Title IV-E BASW Child Welfare Program Manual & Integrative Seminars 2019-2020
Title IV-E BASW Child Welfare Program

Student Manual

2019-2020

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Preface

The Title IV-E Child Welfare Student Manual provides the mission and goals which serve to guide child welfare training for Title IV-E undergraduate students in the Bachelor of Arts Degree in Social Work Education Program. In addition, it contains a brief background of the historical development of the Title IV-E Master of Social Work Child Welfare Program and how this has led to the addition and development of the new Title IV-E BASW Child Welfare Training Program that began in August 23, 2004. Sections address the BASW Competencies that are integrated into the BASW curriculum, roles and responsibilities of CalSWEC, the Public Child Welfare Directors, Title IV-E faculty and staff, the child welfare agencies, and policies that direct the participation of students selected into the Title IV-E BASW Child Welfare Program.

Section I consists of the historical foundation of the Department of Social Work Education’s Bachelor of Arts in Social Work Program, and CalSWEC to include their mission, goals, principles, competencies, values and standards, and the curriculum that provides the knowledge and skill preparation for professional practice.

Section II consists of the policies and procedures that guide all selected students participating in the Title IV-E BASW Child Welfare Training Program. These policies cover attendance in field internship, integrative seminars, CalSWEC, University, Agency, and student responsibilities.

Section III consists of the Appendix section that holds additional descriptive information, handouts, articles, assignments, and journal entry form.

This manual was prepared to be used as a guide by Title IV-E BASW students, field liaisons, instructors, child welfare field agencies, DSWE faculty, and child welfare administrators. The enclosed listing of Title IV-E BASW competencies represents a foundational level of generalist practice in the profession of Child Welfare for the Bachelor of Arts Degree in Social Work. Our curriculum adheres to the integration of our mission and the commitment to the values of social justice, diversity, empowerment, leadership, and dialogue practices in the provision of effective and accountable social work services for children and families.
Letter to Title IV-E Students

August 1, 2019

Dear Title IV-E BASW Student:

On behalf of the Title IV-E faculty and staff, I would like to welcome you to the Title IV-E BASW Child Welfare Program. My focus is to support all of you in fulfilling our university, department, and program mission, as well as your professional goals. You have conveyed an interest in specializing as a social worker in public child welfare.

There continues to be a need for social workers in the public child welfare arena. Your commitment will contribute to this need and the benefit will be to the individuals, children, and families in our central valley and outside communities.

Participation in the Title IV-E program will add an additional specialization in child welfare to your social work resume. Education, training, and support will come from attending your seminars, child welfare course, field internship, symposium, and meeting with your assigned Title IV-E faculty member.

The social work department chair, faculty, field coordinators, and field instructors work closely to provide you the education and support needed to integrate your knowledge into practice. The Title IV-E curriculum incorporates the educational requirements with the Council of Social work Education (CSWE) that sets national standards, which are the 2015 Educational Policy and Accreditations Standards (EPAS). As part of the Title IV-E curriculum, you will be completing the 2017 CalSWEC Curriculum Competencies in your field placement, courses, seminars, symposium, and any additional trainings that you attend.

I look forward to working with everyone and feel free to follow up with me with any questions or thoughts and we are all here to support you in achieving your goals. I wish you a successful school year. Upon graduation, you will become a Fresno State Social Work Alumni and a member of the social work profession.

Sincerely,

Maggie Amistead, MSW
Title IV-E BASW Project Coordinator
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Background History

In 1989, the County Welfare Directors Association (CWDA) joined with the Deans and directors of the then “ten” graduate schools of social work in California to form the California Social Work Education Center (CalSWEC). The mission of CalSWEC is to re-professionalize public child social services in primarily two ways;

1. The provision of financial support to BASW and MSW students enrolled in an BASW or MSW social work programs designed for public child welfare competence-based practice and,
2. Facilitating efforts that encourage the retention of skilled professionals in public social service agencies.

In January of 1993, the California Department of Social Services entered into a contract with CalSWEC (California Social Work Education Center, UC Regents) to provide federal Title IV-E money for stipends for fulltime MSW students and for staff to implement the program. Sixteen (16) half-year stipends of $6,250 were available in each of the then ten participating graduate schools of social work; however, in the academic year beginning September 1993, a provision was made for additional twenty two-year stipends of $12,500 per year at each school.

In the Fall of 1994, the amount of the stipend for fulltime MSW students increased to $15,000, and a part-time option for county employees of departments of social services was added. It was also at this time that the contract was expanded to include employees of the California Department of Social Services.

Priority for these slots is provided to Child Welfare Service (CWS) employees who are qualified for admission and to applicants who reflect the diverse client populations currently served by public child welfare in California.

In the Fall of 2000, the stipend for fulltime MSW students was increased to $18,500.

Since the Fall of 2004, stipends in the amount of $15,000 is offered to students currently enrolled in a BASW or BSW program and/or employed in public child welfare services, CDSS, or DSS programs.

The contracting and funding agencies—the California Department of Social Services and the federal Region IX Office of Health and Human Services—have firm project expectations. They anticipate that;

1. Students will be selected according to the priorities they agreed upon
2. The educational competencies will be delivered, and
3. Project money will be accounted for as it would be for any public social service program.

Created in 1990, CalSWEC is a consortium of the state’s 20 accredited social work graduate schools, the 58 county departments of social service and mental health, the California Departments of Social Services (CDSS) and Mental Health (CDMH), the California Chapter of the National Association of Social Workers, professional associations, and foundations. It is the nation’s largest coalition of its kind working together to provide professional education, student support, in-service training, and workforce evaluation research—all directed toward developing effective, culturally competent public service delivery to the people of California.

At this time, we are experiencing budget crises that cut across many disciplines of practice however, within the departments of social service and child welfare, the need remains critical due to the continued pervasive shortage of trained and skilled professionals holding either a BASW or MSW Degree in Social Work. Public child welfare programs continue to be subject to intense media, public, and political scrutiny, particularly in connection with the disparities and disruption of services impacting families that might have been preserved, and coupled with the
injury or death of children in placement. Models of practice continue to be explored in reference to best and evidenced based practices that work toward the stabilization of whole and healthy family systems with the primary goal of protecting children at the helm.

The establishment of community partnerships and development and utilization of neighborhood resources is vital to such efforts. In an effort to address these concerns and bring about positive changes, the Title IV-E Social Work Program was established.

Students, field instructors, field, liaisons, county welfare directors, and educators; this manual has been prepared with you in mind. We deeply value and appreciate your participation and commitment to the re-professionalism of child welfare services. It is through this collaborative process that the student, university, and agencies will continue to promote the development and retention of competent, capable, child welfare practitioners and administrators.

We invite and welcome you all in this effort. The linkage and support provided through the California Social Work Education Center, Title IV-E Social Work Training Program, the Field Coordinator’s office, and the Department of Social Work Education, is designed to assure the successful integration of the competencies within curriculum and practice. All of your internship settings and field instructors have been carefully selected to assure optimal success. We are here to support and guide you through the process so please feel free to call or visit our offices should you have questions or concerns. We look forward to seeing and working with you in this exciting venture.

Again, Welcome from All of Us!
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Section I

Mission of the University, College, and the Department Educational Mission

CalSWEC Mission, Goals, and Principles

Title IV-E BASW Social Work Training Program Competencies

BASW Child Welfare Learning Agreement Addendum

Integrative Seminars

Portfolio Development

Roles of Title IV-E Faculty and Staff
Mission of the University, College and Department

The university, as an urban and rural-regional institution, is dedicated to the development of competent students, citizens, and leaders through the provision of comprehensive bachelor’s and master’s degrees programs. As a publicly supported institution, the university also has a special mission to serve students from groups that historically have not participated in university education, whether because of age, socioeconomic background, physical disability, or geographic location.

Fresno State’s mission is: **To boldly educate and empower students for success.**
Vision:  Students prepared to become our next generation of leaders.  
Values:  Discovery, Diversity, & Distinction.

Similarly, the College of Health and Human Services seeks to provide professional education in health and human services for students pursuing either bachelors or master’s degrees and for those professionals in the community who have continuing educational needs. The mission of both the university and school includes the recognition of the unique service area within which they are located. Thus, the primary institutional effort is directed to the higher education needs of the county regions of the San Joaquin Valley.

The Department of Social Work Education, in subscribing to the aforementioned purposes of the university and the school, is specifically committed to the education of social workers at the bachelor’s and master’s level who will provide social welfare services and leadership within the central San Joaquin Valley. Graduates of both programs intervene with individuals, families, groups and other small systems as well as with human service agencies, voluntary organizations, neighborhoods, and communities. The department is committed to enhancing both the quality of life in the region and the capacity of citizens to identify and address their own social welfare and social justice concerns and needs.

To fulfill its mission in the region, the department prepares students for service and leadership in the Central Valley and globally in order to dismantle systemic oppression through relationship building, dialogue, advocacy, and empowered collective action. The vision and values of the department are as follows:

**Vision:** We seek a society that is respectful, culturally inclusive, compassionate, and just.

**Values:** We commit to prioritizing and modeling the following values and have them guide our interactions with our colleagues, students and communities, how we carry out our mission and vision, make program decisions, and the curriculum we teach:

**Social Justice:** To engage in and promote fair and equitable treatment of all people, all the time, in all places.

**Diversity:** To demonstrate respect for differences and practice inclusion.

**Empowerment:** To leverage shared resources to facilitate capacity building and promote human rights.
Leadership: To promote forms of leadership that practice the qualities of humility, integrity, teamwork, respect, pro-action, critical thinking, and empathy.

Dialogue: To facilitate interactions in which individuals and communities are invited to listen and speak authentically, respectfully, and boldly.

The goal of the undergraduate program is to prepare baccalaureate level students for beginning generalist social work practice in public and private agencies. The goal of the graduate program is to prepare students for advanced, autonomous social work practice with a special focus on practice roles and inventive modes. Both programs provide preparation for service in a region characterized by enormous demographic diversity, widespread poverty, population growth, changing and growing service needs, and the presence of oppressed groups, including women and growing ethnic populations (particularly Hispanics, African-Americans, and Southeast Asian refugees: Hmong, Laotian, and Vietnamese).

The context for this practice is a unique urban-rural configuration of people, agri-business, social-political institutions in transition and a host of social service needs. Accordingly, the department educates beginning and advanced practitioners who can meet complex needs, perform a multiplicity of social work roles, promote institutional change, and enhance the problem-solving capacities of individuals, families, groups, organizations, and communities.
Bachelor of Arts in Social Work Education Department of Social Work Education

Mission

To prepare students for service and leadership in the Central Valley and globally in order to dismantle system oppression through relationship building, dialogue, advocacy, and empowered collective action.

Values

Social Justice

Diversity

Empowerment

Leadership

Dialogue

Foundation & Practice Courses


BSW Sequences

Policy

Research

Human Behavior

Practice

Field Practicum
CalSWEC Mission Statement

The California Social Work Education Center (CalSWEC) is a consortium of the state’s 21 accredited social work graduate schools, all 58 county departments of social services and local behavioral health departments, the California Department of Social Services (CDSS), the California Chapter of the National Association of Social Workers, the County Welfare Directors Association (CWDA) of California, the County Behavioral Health Directors Association of California, and foundations. It is the nation’s largest coalition of its kind working together to provide professional education, student support, in-service training, and workforce evaluation and research—all directed toward developing effective, culturally competent public service delivery to the people of California.

Mission

The California Social Work Education Center (CalSWEC) facilitates and supports statewide partnerships for the education and training of social workers to ensure culturally responsive, effective, and high-quality health and social service delivery to the people of California.

Goals

In support of its Mission, CalSWEC’s Goals are to:

- Prepare a diverse group of social workers for careers in human services, with special emphasis the fields of child welfare, integrated behavioral health, and aging
- Define and operationalize a continuum of social work education and training
- Engage in evaluation, research, and dissemination of best practices in social work

Goals of the Title IV-E Stipend Program

- To increase the number of PCW workers in California with BASW and MSW degrees
- To prioritize the enrollment of current state/county/Tribal social services staff
- To prioritize the enrollment of students who reflect the diversity of California’s child welfare population
- To provide specific program support through the provision of monetary support to students
- To provide specific program support through a specialized competency-based child welfare curriculum
Introduction

To advance the education of the public child welfare workforce, the California Social Work Education Center (CalSWEC) has developed a contract for a Title IV-E BASW program. Similar to the existing Title IV-E MSW program, this federally funded initiative will provide specialized education in child welfare at the undergraduate level. Consistent with the accreditation standards of the Council on Social Work Education, the program will include at least 400 hours of field placement, spread over two consecutive semesters or three school quarters.

This project was designed in response to expressed county needs. In a number of regions in the state, particularly in rural areas, social services and child welfare staff may lack college degrees and/or specialized social work education. By making the Title IV-E support available at the undergraduate level, CalSWEC plans to enhance the educational opportunities for county employees and others who wish to enter the field of public child welfare. The BASW program, which began its Phase I in fiscal year 2004–05, was intended to complement, not replace, the existing Title IV-E MSW. In 2003, a taskforce composed of social work faculty, state agency leaders, and CalSWEC Title IV-E project coordinators began meeting to shape the program, devise a set of curriculum competencies tailored to the BASW level, and make recommendations to the CalSWEC Board of Directors.

