stages.
K4.	The trainee will be able describe the process for assessing the developmental needs of children during regular face-to-face contacts.
K5.	The trainee will be able to identify how to seek intervention for a child with developmental needs.
Values	
V1.	The trainee will value the range of individual and cultural differences in human development.
V2.	The trainee will value and respect cultural variations in child-rearing practices and beliefs when working with families from diverse ethnic, racial, and socio-economic backgrounds.

Online Module: Overview of Assessment Procedures (120 minutes)

Knowledge

K1. The trainee will be able to describe the following definitions as they apply to child protective services:

- a. Safety
- b. Risk
- c. Protective Capacity

K2. The trainee will be able to identify the stages in CWS cases where assessments of safety, risk, and protective capacity must occur.

K3. The trainee will be able to describe the following SDM assessment tools and their respective purposes:

- a. SDM Hotline Tools: informs referral acceptance, in person-response, response time and differential response (if applicable)
- b. SDM Safety Assessment Tool: informs presence of safety threats, protective capacities and whether a child needs to be placed
- c. SDM Risk Assessment Tool: informs whether or not to close a referral or promote to a case.
- d. SDM Family Strengths and Needs Assessment (FSNA) Tool: prioritizes strengths and needs for case planning
- e. SDM In-Home Risk Reassessment Tool: informs whether or not to close a case.
- f. SDM Reunification Reassessment Tool: informs whether to return a child home.

K4. The trainee will be able to identify the elements of an effective safety plan.

K5. The trainee will be able to define and identify the factors to consider in assessing Minimum Sufficient Level of Care.

K6. The trainee will be able to describe three strategies for developing safety plans in a team setting.

K7. The trainee will be able to describe the strategies for incorporating existing protective capacities and community supports in safety planning in a team setting.

Values

V1. The trainee will value recognizing and acknowledging self-advocacy from children, youth, young adults or other family members during the team meeting process.

V2. The trainee will value the role of the community and the family's social support network in enhancing safety, decreasing risk and increasing protective capacity.

Online Module: Child Maltreatment Identification (120 minutes)

Knowledge

K1. The trainee will be able to identify indicators of:

- a. Physical abuse
- b. Neglect
- c. Emotional abuse
- d. Sexual abuse and exploitation

K2. The trainee will be able to identify how cultural factors can affect identification of child maltreatment.

K3. The trainee will be able to identify the impact of family roles and interactions on identification of sexual abuse.

K4. The trainee will be able to identify:

- a. The associated sections of the Welfare & Institutions Code Section 300 (a) - (j)
- b. The legal basis for identifying physical abuse, sexual abuse and exploitation under California law specifically as defined by the Penal Code

Values

V1. The trainee will value making decisions consistent with the legal definitions described in the Penal Code and Welfare & Institutions Code Section 300 (a) - (j).

Classroom Training: Critical Thinking and Assessment (1/2 day)

Knowledge

K1. The trainee will be able to describe a process to analyze and synthesize information from multiple sources when conducting a child welfare assessment.

K2. The trainee will be able to describe how life experiences, personal values, and bias may affect determination of minimum sufficient level of care (MSLC) in assessing safety and risk and developing safety plans.

K3. The trainee will recognize the role of reflective practice in child welfare assessment.

Skill

S1. Given a case scenario, the trainee will be able to check facts and analyze factors relevant to an assessment of safety, risk, and protective capacity which includes information from the reporting party, extended family members, case records, and other collateral sources.

S2. The trainee will be able to identify and resolve effects of their own life experiences, personal values, and biases in establishing MSLC and assessing safety and risk.

Values

V1. The trainee will value obtaining consultation as needed to conduct an effective assessment.

V2. The trainee will value fact checking in child welfare assessment.

