

## Title IV-E Child Welfare Addendum

### Foundation Competencies \_\_\_\_\_

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor Name: \_\_\_\_\_ Liaison Name: \_\_\_\_\_

Field Placement Agency: \_\_\_\_\_

Throughout the Master of Social Work Program (i.e. field placement, coursework, and seminars), students are exposed to the ten areas covered by the EPAS (Educational Policy Accreditation Standards) as approved by the Council of Social Work Education and CalSWEC. This Addendum to the Learning Agreement assists the Title IV-E Program in monitoring the Curriculum Competencies for Public Child Welfare attained in field practice. Please read over the competencies and specific activities listed. **Keep in mind that you will be reviewing your Title IV-E Addendum on a weekly basis during your formal field instruction hour.** Please work with your Title IV-E Liaison to finalize your addendum and keep him/her aware of your progress. This Title IV-E Addendum will be evaluated for completion at the end of the academic year in May. Have a great year! (Asterisk symbol indicates CalSWEC Field Experience Inventory Competency).

Field placement hours shall include an internship in a public child welfare agency for a minimum of one year whereby the Title IV-E student develops the knowledge and skills necessary to incorporate Title IV-E Child Welfare Competencies into child welfare practice. Field placement hours can also be in a non-profit setting which involves the Title IV-E population as consumers. This internship will be identified as your Non-Profit Internship Year for purposes of integrating Foundation Competencies.

#### To be reviewed and completed by the student & field instructor together

#### Students are to complete at least 3 activities in each section, where applicable.

#### **I) 2.1.1 Identify as a professional social worker and conduct oneself accordingly**

2.1.1 Demonstrate beginning capacity to advocate for client services by utilizing a policy practice framework and negotiating for community based and culturally sensitive programs and services.

1. Discuss the skills, techniques, and process of advocacy
2. Demonstrate knowledge of community resources and contracted service providers
3. Demonstrate knowledge of cultural programs and services utilized by the agency and available to clients
4. Demonstrate knowledge of federal, major state, local, and agency policy and procedures related to service delivery
5. Verbally identify social work roles\*

#### **II) 2.1.2 Apply social work ethical principles to guide professional practice**

(a) Demonstrate capacity to perceive the diverse viewpoints of clients, community members, and others in cases of value conflict and the ability to resolve such conflicts by applying professional practice principles.

1. Examine agency standards and child welfare practice
2. Demonstrate knowledge of the NASW Code of Ethics

3. Demonstrate knowledge of the NASW Standards for Social Work Practice in Child Welfare
4. Demonstrate knowledge of the Standards and Values for Public Child Welfare Practice in California
5. Verbally identify the use of boundaries\*

#### **II) 2.1.2 Apply social work ethical principles to guide professional practice**

(b) Demonstrate knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy, and research.

1. Discuss with field instructor an ethical dilemma and apply NASW Code of Ethics
2. Discuss with field instructor and apply one of the components of the NASW Standards for Social Work Practice in Child Welfare

#### **III) 2.1.3 Apply critical thinking to inform and communicate professional judgments**

2.1.3 Demonstrate the ability critically to appraise, integrate, and apply evidence-based knowledge and practice principles, as well as client and other knowledge, in conducting and communicating ethnically competent assessments and interventions.

1. Student to explore evidenced based research and promising practice and apply critical thinking
2. Discuss with field instructor completed *assessments* in which evidenced-base knowledge, practice principles, and cultural considerations were applied
3. Discuss with field instructor completed *interventions* in which evidenced-base knowledge, practice principles, and cultural considerations were applied

#### **IV) 2.1.4 Engage diversity and difference in practice**

2.1.4 (a) Demonstrate knowledge of historical, legal, socioeconomic, and psychological forms of oppression and the ability to develop culturally sensitive interventions within that understanding.

1. Discuss Cultural Competence Models and relevancy to practice
2. Verbally identify importance of engagement & cultural humility in work with clients\*
3. Discuss with field instructor an intervention and apply on of the components of the NASW Standards for Cultural Competence in Social Work to an assigned case
4. Discuss with field instructor a culturally sensitive intervention and apply to an assigned case
5. Visit two settings which serve under-represented populations (Native American, LGBT, immigration, CAPP, etc.)

#### **2.1.4 (b) Recognize how institutional racism and power dynamics affect workplace culture and climate in practice.**

1. Demonstrate knowledge of the organizational structure of the agency
2. Demonstrate knowledge of the decision making process for the agency
3. Discuss with field instructor power and authority differences within the agency and in practice

4. Attend a minimum of one cultural competency training and discuss implications at a micro, mezzo, and macro level
5. Discuss how cultural brokers may be used in decision making
6. Identify and discuss a situation where institutional power may over-ride social work practice and make Recommendations

**2.1.4 (c) Demonstrate self-awareness of bias, including knowledge of and capacity to manage power differences, when assessing and working with diverse populations.**

1. Journal self-reflections which identifies personal biases which may impact service delivery
2. Discuss with field instructor personal biases and possible impact on service delivery
3. Complete an implicit bias test at [implicit.harvard.edu](http://implicit.harvard.edu) and share with field instructor
4. Discuss performance based standards
5. Discussion around system issues in the agency and on institutional power
6. Identify a situation in the agency where issues occur

**V) 2.1.5 Advance human rights and social and economic justice**

2.1.5 Student demonstrates a functional knowledge of advocacy theory, skills, and techniques and consistently engages in activities/tasks designed to promote social and economic justice in working with all client populations.

