# Common Core 3.0 Learning Objectives

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Common Core 3.0 Learning Objectives updated December 8, 2016
## Foundation Block

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### Field

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| 200 Level Classroom    | Trauma-informed Practice and Key Issues In Child Welfare 1 day | ICWA and Expert Witness 60 minute elearning | CWS Outcomes 60 minutes eLearning |
### Online Module: Introduction to Child Development (60 minutes)

**Knowledge**

**K1.** The trainee will be able to identify activities typically occurring in the stages and domains of child development.

**K2.** The trainee will be able to identify red flags indicating developmental concerns needing intervention.

**K3.** The trainee will be able to recognize ways that cultural variations in parenting practices may influence the manifestation and timing of developmental skills and stages.

**K4.** The trainee will be able describe the process for assessing the developmental needs of children during regular face-to-face contacts.

**K5.** The trainee will be able to identify how to seek intervention for a child with developmental needs.

**Values**

**V1.** The trainee will value the range of individual and cultural differences in human development.

**V2.** The trainee will value and respect cultural variations in child-rearing practices and beliefs when working with families from diverse ethnic, racial, and socio-economic backgrounds.

### Online Module: Legal Procedures (90 minutes)

**Knowledge**

**K1.** The trainee will identify state laws that govern child welfare proceedings, and understand how to access these codes.

**K2.** The trainee will identify the four standards of evidence.

**K3.** The trainee will understand why dependency petitions are filed with the court, and the purpose of those documents.

**K4.** The trainee will identify the purposes and timeframes that pertain to the following court hearings:
   a. Initial Petition Hearing
   b. Jurisdiction,
   c. Disposition,
   d. Status reviews (FM and FR hearings: 361, 362, 366, 16002, 16003, 16501 hearing requirements),
   e. 366.26 Permanency hearing,
   f. Post permanency (366.3 and 366.31 hearings),
   g. Termination of Jurisdiction Hearing (§391 requirements)

**K5.** The trainee will describe the social worker’s role in providing information to families about legal proceedings.

**K6.** The trainee will describe the following relevant permanency options for dependent children, youth and young adults:
   a. Reunification,
   b. Adoption,
   c. Voluntary relinquishment,
   d. Legal guardianship,
   e. Placement with a fit and willing relative as PPLA or APPLA can no longer be used for children under 16.
   f. Identified placement with a specific goal (APPLA & Young Adults).

**Skill**

**S1.** Given a case scenario or a series of minute orders and a petition, the trainee will be able to identify the following information:
   a. The next court hearing,
   b. Decisions to address at the next court hearing and the social worker’s related responsibilities.

**Values**

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

**V2.** The trainee will adopt the role of the social worker providing information to families about legal processes and hearings.
Online Module: Federal and State Laws (60 minutes)

Knowledge

K1. The trainee will identify the three primary goals of child welfare practice in California and the Adoptions and Safe Families Act (ASFA) of 1997:
   a. Safety
   b. Permanency
   c. Well-being

K2. The trainee will recognize the general purpose of Federal and California laws and regulations specific to children and youth placed in out-of-home care, as described in:
   a. Title IV-E of the Social Security Act of 1980
   b. The Indian Child Welfare Act of 1978 (to include codification in CA law SB678 and addition of AB1325 for tribal customary adoption)
   d. The Adoption and Safe Families Act of 1997
   e. The Adoption Assistance and Child Welfare Act of 1980
   f. The Fostering Connections to Success Act of 2008
   g. Child Abuse Prevention and Treatment Act of 2010
   h. Child Abuse and Neglect Reporting Act (CANRA) of 1980

K3. The trainee will recognize the following legal concepts in child welfare:
   a. The best interest of the child;
   b. Parental rights;
   c. Procedural Substantive due process;
   d. Warrants, exigent circumstances, and consents;
   e. Due diligence; and

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

K5. The trainee will recognize the following steps in child welfare investigations:
   a. Required face to face contacts
   b. Required assessment procedures
   c. Timelines for completing a referral

Skill

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

Values

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

V2. The trainee will support that case law and legislation affect child welfare law on an ongoing basis.
### Online Module: Time and Stress Management (60 minutes)

**Knowledge**

| K1. | The trainee will be able to identify the physiological and emotional signs of stress. |
| K2. | The trainee will be able to recognize the common origins and consequences of work-related stress in the field of public child welfare. |
| K3. | The trainee will be able to describe how vicarious trauma, secondary traumatic stress and other forms of stress contribute to burnout and ineffectiveness. |
| K4. | The trainee will be able to identify strategies for coping with stress. |
| K5. | The trainee will be able to identify and describe 3-time management strategies that can be employed in the workplace. |

**Values**

| V1. | The trainee will value maintaining his or her mental and physical health and the use of self-care and stress management techniques as part of the provision of quality child welfare services. |
| V2. | The trainee will value effective time management as a tool for providing quality child welfare services and as a stress management technique. |
| V3. | The trainee will value supervision as a resource for consultation about workload issues, caseload management, and the setting of priorities. |
| V4. | The trainee will value the prioritization of caseload tasks to optimize child safety. |
| V5. | The trainee will value keeping track of and meeting deadlines. |

### Online Module: Social Worker Safety (60 minutes)

**Knowledge**

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

**Values**

| V1. | The trainee will value maintaining his or her own safety and seeking to avoid knowingly putting him- or herself in danger. |
| V2. | The trainee will value the use of verbal and nonverbal communication skills which reduce the risk of hostility and increase child welfare social worker safety. |
| V3. | The trainee will value consideration of cultural differences when making assessments related to social worker safety. |
Online Module: Introduction to ICWA (60 minutes)

Knowledge

K1. The trainee will understand how media has shaped and limited our awareness and understanding of American Indian/Alaska Native peoples; (also referred to as Native Americans)

K2. The trainee will recognize that the Indian Child Welfare Act (ICWA) is a remedial act intended to address the historical trauma experienced by Indian/Native American people, the associated distrust, and implications for helping relationships, particularly engagement with Indian/Native American families.