Classroom Training: Assessment Skills Lab (1 Day)

Knowledge

- K1.** The trainee will be able to recognize key definitions used in the SDM assessment system, including
- a. Excessive discipline
 - b. Primary caregiver
 - c. Policy override
 - d. Substance abuse

Skill

- S1.** Given multiple case scenarios, the trainee will be able to apply SDM definitions and complete the following tools:
- a. SDM Hotline Tools
 - b. SDM Safety Assessment Tool
 - c. SDM Risk Assessment Tool
 - d. SDM Family Strengths and Needs Assessment (FSNA Tool)
 - e. SDM In-Home Risk Reassessment Tool
 - f. SDM Reunification Reassessment Tools

Values

- V1.** The trainee will value how the SDM model, SDM tools and definitions were developed in order to appreciate the accuracy and consistency of recommended decisions.

Classroom Training: Child Maltreatment Identification Skills Lab (1 day)

Knowledge

- K1.** The trainee will be able to identify physical, emotional, and behavioral characteristics of children who have been maltreated.
- K2.** The trainee will be able to identify cultural practices that may be mistaken for child maltreatment.
- K3.** The trainee will be able to identify when to seek consultation from agency resources medical staff, mental health professionals, law enforcement, or forensic experts during child maltreatment identification efforts.

Skill

- S1.** The trainee will be able to use the child maltreatment indicators to identify child maltreatment in a vignette.
- S2.** Using a vignette, the trainee will be able to identify cultural factors that affect child maltreatment identification, including distinguishing child maltreatment from cultural factors.
- S3.** Using a vignette, the trainee will be able to identify developmental factors that affect child maltreatment identification.
- S4.** Using a vignette, the trainee will critically analyze motivation, credibility and the information provided by family members and others regarding sexual abuse.

Values

- V1.** The trainee will value using a strength-based model of practice that provides a holistic view of the family as part of the child maltreatment identification process.
- V2.** The trainee will value an understanding of how poverty, lack of education, community distress and environmental stressors can contribute to risk for child maltreatment.
- V3.** The trainee will value working collaboratively with agency resources, law enforcement and medical, mental health, and forensic experts in identifying child maltreatment.

Classroom Training: Assessing for Key Child Welfare Issues (1 day)

Knowledge

- K1.** The trainee will be able to identify how assessment can be impacted by:
 - a. Caregiver substance abuse
 - b. Mental health issues
 - c. Intimate partner violence
 - d. Trauma and deprivation
- K2.** The trainee will be able to identify the role of teaming with experts in working with families to assess issues related to:
 - a. Caregiver substance abuse
 - b. Mental health issues
 - c. Intimate partner violence
 - d. Trauma and deprivation
- K3.** The trainee will be able to describe how cultural differences and historic trauma can affect assessment and the assessment relationship.
- K4.** The trainee will be able to recognize how the use of authority can affect the process of conducting

an assessment.

Skill

- S1.** Using a vignette the trainee will be able to conduct a balanced and accurate assessment that focuses on child and youth safety and risk and addresses:
 - a. Caregiver substance abuse
 - b. Mental health issues
 - c. Intimate partner violence
 - d. Trauma and deprivation
 - e. Child and youth well-being
- S2.** Using a vignette, the trainee will be able to describe a process for consulting and collaborating with health care providers, educators, mental health providers, and other community members regarding medical needs, educational needs and mental health needs of foster children and foster youth.
- S3.** Using a vignette, the trainee will be able to differentiate between child and youth safety and risk of maltreatment to a child or youth in a situation involving substance abuse.

Values

- V1.** The trainee will value being sensitive to factors that affect assessment such as:
 - a. Fair, careful, and transparent use of authority
 - b. Establishing productive relationships with families
 - c. The possible history of oppression experienced by the family
- V2.** The trainee will value assessment as an ongoing collaborative process with families and their support networks / family teams.
- V3.** The trainee will value a rigorous assessment process that that considers the family's strengths, protective capacities, and safety needs in the effort to achieve child and youth safety.

Field Activity: Completing Assessment Tools (2 hours)

Knowledge

- K1.** The trainee will be able to identify county protocols related to the use of the SDM assessment system.

