



## Common Core 3.0 Content Overview

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

### *Impetus for the Revision*

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

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

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

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

### *Common Core 3.0 Concept and Content*

#### **Concept**

The concept for Common Core 3.0 involves three key components:

1. Practice Areas - we divided training content into 6 practice area blocks (Foundation, Engagement, Assessment, Service Planning, Monitoring and Adapting, and Transition). These practice blocks mirror the Katie A. Core

Practice Model, are congruent with the CAPP Practice Model, and allow for a focused exploration of knowledge and skills in key practice areas providing a natural framework for field activities and skill development.

2. Sequence - in order to improve trainee retention of training material we identified a training process that introduces knowledge, allows for skill practice and then reinforces knowledge and skills through additional classroom reflection and refinement. For Common Core 3.0 this means that within each practice block we have identified 100 level content (knowledge and skills new social workers need as soon as possible after hire), Field Activities (to be completed after the 100 level content), and 200 level content to be completed after the field activities. In addition, in some content areas there is specific sequencing for online modules and classroom training as the online modules are prerequisites for the classroom experience.
3. Modality - in an effort to maximize the limited training time available, we identified knowledge based content that can be provided via online training. This will allow for classroom time to focus on interactional skill building activities between trainees and trainers and among trainees. In addition, we identified specific skills for further development through field activities and field based training and coaching with field advisors.

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

### Content

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

### Foundation Block

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

There are 9 e-learning modules, 7 classroom modules, and 6 field activities in this block.

<b>Block 1 – Foundation</b>	
<b>100 Level Elearning</b>	Values, ethics, and confidentiality 60 minutes <ul style="list-style-type: none"> <li>• NASW Code of Ethics</li> <li>• Confidentiality</li> </ul>
	Orientation to common core 90 minutes <ul style="list-style-type: none"> <li>• Orientation to core practice blocks, modalities, and sequence</li> <li>• Introduction to SW practice in CA</li> </ul>
	Federal and state laws 90 minutes <ul style="list-style-type: none"> <li>• Safety, permanency, and well-being</li> <li>• ASFA, CAPTA, WIC, ICWA, Social Security Act, MEPA, Fostering Connections</li> </ul>
	Legal procedures 90 minutes <ul style="list-style-type: none"> <li>• Case presentation and testimony basics</li> <li>• Legal overview of dependency cases</li> </ul>
	Time and stress management 60 minutes

	<ul style="list-style-type: none"> <li>• Strategies for managing time</li> <li>• Exploration of secondary traumatic stress and stress reduction techniques</li> </ul>
	<p>Social worker safety 60 minutes</p> <ul style="list-style-type: none"> <li>• Assessing social worker safety in the field</li> <li>• Avoiding and mitigating danger</li> </ul>
	<p>Intro to CWS data 60 minutes</p> <ul style="list-style-type: none"> <li>• Using data in practice</li> <li>• Intro to CFSR and outcomes</li> </ul>
	<p>ICWA introduction 45 or 60 minutes</p> <ul style="list-style-type: none"> <li>• Tribal sovereignty</li> <li>• Basic provisions of the law</li> </ul>
	<p>Documentation practice and report writing 120 minutes</p> <ul style="list-style-type: none"> <li>• Tips and practice writing case notes, case plans, and court reports.</li> </ul>
<b>100 Level Classroom</b>	<p>Values and ethics in practice ½ day</p> <ul style="list-style-type: none"> <li>• Practice related vignettes with ethical dilemmas</li> <li>• Awareness of personal values and their possible influence on casework</li> </ul>
	<p>Legal procedures and responsibilities ½ day</p> <ul style="list-style-type: none"> <li>• Legal responsibilities</li> <li>• Reasonable efforts</li> <li>• Fact and opinion (in court reports)</li> <li>• Writing and practicing to the level of legal scrutiny</li> </ul>
	<p>Teaming, collaboration, and transparency 1 day</p> <ul style="list-style-type: none"> <li>• Collaboration basics (who to collaborate with, their role, your role and why this collaboration is important, interdisciplinary collaboration [mental health], sharing roles [adoption social worker, etc.] tension points)</li> </ul>
	<p>Trauma-informed practice 1 day</p> <ul style="list-style-type: none"> <li>• Introduction to trauma-informed practice (including secondary traumatic stress / stress management)</li> </ul>
	<p>Fairness and equity ½ day</p> <ul style="list-style-type: none"> <li>• Intro to cultural humility, disproportionality and disparity</li> </ul>
	<p>Intro to CWS/CMS ½ day</p> <ul style="list-style-type: none"> <li>• Basic CWS/CMS training including terms, commands, navigation, notebooks, reports</li> </ul>