K3. The trainee will recognize the concept of tribal sovereignty and the government to government relationship between Tribes and the US government.

K4. The trainee will recognize that the stated purpose of the ICWA is to restore and maintain connections between Indian children and families and their culture.

K5. The trainee will be able to identify the following basic provisions of ICWA:
   a. Inquiry and Investigation of Native Ancestry
   b. Noticing of Tribes
   c. Use of Expert Witnesses
   d. Adoption and Foster Care Placement Requirements

K6. The trainee will be able to identify the difference between active efforts and reasonable efforts.

K7. The trainee will recognize legal ramifications related to noncompliance with ICWA.

K8. The trainee will recognize tribal customary adoption and guardianship as concurrent permanency planning options for Native American children and youth.

K8. The trainee will be able to identify provision of SB 2418, the After 18 program providing extended foster care for young adults 18-21.

Values

V1. The trainee will value accurate entry of data regarding Indian/Native American ancestry and ICWA status in the statewide child welfare database.

V2. The trainee will value the critical nature of identifying Indian/Native American children during the initial stages of the child welfare process and the ongoing duty to inquire throughout the life of the case.
Online Module: Introduction to Trauma-informed Practice (60 minutes)

Knowledge
K1. The trainee will be able to define key terms related to childhood traumatic stress and describe experiences that constitute childhood trauma. These include, but are not limited to:
  - Acute trauma
  - Chronic trauma
  - Complex trauma
  - Trauma triggers
K2. The trainee will be able to describe how traumatic experiences affect children at various developmental stages, including brain development and memory.
K3. The trainee will be able to describe behaviors associated with traumatic responses at various developmental stages and chronological ages.
K4. The trainee will be able to identify Commercially Sexually Exploited Children (CSEC) as trauma victims.
K5. The trainee will be able to identify LGBTQ youth as a highly vulnerable population for trauma exposure.
K6. The trainee will identify ways to support healing and recovery of youth who have experienced trauma, especially CSEC and LGBT youth.

Values
V1. The trainee will value referring children with a trauma history for a thorough trauma assessment and specific trauma-related mental health services.
V2. The trainee will value supporting parents, caregivers, and others who care for children and youth in the child welfare system by promoting trauma-informed practice and making available resources related to trauma education and trauma treatment.
V3. The trainee will value the need for informed, skilled, and culturally competent interventions for CSEC and LGBTQ youth.

Online Module: Documentation Practice and Report Writing (120 minutes)

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

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

Values
V1. The trainee will value clear and concise professional writing for use in child welfare investigation narratives, court reports, case notes, and case plans.
V2. The trainee will value child welfare documentation which is free of bias, values, and inflammatory language.
Online Module: Key Issues in Child Welfare: Intimate Partner Violence (60 minutes)

Knowledge
K1. The trainee will describe the prevalence of intimate partner violence among caregivers of children in the child welfare system.
K2. The trainee will be able to identify common family relationship dynamics when intimate partner violence is present in families.
K3. The trainee will be able to identify the impact caregiver intimate partner violence has on child development and child safety and risk.
K4. The trainee will be able to recognize indicators of intimate partner violence and the effects it may have on one’s ability to parent their children safely:
   a. Emotional distress and trauma
   b. Physical safety
   c. Neglect
   d. Sexual safety
K5. The trainee will describe different options for intervention strategies in an effort to address child safety.
K6. The trainee will recognize the relationship between exposure to trauma and intimate partner violence.

VALUES
V1. The trainee will adopt using the Structured Decision Making assessment tools to assist in the determination of whether or not intimate partner violence is a factor in child abuse or neglect.
V2. The trainee will share the child welfare worker’s role in educating families, collaterals, service providers, and colleagues about common misperceptions associated with intimate partner violence.
V3. The trainee will foster awareness of and sensitivity to cultural differences and their implications when working with families with intimate partner violence.

Online Module: Key Issues in Child Welfare: Substance Use Disorders (60 minutes)

Knowledge
K1. The trainee will describe the prevalence of substance use disorders among caregivers of children in the child welfare system.
K2. The trainee will be able to identify common family relationship dynamics when substance use disorders are present in families.
K3. The trainee will be able to identify the impact of caregivers’ substance use disorders on child development and child safety and risk.
K4. The trainee will recognize indicators of substance use disorders and the effects it may have on one’s ability to parent their children safely:
   a. Physiological indicators
   b. Social and psychological indicators
   c. Environmental indicators
   d. Signs and symptoms of the most commonly used drugs associated with substance use and child maltreatment.
   e. The continuum of substance use, abuse and dependency
K5. The trainee will describe different options for intervention strategies in an effort to address child safety.
K6. The trainee will recognize the relationship between exposure to trauma and substance use disorders.

VALUES
V1. The trainee will adopt using the Structured Decision Making assessment tools to assist in the determination of whether or not substance use disorders are factors in child abuse or neglect.
V2. The trainee will share the child welfare worker’s role in educating families, collaterals, service providers, and colleagues about common misperceptions associated with substance abuse.
V3. The trainee will foster awareness of and sensitivity to cultural differences and their implications when working with families with substance abuse disorders.
Online Module: Key Issues in Child Welfare: Behavioral Health (60 minutes)

Knowledge

K1. The trainee will describe the prevalence of behavioral health issues among caregivers of children in the child welfare system.

K2. The trainee will be able to identify common family relationship dynamics when behavioral health issues are present in families.

K3. The trainee will be able to identify the impact of caregivers’ behavioral health issues on child development and child safety and risk.

K4. The trainee will be able to recognize indicators of behavioral health issues and the effects it may have on one’s ability to parent their children safely, recognizing that there is a range of functioning among children, adolescents, young adults and adults who experience behavioral health issues.

K5. The trainee will describe different options for intervention strategies in an effort to address child safety.

K6. The trainee will recognize the relationship between exposure to trauma and behavioral health issues.