Skill

- S1.** The trainee will be able to apply SDM definitions and complete the following tools:
 - a. SDM Safety Assessment Tool
 - b. SDM Risk Assessment Tool

Values

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

Field Activity: Safety and Risk in Teams (2 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 three strategies for engaging teams in the safety planning process.

Skill

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

Values

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

Service Planning Block

100 Level Elearning	Case planning basics 90 minutes
	Purposeful visitation and family time 90 minutes
100 Level Classroom	Behavioral objectives ½ day
	Case planning in a team setting ½ day
Field	Behavioral objectives 1 hour
	Engaging family members in case planning 1 hour
	Visit and family time observation 1 hour

Learning Objectives

Online Module: Case Planning Basics (90 Minutes)

Knowledge

- K1.** The trainee will be able to identify the difference between case plan goals, objectives, and services.
- K2.** The trainee will be able to define Minimum Sufficient Level of Care (MSLC) as the primary consideration for addressing child and youth safety in case planning.
- K3.** The trainee will be able to identify the role of standardized assessment in case plan development.
- K4.** The trainee will recognize reasonable efforts and active efforts as the minimum standard to support families in meeting case plan goals.
- K5.** The trainee will be able to recognize how the impact of trauma may affect the case planning process.
- K6.** The trainee will be able to recognize S.M.A.R.T. objectives.

Values

- V1.** The trainee will value prioritizing child, youth, and family needs in case plan objectives.
- V2.** The trainee will value embedding safety linked behaviors and protective capacities in case plan objectives.
- V3.** The trainee will value the case plan as a mutually agreed upon document that contains the obligations and roles of the department and the family.

Online Module: Purposeful Visitation and Family Time (90 Minutes)

Knowledge

- K1.** The trainee will be able to recognize that purposeful and frequent parent-child visitation and family time is highly correlated with successful reunification.
- K2.** The trainee will be able to identify strategies for developing visitation plans that are based on case plan objectives and reflect the developmental level of the infants, child(ren), and youth and the skill level of the parent.
- K3.** The trainee will be able to identify visitation plans that progressively increase parental independence and autonomy based on assessment of case plan progress, safety, and risk.
- K4.** The trainee will be able to identify tools describing behaviors parents and caregivers can use to engage infants, children, youth, and young adults to nurture, support, and sustain emotional connections.
- K5.** The trainee will be able to identify strategies to address potential negative reactions from caregivers, children, and youth to visitation and family time.

Values

- V1.** The trainee will value observing and documenting visitation and family time activities as part of the assessment and service planning process.
- V2.** The trainee will value visitation and family time as a tool for helping children, youth and young adults in foster care maintain connectedness with parents, siblings and other extended family members.
- V3.** The trainee will value engaging parents, youth, and caregivers in developing visitation and family time plans.

Classroom Training: Behavioral Objectives (1/2 Day)

Knowledge

- K1.** The trainee will be able to recognize the need to work collaboratively to formulate case plan objectives that:
 - a. Reflect behavioral changes needed to resolve safety and risk concerns
 - b. Are culturally relevant for the family
 - c. Address the specific strengths and needs of children, youth, including medical and mental health services
 - d. Address safety, permanency and well-being
- K2.** The trainee will be able to recognize that CWS/CMS is a templated tool that requires customizing for each family based on the strengths and needs of that family.

Skill

- S1.** Given a case scenario, the trainee will be able to write case plan objectives that are specific, measurable, achievable, relevant, and time limited.
- S2.** Given a case scenario, the trainee will be able to link assessment of strengths, needs, and protective capacities to case plan objectives.
- S3.** Given a case scenario, the trainee will be able to demonstrate working with a family to prioritize and sequence case plan objectives.

Values

- V1.** The trainee will value family voice and involvement in case plan development.
- V2.** The trainee will value case plans that:
 - a. Reflect the family's expression of their priorities and needs
 - b. Supports ongoing family involvement
 - c. Focus on behavioral change needed to address safety and risk concerns and meet the Minimum Sufficient Level of Care (MSLC)
- V3.** The trainee will value including standardized assessment results in the case planning process to reduce bias and maintain focus on the MSLC.