Due to the current budgetary uncertainty in the state, the project was rolled out slowly, with a very limited number of participating schools during Phase I. Building on the experience of Phase I, CalSWEC expects that additional schools will have the opportunity to participate over the following two years. Through the process of careful incremental growth, CalSWEC’s intent is to implement an effective, high-quality Title IV-E BASW program.

The BASW Curriculum Competencies resulted from the efforts of the BASW Taskforce and Competencies Subcommittee. Working from the existing curriculum competencies for the MSW level, the subcommittee drafted the Foundation BASW Competencies. The BASW competencies were then accepted by the taskforce as a whole and approved by the CalSWEC board in August 2003.

The competencies were revised in 2008-09, 2011, and 2017 to reflect evolving practice needs, resulting in the version that follows. In response to the 2015 CSWE EPAS revisions, CalSWEC began the collaborative process of revising its Curriculum Competencies in January 2016, with the goal of developing a clear and comprehensive set of competencies that reflect current social work practice and are focused on the demonstration of student learning outcomes. The adopted competencies were approved by the CalSWEC Board and were recently revised. As part of an emerging continuum of competencies and knowledge related both to in-service training and to social work education, future revisions of the BASW competencies will be linked to a common core of knowledge, values, and skills shared by public child welfare professionals throughout California.

Please see Appendix for:

1. The Standards and Values for Child Welfare Practice in California
BASW Child Welfare Learning Agreement Addendum

Title IV-E Child Welfare Training Program
BASW Child Welfare Learning Agreement Addendum
Fall & Spring 20______

Student Name: __________________________________________
Field Placement Agency: ____________________________________
Task Area: _______________________________________________
Field Instructor Name: _____________________________________
Email Address: ____________________________________________
Agency Phone: ____________________________________________

Throughout the Bachelor of Social Work Program (i.e. field placement, coursework, and seminars), students are exposed to nine content areas covered by the Curriculum Competencies for Public Child Welfare in California. The Addendum to the Learning Agreement assists the Title IV-E Program in monitoring the Curriculum Competencies for Public Child Welfare knowledge and skills attained in field practice and seminars. Please read over the competencies listed and indicate with a date completed the task/activity that facilitated the attainment of each competency. If the student will not have the opportunity to address a particular competency during the course of his/her placement, with your agency, please explore with your Field Instructor/Liaison ways in which the competency can be addressed outside of the agency and indicate what you did to accomplish this objective.

Addendum to be turned in with the "Fall and Spring" semester evaluation

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Social workers understand the values base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

CW1.1 Guided by ethical reasoning and self-reflection, demonstrate adherence to child welfare-related laws, policies, and procedures.

| Review the NASW Standards for Social Work Practice in Child Welfare.           | IP or C |
| Examine the value base of the agency culture and your own biases and personal values. |       |
| Adhere to the NASW Standards for Social Work Practice in Child Welfare when planning, making decisions, and delivering services to clients. |       |
| Other |       |

Revised: 7/1/19
CW1.2 Engage in active dialogue with field faculty/instructors regarding child welfare field placement agency policies and culture around behavior, appearance, communication, and the use of supervision.

<table>
<thead>
<tr>
<th>Discuss with field instructor/ supervisor reflection and feelings.</th>
<th>IP or C</th>
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</thead>
<tbody>
<tr>
<td>Verbally identify practice related skills and articulate own level of skill &amp; plan to improve.</td>
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<tr>
<td>Develop questions of personal emotions and values to discuss during weekly supervision.</td>
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<tr>
<td>Communicate respect for cultural background and client dignity when working with clients.</td>
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<tr>
<td>Other</td>
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</table>

CW1.3 Develop and sustain respectful and effective collaborative relationships with colleagues and community stakeholders, including those with lived experience within the child welfare system.

| Demonstrate ability to work with colleagues, paraprofessionals, and other service providers. | IP or C |
| Other |         |

CW1.4 Effectively manage professional boundary issues and other challenges arising in the course of child welfare work, particularly ambiguities presented by home visits, support at visitation centers, transportation of children, youth, and families, and other highly involved and potentially emotionally triggering situations.

| Verbally identify the use of boundaries and social work roles. | IP or C |
| Learn appropriate professional boundary setting with colleagues and clients/consumers by observing staff during their contacts with clients & agency personnel. |         |
| Other |         |

CW1.5 Develop and sustain relationships with interdisciplinary team members, including social workers, placement settings, primary care doctors, psychiatrists, behavioral health specialists, substance abuse treatment staff, Tribes, Tribal agencies, Tribal Courts, state court systems, and others, that reflect clear understanding of their roles in public child welfare settings.

| Know the roles and expected conduct of persons in court: judge, attorneys, social workers, CASA volunteers, witnesses, etc. | IP or C |
| Learn the referral process in public child welfare and with service providers. |         |
| Other |         |

Revised: 7/1/19
CW1.6 Demonstrate both knowledge of the history and evolution of child welfare practice in the United States and California, and a commitment to lifelong learning around this practice.

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<thead>
<tr>
<th>IP or C</th>
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<tbody>
<tr>
<td>Read and review public child welfare history.</td>
</tr>
<tr>
<td>Discuss current public child welfare practice and changes with field instructor.</td>
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<tr>
<td>Other</td>
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</table>

CW1.7 Follow all ethical guidelines and legal mandates in the use of technology in order to maintain the confidentiality of all personal, child welfare-related, and health-related information.

<table>
<thead>
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<tbody>
<tr>
<td>Discuss confidentiality in working with public child welfare with field instructor.</td>
</tr>
<tr>
<td>Review the NASW Code of Ethics on technology.</td>
</tr>
<tr>
<td>Discuss with field instructor/supervisor on appropriate use of technology.</td>
</tr>
<tr>
<td>Other</td>
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</tbody>
</table>

**COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors, including, but not limited to, age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and Tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

CW2.1 Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in public child welfare.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Identify the effects of bias, social inequality, and institutional racism in practice and discuss with field instructor.</td>
</tr>
<tr>
<td>Other</td>
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</table>

Revised: 7/1/19
CW2.2  Evidence respectful awareness and understanding of the challenges of being a member of a marginalized class within the context of child development and child welfare settings.

<table>
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<th>IP or C</th>
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<tbody>
<tr>
<td>Discuss with field instructor/supervisor how cultural brokers may be used in decision-making.</td>
</tr>
<tr>
<td>Discuss with field instructor/supervisor a culturally sensitive intervention and apply to an assigned case.</td>
</tr>
<tr>
<td>Verbally identify the importance of engagement and cultural humility in working with clients and discuss with field instructor/supervisor.</td>
</tr>
<tr>
<td>Other</td>
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</tbody>
</table>

CW2.3  Adhere to relevant laws, policies, procedures, and government-to-government relationships with Tribes when serving American Indian/Alaska Native children and families.

<table>
<thead>
<tr>
<th>IP or C</th>
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<tbody>
<tr>
<td>Discuss cultural competence/diversity and its relevancy to practice with field instructor/supervisor.</td>
</tr>
<tr>
<td>Review ICWA and discuss with field instructor.</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

CW2.4  Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which children, youth, and families interact, including, but not limited to, family systems, community systems, public child welfare systems, school/educational systems, Tribes, Tribal agencies, and Tribal Courts, juvenile justice, criminal justice, and court systems, integrated behavioral health care systems, and medical systems.

<table>
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<th>IP or C</th>
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<tbody>
<tr>
<td>Discuss with field instructor/supervisor best practice techniques and identify skills of best practice social work.</td>
</tr>
<tr>
<td>Become familiarized with the child welfare, school/educational, Tribal, juvenile/criminal, and health care/medical systems in working with individuals and families.</td>
</tr>
<tr>
<td>Be exposed to or observe the court process at least one time.</td>
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<td>Other</td>
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</tbody>
</table>

COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that
social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

CW3.1 Clearly articulate the systematic effects of discrimination, oppression, and stigma on the quality and delivery of child welfare services, and identify and advocate for policy changes needed to address these issues.

<table>
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<tbody>
<tr>
<td>Attend a training that addresses human rights, social justice and oppression.</td>
</tr>
<tr>
<td>Attend a staff/unit meeting and observe the openness of the organization for internal/external feedback and discuss with field instructor.</td>
</tr>
<tr>
<td>Other</td>
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</table>

CW3.2 Advocate for a social justice practice framework in public child welfare, and support self-advocacy for children, youth, young adults, and families receiving child welfare services.

<table>
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<tbody>
<tr>
<td>In view of advocacy, seek out suitable client services and ensure client access to those services.</td>
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<td>Other</td>
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</table>

CW3.3 Integrate into all aspects of policy and practice sensitivity to the reality that fundamental rights, including freedom and privacy, may be compromised for children, youth, and families who are receiving services within the child welfare system.

<table>
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<tr>
<th>IP or C</th>
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<tbody>
<tr>
<td>Demonstrate knowledge by applying one of the components of the NASW Standards and Values for Social Work Practice in Child Welfare.</td>
</tr>
<tr>
<td>Other</td>
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</tbody>
</table>

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.
CW4.1 Demonstrate the ability to understand, interpret, and evaluate the benefits and limitations of various evidence-based and evidence-informed treatment models as they influence child welfare practice.

<table>
<thead>
<tr>
<th>Activity</th>
<th>IP or C</th>
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<tbody>
<tr>
<td>Review, evaluate, and apply evidence-based and other knowledge in making assessments and service planning.</td>
<td></td>
</tr>
<tr>
<td>Discuss evidence-based practices with field instructor/supervisor addressing a case or situation of an individual or family.</td>
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</tr>
<tr>
<td>Understand the concept of “theory to practice” and discuss with field instructor/supervisor theories applied in child welfare practice.</td>
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<tr>
<td>Other</td>
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</table>

CW4.2 Engage in critical analysis of research findings, practice models, and practice wisdom that inform child welfare practice, including how research practices have historically failed to address the needs and realities of exploited and/or disadvantaged communities, and how cross-cultural research practices can be used to enhance equity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>IP or C</th>
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<tbody>
<tr>
<td>Discuss with field instructor completed assessments in which evidenced-based knowledge, practice principles, and cultural considerations are applied.</td>
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<tr>
<td>Other</td>
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</table>

CW4.3 Clearly communicate research findings, conclusions, and implications, as well as their applications to child welfare practice across a variety of professional interactions with children, youth, young adults, families, and multidisciplinary service providers.

<table>
<thead>
<tr>
<th>Activity</th>
<th>IP or C</th>
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<tbody>
<tr>
<td>Identify child welfare and child protection programs and models &amp; describe appropriate implementation.</td>
<td></td>
</tr>
<tr>
<td>Identify behaviors and milestones to support children/youth with their development and discuss related research.</td>
<td></td>
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<tr>
<td>Other</td>
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</tbody>
</table>

CW4.4 Apply research findings to child welfare practice with individuals, families, and communities and to the development of professional knowledge about the field of child welfare.

<table>
<thead>
<tr>
<th>Activity</th>
<th>IP or C</th>
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<tbody>
<tr>
<td>Identify one agency policy that addresses research evidence for child welfare practice.</td>
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<tr>
<td>Seek and locate additional data when needed to make professional decisions.</td>
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<td>Other</td>
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Revised: 7/1/19
COMPETENCY 5: ENGAGE IN POLICY PRACTICE

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

CW5.1 Demonstrate familiarity with relevant statutes and civil codes, and the roles of relevant policy entities, including, but not limited to:
- Child welfare-relevant California Welfare and Institutions Code
- Continuum of Care Reform efforts authorized through Senate Bill (SB) 1013 (Statutes of 2012)
- Indian Child Welfare Act of 1978
- Other current child welfare-relevant legislation and policies

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<tbody>
<tr>
<td>Identify major relevant federal, state, &amp; local policies, and describe the effects on PCW practice. (CCR, RFA, CPM, and CFT etc.)</td>
</tr>
<tr>
<td>Review and identify Welfare and Institutions Codes (WIC) applied to referrals/cases and discuss with Field Instructor/Supervisor.</td>
</tr>
<tr>
<td>Read and review Division 31, state regulations related to your task area and discuss policy with Field Instructor/Supervisor.</td>
</tr>
<tr>
<td>Review Continuum of Care Reform (CCR), Core Practice Model (CPM), Resource Family Approval (RFA), and Child &amp; Family Teams (CFT) etc.</td>
</tr>
<tr>
<td>Participate in an inquiry regarding application of ICWA.</td>
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<td>Other</td>
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</table>

CW5.2 Understand and adhere to local policies and procedures that influence child welfare practice.

<table>
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<th>IP or C</th>
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<tbody>
<tr>
<td>Identify the influence of local agency policy on practice.</td>
</tr>
<tr>
<td>Identify agency policies and procedures that develop coordinated plans.</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

Revised: 7/1/19
CW5.3 Engage with the political and legislative arena of public child welfare through involvement with relevant activities, including, but not limited to:
- Maintaining ongoing familiarity with changes to child welfare-related legislation and the rationale for such changes, including reviewing recent All County Letters (ACLs) and All County Information Notices (ACINs) on the California Department of Social Services (CDSS) website;
- Reading, analyzing, and communicating in speech and writing about proposed legislation relevant to the field of child welfare; and
- Attending Legislative Lobby Day events in Sacramento.