VALUES

V1. The trainee will adopt using the Structured Decision Making assessment tools to assist in the determination of whether or not behavioral health issues are factors in child abuse or neglect.

V2. The trainee will share the child welfare worker’s role in educating families, collaterals, service providers, and colleagues about common misperceptions associated with behavioral health.

V3. The trainee will foster awareness of and sensitivity to cultural differences and their implications when working with families with behavioral health issues.
Classroom: Orientation to Child Welfare Practice and Common Core 3.0 (1/2 day)

Knowledge

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

K2. The trainee will be able to identify the three primary goals of child welfare practice in California and the Adoptions and Safe Families Act (ASFA) of 1997:
   a. Safety
   b. Permanency
   c. Well-being

K3. The trainee will be able to identify and define the California themes of practice
   a. The trainee will recognize that the NASW Code of Ethics guides practice in CWS.
   b. The trainee will be able to describe the role of advocacy in child welfare practice including self-advocacy to help families advocate for themselves within family teams.

K4. The trainee will be able to identify and define the 5 practice areas that will be covered in core training and be able to identify them as key components of child welfare practice:
   1. Engagement
   2. Assessment
   3. Service Planning
   4. Monitoring and Adapting
   5. Transitions

K5. The trainee will be able to identify the following methods for delivery of Common Core Training:
   a. Online Content
   b. Classroom Content
   c. Field Training

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

Values

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

V2. The trainee will value conducting him or herself in accordance with the professional expectations set forth in the NASW Code of Ethics, the NASW Standards for Social Work Practice in Child Welfare, and the California Standards and Values for Public Child Welfare Practice.
### Classroom Training: Teaming, Collaboration, and Transparency (1 day)

#### Knowledge

**K1.** The trainee will be able to identify the benefits of engagement and teaming.

**K2.** The trainee will be able to describe key elements of collaboration, such as: circles of support, teaming values, family involvement, community involvement, and families as partners.

**K3.** The trainee will be able to describe strategies to support the family, caregivers, and team members in shifting from a focus on the family’s deficits to their strengths to meet their child’s needs.

**K4.** The trainee will be able to recognize the need to work collaboratively to formulate case plan objectives.

**K5.** The trainee will be able to describe the assessment processes that drive decisions about reunification and permanency planning to a child and family team.

#### Skill

**S1.** Given a case scenario, the trainee will be able to identify key participants for a team meeting and how meeting outcomes support case planning and long-term success for the family.

**S2.** Given a case scenario, the trainee will be able to use strength-based language to describe safety concerns.

#### Values

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

**V2.** The trainee will value collaboration with children, youth, non-minor dependents, families, family support networks and other professionals to access local resources and improve outcomes related to safety, permanency, and well-being.

**V3.** Trainees will value working in partnership with Foster Care Public Health Nurses and other health care providers to promote well-being for children and youth involved in the child welfare system.

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

**V5.** The trainee will value the family as the experts on themselves.

**V6.** The trainee will value the role of the community in case planning and decision making.

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### Classroom Training: Legal Procedures and Responsibilities (1 day)

#### Knowledge

**K1.** The trainee will define the concept of confidentiality (WIC Code 827 and 362.5) as it pertains to the court process and proceedings.

**K2.** The trainee will state the concept and document of reasonable efforts and reasonable services to prevent removal, facilitate reunification, and to finalize a permanent plan.

**K3.** The trainee will state the concept of active efforts as it relates to the Indian Child Welfare Act (ICWA) and be able to differentiate between reasonable efforts and active efforts.

**K4.** The trainee will identify how tribal sovereignty influences Tribes’ relationship with child welfare services.

**K5.** The trainee will be able to identify the following guidelines for providing testimony:

- a. Be truthful
- b. Avoid bias
- c. Testify only to facts within your experience and knowledge
- d. Listen carefully to the question and pause before answering
- e. Answer only the questions asked
- f. Do not give an opinion unless requested
- g. Be aware of your verbal and non-verbal communication
- h. Speak slowly, loudly, and clearly

#### Skill

**S1.** The trainee will be able to describe the four standards of evidence and identify the level of evidence needed at each hearing:
a. Prima Facie  
b. Preponderance  
c. Clear and Convincing  
d. Beyond Reasonable Doubt  

S2. Given scenarios, the trainee will be able to identify the purpose and timeframes of each hearing below, and be able to provide the information needed to prepare for and testify in each hearing:
   a. Initial Petition Hearing  
   b. Jurisdiction Hearing  
   c. Disposition Hearing  
   d. Status reviews (FM and FR hearings)  
   e. 366.26 Hearing  
   f. Post Permanency Hearing (366.3 and 361.31 hearings)  
   g. Termination of Jurisdiction Hearing (391 requirements)  
   h. Re-Entry Hearing for Non-Minor Dependents (388.1)  

S3. Given a scenario, the trainee will be able to demonstrate ways in which presentation of the purpose of the hearing, time frames and court process, can enhance the family’s ability to understand the dependency process.  

Values  
V1. The trainee will respect the role of the social worker in preparing for a court hearing, gathering information, and testifying in court.  
V2. The trainee will endorse the role of collaboration between the social worker and families in providing information about the legal process.  

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

Knowledge  
K1. The trainee will recognize his or her role as an advocate and case manager in supporting the needs of children, youth, non-minor dependents, and families to achieve:  
   a. Safety  
   b. Permanency  
   c. Well-being  

K2. The trainee will recognize possible conflicts associated with efforts to engage with families (e.g., cultural expectations, use of social media).  

K3. The trainee will be able to explain how professional values and ethics influence the decision-making process in child welfare, including the convening of teams for decision-making and appropriate disclosure of information.  