<b>Field</b>	Legal procedures and responsibilities <ul style="list-style-type: none"> <li>• Court related observation and practice</li> </ul>
	Teaming collaboration and transparency <ul style="list-style-type: none"> <li>• Observe a collaborative team meeting activity: TDM, FTM, CF service team</li> <li>• Practice using a team model for discussion of concurrent planning or placement decisions</li> </ul>
	Advocacy <ul style="list-style-type: none"> <li>• Observe social worker advocating for a specific service, objective, goal, or other outcome for a child, youth, or family</li> <li>• Complete required information gathering and documentation regarding a child or youth's use of psychotropic medication</li> </ul>
	SW safety <ul style="list-style-type: none"> <li>• Consultation with field advisor about the safety related policy and the role of the supervisor in promoting safety</li> </ul>
	ICWA and Working with Native American Tribes <ul style="list-style-type: none"> <li>• Identify local tribes and best practices for connecting with Tribal representatives</li> </ul>
	Cultural Competency <ul style="list-style-type: none"> <li>• Reflection on bias and cultural humility</li> </ul>
<b>200 Level</b>	Online - ICWA review and expert witness (90 Minutes) <ul style="list-style-type: none"> <li>• Review of legal procedures related to ICWA</li> <li>• Expert witness requirements</li> </ul>
	Classroom - Knowledge and Skill Reinforcement (1 day)

### Engagement Block

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

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

<b>Block 2 – Engagement</b>	
<b>100 Level Elearning</b>	Engagement, authority, and courtesy 60 minutes <ul style="list-style-type: none"> <li>• Appropriate use of authority and respect</li> <li>• Voluntary and involuntary clients</li> </ul>
	Interviewing 90 minutes <ul style="list-style-type: none"> <li>• Phases of the interview</li> <li>• Types of questions</li> <li>• Strength-based interviewing strategies</li> </ul>
	Concurrent planning introduction 90 minutes <ul style="list-style-type: none"> <li>• Basic definition</li> <li>• Family Finding (CWS/CMS Integration Point) includes family finding and connectedness</li> </ul>
<b>100 Level Classroom</b>	Engagement and interviewing 1 day <ul style="list-style-type: none"> <li>• Communication and framing your message</li> <li>• Strategies to employ “in the moment critical thinking” about what facts are needed,</li> </ul>

	what doesn't add up, how to get at the key information
<b>Field</b>	Interviewing <ul style="list-style-type: none"> <li>Observe investigative interview</li> </ul>
	Engagement and difficult conversations <ul style="list-style-type: none"> <li>Practice engaging with family members</li> </ul>
	Exploring Family, Extended Family, Community, and Tribal Connections <ul style="list-style-type: none"> <li>Practice case mining</li> </ul>
<b>200 Level</b>	Classroom - Knowledge and Skill Reinforcement (1 day)

### Assessment Block

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

There are 3 e-learning modules, 4 classroom modules, and 2 field activities in this block.

<b>Block 3 – Assessment</b>	
<b>100 Level Elearning</b>	Overview of assessment procedures 120 minutes <ul style="list-style-type: none"> <li>The difference between safety and risk</li> <li>Protective capacity (including operationalizing protective capacity in teams)</li> <li>SDM policies and procedures</li> </ul>
	Introduction to child development 60 minutes <ul style="list-style-type: none"> <li>Ages and stages milestones</li> <li>Red flags</li> </ul>
	Child maltreatment identification 120 minutes <ul style="list-style-type: none"> <li>Types of maltreatment</li> <li>Recognizing neglect</li> </ul>
<b>100 Level Classroom</b>	Critical thinking and assessment ½ day <ul style="list-style-type: none"> <li>Information analysis and synthesis</li> <li>Fact checking</li> <li>Supervisor consultation</li> </ul>
	Assessment skills lab 1 day <ul style="list-style-type: none"> <li>SDM tools throughout the life of the case</li> <li>Practice completing assessment tools</li> </ul>
	Assessing for key child welfare issues 1 day <ul style="list-style-type: none"> <li>Special issues in assessment (red flags for Intimate Partner Violence, Mental Health, Substance Abuse)</li> <li>Assessing for well-being factors (health, education supports, mental health)</li> <li>Understanding the purpose of using mental health screening tools</li> </ul>
	Child maltreatment identification skills lab

	1 day <ul style="list-style-type: none"> <li>Skills practice identifying neglect, physical abuse, sexual abuse, neglect using a framework</li> </ul>
<b>Field</b>	Safety and risk in teams <ul style="list-style-type: none"> <li>Observe safety and risk case presentation in a team setting</li> <li>Practice completing a safety plan with a team</li> </ul>
	Completing assessment tools <ul style="list-style-type: none"> <li>Practice completing safety and risk assessment tools</li> </ul>
<b>200 Level</b>	Classroom - Knowledge and skill reinforcement (1 day)