Discuss with your field instructor/supervisor the new trends of service delivery in the agency.
Other

IP or C

CW5.4 Utilize policy knowledge to effectively develop, implement, and/or evaluate agency, local, state, and federal policies in the course of child welfare practice.

Read and adhere to agency, local, state, and federal policies and discuss with field instructor.
Other

IP or C

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

CW6.1 Appropriately engage children, youth, young adults, families, other care providers, Tribes, and communities in the development and coordination of case plans oriented toward safety, permanency, and well-being.

Identify skills and techniques used to engage all systems.

IP or C

Revised: 7/1/19
<table>
<thead>
<tr>
<th>Use engagement and collaboration skills in service delivery and advocacy.</th>
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<tbody>
<tr>
<td>Shadow Emergency Response social worker(s) at least two days and discuss process with Field Instructor/Supervisor.</td>
</tr>
<tr>
<td>Shadow Family Maintenance/Family Reunification units at least two days and discuss Process with Field Instructor/Supervisor.</td>
</tr>
<tr>
<td>Shadow worker(s) in other units related to Permanency Planning. (ex. kinship/guardianship, aging out youth for at least one day.</td>
</tr>
<tr>
<td>Other</td>
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</tbody>
</table>

**CW6.2** Effectively utilize interpersonal skills to engage children, youth, young adults, families, other care providers, Tribes, and communities in culturally responsive, whole-person, consumer-driven, and family-oriented care that addresses mutually agreed upon service goals; employ differential engagement techniques considering the voluntary/involuntary nature of the family members’ interactions with the agency; and other factors such as trauma experiences.  

<table>
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<tbody>
<tr>
<td>Visit and meet providers of out-of-home placement types at least one time: (resource families, kinship care, tribal placement, residential treatment center, and/or Supported Independent Living Placement (SILP, etc.)</td>
</tr>
<tr>
<td>Learn and apply interview tools (Motivational Interviewing etc.) for rapport and relationship building.</td>
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<tr>
<td>Other</td>
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</table>

**CW6.3** Recognizing the complex nature of concurrent planning in child welfare, ensure that communications regarding mutually agreed upon case plans with children, youth, young adults, and families are both sensitive and transparent.  

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<tbody>
<tr>
<td>Shadow social worker(s) in practice settings relevant to public child welfare, (e.g., school, mental health, substance abuse, domestic violence) at least one day.</td>
</tr>
<tr>
<td>Attend and/or participate in a concurrent planning meeting.</td>
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<td>Other</td>
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**CW6.4** Manage affective responses and exercise good judgment around engaging with resistance, traumatic response, and other potentially triggering situations in children, youth, young adults, families, and other care providers.  

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<tbody>
<tr>
<td>Gain an understanding of a person’s environment and how it effects their behavior and development while in child welfare practice.</td>
</tr>
<tr>
<td>Discuss with field instructor-supervisor the detriment of a client’s behavior when providing services.</td>
</tr>
<tr>
<td>Gain trauma informed practice knowledge and skills.</td>
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<td>Other</td>
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</table>

*Revised: 7/1/19*
COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

CW7.1 Identify, understand, and implement appropriate child welfare screening and assessment tools.

| **Demonstrate knowledge of assessment tools used by the agency to develop intervention plans for clients [Structured Decision Making (SDM) and/or Child Adolescent Needs and Strengths (CANS)].** |
| **Experience completing Risk and Safety assessment at least one time.** |
| **Discuss with field instructor/monitor techniques used when assessing client’s strengths and needs.** |
| **Other** |

CW7.2 Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment of intervention needs, while considering the voluntary/involuntary nature of family interactions. Relevant parties/systems may include, but are not limited to, children, family systems, community systems, public child welfare systems, school/educational systems, juvenile justice, criminal justice, and court systems, Tribal systems, behavioral health care systems, and medical care systems.

| **Attend staff meetings, observe, and document.** |
| **Attend a Team Decision Making (TDM) meeting, Child Family Team (CFT) and/or SIP workgroup: observe and discuss with field instructor.** |
| **Meet at least one CASA worker and become familiar with the role of CASA in Public Child Welfare.** |
| **Other** |

CW7.3 Engage in effective and ongoing critical analysis of child welfare assessment data that:
- Reflects child, youth, young adult, family, and support systems’ strengths and desires;
- Acknowledges the effects of intervention on family and community members;
- Addresses the impacts of trauma, adverse health conditions, and co-occurring disorders;

*Revised: 7/1/19*
- Culminates in assessments that incorporate principles of safety, permanency, and well-being within the framework of teaming and respectful engagement.

| Discuss with field instructor/supervisor the engagement strategies and techniques used with a difficult client. |
| Complete a family assessment and discuss with field instructor. |
| Supervise a sibling or family visitation and discuss with field instructor/supervisor. |
| Gain knowledge and practice skills regarding assessing for behavioral health concerns and needs. |
| Other |

CW7.4 Document and maintain all child welfare assessment data responsibly and balance the need for such data with child, youth, adult, and family privacy concerns, recognizing the nature of mandated services and the need for accurate assessment data.

| Conduct client assessments after completing home visits. |
| Complete the write up of at least one court report. |
| Review case notes, narratives, progress reports, and other forms of writing for style and content and discuss with field instructor/supervisor |
| Other |

**COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

CW8.1 In partnership with children, youth, young adults, families, and Tribes, develop appropriate case plans based on key principles and contemporary theories/models of child welfare with a focus on safety, permanency, and well-being. Plans should:
- Reflect cultural humility and acknowledgement of individualized needs;
- Incorporate child and family strengths;
- Utilize community resources and natural supports;
- Incorporate multidisciplinary team supports and interventions;

*Revised: 7/1/19*
• Focus on permanency and concurrent planning; and
  Consider multiple systems interactions and complex family relationships involving the maltreatment that initiated the family’s involvement with the child welfare system.

| Review with field instructor on the development of a case plan. |
| Conduct home visit to develop case plan based on needs and strengths identified from assessment with child/family. |
| Develop and use planning strategies and interventions that recognize and address barriers to equality and reduce service disparities. |
| Other |

**CW8.2** Apply the principles of teaming, engagement, inquiry, advocacy, and facilitation within interdisciplinary teams to the work of supporting children, youth, young adults, family members, and service providers to accomplish intervention goals.

| Observe interactions and meeting with clients, social workers, and service providers to acquire knowledge and practice skills |
| Develop working knowledge of signs of substance abuse & its effect on family functioning. |
| Other |

**CW8.3** Demonstrate effective case management skills with families with the goals of safety, permanency, and well-being. This may include referring families to services, preparing for and participating in judicial determinations, supporting safe visitation, developing effective case plans and case plan updates, and the development of concurrent plans for permanency. When necessary, this may include demonstrating knowledge and sensitivity around the process of terminating parental rights.

| Under supervision, manage at least one basic case from beginning to end. |
| Identify a minimum of three intervention techniques that are used in assessing client strengths. |
| Discuss with field instructor/ supervisor how strength-based and solution-focused practice is applied in social work practice. |
| Under supervision, implement crises intervention services and strategies. |
| Other |

**CW8.4** Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that families’ needs for support may continue beyond these time periods.

| Identify a minimum of two termination techniques. |

*Revised: 7/1/19*
Demonstrate sensitivity during service transitions, interruptions, and terminations during home visits.

Other

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

CW9.1 Record, track, and monitor assigned cases accurately and according to field education agency policies and guidelines in Child Welfare Statewide Automated Child Welfare Information System (SACWIS).

Identify reliable & valid methods for evaluating practice by: 1) describing what makes an evaluation method reliable & valid, and 2) give at least one example of a reliable & valid evaluation method.

Learn about the CWS/CMS system used to document, record, track, and monitor cases.

Other

IP or C


Evaluate one's own practice at least one time using reliable & valid methods of evaluation and discuss with field instructor/supervisor.

Review and build on case management skills.

Other

CW9.3 Use evaluation results to develop recommendations for improved interdisciplinary team coordination, as well as agency and community-level policies to best support families and the systems that serve them.

Demonstrate knowledge of agency's method of tracking outcomes.

Evaluate if services are culturally appropriate and beneficial in meeting client needs.

Other

IP or C

Revised: 7/1/19
CW9.4 Share both the purposes of such data collection and the overall results of data analysis with children, youth, young adults, and families whenever possible, with the goal of engaging them more meaningfully in the evaluation process.

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<th>IP or C</th>
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<tbody>
<tr>
<td>Discuss social work practice with Field Instructor/Supervisor</td>
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<tr>
<td>Review outcomes of cases/referrals making note of strengths and challenges with clients and Field Instructor/Supervisor</td>
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<tr>
<td>Discuss program evaluation process with Field Instructor/Supervisor</td>
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<td>Other</td>
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**Final Evaluation Signatures:**

Student Signature: ___________________________ Date: ______________

Field Instructor: ___________________________ Date: ______________

Title IV-E Field Liaison: ______________________ Date: ______________

Title IV-E Coordinator: ______________________ Date: ______________

Comments:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

*Revised: 7/1/19*
Integrative Seminar Process

In addition to the elective course in Child Welfare Practice, SWRK 128 (mandatory for BASW Title IV-E Students), and the practice courses that accompany the field internship, students will participate in **twice monthly** (or as scheduled), seminars that will focus on content specific to child welfare practice. Part of our philosophy is that learning should be stimulating, challenging, and fun. Our hope is that this will allow for more in-depth discussion, training, and sharing of information among the Title IV-E student population and others who wish to join. The Title IV-E Field Liaisons will facilitate the guided exercises provided to students, field instructors, and county directors during seminars. Content may be provided by a combination of delivery strategies, i.e., presenters, films, panel discussions, role plays, student reports, and assigned tasks.

Participation in the twice monthly integrative seminars is **mandatory** for all BASW Title IV-E students. These seminars are open to non-IV-E students and field instructors who wish to participate. If a seminar is missed by a Title IV-E student, a **4 to 6 page paper** is due in lieu of the absence to cover the assignment for that week. This paper is due within a two-week time frame from the missed absence. Failure to make-up the missed integrative seminars could result in not passing field and/or a delay of your stipend, or support award until all work is completed. Title IV-E student seminar hours **do not** count toward field and may be used only at the discretion of the Field Instructor, Field Liaison and Title IV-E Coordinator for purpose of make-up due to compelling reasons. Students are not authorized to use these hours in lieu of mandated internship hours set forth by the Field Coordinator’s office at CSUF within the assigned agency, nor can these hours be used to complete field internship early.

Please refer to the Seminar Schedule

Social Work Portfolio Requirements

We will provide opportunities for independent and group learning experiences throughout the integrative seminars over both semesters that we feel will serve to prepare you toward the development of your portfolio.

**Introduction:** Working as a social worker in the 21st Century often requires meeting and working through many professional challenges as we work with individuals, families, groups, and small and large organizations. It is imperative that we keep abreast of ever changing and always new emerging information in the areas of theoretical and empirical knowledge. To meet these challenges, social workers must demonstrate competence, continuous growth and development as professionals to be efficient and effective in all that is required. In order to accomplish this, it is important for social workers to be active, self-directed, and effective learners. Developing a “**Social Work Portfolio,**” can help you plan, assess, and document your lifelong learning activities. In social work education, the portfolio is a carefully planned and prepared collection of documents that are well organized and related to one’s readiness for professional social work practice. The portfolio reflects documentary evidence of an active, self-directed approach to learning and ongoing growth and professional development as a social work student intern or practitioner. The following are essential components and documents we want included in your portfolio, which is due at the end of your school year, (March/April 2020)
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<tbody>
<tr>
<td>1.</td>
<td>Award Letter (Letter of Acceptance into the Title IV-E Program)</td>
</tr>
<tr>
<td>2.</td>
<td>Student Affirmation of Award/Acceptance Letter or Personal Statement (to include brief description of your educational goals, social work learning needs and expectations, and future aspirations toward your professional practice in the field.)</td>
</tr>
<tr>
<td>3.</td>
<td>Resume</td>
</tr>
<tr>
<td>4.</td>
<td>Three Letters of Recommendation (copies)</td>
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<tr>
<td>5.</td>
<td>Field Assignment, Description of Agency, and Unit Assigned to for internship</td>
</tr>
<tr>
<td>6.</td>
<td>Description of Relevant Social Work Courses, Classroom Work or other Seminars (See Appendix)</td>
</tr>
<tr>
<td>7.</td>
<td>BASW Competencies - Addendum</td>
</tr>
<tr>
<td>8.</td>
<td>List of Integrative Seminars Attended (Fall &amp; Spring) (to include your perspective of the learning outcome gained and how this information contributes to your professional practice)</td>
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<tr>
<td>9.</td>
<td>Completion of Assessments (Samples of Risk Assessment, Court Report, Psychosocial Assessments, etc..)</td>
</tr>
<tr>
<td>10.</td>
<td>Special Awards/Acknowledgements/Certificates of Completion or Appreciation</td>
</tr>
<tr>
<td>11.</td>
<td>Copies of Field Evaluations for Fall &amp; Spring</td>
</tr>
<tr>
<td>12.</td>
<td>Additional Information if desired</td>
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</table>
Roles of Title IV-E Faculty and Staff

Role of the BASW Title IV-E Coordinator

Duties and responsibilities include the general implementation and coordination of the Title IV-E BASW Child Welfare Program with the school and child welfare agencies. Implementation tasks include student recruitment, screening, selection and tracking, job placements and retention support, curriculum development, student support and advisement, oversee fiscal and programmatic accountability of the stipend program, provision and assistance with the coordination of the Title IV-E child welfare field placements, participation in various committees such as curriculum, admissions, California Welfare Directors Regional Meetings, Professional Development, Child Welfare Director's meetings, CalSWEC Quarterly Project Coordinator's Meetings, preparation of budget reports, student database, employment payback, and curriculum evaluation of program.