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

Values  
V1. The trainee will value fair and equitable treatment of all people involved in child welfare including efforts to address the issue of disproportionality in child welfare.  
V2. The trainee will value continued awareness of how one’s own values may influence one’s decision-making process in public child welfare.  
V3. The trainee will value awareness of his/her own emotional responses to clients in areas where the trainee’s values are challenged.
Classroom Training: Trauma-informed Practice (1 day)

Knowledge
K1. The trainee will be able to describe the relationship between a person’s culture, experiences of individual, familial and/or historic trauma, and his or her behaviors or responses.
K2. The trainee will be able to identify behaviors of children and parents in response to trauma or trauma triggers and ways to support positive adjustment.
K3. The trainee will be able to describe how child traumatic stress is exacerbated by ongoing stressors in a child’s environment and within the child welfare system.
K4. The trainee will be able to identify three things social workers can do to mitigate the impact of and heal trauma for children and families.
K5. The trainee will be able to describe the effect of personal trauma history and secondary traumatic stress on social workers and their responses to families and children.

Skill
S1. Using a case example, the trainee will be able to recognize, identify and assess symptoms of traumatic stress within a developmental and cultural context.
S2. Using a case example, the trainee will be able to demonstrate three things social workers can do to mitigate the impact of and heal trauma for children and families

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

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

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

Skill
S1. Given a case example or scenario, the trainee will be able to develop questions for a culturally-sensitive initial conversation with a family that includes questions about:
   a. The family’s culture,
   b. Barriers the family has faced, and
   c. Culturally significant child-rearing practices.

Values
V1. The trainee will value fair and equitable treatment of all people involved in child welfare including efforts to address the issue of disproportionality in child welfare.
V2. The trainee will value interacting with all families, foster parents, colleagues, service providers and stakeholders in a manner that is respectful of ethnic and cultural differences.
V3. The trainee will value the family as the best source of information about their culture.
V4. The trainee will value differences in cultural perspective and recognize the equal worth of all cultures.
V5. The trainee will value recruiting foster and adoptive families that reflect the ethnic and racial diversity of the child welfare population in their county or region.
Classroom Training: ICWA and Working with Native American Families and Tribes (1 day)

Knowledge

K1. The trainee will understand the relationship between US history and ICWA and be able to identify 3 events in US and CA history resulting in the passage of ICWA (1978).

K2. Trainee will understand regional differences of CA American Indian history and identify 2 regional historical events that result in historical trauma.

K3. The trainee will identify 2 examples of effects of historical trauma that affect engagement and teaming with American Indian/Alaska Native (AI/AN) children, families, and tribes.

K4. The trainee will recognize tribes as sovereign nations and that being AI/AN is both a political and racial/ethnic distinction.

K5. The trainee will be able to identify 5 basic provisions of ICWA:
   a. Inquiry & notice,
   b. Proper placement [use the Tribal Star charts in curriculum],
   c. Active efforts,
   d. Concurrent planning, and
   e. Expert witness.

K6. The trainee will identify engagement and teaming with Tribes as part of the new practice model.

K7. The trainee will understand the difference between reasonable and active efforts and know that active efforts begin immediately when there is good cause to believe a child is AI/AN.

K8. The trainee will understand that ICWA placement preferences are related to the purpose of ICWA to keep a child connected to their family and tribe.

K9. The trainee will recognize Tribal Customary Adoption (TCA) and guardianship as concurrent permanency planning options for AI/AN children.

K10. The trainee will identify 2 positive child welfare outcomes from a tribal perspective.

K11. The trainee will recognize the legal ramifications related to non-compliance with ICWA.

Skills

S1. The trainee will demonstrate awareness of culturally appropriate engagement for the purpose of identifying AI/AN children.

S2. The trainee will demonstrate the ability to change a reasonable effort into an active effort.

Values

V1. The trainee will value engaging and teaming with Tribes, Indian service agencies, and designated ICWA agents/advocates as resources for decision making, ICWA compliance, and implementation of the Practice model.

V2. The trainee will value keeping an American Indian/Alaska Native child connected to their community, culture, and tribe to ensure positive child welfare outcomes and ICWA compliance.
Classroom Training: Intro to CWS/CMS (1/2 day)

Knowledge

K1. The trainee will be acquainted with the following CWS/CMS topics:
   a. CWS/CMS features;
   b. CWS/CMS terms;
   c. CWS/CMS network structure and system security;
   d. starting the CWS/CMS Control Panel;
   e. basic screen and information structure, navigation techniques, and common commands used in CWS/CMS;
   f. the role of each CWS/CMS application;
   g. helpful resources for trouble-shooting when using CWS/CMS (including online help);
   h. The trainee’s responsibility to enter data accurately in the SACWIS to support the data exchange to state and federal databases, i.e., AFCARS, NCANDS, NYTD.

K2. The trainee will be acquainted with the following Client Services tools and features:
   a. starting the Client Services application,
   b. overall screen and information structure,
   c. general purpose of each folder and its primary pages,
   d. general purpose of each section and notebook,
   e. types of documents,
   f. general purpose of each drop-down menu command,
   g. supported child welfare services functions,
   h. searches,
   i. types of reports.

Skill

S1. The trainee will demonstrate the ability to complete the following tasks in CWS/CMS:
   a. navigate between screens;
   b. use text boxes to enter narrative information;
   c. complete required fields;
   d. add and delete rows;
   e. use spell check.

Values

V1. The trainee will value the connection between his or her documentation and outcomes for families as well as state and federal outcome measures.
Classroom Training: Key Issues in Child Welfare Practice: The Role of the Child Welfare Practitioner (2 days)

KNOWLEDGE

**K1.** The trainee will identify the stages of change and strategies for engaging and motivating family members experiencing substance use disorder, intimate partner violence, and/or behavioral health issues.

**K2.** The trainee will describe the role of the child welfare practitioner working with service providers, including:
   a. Facilitating access to substance use disorder, intimate partner violence, and behavioral health services for parents/caregivers, youth, and children
   b. Recommendations, management, and ongoing services for parents/caregivers, youth, and children (including psychotropic medication)
   c. Psychotropic medication: over medication, interaction with other prescriptions, monitoring ongoing use, individual rights, and documentation that identifies current medications and prescribing doctors

**K3.** The trainee will recognize the relationship between substance use disorders, intimate partner violence, and/or behavioral health issues and identify effects in parents, family members and children.