Classroom Training: Case Planning in a Team Setting (1/2 Day)

- K1.** The trainee will be able to identify the benefits of participating in a team based planning process, including development of case plans that:
 - a. Reflect the family's expression of their priorities and needs
 - b. Support ongoing family involvement
 - c. Include culturally relevant services and service providers
- K2.** The trainee will be able to recognize key safety, risk, strengths, and needs assessment information to include in a team meeting to facilitate a team case planning process.
- K3.** The trainee will be able to identify three strategies to overcome conflict during team case planning:
 - a. Reframing
 - b. Helping team members identify conflict
 - c. Helping team members explore the facts and preferences underlying their alternative viewpoints and opinions instead of focusing on personality conflicts or personal differences
- K4.** The trainee will be able to identify three strategies to maintain the team's focus on the case plan during team case planning:
 - a. Establishing group goals and decision criteria and returning focus to the shared goals and decision criteria throughout the process
 - b. Emphasizing common factors that promote consensus in the group discussion
 - c. Following orderly, preplanned steps for considering alternatives and deciding on solutions

Skill

- S1.** In a team meeting simulation or role play activity, the trainee will demonstrate engaging families, community members, and other formal and informal supports to build a circle of support who will then work together to formulate culturally relevant case plans and to identify culturally relevant service providers.
- S2.** In a team meeting simulation or role play activity, the trainee will be able to demonstrate one of the following three strategies to overcome conflict:
 - a. Reframing
 - b. Helping team members identify conflict
 - c. Helping team members explore the facts and preferences underlying their alternative viewpoints and opinions instead of focusing on personality conflicts or personal differences
- S3.** In a team meeting simulation or role play activity, the trainee will be able to demonstrate one of the following three strategies to maintain the team's focus on the case plan:

- a. Establishing group goals and decision criteria and returning focus to the shared goals and decision criteria throughout the process
- b. Emphasizing common factors that promote consensus in the group discussion.
- c. Following orderly, preplanned steps for considering alternatives and deciding on solutions

Values

- V1.** The trainee will value engaging families, community members, and other formal and informal supports to formulate case plans and to identify culturally relevant service providers.
- V2.** The trainee will value seeing the family as the experts on themselves and being able to identify solutions to their issues and concerns.

Field Activity: Writing Behavioral Objectives (2 hours)

Skill

- S1.** The trainee will develop S.M.A.R.T. case plan objectives with a parent (or child and family team).
- S2.** The trainee will enter S.M.A.R.T. case plan objectives in CWS/CMS.

Field Activity: Engaging Family Members in Case Planning (1 hour)

Skill

- S1.** The trainee will explain the benefits of participating in a team based planning process.
- S2.** The trainee will integrate strength based and solution focused language in a presentation of safety, risk, strengths, and needs assessment information to the team in a way that provides clear information and engages the family in developing a case plan.
- S3.** The trainee will use at least 1 of the following strategies to facilitate an ongoing safety network focused on providing the supports the family needs to safely care for their children:
- a. The trainee will elicit updated information from the family team to identify people who are participating in a safety network and specific roles they filled if the plan has been activated.
 - b. The trainee will work with the family team to facilitate development of a plan for how and when the safety network will be accessed.
- S4.** The trainee will use at least 1 of the following 3 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 shared goals and decision criteria throughout the process
 - b. Emphasizing common factors that promote consensus in the group discussion
 - c. Using preplanned steps for considering alternatives and deciding on solutions

Field Activity: Visit and Family Time Observation (1 hour)

Knowledge

- K1.** The trainee will be able to identify how purposeful and frequent parent-child visitation and family time promotes successful reunification.

K2. The trainee will be able to list strategies to assist parents to engage with infants, children, youth, and young adults during visits/family time.

Skills Options (trainees will complete one of these activities)

S1. The trainee will be able to document a visit or family time observation that includes a balanced assessment of skills and challenges observed during the visit.