Role of Title IV-E Faculty Liaison/Faculty

Assists in the implementation of the Title IV-E Program, provides field or seminar instruction to undergraduate students participating in the program, assists in recruitment of culturally and ethnically diverse students for the program, contributes to the policy and procedure development regarding the integration of the Title IV-E program with CSU-Fresno's program, assists in the development of integrative seminars, participates in field and practice sequence and community based committees, monitors students in field internships, assists students and Field Instructors with the integration of the Title IV-E Competencies and field experiences into learning contracts, monitors all aspects of field requirements, attends faculty and Title IV-E staff meetings, visits students and field instructors in field agencies, contributes to policy, procedure, and program development, provides student support and advisement and provides feedback to the Project Coordinator as to the fiscal and programmatic concerns needing improvement or revision.

Role of Administrative Assistant

Provides general administrative functions related to the implementation of the Title BASW IV-E Program under the direction of the Title IV-E Program Coordinators. The Administrative Assistant and student assistants fall under the supervision of the Administrative Support Coordinator who oversees the clerical staff and related functions, duties, and responsibilities. Tasks include provisions of administrative assistance to the Title IV-E BASW Coordinator in preparation of materials, communication, and travel arrangements, assists in preparation and monitoring of student database, budget reports, match, re-budget, and oversees reimbursements of stipend funds, and other general office management duties and responsibilities.
POLICIES AND PROCEDURES

REGARDING TITLE IV-E

BASW SOCIAL WORK TRAINING PROGRAM
Overview of Key Policies and Responsibilities

Special Note: Policies, procedures, and responsibilities outlined in the Department of Social Work Education: Undergraduate Field Education Manual, also apply to Title IV-E students in the same manner they apply to all BASW and MSW students. The following are additional policies and responsibilities that effect only Title IV-E supported students. The information described below is a supplement to the CalSWEC Student Agreement.

Student Responsibilities:

For students, the following expectations include an internship in a public child welfare agency beginning in the senior year of the BASW Program for one year in the same setting, attendance is required for integrative seminars, maintenance of “good standing” in the BASW Program, completion of required SW 128 child welfare course, attendance of the Title IV-E symposium, completion of Title IV-E Field Manual Assignments and Portfolio, successful completion of all requirements for the Bachelor of Arts Degree in Social Work, and securing employment after graduation in public child welfare, tribal agency, or CDSS for a minimum of one year for both fulltime and part-time students.

University Responsibilities:

Provide an agency internship for currently enrolled students in Social Work, maintain formal contact with the agency throughout the internship process via the Title IV-E Faculty Liaison, provide eligible full-time county or non-county employee BASW students with a $15,000 stipend, and provide county based part-time student/employees with full tuition fees, books and travel allowance in field for a maximum of two years. The University will also assist all students with preparation for securing and monitoring employment in a California County Child Welfare Services Agency.

Child Welfare Agency Responsibilities:

Provide Title IV-E BASW students a field internship experience focused upon public child welfare practice, adequate space, one-hour of formal supervision per week, and appropriate learning assignments for a multi-systems level of practice.

Title IV-E Social Work Student Contract:

All BASW and MSW Title IV-E students receiving stipends or educational reimbursements must sign the Title IV-E Social Work Student Contract issued by the California Social Work Education Center (CalSWEC) and abide by its requirements. Once signing the student contract, Title IV-E students will complete a Student Profile Form in the Salesforce system. The Salesforce system is the platform used to store information for the CalSWEC Student Information System (CSIS) database. Salesforce is a popular, cloud-based relationship database/customer relationship management (CRM) system. Student information collected in CSIS includes demographic and contact information, student field placement information, graduation, employment obligation, and monetary repayment information.

Per Title IV-E Student Contract, students agree to be contacted for employment obligation and/or monetary repayment tracking purposes, reasonable evaluation activities, and reasonable alumni relations activities.
Students must provide schools with updated contact information for a minimum of five years following students' graduation and/or separation for the Title IV-E program.

**Maintenance of Good Standing:**

As a participant in the Title IV-E Program, students must meet requirements beyond those expected of non-Title IV-E students. Students are required to maintain good standing in the BASW program and the Title IV-E Program that includes maintenance of a 2.50 grade point average or better every semester. In addition, students in the Title IV-E Program must receive credit in their field internship in order to continue in the program and remain eligible to receive the funding.

Students in **poor standing** will receive a letter from the Title IV-E BASW Program Coordinator and will be informed of a probationary status or suspension of their stipend/educational reimbursement support. The student will be required to meet with representatives of the Title IV-E faculty and his/her academic advisor to discuss the problem or nature of the situation, and develop a plan for corrective action. A termination or suspension letter automatically activates the Monetary Repayment Agreement and students are required to begin paying back the amount of money received within six (6) months of notification. If a student is disqualified from the BASW program by the Department of Social Work Education, he/she is terminated from the Title IV-E program and monetary repayment of funds received is required.

**Attendance:**

All students are **required** to attend all classes, including meeting field internship hours, field seminars, Title IV-E weekly Integrative Seminars, symposium, and participation in periodic surveys necessary for Title IV-E program evaluations, and other requirements deemed necessary. If a Title IV-E student misses one of the scheduled weekly integrative seminars, it is expected that the student shall inform the Title IV-E liaison/faculty or program coordinator when an absence cannot be prevented. A make-up assignment of a maximum of six (6) pages is required. Any incomplete make-up assignments beyond one month could result in suspension of stipend or reimbursements. Students who have more than one excused absence per semester will be asked to discuss their inability to meet the requirements of the program and may be disqualified.

**Incomplete and Withdrawals:**

An **incomplete** is granted by a professor primarily for family or personal emergencies which interfere with a student's ability to meet full requirements of a class. An incomplete is granted providing the student has completed a minimum of 2/3rds of class assignments and expectations. **If a student receives an “incomplete” grade at the end of the semester, this grade must be changed to a regular grade before the start of the new semester in order to meet requirements of the Title IV-E program. Students are not allowed to carry “incompletes” into the next semester and still be considered to be in “good standing” in the Title IV-E program.**

Withdrawal from a class constitutes a decision by the student to interrupt or delay their BASW program. A plan to delay or change the completion date of graduation will affect the student's status with the Title
IV-E program. Title IV-E students are required to inform the University and the Title IV-E Program Coordinator in writing about any planned changes in their program.

Any decision to withdraw from a class or from the program entirely must be submitted in writing to request a “hardship exemption” that defers repayment for no more than one year, or repay the stipend according to repayment procedures. The student may be in jeopardy for termination or suspension from Title IV-E support if these conditions are not met and the “Repayment and Student Agreement” will take effect. (See Section of “Request for Delay of Monetary Repayment”)

It is in the interest of the student that they discuss difficulties in the program early with the BASW Title IV-E Program Coordinator or any other BSW Title IV-E faculty member to help prevent the need for withdrawals.

**Grievance Procedures:**

All students must follow Grievance Procedures as outlined in the Undergraduate Field Education Manual. If a Title IV-E student has a grievance with the Title IV-E Program and its requirements, the student is expected to submit this grievance in writing to Maggie Armistead, Title IV-E BASW Child Welfare Coordinator, Cheryl Whittle, Ph.D., LCSW, Title IV-E Child Welfare Coordinator, and the Department of Social Work Education. The student will be asked to meet with the Program Coordinators, and Department Chair, Dr. Martha Vungkhanching, Ph.D., and/or designated Title IV-E BASW faculty members to discuss the grievance and find a mutual resolution to the problem. A copy of the student’s grievance may also be sent to the CalSWEC office.

**Title IV-E Field Requirements:**

Title IV-E students are expected to fulfill requirements as described in the Undergraduate Field Education Manual. Any questions or concerns about field placements should follow appropriate field procedures. If concerns or problems should arise in the field setting, Students are expected to first discuss this with their field instructor. If not resolved at this level, then you would go to the next level and speak to your Field Liaison. If not resolved at this level, then go and speak to the Title IV-E BASW Program Coordinator, Maggie Armistead, MSW. If unable to resolve at this level, then you would speak to the Assistant Field Coordinator, Benita Washington, MSW or Field Coordinator, Andrea Carlin, LCSW.

Title IV-E BASW Students will have one year, (two semesters) of integrative seminars twice monthly (or as scheduled). It is required through the Department of Social Work Education, Field Internship Program; that BASW students complete 15-16 hours weekly of field internship as stipulated in the Student Field Manual. In the senior year, students complete a total of 450 hours in the field, 225 hours each semester, or the equivalent of 15 internship hours a week. The first hour of our integrative seminar consists of sharing field concerns or issues for processing and feedback. For Title IV-E BASW students, the integrative seminar hours cannot be used in place of the required 15-16 field hours as stipulated through the Department of Social Work Education Department. Title IV-E student seminar hours may be used only at the discretion of the Field Instructor, Field Liaison and IV-E Coordinator for compelling reasons. The absence needs to be documented and signed by the individuals mentioned above and submitted with your final evaluation at the end of the semester along with your log hours.

Our integrative seminar hours have also been approved to be used for students who need MSW Supervision if their Field Instructor does not have an MSW. Due to the fact that our seminars are now provided twice a month, students will need to complete no less than two hours per seminar participation.
Documentation is required through attendance logs and signed off by your field instructor, field liaison and field coordinator. The signed attendance logs will be submitted with your final evaluation at the end of the semester.

**Fiscal Responsibilities:**

The CSUF Foundation is the fiscal agent for the Title IV-E Program. All check disbursements will be processed from the Foundation office through the Financial Aids and Student Accounting office. The Foundation office will not respond to student requests made to them directly without prior approval from the Title IV-E BASW Program Coordinator or Program Director. For part-time students, reimbursement checks are mailed after claims are submitted. Fulltime students will receive their stipend checks through the University process of receiving funds and the student individually sets up their desired method of payment receipt. It is important for students to budget wisely and include other sources of income if this is needed to meet monthly obligations. Continue to plan ahead for possible emergencies in the event funds are abruptly terminated or suspended for any reason.

**Tuition Payments** are made directly by the Title IV-E Office through a **Fee Authorization Process provided that the student is in “good standing”** prior to the end of the current semester and has a current “**Repayment and Student Agreement**” signed. With Financial Aids office, Title IV-E students are placed on a fee deferment status due to Title IV-E covering tuition. If there are any questions or concerns with tuition or stipends, contact the BASW Clerical Assistant, Kayla Hurd and Maggie Armistead, BASW Title IV-E Coordinator.

**Educational Reimbursement Process:**

Part-time students are expected to submit a **“Title IV-E Claim Form”** for timely reimbursements which are available on Blackboard under Title IV-E Child Welfare Program. At the beginning of each semester, claims should be submitted with the original receipts attached for textbooks, research software, and parking reimbursements. **Mileage** is claimed on a monthly basis at a rate established by Foundation based on the number of miles driven to class and/or internship from work or home, to include field fees, (NASW Insurance) and graduation fees. If not submitted within 30 days of your last date of travel, a memo is required detailing the reason for the late submission.

**Student Communication Responsibilities:**

Title IV-E students are required to inform the Title IV-E BASW Program office in writing and electronically with CalSWEC of any changes in personal or professional data including name, address, and phone number, etc., for the **duration of program attendance** and for **five years after graduation**. This is largely due to CalSWEC’s database and tracking responsibilities relevant to the evaluation of how this program is doing in respect to accomplishing its stated goals. Additionally, any plans to make changes in program schedules, requests for policy clarifications, special requests, and delays in payback or forgiveness in meeting stated obligations must also be put in writing. The Title IV-E Program office is also required to respond to all student requests in writing as well. Depending upon the nature of the request, some policy questions and requests may need to be sent to the CalSWEC office for further clarifications and final decisions.
Employment Obligation:

Title IV-E BASW students entering their last year are responsible for applying for jobs in a California county or State Department of Social Services. Students are expected to notify the Title IV-E BASW Program office of their plan/interest to apply for a County Public Child Welfare position. For most county employment agencies, application forms should be filled out during the winter break. A Job Readiness Seminar that will include county personnel representatives to meet with students to provide application forms and agency information will take place during the winter break. (Please refer to the Student Contract Agreement for further detailed information regarding monetary repayment requirements in the event there are no jobs or student is unable to secure an eligible position in a public county child welfare agency).