**K4.** The trainee will identify how personal biases related to substance use disorder, intimate partner violence and behavioral health issues may impact engaging, assessing and developing plans with children, youth and families.

**K5.** The trainee will describe how using strength based approaches and culturally relevant supports and interventions can improve outcomes for families struggling with substance use disorders, intimate partner violence, and/or behavioral health issues.

SKILLS

**S1.** Using a vignette, the trainee will be able to identify trauma informed actions to provide safety and services to support families that experience substance use disorders, intimate partner violence, and behavioral health issues, including:
   a) Protective capacities and actions to provide safety
      i. Team Meetings
      ii. Use of the Safety Network
   b) Services to support the family
      i. Substance use disorder services
      ii. Intimate partner violence services for both the survivor and the person who batters
      iii. Behavioral health services
      iv. Educational and counseling services for youth who have a substance use disorder or are involved in intimate partner violence.

**S2.** Using a vignette, the trainee will be able to recognize indicators of teen dating violence and engage and assess.

VALUES

**V1.** The trainee will support the involvement of families in decision-making processes about substance use disorder, intimate partner violence, and/or behavioral health issues.

**V2.** The trainee will foster strength-based approaches and culturally relevant supports and interventions to address substance use disorder, intimate partner violence, and behavioral health issues.

**V3.** The trainee will encourage working in partnerships providing multi-disciplinary and cross-system services in order to protect and support the safety of children, youth, young adults, and families that experience substance use disorder, intimate partner violence, and/or behavioral health issues.
Field Activity: Fairness and Equity (1 hour) draft

Knowledge
K1. The trainee will be able to describe the difference between disparity and disproportionality that are prevalent within their county in child welfare services.
K2. The trainee will be able to identify ways that their county provides services and supports that are culturally responsive to the families in their community.
K3. The trainee will be able to identify how a social worker’s personal history, culture and professional experiences and training affect their beliefs and interactions with other people.
K4. The trainee will be able to recognize how a family’s trauma history may impact their experience in working collaboratively with the child welfare system.

Skill
S1. The trainee will be able to locate the Disparity Indices for their county and using the demographic information, think critically about how families are served in their county.
S2. The trainee will engage in an initial conversation with their field advisor about their awareness of bias and how it impacts engagement, collaboration, decision-making, and outcomes for children and families.

Values
V1. The trainee will allow for an open discussion of possible biases and consider this as an important tool for combatting disproportionality in child welfare practice.
V2. The trainee will appreciate the cultural differences that exist within the community they serve and their own culture, and the agency’s responsibility to provide culturally responsive services.

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

Knowledge
K1. Identify one ICWA designated agent, tribe, or Indian Service Agency in your county.
K2. Identify culturally relevant services and resources for Native American families in the community.

Values
V1. The trainee will value keeping an Indian child connected to culture and community.

Online Module: CWS Outcomes (60 minutes)

Knowledge
K1. The trainee will be able to recognize the federal and state outcome measures and performance indicators that are part of California’s public child welfare outcomes and accountability system.
K2. The trainee will recognize the link between the data he or she enters and outcome indicators.
K3. The trainee will recognize CWS/CMS data entry requirements that affect outcomes.
K4. The trainee will be able to identify evidence of racial and ethnic disproportionality in CWS data.

Skill

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

Online Module: ICWA Review and Expert Witness (60 minutes)

Knowledge
K1. The trainee will describe the historical basis and purpose of the Indian Child Welfare Act (ICWA).
K2. The trainee will identify the following essential elements of compliance with the ICWA:
   a. Inquiry & Notice
b. Active Efforts  
c. Placement  
d. Concurrent Planning  
e. Qualified Expert Witness  

K3. The trainee will identify the role of Tribes in child welfare.  

K4. The trainee will identify Tribal Customary Adoption as a component of concurrent planning when working with an Indian child.  

K5. The trainee will define the following phrases as they apply to ICWA.  
   a. Indian child  
   b. Indian parent  
   c. Indian custodian  
   d. Tribal Sovereignty  

K6. The trainee will identify the key responsibilities of the social worker as it relates to the Qualified Expert Witness in an ICWA case.  

Skill  
S1. The trainee will be able to apply the essential elements of ICWA to a case example.  
S2. The trainee will apply critical thinking skills in evaluating case notes and court reports in an ICWA case.  

Values  
V1. The trainee will uphold tribal sovereignty and the role of the Tribe in child welfare.  
V2. The trainee will preserve the role of the tribe in the lives of Indian children, youth, and families.  
V3. The trainee will adopt accurate application of ICWA in every child welfare case.  
V4. The trainee will endorse fair and objective assessment and documentation.  

Classroom Module: Trauma-Informed Practice and Key Issues in Child Welfare Practice Knowledge and Skill  
Reinforcement Lab (1 day)  
Knowledge:  
K1. The trainee will describe the correlation between child(ren) and parent’s exposure to trauma and some behaviors associated with substance use disorders, intimate partner violence and/or behavioral health disorders.  
K2. The trainee will recognize the increased likelihood of a person re-experiencing trauma when these maladaptive behaviors are present and not adequately assessed and addressed by culturally relevant interventions.  

Skill:  
S1. Using a vignette, the trainee will be able to demonstrate at least 3 strategies of trauma informed practice that mitigate the impact of trauma and support healing as it relates to increasing safety and reducing re-occurrence of future child maltreatment.  