1. Discuss with field instructor a situation that advocacy skills and techniques were used to promote social and economic justice for clients
2. Observe the openness of the organization for internal/external feedback and discuss with field instructor

**VI) 2.1.6 Engage in research informed practice and practice informed research.**

2.1.6 Demonstrate knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels

1. Demonstrate knowledge of the California Evidence-Based Clearinghouse for Child Welfare ([cebc4cw.org](http://cebc4cw.org))
2. Discuss with field instructor a program from the [cebc4cw.org](http://cebc4cw.org) website currently practiced at the agency
3. Discuss with field instructor a program from the [cebc4cw.org](http://cebc4cw.org) website *not* currently utilized at the agency
4. Participate in current practice around utilization of research

**VII) 2.1.7 Apply knowledge of human behavior to the social environment**

2.1.7 (a) Demonstrate beginning ability to apply conceptual behavioral frameworks to social environments involved in assessment, intervention, and evaluation.

1. Discuss with field instructor the biological, psychological, and social systems that influence clients' development and behavior

2. Discuss developmental theory, cognitive theory, resiliency and empowerment based perspectives in field instruction

**2.1.7 (b) Demonstrate beginning ability to gather and interpret behavioral knowledge in perceiving person and environment**

1. Present a case in a team meeting\*
2. Supervise a sibling or family visitation\*
3. Develop working knowledge of signs of substance abuse and its effect on family functioning.\*

**VIII) 2.1.8 Engage in policy practice to advance social & economic well-being and to deliver effective social services**

**2.1.8 (a) Begin systematically to collect and analyze knowledge and experiences to identify, formulate, and advocate for policies that advance social and economic well-being**

1. Discuss with field instructor policies that impact social and well-being of clients
2. Discuss the Lanterman Act with field instructor
3. Know the roles & expected conduct of persons in court: judge, attorneys, social workers, CASA volunteers, witnesses, etc.\*

**2.1.8 (b) Demonstrate ability to identify and to engage stakeholders to collaborate for effective policy formulation and action**

1. Demonstrate knowledge of stakeholders that collaborate with the agency and have an impact on policy formation
2. Discuss AB12, Katie A., Affordable Care Act, ICWA, and Immigration Policy with field instructor
3. Observe a TDM or SIP workgroup\*
4. Become familiar with the of role of CASA in public child welfare\*

**IX) 2.1.9 Respond to context that shape practice**

**2.1.9 Demonstrate beginning capacity to comprehend changing local and social contexts and scientific advances that affect practice, with an emerging ability to identify and provide relevant services**

1. Discuss with field instructor current events, legislations, or literature review findings that may impact practice and service delivery
2. Shadow social workers in Emergency Response, Family Maintenance, Family Reunification, and Permanency Planning (e.g. kinship/guardianship, aging out youth, etc.) units or relevant public child welfare practice (school, mental health, substance abuse, domestic violence)\*
3. Visit and meet providers of out of home placement types: family foster care, kinship care, tribal placement, therapeutic foster care, group home, residential treatment center, THP-Plus foster care, Supported Independent Living Placement(SILP)\*

### **X) 2.1.10 (a) Engagement**

2.1.10 (a) Demonstrate the ability to work with individuals, families, and groups to identify and work towards accomplishment of shared goals

1. Articulate skills and techniques used to engage all systems
2. Discuss with field instructor the engagement strategies and techniques used with a difficult client

### **X) 2.1.10 (b) Assessment**

2.1.10 (b) Demonstrate ability to involve individuals, family members, and community service providers to develop coordinated intervention plans.

1. Demonstrate knowledge of assessment tools used by the agency to develop intervention plan for clients (risk assessment, SDM, CWS/CMS, W&I Code, Div. 31)
2. Demonstrate knowledge of agency policies and procedures to develop coordinated plans
3. Conduct (under supervision) a mental health screening\*
4. Create a service plan based on needs identified from service needs assessment\*
5. Create an ILSP (Independent Living Service Plan) with youth\*
6. Develop a permanency plan(s) with a birth and/or adoptive family\*

### **X) 2.1.10 (c) Intervention**

**2.1.10 (c.1) Demonstrate capacity to identify and prioritize challenges and to foster solutions that call on clients'/consumers' existing strengths**

1. Demonstrate knowledge of strength based and solution focused practice
2. Implement early and crisis intervention services and strategies\*

**2.1.10 (c.2) Demonstrate capacity and skills to undertake the role of client advocate in negotiating for needed policies, resources and services**

1. Participate in a concurrent planning meeting\*
2. Discuss the skills, techniques, and process of advocacy

**2.1.10 (c.3) Recognize the importance of understanding the transition & termination processes and demonstrate the capacity to sensitively terminate work**

1. Demonstrate knowledge of the agency's transition and termination policies as it relates to practice

**X) 2.1.10(d) Evaluation**

2.1.10(d) Demonstrate a beginning ability to systemically monitor, analyze, and evaluate interventions, applying a knowledge-for-action approach to determine future action

1. Demonstrate knowledge of agency's method of tracking outcomes
2. Discuss with field instructor methods to incorporate improving future outcomes
3. Verbally identify practice related skills and articulate own level of skill & plan to improve\*
4. Review case notes, progress reports, and other forms of writing for style and content\*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Title IV-E Field Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

Title IV-E Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

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**Comments:**