The Employment Obligation requirement calls for satisfactory employment of one year for BASW level county employees and non-county employees attending fulltime.

The option to attend part-time is granted only to county employees prepared to enter in their junior year of coursework. If at any time throughout the Title IV-E BASW Program a student feels they cannot fulfill their work requirement, they are expected to inform the Title IV-E BASW Program Coordinator immediately. Part-time students/employees are expected to return to the county providing support.

A student who engages in any of the following acts or omissions is deemed in violation of the Title IV-E Agreement and the student must repay the stipend amount as well as interest and collection charges as set by the schools in the student agreement:

1. Student intentionally falsifies information on application forms;
2. Student fails the program or is dismissed for cause;
3. Student violates the NASW Code of Ethics; or
4. Student fails to satisfy the work requirement.

Professional Attitude and Behavior:

It is important to say that each one of you were selected for your unique qualities, experiences, educational skills and the commitment you have shown us via your written and oral abilities. It is our goal to facilitate your refinement in the development of specific skills needed to work with at-risk children and families from varied cultural backgrounds. The support that is provided to you is not to be considered a right but an opportunity for those who agree with the Department of Social Work Education and CalSWEC’s mission, goals, and objectives. As part of our professional growth and development, we strongly adhere to and are guided by the NASW Code of Ethics that dictate a level of personal and professional responsibility to clients, community, agencies, and ultimately ourselves in the delivery of culturally and ethnically sensitive practice and service delivery. Personal integrity and a sense of professional and personal ethics are highly valued within the Title IV-E Program. We remain excited by your willingness to be a part of this team effort, putting forth a positive attitude toward learning, and a spirit of cooperativeness in sharing your feelings related to your experiences. It is expected that all in attendance will benefit from your participation and ultimately, community services to support children and families will be enhanced.
We hope this Manual and Integrative Seminar Workbook will be useful to you in the pursuit of your educational goals and professional skill development. Again, best wishes for a successful year and completion of this program.
Section III

INTEGRATIVE SEMINARS

SKILLS BUILDING JOURNAL

GUIDELINE FOR CalSWEC CURRICULUM COMPETENCIES
Purpose of Bi-monthly Integrative Seminar

In the interest of keeping the cohort of the Title IV-E BASW Class of 2018-2019 together, a bi-monthly integrative seminar format was designed to accomplish a number of things; (1) first and foremost, to address child welfare content in more depth (curriculum competencies), (2) to foster positive bonds among the selected students, (3) to promote a better connection between the students, liaisons, field agencies, and faculty, (4) to encourage student sharing of field experiences, and (5) to offer a forum where you can share opinions related to the overall process.

In keeping in mind of the above, the “Skills Building Journal” was developed to assist students in processing observations, experiences, information, and areas of personal growth specifically related to the development of knowledge and skills of child welfare practice.

Directions for Using the Journal Entry Log:

Most of the field instructors and field liaisons will direct students to keep a journal of their experiences as stated in the above noted section of the field manual. Title IV-E students are asked to use the Skills Building Journal format (See sample copy of the “Skills Building Journal” immediately following this section) for the journaling process as a way of providing structure, organization and integration of specific content areas. Content areas consist of eight (8) categories from which students can process personal learning experiences by way of their thoughts, actions/reactions, and feelings. This information will be utilized during field internships, classes, and bi-monthly integrative seminars. Definitions of the categorical areas are as follows;

1. **Knowledge Base/Curriculum Content:**

   Knowledge refers to information or things you know about; for example, you may know the steps involved in completing an interview with a client, or the principals involved within a particular theory, i.e., Developmental, Behavioral, or Learning theories.

   Curriculum content refers to information you are learning within the various mandated course descriptions found in the Catalog of Classes, and more specifically, the course syllabus for each class. Your courses syllabi incorporate the 2015 EPAS Curriculum Competencies that are part of the CalSWEC Competencies. Assignments and information acquired within the classroom are to be integrated into the field experience. Students are encouraged to provide their field instructor with a copy of their course syllabus from each class.

2. **Social Work Skills and Methods:**

   Skills are things you know how to do; for example; you may know how to conduct an interview with an individual or family utilizing the methods involved in completing a cultural assessment. We encourage you to use, refine, and develop new skills as you practice within the field agency and to share your experiences with your cohort.

3. **Personal and Professional Growth:**

   Personal growth and evaluation refers to what you have learned about yourself, your attitudes, values, reaction patterns, personality traits/characteristics, sense of ethics, coping patterns, and so
Professional growth and evaluation refers to what you are learning about the field of human services and how you view your “personal fit” in this area of practice. This also includes your view of professional mastery of the specific competencies you formulated within your “Learning Agreement.”

4. **Legal/Ethical Dilemmas:**

A dilemma, be it ethical, legal, moral, or professional, refers to a struggle that occurs among alternative courses of action that might resolve a problem, but is in conflict within one or more of its elements. There are three basic types of dilemmas;

1) Those that result from your own decisions, behaviors, values, or attitudes,
2) Those that result from another person’s decisions, behaviors, values, or attitudes, or attitudes that directly affect you, and
3) Those you observed or heard about from a distance which do not directly affect you.

Students will record his/her own exposure and struggles as it relates to dilemmas experienced during field internship and how they were able to resolve issues and concerns.

5. **Administrative/Legislative/Policy Issues or Concerns:**

Administrative refers to the formal aspects of the agency which includes its structure, mission, function, services provided, legislative mandates, policies and procedures, and how these important functions are carried out within a systems format. Students will become knowledgeable of the rules, how they are established, who can make changes in the rules, who enforces them, and so on. Students are encouraged to integrate information/assignments provided or discussed in their classes to the field setting.

6. **Cultural Awareness/Competence:**

Cultural awareness refers to the need to understand one’s self in terms of diversity and thus developing sensitivity to the diversity of others within the helping process. This involves the active exploration of one’s own ethnic and cultural heritage, which generally includes certain customs/traditions, values and beliefs in addition to acquiring a knowledge base of similar aspects involved in cultures outside of our own. The term cultural competence is used because it implies having the capacity to function in a particular way: the capacity to function in the context of culturally integrated patterns of human behavior as defined by the group. (Terry Cross et al, March 1989). Cultural Competence is the active process of applying our acquired knowledge base of diversity to client populations utilizing strategies that are culturally sensitive and adhere to the guidelines set forth within the NASW Code of Ethics.

7. **Research/Evaluation of Practice/Outcomes:**

Evaluation of practice refers to the process of active and continuous evaluation of the “self” and one’s impact upon the therapeutic alliance established within client systems of practice. Within the termination process, research and exploration is vital as to which intervention strategies or tools
were effective and why? What aspects of the therapeutic relationship reinforced positive or negative change?

**Outcomes** refer to the identification of specific helping skills or tools, strategies, and/or services provided that were most beneficial to your client population.

**Research activities** will encompass evaluation of the child welfare competencies (incorporated into the Learning Agreement) for the purpose of exploring into the efficacy of our own practice, by looking at areas of strength and areas that require improvement or a different strategy. This process will also provide an assessment as to how well we incorporate our **mission** and **values**: social justice, diversity, empowerment, leadership, and dialogue into the learning experience.

8. **Areas for Further Exploration:**

This category refers to a combination of your own self-assessment and the field instructor’s assessment of your learning needs and specific areas that require more exposure, research, strengthening, and so on for your own personal growth, expertise, and professionalism. **Students will be asked to identify these areas and to apply and evaluate strategies used to acquire personal awareness or competency.**

**Process of Journal Recordings:**

- Students are to follow the instructions stated on the **Skills Building Journal Form.**
- Discuss what you did, what you learned, who did you go with, how did you feel, what would you do differently (if given the opportunity), and how was it associated to social work.

Keeping a Skills Building Journal allows you to discuss what you’ve learned on a continuous basis with your field instructor during supervision. It will also allow you to process your observations, give feedback, and explore emotions you may experience during internship.

The **Skills Building Journal** will provide you the opportunity to build and enhance the skills and knowledge you are learning and gaining while participating in your internship.

**Special Note:** *Over the course of each semester, it is important to address all of the items listed from A-H on the Journal Entry Form. This does not have to occur every week; however, you want to avoid reporting on the same issue or concern week after week.*

**Review of Journal Recordings:**

Students will submit their journal recordings (to include specific assignments required) to the agency/school field instructor and the Title IV-E field liaison. It will be their discretion as to how often they desire to review journal content which could occur weekly during field supervision meetings, bi-weekly, once monthly, twice during the semester (midpoint and at the end), or one time per semester, which of course would occur at the end of the semester.

**It is mandatory for the Title IV-E field liaisons and students to complete all of the integrative**
seminars prior to the final “Student Performance Evaluation” (at the end of each semester) for successful completion of assignments and recommendation of grade to the Field Coordinator. Students are responsible to submit the all assignments to their field instructor.

Curriculum Competencies Presentations:
The purpose of the presentations is to assist students in identifying, applying, and reflecting on the competencies in activities during the course of their child welfare field internship. Students have gained knowledge through their courses and continue to apply information learned in courses and in field. SWRK 181 and 182 field courses align with your practice courses, SWRK 181 and 183. For further transfer of learning in the completion of the CalSWEC Curriculum Competencies, students will present competencies during seminars connecting them to the experiential activities taking place at their field internship. The CalSWEC Title IV-E competencies should be used as an addendum to the learning agreement with the student and as a tool for Field Instructors in the agency to guide experiences and assess student performance. With this activity, students will gain presentation skills in preparation for their child welfare practice and employment interviews.
Skills Building Journal

Student/Intern: ________________________________________________

Date: ________________________________________________

Amount of time spent: __________________________________________

Staff providing activity/mentoring: ________________________________

What activity(ies) did you do?

________________________________________________________________
________________________________________________________________
________________________________________________________________

2. What did you learn?

________________________________________________________________
________________________________________________________________
________________________________________________________________

3. How did you feel?

________________________________________________________________
________________________________________________________________
________________________________________________________________

4. Would you have done anything differently? (if yes, what?)

________________________________________________________________
________________________________________________________________
________________________________________________________________

________________________________________________________________
5. How was this activity associated to social work? (if not associated to swk, why?)

Categories of Personal Learning Experiences:

A. Knowledge base/Curriculum Content
   (e.g. HBSE, Practice, Policy, Research)
B. Social Work Skills & Methods
   (e.g., Ethnographic Interviewing, assessment, & intervention planning, empowerment, and leadership)
C. Personal and Professional Growth/Evaluation
D. Legal/Ethical Dilemmas
E. Legislative/Policy Issues or Concerns
F. Cultural Awareness/Competence/Diversity
G. Research/Evaluation of Practice/Outcomes
H. Areas for Further Exploration
Title IV-E BASW Guideline for CalSWEC Curriculum Competencies

**Introduction**: This guideline was developed to assist students in identifying, applying, and reflecting on the competencies in activities during the course of their BASW field internship. Students have gained knowledge through their courses and continue to apply information learned in courses and in field. SWRK 181 and 182 field courses align with your practice courses, SWRK 181 and 183. For further transfer of learning in the completion of the CalSWEC Curriculum Competencies, students will present competencies during seminars connecting them to the experiential activities taking place at their field internship. The CalSWEC Title IV-E competencies should be used as an addendum to the learning agreement with the student and as a tool for Field Instructors in the agency to guide experiences and assess student performance. With this activity, students will gain presentation skills in preparation for their child welfare practice and employment interviews.

**Directions for Use**: CalSWEC Title IV-E students are expected to complete the competencies experiences/skills over the course of the program. As you complete activities/skills on your Title IV-E Learning Agreement Addendum, the student should prepare to present one of the nine competencies at each seminar (unless otherwise noticed that no presentations will take place). By the end of the program, each student will have presented on all of the competencies.

For each competency, an activity/skill covered in field internship will be presented. Apply the Skill Building Journal format for your presentation. Please indicate the competency, public child welfare behavior (CW), activity achieved, and the completion date. Turn in with your Addendum (Mid-term and Final).
<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>Public Child Welfare Behaviors (CW)</th>
<th>Activity/Skill</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE</td>
<td></td>
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<tr>
<td>COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE</td>
<td></td>
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</tr>
<tr>
<td>COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE</td>
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<tr>
<td>COMPETENCY 5: ENGAGE IN POLICY PRACTICE</td>
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<tr>
<td>COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</td>
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</tr>
<tr>
<td>COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</td>
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<tr>
<td>COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</td>
<td></td>
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<tr>
<td>COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Integrative Seminar Evaluation Form

**Title IV-E Bachelors of Social Work Training Program**  
**California State University, Fresno**  
**2019-2020**

**Date:**  
**Seminar Topic:**  
**Presenter(s):**

**Instructions:** Utilizing the following rating scale from one to five, 1) strongly disagree; 2) disagree; 3) agree; 4) strongly agree; 5) very strongly agree, please answer the following questions by placing a circle around the number that best reflects your opinion of the workshop stated above. Your evaluation is very important to us. It is not necessary to disclose your name unless you desire to do so.