Value:  
V1. The trainee will adopt the use of strengths-based, trauma informed, culturally humble and collaborative approaches to address the impacts of substance use disorders, intimate partner violence, and/or behavioral health issues on child safety and risk.  
V2. The trainee will recognize that their role as part of a government system may be perceived or experienced by children and families as traumatic rather than helpful based on personal, historical and/or cultural experiences.
## Engagement Block

| 100 Level Elearning | Respect, Courtesy and Skillful Use of Authority 60 minutes  
Interviewing 90 minutes  
Concurrent Planning Introduction 90 minutes |
|---------------------|---------------------------------------------------------------|
| 100 Level Classroom | Engagement and Interviewing 1 day  
Interviewing 3 hours |
| Field | Exploring Family, Extended Family, Community and Tribal Connections and Relationships 2 hours |
| 200 Level Classroom | Engagement Knowledge and Skill Reinforcement Lab 2 days  
1. Cultural Humility in Child Welfare Interviews: Ethnographic Interviewing  
2. Interviewing Children |

### Learning Objectives

#### Online Module: Respect, Courtesy and Skillful Use of Authority (60 minutes)

**Knowledge**

K1. The trainee will be able to identify the guiding principles and key activities of organizations that deliver effective customer service and what social service agencies can learn from a customer service model.

K2. The trainee will be able to recognize that the social worker role has inherent power and authority and the social worker’s skillful use of authority can enhance engagement.

**Skill**

S1. Using a vignette, the trainee will be able to identify one theory on skillfully using authority when engaging families with in a child welfare context.

**Values**

V1. The trainee will value the skillful use of power and authority in family engagement and child welfare interactions.

#### Online Module: Interviewing (90 minutes)

**Knowledge**

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

K2. The trainee will be able to identify effective strength-based interviewing strategies for defusing conflict and engaging family members.

K3. The trainee will be able to identify 5 types of questions (e.g., open-ended, yes/no, “W” questions, leading, and coercive questions).

K4. The trainee will be able to identify 3 types of information gathered via interviews (e.g., general information, abuse/neglect related information, disclosure clarification)

K5. The trainee will be able to identify 3 differences between child and adult interviews.

**Values**

V1. The trainee will value the role of a well-conducted interview in establishing new relationships, and as a primary source of information for assessments, crisis intervention and ongoing case management.

V2. The trainee will value learning about the interviewees’ values, beliefs and behaviors and eliciting family strengths and resources.
## Online Module: Concurrent Planning Introduction (90 minutes)

### Knowledge

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

**K2.** The trainee will be able to identify the principles of concurrent planning.

**K3.** The trainee will be able to identify key steps for successful concurrent planning.

### Skill

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

### Values

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

## Classroom Training: Engagement and Interviewing (1 day)

### Knowledge

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

### Skill

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

**S2.** Using a vignette, the trainee will be able to demonstrate interviewing techniques for defusing conflict, engaging family members who are reluctant to deal with critical issues and assisting family members to openly discuss their opinions and feelings.

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

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

### Values

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

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

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

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

## Field Training: Interviewing (3 hours)

### Knowledge

**K1.** The trainee will be able to recognize that a child’s or adult’s ability to comprehend and respond to questions is limited by their level of cognitive, emotional, and linguistic development.

**K2.** The trainee will be able to identify the phases of an interview.

**K3.** The trainee will be able to describe appreciative inquiry or some of the ‘keys to engagement’ and how these strategies could be used in an interview.
K4. The trainee will be able to describe effective strength-based interviewing strategies for defusing conflict and assisting family members, caregivers, youth, or stakeholders to openly discuss their opinions and feelings while working through disagreement and remaining engaged.

**Skill**

S1. The trainee will be able to demonstrate the use of appreciative inquiry and/or some of the ‘keys to engagement’ while gathering information about one of the following: a) Values, beliefs and behaviors b) What’s working well, worries, and next steps c) Family, caregiver, or youth’s underlying needs, protective capacities, and resources

S2. The trainee will be able to demonstrate comprehensive case documentation in CWS/CMS following the interview.

**Values**

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

V2. The trainee will value learning about the interviewees’ values, beliefs and behaviors and eliciting family strengths and resources, especially when engaging in a difficult conversation.

V3. The trainee will value effectively working through disagreement as a way to engage and build trust.

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**Field Training: Exploring Family, Extended Family, Community and Tribal Connections and Relationships (2 hours)**

**Knowledge**

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

K2. The trainee will identify the benefit of engaging a child, youth, parent/caregiver, family, and tribe in gathering information about family members for the purpose of identifying permanent connections and a safety network.

K3. The trainee will identify the role of culture and cultural identity when gathering information about permanent connections.

**Skill**

S1. The trainee will be able to review a case file to obtain/confirm information about family members to identify permanent connections and a safety network.

S2. The trainee will be able to: a) Develop a genogram, eco-map or safety circle on an active case OR b) Develop a genogram, eco-map or safety circle from a case file review

S3. The trainee will demonstrate their knowledge of the family’s Native American ancestry and/or cultural identity through one of the following options: a) Case file review b) Inquiry with the family

**Values**

V1. The trainee will seek to identify and document family relationships, extended family, community connections, and tribal connections as ways to help children and youth develop and maintain their sense of identity and connection to a family and community.
**Engagement Block 200 Level Learning Objectives**