S2. The trainee will be able to describe strengths and challenges in the way an existing visitation/ family time plan addresses:

- a. The case plan objectives
- b. The developmental level of the infants, child(ren), and youth and the skill level of the parent
- c. Progressive opportunities for parental independence and autonomy based on case plan progress, safety, and risk

S3. The trainee will be able to offer strategies to a caregiver to address a child or youth who is challenged by visitation/family time.

Value

V1. The trainee will value establishing progressive, purposeful visitation and family time plans.

Monitoring and Adapting Block

100 Level Elearning	Monitoring and adapting 60 minutes
	Placement 60 minutes
100 Level Classroom	Managing the plan ½ day
	Placement safety, stability, and well-being ½ day
Field	Writing case plan progress notes 1 hour
	Team-based case planning 1 hour
	Placement stability 1 hour

Learning Objectives

Online Module: Monitoring and Adapting (60 Minutes)

Knowledge

- K1.** The trainee will be able to recognize and consider relevant laws and policies that guide the case planning process and how they affect monitoring and adapting the case plan.
- K2.** The trainee will be able to identify how to maintain the initial Minimum Sufficient Level of Care by ensuring the updated case plan continues to focus on addressing identified safety and risk concerns.
- K3.** The trainee will be able to define reasonable and active efforts as the concept relates to monitoring and adapting the case plan.
- K4.** The trainee will be able identify the following key information to include in the case plan update:
 - a) Progress on case plan objectives
 - b) Updates on visitation plan
 - c) Updates on child well-being
- K5.** The trainee will be able to identify circumstances that impact the safety plan and case plan and identify how to adapt the safety plan and case plan to address safety and provide relevant interventions.

Skill

- S1.** Using a case scenario, the trainee will be able to consider current circumstances and identify whether or not a family is meeting the identified minimum sufficient level.

Values

- V1.** The trainee will value assessing the reasonable and/or active efforts of the agency to ensure they effectively support families in meeting case plan goals.
- V2.** The trainee will value assessing and updating the safety linked behaviors and protective capacities

embedded in case plan objectives.

Online Module: Placement (60 Minutes)

Knowledge

- K1.** The trainee will be able to identify laws that impact placement decisions (ICWA, ICPC, MEPA/IEP) in order to make a legally-informed decision regarding placement of a child in foster care.
- K2.** The trainee will be able to identify factors associated with increased risk of maltreatment in the foster home and identify supports to help foster parents maintain safety in placement.
- K3.** The trainee will be able to identify the following research-based factors associated with increased well-being and stability in foster care placement:
 - a. foster parent acceptance of contact with birth parents in the foster home
 - b. foster parent intention to adopt
 - c. foster parent knowledge of child development
- K4.** The trainee will recognize the following research-based parenting techniques associated with increased stability in foster placement:
 - a. foster parent use of consistent non-physical discipline
 - b. foster parent use of positive reinforcement
- K5.** The trainee will be able to identify the following tools to support substitute care providers:
 - a. tools and resources to help substitute care providers understand and meet the needs of children and youth
 - b. engagement of substitute care providers as members of a child and family team dedicated to ensuring the safety, permanency and well-being of the children or youth in care
- K6.** The trainee will be able to recognize the reasonable and prudent parent standard and its application.
- K7.** The trainee will be able to recognize that purposeful and frequent social worker/child visits are associated with increased placement stability and permanency.

Values

- V1.** The trainee will value placing children and youth in the least restrictive environments that will meet their needs.

Classroom Training: Managing the Plan (1/2 Day)

Knowledge

- K1.** The trainee will be able to describe the reassessment process, which includes assessing outcomes of services and making needed adjustments in case plan goals, objectives, concurrent planning and services with the youth and family.
- K2.** The trainee will be able to identify:
- barriers to meeting case plan goals
 - when case plan objectives have been successfully achieved
 - when MSLC is achieved and maintained
- K3.** The trainee will be able to identify the need to ensure that personal bias does not affect assessment of minimum sufficient level of care.