### Service Planning Block

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

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

<b>Block 4 – Service Planning</b>	
<b>100 Level Elearning</b>	Case planning basics 90 minutes <ul style="list-style-type: none"> <li>Focus on case planning as a path to permanency</li> <li>DIV 31 Requirements</li> <li>Identifying safety linked behaviors to use in case plan development</li> <li>Intro to SMART objectives</li> </ul>
	Purposeful visitation and family time 90 minutes <ul style="list-style-type: none"> <li>Importance of documenting visit activities and link to case plan objectives</li> <li>Using visits to support case plan monitoring</li> </ul>
<b>100 Level Classroom</b>	Behavioral objectives ½ day <ul style="list-style-type: none"> <li>Writing behavior based objectives (CWS/CMS Integration point)</li> <li>Behavioral case planning based on assessment of identified family strengths and needs</li> </ul>
	Case planning and concurrent planning in a team setting ½ day <ul style="list-style-type: none"> <li>Case planning and concurrent planning in a team setting including culturally specific, coordinated, family-driven teaming processes</li> <li>Use of community services including Linkages, formal and informal supports</li> <li>Relationship building between birth and foster families</li> </ul>
<b>Field</b>	Behavioral objectives <ul style="list-style-type: none"> <li>Practice writing behavior-based objectives</li> </ul>
	Visit and family time observation <ul style="list-style-type: none"> <li>Observe family time</li> <li>Strategies to assist families to engage during visits</li> </ul>
	Engaging family members in case planning <ul style="list-style-type: none"> <li>Practice engaging family members in case planning</li> </ul>
<b>200 Level</b>	Classroom - Case Planning and Concurrent Planning skills lab (1 day)

### Monitoring and Adapting Content

The Monitoring and Adapting Block content focuses on measuring case plan progress and adjusting service planning to meet families’ needs as they work their case plans. This includes information about measuring progress, placement policy and practice, and placement stability.

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

<b>Block 5 – Monitoring and Adapting</b>	
<b>100 Level Elearning</b>	Monitoring and adapting 60 minutes <ul style="list-style-type: none"> <li>Review MSLC, reasonable efforts, stages of change, relapse and recovery</li> <li>Reporting requirements</li> </ul>
	Placement 60 minutes <ul style="list-style-type: none"> <li>Placement protocols</li> <li>Reducing trauma at placement</li> </ul>
<b>100 Level Classroom</b>	Managing the plan ½ day <ul style="list-style-type: none"> <li>Bias (personal standards vs. community standards, MSLC)</li> <li>Collaboratively evaluating (including the family’s self-evaluation) the effectiveness of the plan, assessing circumstances and resources and reworking the plan as needed</li> <li>Achieving Safety Goals</li> </ul>
	Placement safety, stability, and well-being ½ day <ul style="list-style-type: none"> <li>Working with caregivers to enhance well-being and placement stability</li> <li>Working with youth and birth parents to support well-being and placement stability</li> </ul>
<b>Field</b>	Writing case plan progress notes <ul style="list-style-type: none"> <li>Practice writing progress notes on behavior-based objectives</li> </ul>
	Team-based case planning <ul style="list-style-type: none"> <li>Observe a case planning team meeting to assess an ongoing plan</li> </ul>
	Placement stability <ul style="list-style-type: none"> <li>Practice assessing placement stability</li> </ul>
<b>200 Level</b>	Classroom - Managing Change (1 day)

### Transition Content

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

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

<b>Block 6 – Transition</b>	
<b>100 Level Elearning</b>	Case closure 60 min <ul style="list-style-type: none"> <li>Assessing risk of future maltreatment and presence or absence of protective capacities</li> <li>Aftercare and Circles of support</li> </ul>

	<p>After 18 60 min</p> <ul style="list-style-type: none"> <li>• Understanding eligibility and Extended Foster Care basics</li> <li>• Engaging and working with young adults (rights, role changes, self-determination)</li> </ul>
<b>100 Level Classroom</b>	<p>Transition practice 1 day</p> <ul style="list-style-type: none"> <li>• Planning transition with families</li> <li>• Minimizing trauma in placement changes and</li> <li>• Transitioning to permanency</li> <li>• Case management during transitions</li> <li>• Managing transition within teams</li> </ul>
<b>Field</b>	<p>Transition in teams</p> <ul style="list-style-type: none"> <li>• Observe a team meeting planning a transition</li> </ul>
	<p>Developing a transition plan</p> <ul style="list-style-type: none"> <li>• Practice developing a transition plan</li> </ul>
	<p>After 18</p> <ul style="list-style-type: none"> <li>• Practice engaging with non-minor dependent youth</li> </ul>
<b>200 Level</b>	Classroom - Knowledge and Skill Reinforcement (1 day)