<table>
<thead>
<tr>
<th>Classroom Module: Cultural Humility in Child Welfare Interviews: Ethnographic Interviewing (1 day)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td><strong>K1.</strong> The trainee will recognize that cultural factors are essential components of family and youth engagement.</td>
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<tr>
<td><strong>K2.</strong> The trainee will identify the ways that culture influences problem identification, help seeking behavior and service utilization.</td>
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<td><strong>K3.</strong> The trainee will recognize and discuss the influence of culture on the communication between workers and families.</td>
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<tr>
<td><strong>K4.</strong> The trainee will define ethnography in the context of child safety, permanency, well-being, and cultural humility.</td>
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<tr>
<td><strong>K5.</strong> The trainee will identify the goals, question styles and process of ethnographic interviewing as it relates to cultural humility.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td><strong>S1.</strong> Using a case scenario, demonstrate how to actively listen to the members of the various groups with whom child welfare social workers work.</td>
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<tr>
<td><strong>S2.</strong> Using a case scenario and ethnographic interviewing techniques, obtain culturally specific information from family members relative to child safety.</td>
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<tr>
<td><strong>S3.</strong> Using a case scenario, compose at least three ethnographic interview questions with the goal of gaining cultural information and perspective.</td>
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<tr>
<td><strong>S4.</strong> Using a case scenario, demonstrate at least two responses that show how to communicate with members of other ethnic groups that one has heard and understood what was said.</td>
</tr>
<tr>
<td><strong>Values</strong></td>
</tr>
<tr>
<td><strong>V1.</strong> The trainee will seek to uncover limitations and biases, and how the practice self-correction and reflection in action is part of our practice with children, youth and families.</td>
</tr>
<tr>
<td><strong>V2.</strong> The trainee will foster an understanding and recognition of how personal beliefs, values, norms, and world view can influence case dynamics and outcomes for children, youth and families.</td>
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<tr>
<td><strong>V3.</strong> The trainee will partner with families in culturally responsive strategies to engage and problem solve to promote child safety, permanency and well-being.</td>
</tr>
<tr>
<td><strong>V4.</strong> The trainee will endorse inquiry and exploration as we engage in supporting wellbeing, family relationships, natural supports and safety concerns in culturally responsive ways.</td>
</tr>
</tbody>
</table>
**Classroom Module: Interviewing Children (1 day)**

**Knowledge**

K1. The trainee will recognize the goals and phases involved in the 10 Step Model\(^1\) of interviewing for children.

K2. The trainee will identify evidence-based interviewing strategies for children.

K3. In order to gather the most accurate, detailed information, the trainee will identify at least 5 different question types, to include most preferred and least preferred types, when interviewing children about possible abuse and/or neglect.

K4. The trainee will recognize interviewing questions that reflect an assessment of a child’s cognitive, emotional and linguistic development.

K5. The trainee will recognize how a child’s culture and/or acculturation may impact interviewing and assessing for child maltreatment.

**Skills**

S1. Using a case scenario, the trainee will demonstrate the use of the 10 step model for the purpose of assessing for child maltreatment.

S2. Using a case scenario, the trainee will compose at least three interview questions about a child’s culture or acculturation in interviewing and assessing for child maltreatment.

S3. Using a vignette, the trainee will compose at least three interview questions that reflect their assessment of a child’s cognitive, emotional and linguistic development.

**Values**

V1. The trainee will respect the role of well-conducted interviews with children in assessing and determining whether alleged maltreatment has occurred.

V2. The trainee will guide a respectful, empathic, strength-based, evidence based and trauma-informed approach to listening and responding to events and life experiences described by interviewees.

V3. The trainee will monitor awareness of his/her responses to child interviewees, with particular attention to biases that may arise.

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

V5. The trainee will engage continuously with families, their communities and tribes in a culturally responsive way.

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\(^1\) Received permission from Tom Lyon on 2/1/2016 to use Ten Step “Interview” Process instead of “Investigation”. 
## Assessment Block

| 100 Level Elearning | Overview of Assessment Procedures  
120 minutes  
Child Maltreatment Identification  
90 minutes |
|---------------------|--------------------------------------------------|
| 100 Level Classroom | Critical Thinking and Assessment  
½ day |
|                     | SDM skills lab  
1 ½ day |
|                     | Assessing for Key Child Welfare Issues  
½ day  
Child Maltreatment Identification skills lab  
1 day |
| Field               | Completing Assessment Tools  
2 hours |
|                     | Safety and Risk in Teams  
2 hours |
| 200 Level Classroom | Assessment Knowledge and Skill Reinforcement Lab  
1 day |

### Learning Objectives

**Online Module: Overview of Assessment Procedures (120 minutes)**

**Knowledge**

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

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

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

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

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

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

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

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

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

**Values**

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

V2. The trainee will value the role of the community and the family’s social support network in enhancing safety, decreasing risk and increasing protective capacity.
Online Module: Child Maltreatment Identification (90 minutes)

Knowledge
K1. The trainee will be able to identify indicators of:
   a. Physical abuse
   b. Neglect
   c. Emotional abuse
   d. Sexual abuse and exploitation
K2. The trainee will be able to identify how cultural factors can affect identification of child maltreatment.
K3. The trainee will be able to identify the impact of family roles and interactions on identification of sexual abuse.
K4. The trainee will be able to identify:
   a. The associated sections of the Welfare & Institutions Code Section 300 (a) - (j)
   b. The legal basis for identifying physical abuse, sexual abuse and exploitation under California law specifically as defined by the Penal Code.

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

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

Knowledge
K1. The trainee will be able to describe a process to analyze and synthesize information from multiple sources when conducting a child welfare assessment.
K2. The trainee will be able to describe how life experiences, personal values, and bias may affect determination of minimum sufficient level of care (MSLC) in assessing safety and risk and developing safety plans.
K3. The trainee will recognize the role of reflective practice in child welfare assessment.

Skill
S1. Given a case scenario, the trainee will be able to check facts and analyze factors relevant to an assessment of safety, risk, and protective capacity which includes information from the reporting party, extended family members, case records, and other collateral sources.
S2. The trainee will be able to identify and resolve effects of their own life experiences, personal values, and biases in establishing MSLC and assessing safety and risk.

Values
V1. The trainee will value obtaining consultation as needed to conduct an effective assessment.
V2. The trainee will value fact checking in child welfare assessment.
### Classroom Training: SDM Skills Lab (1 ½ Day)

**Knowledge**

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

**Skill**

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

**Values**

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

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

**Knowledge**

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

**Skill**

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

**Values**

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

### Classroom Training: Assessing for Key Child Welfare Issues (½ day)

**Knowledge**

K1. The trainee will be able to identify how assessment can be impacted by:
   a. Caregiver substance abuse
   b. Mental health issues
   c. Intimate partner violence
d. Trauma and deprivation

**K2.** The trainee will be able to identify the role of teaming with experts in working with families to assess issues related to:
   a. Caregiver substance abuse
   b. Mental health issues
   c. Intimate partner violence
   d. Trauma and deprivation

**K3.** The trainee will be able to describe how cultural differences and historic trauma can affect assessment and the assessment relationship.