Skill

- S1.** Given a case scenario, the trainee will be able to complete a child welfare services case plan update in CWS/CMS that:
- contains language that can be easily understood by families
 - accurately reflects families' strengths and needs
 - includes case plan objectives that are S.M.A.R.T.
 - directly addresses factors contributing to the maltreatment
 - considers relevant laws and policies.

Values

- V1.** The trainee will value prioritizing and sequencing case plan objectives to ensure that the family can effectively address each goal within the legally mandating timelines.

Classroom Training: Placement Safety, Stability, and Well-being (1/2 Day)

Knowledge

- K1.** The trainee will be able to describe strategies for helping families who experience trauma, grief and loss following child welfare placement, including:
- identifying behaviors that indicate separation trauma in children, youth, and young adults of different developmental stages and of different cultural backgrounds;
 - identifying strategies including collaborating with caregivers and mental health service providers to promote well-being for infants, children, youth, and young adults in placement.

Skill

- S1.** Using a case scenario, the trainee will be able to assist a caregiver and birth parents understand the depth of a child or youth's grief and loss.
- S2.** Using a case scenario, the trainee will be able to identify strategies and collaborate with caregivers and parents to address the impact of grief and loss on a child or youth who is in placement.

Values

- V1.** The trainee will value as critical aspects of placement and permanence:

- a. providing services to promote the well-being of children and youth, (including health, education, visitation, and mental health services within a cultural context); and
- b. providing services to promote the well-being of parents, caregivers and other permanent connections.

V2. The trainee will value working with both birth families and substitute caregivers to prepare children and youth to make the transition to placement as smooth as possible.

Field Activity: Placement Stability (2 hours)

Skill

S1. In a meeting with the field advisor, the trainee will identify a possible strategy to support placement stability.

Then choose either S2 or S3:

S2. In a meeting with a caregiver and child or youth, the trainee will begin a conversation about the impact of placement on child and youth well-being and help the caregiver and child or youth develop strategies to address it.

S3. In a family team meeting, the trainee will work with the team to develop strategies for the family and child or youth to support placement stability.

Field Activity: Team-based Case Planning (2 hours)

Choose one of these three activities:

Knowledge

K1. Following observation of a team meeting at which a social worker works with a family team to discuss progress on an ongoing case plan, the trainee will describe the family's goals and progress to the field advisor.

K2. Following observation of a team meeting at which an ongoing case plan is reviewed, the trainee will be able to identify a technique the social worker used to help the family assess progress, identify barriers to meeting case plan objectives, and establish revised plans to meet goals.

K3. Following observation of a team meeting at which an ongoing case plan is reviewed, the trainee will be able to identify a technique the social worker used to help the family assess their case plan progress to ensure they are meeting the timelines associated with their case (e.g., reunification timelines, family maintenance timelines).

Field Activity: Writing Case Plan Progress Notes (1 hour)

Choose one of these three activities:

Skill

- S1.** After reviewing case plan updates in ongoing cases managed by other social workers, the trainee will write progress notes for the case plan objectives in a case on his or her caseload.
- S2.** In consultation with the field advisor, the trainee will describe his or her ideas for how an actual or sample case plan could be adapted to build on or enhance the family's progress.
- S3.** The trainee will enter progress notes in the CWS/CMS case plan update.

Transition Block

100 Level Elearning	Case closure 60 min
	After 18 60 min
100 Level Classroom	Transition practice 1 day
Field	Transition in teams 1 hour
	Developing a transition plan 1 hour
	After 18 1 hour

Learning Objectives

Online Module: Case Closure (60 minutes)

Knowledge

- K1.** The trainee will be able to identify the safety, risk, and protective capacity factors to assess when deciding whether or not to recommend closing a case.
- K2.** The trainee will be able to identify the purpose and key components of an aftercare plan for to ensure families, youth, and young adults have necessary supports after case closure.
- K3.** The trainee will be able to identify the circles of support concept and a process to follow to continue the family's support circle at case closure including linking to informal safety.