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seminar presenter(s) was/were well organized and prepared.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The content or material was presented in a clear &amp; understandable manner</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The seminar presenter was sensitive to questions and able to give direct and relevant answers.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Students had ample opportunity to express their viewpoints.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. The objectives for attending this seminar were met.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Handouts contained information that was useful and valuable to me.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I left the session with some specific skills, tools and a beginning knowledge from which I can build on.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. The duration of the seminar was long enough to cover the content.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. I would highly recommend this seminar to others.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Comments:**

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Speaker</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2/2019</td>
<td>1-2 PM</td>
<td>PH 14</td>
<td>Dr. Smith</td>
<td>Discuss the importance of research in social work.</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>1-2 PM</td>
<td>PH 14</td>
<td>Dr. Johnson</td>
<td>Introduction to social work theory and practice.</td>
</tr>
<tr>
<td>10/17/2019</td>
<td>1-2 PM</td>
<td>PH 14</td>
<td>Prof. Lee</td>
<td>Understanding the role of social work in community development.</td>
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<tr>
<td>10/24/2019</td>
<td>1-2 PM</td>
<td>PH 14</td>
<td>Dr. Brown</td>
<td>Exploring the intersection of social work and public policy.</td>
</tr>
<tr>
<td>10/31/2019</td>
<td>1-2 PM</td>
<td>PH 14</td>
<td>Dr. White</td>
<td>The impact of social work on mental health.</td>
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<tr>
<td>11/7/2019</td>
<td>1-2 PM</td>
<td>PH 14</td>
<td>Dr. Black</td>
<td>The role of social work in aging communities.</td>
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<tr>
<td>11/14/2019</td>
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<td>PH 14</td>
<td>Dr. Gray</td>
<td>Social work and environmental justice.</td>
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<tr>
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<td>Social work and disaster response.</td>
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<tr>
<td>11/28/2019</td>
<td>1-2 PM</td>
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<td>Dr. White</td>
<td>The role of social work in international development.</td>
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<tr>
<td>12/5/2019</td>
<td>1-2 PM</td>
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<td>Dr. Green</td>
<td>Social work and human rights.</td>
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<td>12/12/2019</td>
<td>1-2 PM</td>
<td>PH 14</td>
<td>Dr. Brown</td>
<td>The role of social work in public administration.</td>
</tr>
<tr>
<td>12/19/2019</td>
<td>1-2 PM</td>
<td>PH 14</td>
<td>Dr. White</td>
<td>Social work and environmental sustainability.</td>
</tr>
</tbody>
</table>

**Title:** Fall 2019 Seminar Schedule

**Location:** PH 14
Appendix Section

Program Agreement for Title IV-E BASW Child Welfare Program Participation

I understand that this award requires that I complete all of the following requirements:

1. Maintain “good standing” during full-time and/or part-time enrollment in the BASW Program and complete the BASW curriculum. “Good Standing” is defined as having a GPA of 2.50 or above. Student must agree to completion of the total program for part-time and fulltime levels. No exception for withdrawing from the program will be honored except in extenuating circumstances, such as terminal illness etc.

2. Successfully complete and receive a grade CREDIT in one year of field internship placement. Full-time students are required to participate in field internship during their senior year. Placement will be within a Child Welfare setting for the duration of fall and spring semesters.

3. Maintain automobile insurance while enrolled in internship in the BASW program.

4. Complete required Specialized Child Welfare Curriculum including:
   b. Title IV-E BASW Integrative Seminars.
   c. Attendance and participation in the Child Welfare Symposium.
   d. Participation in all requirements associated with job preparation, seminars, job search and employment documentations for a period of 5 years beyond date of graduation.
   e. Participation in the Title IV-E surveys as requested by CalSWEC
   f. Agreement to abide by the Employment Obligation requirements of the stipend award:
      g. Part-time county employee students; one year of work within a county Child Welfare Agency, Tribal Agency, or CDSS.
      h. Full-time students; one year of fulltime employment within a county Child Welfare Agency, Tribal Agency, or CDSS.

It is important that you understand that you cannot have:

1. Been convicted of a felony crime or any crime involving harm to children.

2. Never been discharged from employment at a county or other social services agency due to violation of county code/merit system rules or violation of agency or professional codes of ethics.

Failure of any of the above stated requirements could result in a suspension of your payment of financial support.
Permission for Release of Information

FRESNO STATE
Social Work Education
5310 N. Campus Drive, M/S PH 102
Fresno, California 93740-8019
Title IV-E Child Welfare Program – (559) 278-3076
Department of Social Work Education – (559) 278-3992

Release of Information

I, ___________________________, give permission to the Title IV-E Child Welfare Program to share the following information (please check box):

☐ 1. I give permission to share my email address with other IV-E Students in the program as a way of connecting with each other and as a mentor.

☐ 2. I give permission for the County to release employment contact information.

☐ 3. I give permission for CSU, Fresno to use photographs taken of myself at program events for use of program publications such as recruiting brochures, newsletters facebook.com, magazines, display boards, and any other promotional and recruitment purposes.

I give permission for this information to be released for my entire contractual period.

__________________________________  __________________________
Signed                                                                                                Date

CALSWEC CURRICULUM COMPETENCIES FOR PUBLIC CHILD WELFARE IN CALIFORNIA

2017
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INTRODUCTION

“Competence is informed by knowledge, values, skills and cognitive and affective processes that include the social worker’s critical thinking, affective reactions and exercise of judgment.”

–2015 Council on Social Work Education, Educational Policy and Accreditation Standards

History

The Council of Social Work Education (CSWE) sets national standards for the identification and assessment of competencies in the education of social work students through the periodic publication of Educational Policy and Accreditation Standards (EPAS) for Baccalaureate and Master’s Social Work Programs, which were most recently revised at the end of 2015. A competency-based approach to professional education is focused by the establishment of standards and tools for assessing student mastery of key proficiencies specific to a profession. The goal is to be able to determine whether or not students can demonstrate the functional integration of acquired knowledge and cognitive and affective awareness of key concepts through the effective and appropriate performance of key professional skills. As noted in this revision;

In 2008 CSWE adopted a competency-based education framework for its EPAS...the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes...In social work this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy (CSWE EPAS 2015, p. 6).

The California Social Work Education Center (CaISWEC) created the first set of Curriculum Competencies for Public Child Welfare in 1991 for use by CaISWEC’s partner schools and programs of social work to support the thorough preparation of Title IV-E stipend recipients. In 2004 and 2005, respectively, CaISWEC developed Curriculum Competencies for Aging and Public Mental Health. These sets of competencies, which are revised periodically to reflect current developments in social work practice and education, serve as a model for collaborative curriculum development across the nation.

Revision Process

In response to the 2015 CSWE EPAS revisions, CaISWEC began the collaborative process of revising its Curriculum Competencies in January 2016, with the goal of developing a clear and comprehensive set of competencies that reflect current social work practice and are focused on the demonstration of student learning outcomes. To begin the revision process, CaISWEC created two comprehensive “crosswalk” documents comparing past CaISWEC and EPAS competencies with the 2015 EPAS and current practice models. These included:

Practicum Indicators Crosswalk: A summary and comparison of practicum indicators from the 2011 CaISWEC competencies and the California Child Welfare Core Practice Model.

Based on these “crosswalks,” CaISWEC developed an initial draft of the Curriculum Competencies for Public Child Welfare, Behavioral Health, and Aging as a starting point for revision and adaptation.

In the summer of 2016, a large group of CaISWEC stakeholders, including representatives from university, county, Tribal, training, and other CaISWEC partner entities, with expertise in the fields of public child welfare, behavioral health, and aging, reviewed and commented on the initial draft of the Curriculum Competencies utilizing an online review tool, which remained open for nine weeks. CaISWEC Central staff then analyzed and incorporated the feedback received to produce the next draft of the Curriculum Competencies. A smaller work group of CaISWEC partners with knowledge and experience in the identified subject areas spent six weeks in the winter of 2016 relining the document. After incorporating this workgroup’s edits, a final draft was released for a public comment period over four weeks in the spring of 2017. The Curriculum Committee of the CaISWEC Board remained involved throughout the review and revision process. CaISWEC Central staff reviewed and incorporated feedback and produced this final version for distribution in the summer of 2017, for implementation by CaISWEC Title IV-E and Mental Health Services Act (MHSA) Stipend Program schools by the fall of 2018.
Organization of This Document

As a departure from previous versions of the Curriculum Competencies, the 2017 CalSWEC Curriculum Competencies was initially formatted to include content, processes, and behaviors associated with both generalist practice and specialized practice in the areas of public child welfare, behavioral health, and aging in a single document. Upon special request from Title IV-E Project Coordinators, this document containing only the CalSWEC Public Child Welfare Competencies along with the CSWE EPAS Competencies was produced in November 2017. The CalSWEC Public Child Welfare Competencies are presented for each of the nine CSWE EPAS-identified competencies in the following format:

CSWE EPAS COMPETENCY (SAMPLE)
The 2017 CalSWEC Curriculum Competencies utilizes the headings from nine CSWE EPAS competencies and is organized to align with these general standards from the accrediting organization.

CSWE EPAS COMPETENCY CONTENT AND PROCESSES
The 2017 CalSWEC Curriculum Competencies includes narrative descriptions of each of the nine CSWE EPAS competencies that outline “the knowledge, values, skills, and cognitive and affective processes that comprise [each] competency at the generalist level of practice” (CSWE EPAS, p. 7) for all students.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY
The 2017 CalSWEC Curriculum Competencies includes lists of behaviors related to each of the nine CSWE EPAS competencies that “represent observable components of [each competency]” (CSWE EPAS, p. 7) and that may be regarded as indicators of competence at the generalist level of practice for all students.

CSWE EPAS BEHAVIORS FOR SPECIALIZED PRACTICE COMPETENCY (SAMPLE)

PUBLIC CHILD WELFARE
For each of the nine CSWE EPAS competencies, the 2017 CalSWEC Curriculum Competencies outlines a set of related behaviors focused on the specialized area of public child welfare intended to provide CalSWEC Title IV-E Stipend Program schools/departments of social work/social welfare with guidelines for indicators of students’ competency mastery in public child welfare practice. These sections also reference related practice behaviors from the California Child Welfare CORE Practice Model, which are also cross-referenced in the Appendix.

Evaluation Plan

Reflecting contract requirements for the CalSWEC Title IV-E and MHSA Stipend Programs, CalSWEC will continue to gather information from participating schools related to the methods used to integrate the Curriculum Competencies into student learning, as well as the tools used to assess competency-related student learning outcomes.
### Competency 1: Demonstrate Ethical and Professional Behavior

**CSWE EPAS Competency Content and Processes**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

**CSWE EPAS Behaviors for Generalist Practice Competency 1**

Social work students should:
- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

---

### Competency 1: CalSWEC Behaviors for Specialized Practice

**Public Child Welfare (CW1)**

Social work students should:

**CW1.1** Guided by ethical reasoning and self-reflection, demonstrate adherence to child welfare-related laws, policies, and procedures. (See related Competency 5.)

**CW1.2** Engage in active dialogue with field faculty/instructors regarding child welfare field placement agency policies and culture around behavior, appearance, communication, and the use of supervision.

**CW1.3** Develop and sustain respectful and effective collaborative relationships with colleagues and community stakeholders, including those with lived experience within the child welfare system.

**CW1.4** Effectively manage professional boundary issues and other challenges arising in the course of child welfare work, particularly ambiguities presented by home visits, support at visitation centers, transportation of children, youth, and families, and other highly involved and potentially emotionally triggering situations.

**CW1.5** Develop and sustain relationships with interdisciplinary team members, including social workers, placement settings, primary care doctors, psychiatrists, behavioral health specialists, substance abuse treatment staff, Tribes, Tribal agencies, Tribal Courts, state court systems, and others, that reflect clear understanding of their roles in public child welfare settings.

**CW1.6** Demonstrate both knowledge of the history and evolution of child welfare practice in the United States and California, and a commitment to lifelong learning around this practice.

**CW1.7** Follow all ethical guidelines and legal mandates in the use of technology in order to maintain the confidentiality of all personal, child welfare-related, and health-related information.

*Related California Child Welfare Core Practice Model Practice Behaviors: 1.2.a,b; 4.8.a,d,e; 4.9.a-f; 4.10.b,c; 4.11.; 5.12.d. (see Appendix)*
## Competency 2: Engage Diversity and Difference in Practice

**CSWE EPAS Competency Content and Processes**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors, including, but not limited to, age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and Tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

**CSWE EPAS Behaviors for Generalist Practice Competency 2**

Social work students should:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

## Competency 2: CalsweC Behaviors for Specialized Practice

**Public Child Welfare (CW2)**

Social work students should:

**CW2.1** Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in public child welfare.

**CW2.2** Evidence respectful awareness and understanding of the challenges of being a member of a marginalized class within the context of child development and child welfare settings.

**CW2.3** Adhere to relevant laws, policies, procedures, and government-to-government relationships with Tribes when serving American Indian/Alaska Native children and families.