Values

- V1.** The trainee will value engaging and empowering family members in planning for supports after case closure.
- V2.** The trainee will value developing aftercare plans as a practice that decreases risk of future maltreatment and harm.

Online Module: After 18 (60 minutes)

Knowledge

- K1.** The trainee will be able to identify the After 18 program providing extended foster care for young adults age 18-21.
- K2.** The trainee will be able to identify the role of the social worker in preparing for and developing the TILP/TILCP with youth in foster care and young adults in extended foster care.
- K3.** The trainee will be able to identify placement options for young adults in extended foster care.
- K4.** The trainee will recognize the following goals for working with non-minor dependent youth:
 - a. assisting youth in developing and maintaining ongoing permanent connections
 - b. engaging youth in the development of Transitional Independent Living Plans
 - c. engaging youth in the development of Mutual Agreements
 - d. shifting roles to allow increased autonomy and independence
- K5.** The trainee will recognize the provisions for exiting extended foster care and re-entering extended foster care.

Values

- V1.** The trainee will value the increasing independence and autonomy of youth in extended foster care.
- V2.** The trainee will value the role of the social worker as a consultant and partner in decision-making with non-minor dependent youth in extended foster care.

Classroom Training: Transition Practice (1 day)

Knowledge

- K1.** The trainee will be able to describe the types of transitions families and social workers experience during placement changes, team changes, social worker changes, reunification, and case closure.
- K3.** The trainee will be able to identify trauma-informed social worker practices to assist families and teams in managing transitions.
- K4.** The trainee will be able to identify the role of the team in helping families manage transitions.
- K5.** The trainee will be able to identify factors associated with foster care re-entry following reunification.
- K6.** The trainee will be able to describe permanency options in CWS and social worker practices to assist families in transitioning to permanency.
- K7.** The trainee will be able to identify the role of culture and bias in child welfare permanency practice.

Skill

- S1.** Using a vignette, the trainee will be able to describe 3-strategies to assist a family in transition to permanency.
- S2.** Using a vignette, the trainee will be able to demonstrate developing an aftercare plan in a team setting.
- S3.** Using a vignette, the trainee will be able to identify potential biases in efforts to address permanency.
- S4.** Using a vignette, the trainee will be able to identify and address his or her own emotional responses to transition.

Values

V1. The trainee will value the role of the social worker in facilitating CWS transitions.

V2. The trainee will value the role of the team in facilitating CWS transitions.

Field Training: Transition in Teams (1 hour)**Knowledge**

K1. Following observation, the trainee will be able to describe the trauma-informed social worker practices that facilitated transition planning in a team setting or a meeting with a family. (Note: if no observation opportunity available, done in conversation with field advisor)

K2. Following observation, the trainee will be able to describe the role of the team members or members of the family in developing their transition plan. (Note: if no observation opportunity available, done in conversation with field advisor)

K3. Following observation, the trainee will be able to describe the key components of the family's transition plan. (Note: if no observation opportunity available, done in conversation with field advisor)

Values

V1. The trainee will value using a family driven transition plan development approach.

Field Training: Developing a Transition Plan (2 hours)**Knowledge**

K1. The trainee will be able to articulate knowledge of key components to include in a transition plan.

Skill

S1. The trainee will complete one of the following activities:

- a. Engage family members in developing a transition plan and document the plan
- b. Observe an assigned primary social worker develop a transition plan
- c. Review a transition plan developed with a family or the concept of a transition plan and discuss with the field advisor

Values

V1. The trainee will value a respectful, empathic, and strength-based approach to working with a family to develop and implement a transition plan.

Field Training: After 18 (1 Hour)**Knowledge**

K1. The trainee will be able to describe practices to enhance engagement with young adults in extended foster care.

Skill

- S1.** The trainee will engage a young adult in extended foster care in developing or updating a TILP / TILCP.
- S2.** The trainee will document a youth's progress toward meeting TILP / TILCP objectives or document a TILP / TILCP or TILP / TILCP update developed with a young adult in extended foster care. This activity may be completed via one of the following:
 - a. The trainee may complete the activity while working with a youth on his or caseload
 - b. The trainee may complete the activity following observation of an interaction between another social worker and a youth

Values

- V1.** The trainee will value the role of extended foster care in assisting young adults to gradually transition to independent adulthood.

Curriculum Notes

Foundation Block:

- Video and or 6 minute trailer “Bringing Our Children Home” could be used in ICWA related classes, F&E curriculum or elsewhere.
- Legal procedures e-learning module: We agreed to make a curriculum note that we should mention case law when we introduce the laws in the beginning of the module and BRIEFLY underscore the role of the judicial branch.
- Legal procedures e-learning module: content should include a glossary to include the other terms along with the acknowledgement that counties may use different names for some of these hearings.
- Legal procedures e-learning module: Encourage trainees to consult with their supervisor and county counsel about local practices
- Legal procedures e-learning module: The social worker’s responsibilities for the next hearing (as referenced in S1) should include noticing
- Federal and State Laws e-learning module: Encourage trainees to consult with their supervisor and county counsel about local practices

Engagement Block:

- Include implicit bias, the worker’s personal values, and creating a safe space for children/youth to talk about sensitive and private issues, including SOGIE (e.g., using inclusive language). Note that beyond being respectful, social workers should be open, welcoming, and affirming.
- Exploring Family, Extended Family, Community, Tribal Connections and Relationships Field Activity: Include genogram tool and circles of strength and support as tools to use in completing the activity and include Tribe in the process and activity if the child is an Indian child.
- Authority and courtesy e-learning module: ensure the continuum of engagement (K3) includes concepts related to engagement with families working with CFS on a voluntary and involuntary basis, as well as engaging with children, youth, and adults.

Assessment Block

- Assessing for key child welfare issues classroom module: include caregiver mental health and substance abuse needs
- Assessing for key child welfare issues classroom module: include effects of PRESENT-DAY racism, classism, sexism, heterosexism, not just historic trauma.
- Child and youth development e-learning module: be sure to include SOGIE development

Service Planning Block

- Engaging family members in case planning Field Activity: define team in a way that is flexible enough to include in-person meetings with the family as teaming.

- Writing behavioral objectives field activity: Include idea of pre-meeting with family to set up the concept so it is not a surprise to the family.
- Writing behavioral objectives classroom module: include formulating case plan objectives that integrate an affirming approach to SOGIE
- Case planning in a team setting classroom module: include case plan services and service providers that integrate an affirming approach to SOGIE

Monitoring and Adapting Block:

- Placement e-learning module: include content related to facilitating foster parent access to community support systems and facilitating relationship building between caregivers and birth families
- Placement e-learning module: include in value that placements are safe and affirming to the child's SOGIE
- Placement classroom module: recommended for co-training with either a caregiver or former foster youth
- Placement classroom module: include foster parent affirmation and support of child / youth's SOGIE
- Placement stability Field Activity: strategies for the family and child or youth to support placement stability could include monitoring and supervision of the child or youth and supporting the relationship between the child or youth and the extended / birth family.

Transition Block:

- Case Closing e-learning module: refer to maltreatment for under 18 population, harm for after 18
- Transition practice classroom module: include bias related to race, class, SOGIE
- After 18 e-learning module: emphasize the carry through from early on (age 12-13) when social workers begin developing the concepts with youth that will be included in the TILP and TILCP.
- Developing a transition plan Field Activity: there must be an option for observation for those counties - they will observe an assigned primary social worker develop a transition plan or review a transition plan developed with a family or the concept of a transition plan and discuss with the field advisor. Link to variety of roles SW may play (how would this tie in to hotline, er, etc.)
- After 18 Field Activity: add time for reflecting with the field advisor about the role of all social workers in all program areas seeing their connection to After 18 (e.g., being able to take calls from non-minor dependent youth at hotline and ER, seeing the connection to family finding and permanency).