**CW2.4** Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which children, youth, and families interact, including, but not limited to, family systems, community systems, public child welfare systems, school/educational systems, Tribes, Tribal agencies, and Tribal Courts, juvenile justice, criminal justice, and court systems, integrated behavioral health care systems, and medical systems.

*Related California Child Welfare Core Practice Model Practice Behaviors: I.1.b.e.c; I.2.a.b; II.4.e.g.; II.6.a.; III.7.f; IV.8.e.; V.12.d. (see appendix)*

## Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

**CSWE EPAS Competency Content and Processes**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.
### CSWE EPAS Behaviors for Generalist Practice Competency 3

Social work students should:
- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

### Competency 3: CalSWEC Behaviors for Specialized Practice

**Public Child Welfare (CW3)**

Social work students should:

CW3.1 Clearly articulate the systematic effects of discrimination, oppression, and stigma on the quality and delivery of child welfare services, and identify and advocate for policy changes needed to address these issues.

CW3.2 Advocate for a social justice practice framework in public child welfare, and support self-advocacy for children, youth, young adults, and families receiving child welfare services.

CW3.3 Integrate into all aspects of policy and practice sensitivity to the reality that fundamental rights, including freedom and privacy, may be compromised for children, youth, and families who are receiving services within the child welfare system.

*Related California Child Welfare Core Practice Model Practice Behaviors: II.4.g; III.6.b.c.; IV.9.a; V.12.d. (see Appendix)*

### Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

**CSWE EPAS Competency Content and Processes**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

**CSWE EPAS Behaviors for Generalist Practice Competency 4**

Social work students should:
- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

### Competency 4: CalSWEC Behaviors for Specialized Practice

**Public Child Welfare (CW4)**

Social work students should:

CW4.1 Demonstrate the ability to understand, interpret, and evaluate the benefits and limitations of various evidence-based and evidence-informed treatment models as they influence child welfare practice.

CW4.2 Engage in critical analysis of research findings, practice models, and practice wisdom that inform child welfare practice, including how research practices have historically failed to address the needs and realities of exploited and/or disadvantaged communities, and how cross-cultural research practices can be used to enhance equity.

CW4.3 Clearly communicate research findings, conclusions, and implications, as well as their applications to child welfare practice across a variety of professional interactions with children, youth, young adults, families, and multidisciplinary service providers.
CW4.4 Apply research findings to child welfare practice with individuals, families, and communities and to the development of professional knowledge about the field of child welfare.

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY 5

Social work students should:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

COMPETENCY 5: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE

PUBLIC CHILD WELFARE (CW5)

Social work students should:

CW5.1 Demonstrate familiarity with relevant statutes and civil codes, and the roles of relevant policy entities, including, but not limited to:
- Child welfare-relevant California Welfare and Institutions Code
- Continuum of Care Reform efforts authorized through Senate Bill (SB) 1013 (Statutes of 2012)
- Indian Child Welfare Act of 1978
- Other current child welfare-relevant legislation and policies

CW5.2 Understand and adhere to local policies and procedures that influence child welfare practice.

CW5.3 Engage with the political and legislative arena of public child welfare through involvement with relevant activities, including, but not limited to:
- Maintaining ongoing familiarity with changes to child welfare-related legislation and the rationale for such changes, including reviewing recent All County Letters (ACLs) and All County Information Notices (ACINs) on the California Department of Social Services (CDSS) website;
- Reading, analyzing, and communicating in speech and writing about proposed legislation relevant to the field of child welfare; and
- Attending Legislative Lobby Day events in Sacramento.

CW5.4 Utilize policy knowledge to effectively develop, implement, and/or evaluate agency, local, state, and federal policies in the course of child welfare practice.

Related California Child Welfare Core Practice Model Practice Behaviors:

L2.a; IV.9.e. (see Appendix)
### Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

#### CSWE EPAS Competency Content and Processes

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

#### CSWE EPAS Behaviors for Generalist Practice Competency 6

Social work students should:
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### Competency 6: CalSWEC Behaviors for Specialized Practice

#### Public Child Welfare (CW6)

Social work students should:

**CW6.1** Appropriately engage and activate children, youth, young adults, families, other care providers, Tribes, and communities in the development and coordination of case plans oriented toward safety, permanency, and well-being.

**CW6.2** Effectively utilize interpersonal skills to engage children, youth, young adults, families, other care providers, Tribes, and communities in culturally responsive, whole-person, consumer-driven, and family-oriented care that addresses mutually agreed upon service goals; employ differential engagement techniques considering the voluntary/involuntary nature of the family members’ interactions with the agency; and other factors such as trauma experiences.

**CW6.3** Recognizing the complex nature of concurrent planning in child welfare, ensure that communications regarding mutually agreed upon case plans with children, youth, young adults, and families are both sensitive and transparent.

**CW6.4** Manage affective responses and exercise good judgment around engaging with resistance, traumatic response, and other potentially triggering situations in children, youth, young adults, families, and other care providers.

*Related California Child Welfare Core Practice Model Practice Behaviors: I.1.a-c; II.2.a-c; II.3.a-g; II.4.a-d; II.5.a-d; II.6.a-c; III.7.a-d; IV.8.a-c, d; IV.9.b-d.* (see Appendix)

### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

#### CSWE EPAS Competency Content and Processes

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process.
and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

**CSWE EPAS Behaviors for Generalist Practice Competency 7**

Social work students should:
- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**COMPETENCY 7: CALSWEC Behaviors for Specialized Practice**

**Public Child Welfare (CW7)**

Social work students should:

**CW7.1** Identify, understand, and implement appropriate child welfare screening and assessment tools.

**CW7.2** Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment of intervention needs, while considering the voluntary/involuntary nature of family interactions. Relevant parties/systems may include but are not limited to children, family systems, community systems, public child welfare systems, school educational systems, juvenile justice, criminal justice, and court systems, Tribal systems, behavioral health care systems, and medical care systems.

**CW7.3** Engage in effective and ongoing critical analysis of child welfare assessment data that:
- Reflects child, youth, young adult, family, and support systems’ strengths and desires;
- Acknowledges the effects of intervention on family and community members;
- Addresses the impacts of trauma, adverse health conditions, and co-occurring disorders; and
- Culminates in assessments that incorporate principles of safety, permanency, and well-being within the framework of trusting and respectful engagement.

**CW7.4** Document and maintain all child welfare assessment data responsibly and balance the need for such data with child, youth, young adult, and family privacy concerns, recognizing the nature of mandated services and the need for accurate assessment data.

*Related California Child Welfare Core Practice Model Practice Behaviors: III.5.a-d; III.6.a; III.7.a-f; III.8.a-d; IV.9.a-b; IV.10.a-b; V.12.a,b,d.e,h (see Appendix)*

**COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

**CSWE EPAS Competency Content and Processes**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interdisciplinary, inter-professional, and inter-organizational collaboration.
CSWE EPAS Behaviors for Generalist Practice Competency 8

Social work students should:
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 8: CalSWEC Behaviors for Specialized Practice

Public Child Welfare (CW8)

Social work students should:

CW8.1 In partnership with children, youth, young adults, families, and Tribes, develop appropriate case plans based on key principles and contemporary theories/models of child welfare with a focus on safety, permanency, and well-being. Plans should:
- Reflect cultural humility and acknowledgement of individualized needs;
- Incorporate child and family strengths;
- Utilize community resources and natural supports;
- Incorporate multidisciplinary team supports and interventions;
- Focus on permanency and concurrent planning; and
- Consider multiple systems interactions and complex family relationships involving the maltreatment that initiated the family’s involvement with the child welfare system.

CW8.2 Apply the principles of teaming, engagement, inquiry, advocacy, and facilitation within interdisciplinary teams to the work of supporting children, youth, young adults, family members, and service providers to accomplish intervention goals.

CW8.3 Demonstrate effective case management skills with families with the goals of safety, permanency, and well-being. This may include referring families to services, preparing for and participating in judicial determinations, supporting safe visitation, developing effective case plans and case plan updates, and the development of concurrent plans for permanency. When necessary, this may include demonstrating knowledge and sensitivity around the process of terminating parental rights.

CW8.4 Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that families’ needs for support may continue beyond these time periods.

Related California Child Welfare Core Practice Model Practice Behaviors:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS Competency Content and Processes

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.
### CSWE EPAS Behaviors for Generalist Practice Competency 9

Social work students should:
- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### Competency 9: CalSWEC Behaviors for Specialized Practice

#### Public Child Welfare (CW9)

Social work students should:

CW9.1 Record, track, and monitor assigned cases accurately and according to field education agency policies and guidelines in Child Welfare Statewide Automated Child Welfare Information System (SACWIS).


CW9.3 Use evaluation results to develop recommendations for improved interdisciplinary team coordination, as well as agency and community-level policies to best support families and the systems that serve them.

CW9.4 Share both the purposes of such data collection and the overall results of data analysis with children, youth, young adults, and families whenever possible, with the goal of engaging them more meaningfully in the evaluation process.

*Related California Child Welfare Core Practice Model Practice Behaviors: III.7.a.; V.12.h. (see [appendix])*
## CALIFORNIA CHILD WELFARE CORE PRACTICE MODEL PRACTICE BEHAVIORS

### I. FOUNDATIONAL BEHAVIORS

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

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

### II. ENGAGEMENT BEHAVIORS

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

4. **Demonstrate an interest in connecting with the child, youth, young adult, and family; and help them identify and meet their goals.**
   - a. Express the belief that all families have the capacity to safely care for children and youth.
   - b. Use positive motivation, encouragement, and recognition of strengths to connect with youth and express the belief that they have the capacity to become successful adults.
### Appendix: CCWCPM Practice Behaviors Cross-Reference

<table>
<thead>
<tr>
<th>CW6</th>
<th>c. Reach out to children and families in ways that are welcoming, appropriate, and comfortable for them, and make a special effort to engage fathers and paternal relatives to build connections and engage them as family members and team members.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW6</td>
<td>d. Affirm the unique strengths, needs, life experience and self-identified goals of each child, youth, young adult, and family.</td>
</tr>
<tr>
<td>CW2</td>
<td>e. Show your interest in learning about the family and their culture, community, and Tribes.</td>
</tr>
<tr>
<td>CW6</td>
<td>f. Ask global questions followed by more descriptive questions that encourage exchange.</td>
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<tr>
<td>CW2</td>
<td>g. Honor the role of important cultural, community, and Tribal leaders the child, youth, young adult, and family have identified.</td>
</tr>
</tbody>
</table>

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

| CW6  | a. Ask questions about relationships and significant others early and often.                                                                                                                             |
| CW7  | b. Search for all family members, including fathers, mothers, and paternal and maternal relatives through inquiry, early and ongoing Internet search, and review of records. |
| CW6  | c. Work quickly to establish paternity and facilitate the child or youth’s connection with paternal relationships.                                                                                       |
| CW7  | d. Contact family, cultural, community, and Tribal connections as placement options, team members, and sources of support.                                                                                |

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

| CW6  | a. Coordinate with the family’s formal and informal advocates to help the family find solutions and provide ongoing support.                                                                      |
| CW7  | b. Promote self-advocacy by providing opportunities for children, youth, young adults, and families to actively share perspectives and goals.                                                              |
| CW6  | c. Incorporate the family’s strengths, resources, cultural perspectives, and solutions in all casework.                                                                                             |

### III. Assessment Behaviors

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

| CW6  | a. Explain the assessment process to the child, youth, young adult, and family so they know what to expect, and check in early and often to be sure they understand. |
| CW7  | b. Explore the child, youth, young adult, and family’s expressed and underlying needs by engaging them in communicating their experiences and identifying their strengths, needs, and safety concerns. |
| CW6  | c. Talk to children, youth, and young adults about their worries, wishes, where they feel safe, where they want to live, and their ideas about permanency, and incorporate their perspective. |
| CW6  | d. Use tools and approaches that amplify the voices of children and youth.                                                                                                                            |
### California Child Welfare Core Practice Model Practice Behaviors

#### IV. Teaming Behaviors

<table>
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<tr>
<th>CW7</th>
<th>CW5</th>
<th>CW6</th>
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<tbody>
<tr>
<td><strong>8. Work with the family to build a supportive team.</strong></td>
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<tr>
<td>- a. With the family’s permission, contact family, cultural, community, and Tribal connections, and ask them to serve as team members as early as possible.</td>
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<tr>
<td>- b. Ask initially and throughout the family’s involvement if they would like a support person or peer advocate on their team.</td>
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<tr>
<td>- c. Explore with the family how culture might affect the development of the team and the teaming process.</td>
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<tr>
<td>- d. Facilitate early and frequent sharing of information and coordination among parents, caregivers and agency partners.</td>
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<tr>
<td>- e. Facilitate development of a mutually supportive relationship between the parents and caregivers.</td>
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<thead>
<tr>
<th>CW1</th>
<th>CW6</th>
<th>CW7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9. Facilitate the team process and engage the team in planning and decision-making with and in support of the child, youth, young adult, and family.</strong></td>
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</tr>
<tr>
<td>- a. Make sure team members have the information they need.</td>
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<tr>
<td>- b. Facilitate critical thinking, discussion, mutual exploration of issues, and consensus building toward the goal of shared decision-making.</td>
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<tr>
<td>- c. Help the team recognize that differences will occur and assist them to work through conflicts.</td>
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<tr>
<td>- d. Develop a shared understanding about safety, permanency, and well-being issues to be addressed with the team.</td>
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<tr>
<td>- e. Ensure that all team members understand that legal, regulatory, and policy constraints may limit shared decision-making options available to address the family members’ needs, including placement options, reunification, and service options.</td>
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<tr>
<td>- f. Build connections to identified services and supports by designating a team member to follow-up with that referral.</td>
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<thead>
<tr>
<th>CW7</th>
<th>CW8</th>
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<tbody>
<tr>
<td><strong>10. Work with the team to address the evolving needs of the child, youth, young adult, and family.</strong></td>
<td></td>
</tr>
<tr>
<td>- a. Facilitate dialogue about how supports and visitation plans are working.</td>
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</tbody>
</table>
### Appendix: CCWCPM Practice Behaviors Cross-Reference

<table>
<thead>
<tr>
<th>CW1</th>
<th>CW2</th>
<th>CW3</th>
</tr>
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<tbody>
<tr>
<td>b. Explore with team members what roles they can play over time to strengthen child safety and support the family.</td>
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</tr>
<tr>
<td>CW1</td>
<td>CW3</td>
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<tr>
<td>c. Help the team adapt to changing team member roles.</td>
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<tr>
<td>CW1</td>
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<tr>
<td>11. Work collaboratively with community partners to create better ways for children, youth, young adults, and families to access services.</td>
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</tbody>
</table>

### California Child Welfare Core Practice Model Practice Behaviors

#### V. Service Planning and Delivery Behaviors

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

<table>
<thead>
<tr>
<th>Related CWs</th>
<th>CW1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe how family strengths, safety threats, and priority needs will be addressed in the plan.</td>
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<tr>
<td>CW7</td>
<td>CW8</td>
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<tr>
<td>b. Describe strengths in functional terms that can support the family members in completing their plan.</td>
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<tr>
<td>CW8</td>
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<tr>
<td>c. Share information about agency programs, providers, resources, and supports.</td>
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<tr>
<td>CW1</td>
<td>CW3</td>
</tr>
<tr>
<td>d. Encourage and support the participation of children, youth, young adults, family, Tribe, and team in identifying culturally sensitive services, supports, visitation activities, and traditions that address family members' unique underlying needs even if this means accepting practices that may be unfamiliar to the social worker.</td>
<td></td>
</tr>
<tr>
<td>CW7</td>
<td>CW8</td>
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<tr>
<td>e. Ask the family members if they need help meeting basic needs for food, shelter, and medication so they can focus on addressing the problems underlying their involvement with the child welfare agency.</td>
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<tr>
<td>CW8</td>
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<tr>
<td>f. Advocate for, link the family to, and help family members access the services, supports, and visitation activities identified in the plan.</td>
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<tr>
<td>CW8</td>
<td></td>
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<tr>
<td>g. Assure the family receives needed information, preparation, guidance, and support.</td>
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<tr>
<td>CW7</td>
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<tr>
<td>h. Adapt services and supports to meet changing family needs based on ongoing assessment, progress toward goals, and decisions made by the family and their team.</td>
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</table>

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

<table>
<thead>
<tr>
<th>Related CWs</th>
<th>CW1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Reduce the role of child welfare and professional services over time and facilitate an increased role for the family's network and natural supports to help the family build an ongoing support system.</td>
<td></td>
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<tr>
<td>CW8</td>
<td></td>
</tr>
<tr>
<td>b. Coordinate with the family's formal and informal advocates to help the family find solutions and provide ongoing support after the child welfare agency is no longer involved.</td>
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</tbody>
</table>
Standards and Values for Child Welfare Practice

Standards and Values

for Public Child Welfare Practice in California

Adopted in 2005 by the Board of Directors of the California Social Work Education Center (CalSWEC) in partnership with the County Welfare Directors Association and the California Department of Social Services.*

* Partially adopted from publications of the NASW, CWLA, and the Child Welfare Training Project, and California State University, Fresno. The present version is a revision of the Standards and Values adopted in 1996.
Introduction

Standards of practice are by their nature subject to change. In view of shifting societal standards, as well as advancing knowledge about children, human behavior, and human ills, standards must be subject to continuous reflection and review. Standards can be useful in a variety of ways:

- in clarifying guidelines for professional social work practice;
- in establishing whether a particular course of action is appropriate within a professional role;
- in encouraging social workers to monitor and evaluate their practices and to use outcome data to improve their own performance and child outcomes;
- in determining the focus, substance, appropriateness, and evaluation of training;
- in planning, organizing, and administering effective and culturally sensitive evidence-based practices and services;
- in providing for administrative, accreditation, and certification bodies a clear explication of what is expected of agency personnel;
- in explaining and justifying expenditures and budget requests;
- in establishing patterns of functional discourse regarding currently accepted best policies and practice and in finding effective ways to disseminate this knowledge within the human services community, to elected officials, and to the general public; and
- in making it possible to compare what may exist in practice with what is considered desirable for children.

The standards listed below are presented in detail in the sections that follow. In addition, Values for Public Child Welfare Workers, Supervisors, and Administrators are provided.

- Standards for All Public Child Welfare Administrators, Social Workers, and Other Professionals in Public Child Welfare Services
- Standards for Administrators in Public Child Welfare Services
- Standards for Supervisors in Public Child Welfare Services
- Standards for Social Workers in Public Child Welfare Services

Values for Public Child Welfare Workers, Supervisors, and Administrators

1. The goal of public child welfare is to work with families and communities to protect children from abuse, neglect, and exploitation and to promote their health, safety, and nurturing so that they can grow into adulthood as healthy and positive individuals.

2. A wide range of parenting practices, varying as a result of ethnic, cultural, community, and familial differences, can provide adequate care for children.

3. A caring, protective, and effectively nurturing family with adequate resources is the best and least restrictive environment for raising children.

4. When there is danger to children, the state has the responsibility to intervene in family affairs to protect children. In such a circumstance, the safety of the child takes precedence over the rights of the parents.
5. Child welfare service should work collaboratively with the family to create a plan that emphasizes and builds on the family’s and children’s strengths and accesses formal and informal resources and supports on behalf of the family.

6. Families and children should participate to the greatest possible extent in planning and implementing their process for change. Children should participate in decisions regarding their care and needs.

7. Service decisions and service provision must be timely, effective, culturally sensitive and accessible, while focused on the achievement of specific outcomes for the child and family.

8. The family has the right to privacy and confidentiality and to be informed of the limits of confidentiality in public child welfare situations.

9. Every reasonable effort should be made to preserve and strengthen a child’s existing family before an alternative placement is considered. The state requires an adequate, not an ideal, standard of care for children.

10. Every child has the right to a permanent home for his or her care and upbringing. Appropriate legal permanency should be achieved as quickly as possible while insuring child safety.

11. Child welfare practitioners must be able to use the self-skilfully, be aware of the potential impact of personal feelings upon professional decision-making, and manage those feelings appropriately.

12. Management practice must be responsive to the ways in which clients and employees are diverse in values, ethnicity, gender, disabilities, affectional preferences, age, and religion.

13. Public child welfare and the community share responsibility for providing needed services to children, and the public child welfare agency and its staff are accountable to the community when providing child welfare services.

14. Social work practice must take into account the impact of social and economic deprivation and personal problems on child abuse and neglect.

Standards for All Public Child Welfare Administrators, Social Workers, and Other Professionals in Public Child Welfare Services

Social workers and other professionals in public child welfare shall take into account and reflect in their practice the diversity of cultures and communities and work towards the elimination of service disparities affecting children and families of color within the child welfare and foster care systems. In addition, they shall:

1. Display knowledge and skill basic to the social work profession and an understanding of the social institutions, organizations, and resources serving children and families.

2. Possess and utilize specialized knowledge and understanding about children and families and about the dynamics of child abuse and neglect with the goal of insuring safety and permanence for children and youth.

3. Demonstrate skills currently deemed fundamental to the profession of social work and related disciplines.

4. Display specialized knowledge and understanding of the diversity of people within the state and region and reflect such understanding in all aspects of practice while working towards the elimination of service disparities affecting children and families of color.

5. Understand how to employ the principles of family-centered practice, including the therapeutic use of authority in child protection (or child welfare) and the worker and agency responsibility to carry out this authority.

Standards and Values for Public Child Welfare Practice in California
6. Assume responsibility for learning in supervision and demonstrate a willingness to learn and implement new skills and evidence-based practices in a continually changing profession.

7. Meet the expectations of conduct established by the NASW Code of Ethics, other professional ethics codes determined by an individual’s professional affiliation, and the county’s code of ethics.

8. Adhere to agency policies, procedures, and evaluations, and use constructive channels to bring about positive change in service delivery.

9. Apply results of research and evaluation to practice and collect data in support of the agency’s information system.

10. Actively seek to create and enhance knowledge and provision of increasingly effective and culturally appropriate services for children, families, and communities.

11. Demonstrate, throughout all child welfare tasks and activities, acceptance of the professional values for Public Child Welfare Practice.

12. Uphold the authority to protect the child as vested in Public Law 96-272, the Indian Child Welfare Act, the Adoption and Safe Families Act (PL-105-89), the Multidisciplinary Placement Act, and other federal and state laws related to public child welfare.

13. Participate in multidisciplinary teams with staff in other programs, with professional colleagues in other disciplines, and with informal and formal institutions in the community.

14. Promote collaborative working relationships among community agencies and the courts toward establishing a comprehensive public system of child welfare and family support that works to alleviate the effects of poverty and promotes social justice.

Standards for Administrators in Public Child Welfare Services

15. Consistent with current practice principles required of public child welfare professionals, provide leadership, ongoing professional training, guidance, and support to staff.

16. In accordance with legal mandates, establish the policies, procedures, and guidelines necessary for effective practice in public child welfare.

17. To the extent possible, involve staff in planning efforts, including agency procedure, policy, and program development.

18. Administer the agency so that it provides required services; establish priorities for provision of such services and insure that they are provided appropriately and without detriment to children and families.

19. Recognize community desires and preferences in improving agency and community services to children and families.

20. Work collaboratively with agency and external stakeholders to continually assess and address the needs of families and children through innovative casework and planning strategies.

21. Advocate for sufficient child welfare funding, highly effective services, professional staff development, and a professional work environment.
22. Demonstrate a commitment to a comprehensive system of child protective services.

23. Conduct management practice that is responsive to diversity.

24. Maintain current knowledge regarding pertinent state and federal legislation and inform staff of legislative developments.

25. Provide supervision and guidance to child welfare staff, being available to staff facing crises in the field while holding staff accountable for their work.

26. Assume multiple professional roles, including teacher, manager, administrator, and service provider, and take responsibility for the authority that accompanies these roles.

27. Provide leadership through developing resources, showing willingness to respond to changing practice demands, acting as a community liaison, advocating for clients, and recruiting, selecting, and training a professional workforce that is reflective of the client service community.

28. Develop an understanding of and appreciation for the perceptions and strengths of a culturally diverse professional workforce and provide effective leadership for a multicultural workforce interacting with diverse client communities.

29. Acknowledge the validity of other professional training that applies to public child welfare and develop the capacity to supervise, collaborate, and work effectively with a multidisciplinary workforce.

30. Promote teamwork through the use of peer supervision, consultation, interdisciplinary training, and group process.

31. Use outcome performance data effectively in management and work toward the development of resources to enhance staff practice and agency services.

32. Respond to reports of child endangerment, taking into account diverse cultural practices, specific language needs, and the history of the given culture’s experience in the dominant culture, including racism, economic oppression, political exclusion/inclusion, immigration, and other environmental factors.

33. Assess parents’ willingness and ability to provide adequate care, supervision, and protection for the child.

34. Using principles of strengths-based practice, provide direct and intensive services to families in ways that are accessible, understandable, and culturally relevant to strengthen their capacity to care for their children.

35. Through the entire course of the intervention, engage family in recognizing and using its own strengths and resources.

36. Help create a family plan for legal permanency that includes principles of family preservation and community support in ensuring a safe environment for the child.

37. Engage in ongoing service planning with the community and support networks as appropriate to establish and maintain an appropriate level of connection within families.

Standards and Values for Public Child Welfare Practice in California
38. Determine the priority of service needs and monitor their provision, understand how social work performance affects child outcomes.

39. Continually assess the presence and level of risk to all children.

40. Be prepared to initiate and follow through on court action on behalf of the child, develop skills for preparing court testimony and court reports to ensure the safety of the child.

41. Ensure a child's participation in planning and direction for his or her life.

42. Pursue appropriate legal permanency, initiate termination of parents' rights as necessary.

43. In preparing for reconnection of families or out-of-home permanency, include foster parents and relative caretakers in the planning process.

44. Use current best social work practices in termination of service.

45. Manage in a professional manner personal feelings associated with providing child welfare services.

46. Work toward promoting optimal development of the child and enhancing available resources within the agency and in the community, including resources for independent living/emancipation.

47. Strive to prevent child endangerment by engaging resources in the community to support and strengthen families.