**K4.** The trainee will be able to recognize how the use of authority can affect the process of conducting an assessment.

**Skill**

**S1.** Using a vignette the trainee will be able to conduct a balanced and accurate assessment that focuses on child and youth safety and risk and addresses:
   a. Caregiver substance abuse
   b. Mental health issues
   c. Intimate partner violence
   d. Trauma and deprivation
   e. Child and youth well-being

**S2.** Using a vignette, the trainee will be able to describe a process for consulting and collaborating with health care providers, educators, mental health providers, and other community members regarding medical needs, educational needs and mental health needs of foster children and foster youth.

**S3.** Using a vignette, the trainee will be able to differentiate between child and youth safety and risk of maltreatment to a child or youth in a situation involving substance abuse.

**Values**

**V1.** The trainee will value being sensitive to factors that affect assessment such as:
   a. Fair, careful, and transparent use of authority
   b. Establishing productive relationships with families
   c. The possible history of oppression experienced by the family

**V2.** The trainee will value assessment as an ongoing collaborative process with families and their support networks / family teams.

**V3.** The trainee will value a rigorous assessment process that that considers the family’s strengths, protective capacities, and safety needs in the effort to achieve child and youth safety.
### Field Activity: Completing Assessment Tools (2 hours)

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

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

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

### Field Activity: Safety and Risk in Teams (2 hours)

**Knowledge**
- **K1.** The trainee will be able to identify the safety and risk assessment information that teams need to develop safety plans.
- **K2.** The trainee will be able to identify three strategies for engaging teams in the safety planning process.

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

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

### Classroom Module - 200 Level: Assessment Knowledge and Skill Reinforcement Lab (1 day)

**Knowledge**
- **K1.** The trainee will be able to describe a process to analyze and synthesize information from multiple sources when conducting a child welfare assessment.
- **K2.** The trainee will be able to identify how assessment can be impacted by contributing factors of:
  - e. Individual, familial and historical trauma
  - f. Caregiver substance abuse
  - g. Mental health issues
  - h. Intimate partner violence
  - i. Poverty and deprivation
- **K3.** The trainee will be able to identify a process for recognizing and addressing potential bias and understanding child welfare assessment from a cultural humility framework

**Skills**
- **S1.** The trainee will be able to identify child maltreatment in a vignette.
- **S2.** Using a vignette, the trainee will be able to apply SDM definitions and complete the following tools:
  - g. SDM Safety Assessment Tool
  - h. SDM Risk Assessment Tool
  - i. SDM Family Strengths and Needs Tool
- **S3.** Using a vignette, the participant will be able to:
  - a. Identify their own reactions and feelings and how to manage them
  - b. Examine how feelings and reactions may impact children/families in the assessment process
  - c. Identify and have conversation/process [strategy] they can have in a safe setting to address their feelings/reactions
  - d. Able to reflect and integrate into practice via the vignette

**Values**
- **V1.** The trainee will value obtaining consultation as needed to conduct an effective assessment.
V2. The trainee will value fact checking in child welfare assessment.

V3. The trainee will value being sensitive to factors that affect assessment such as:
   d. Fair, careful, and transparent use of authority
   e. Establishing productive relationships with families
   f. The possible interplay of individual, familial and historical trauma experienced by the family

V4. The trainee will value assessment as an ongoing collaborative process with families, tribes and their support networks / family teams.
Case Planning and Service Delivery Block

| 100 Level Elearning | Case Planning Basics  
|                     | 90 minutes  
|                     | Purposeful Visitation and Family Time  
|                     | 90 minutes  
| 100 Level Classroom | Writing Behavioral Objectives  
|                     | ½ day  
|                     | Case Planning in a Team Setting  
|                     | ½ day  
| Field              | Collaborative Assessment, Planning and Support: Initial Case Plan  
|                     | 3 hours  
| 200 Level Classroom | Case Planning and Service Delivery Knowledge and Skills Reinforcement Lab  
|                     | 1 day  

**Learning Objectives**

**Online Module: Case Planning Basics (90 Minutes)**

**Knowledge**

**K1.** The trainee will be able to identify the difference between case plan goals, objectives, and services.

**K2.** The trainee will be able to define Minimum Sufficient Level of Care (MSLC) as the primary consideration for addressing child and youth safety in case planning.

**K3.** The trainee will be able to identify the role of standardized assessment in case plan development.

**K4.** The trainee will recognize reasonable efforts and active efforts as the minimum standard to support families in meeting case plan goals.

**K5.** The trainee will be able to recognize how the impact of trauma may affect the case planning process.

**K6.** The trainee will be able to recognize S.M.A.R.T. objectives.

**Values**

**V1.** The trainee will value prioritizing child, youth, and family needs in case plan objectives.

**V2.** The trainee will value embedding safety linked behaviors and protective capacities in case plan objectives.

**V3.** The trainee will value the case plan as a mutually agreed upon document that contains the obligations and roles of the department and the family.
### Online Module: Purposeful Visitation and Family Time (90 Minutes)

**Knowledge**

**K1.** The trainee will be able to recognize that purposeful and frequent parent-child visitation and family time is highly correlated with successful reunification.

**K2.** The trainee will be able to identify strategies for developing visitation plans that are based on case plan objectives and reflect the developmental level of the infants, child(ren), and youth and the skill level of the parent.

**K3.** The trainee will be able to identify visitation plans that progressively increase parental independence and autonomy based on assessment of case plan progress, safety, and risk.

**K4.** The trainee will be able to identify tools describing behaviors parents and caregivers can use to engage infants, children, youth, and young adults to nurture, support, and sustain emotional connections.

**K5.** The trainee will be able to identify strategies to address potential negative reactions from caregivers, children, and youth to visitation and family time.

**Values**

**V1.** The trainee will value observing and documenting visitation and family time activities as part of the assessment and service planning process.

**V2.** The trainee will value visitation and family time as a tool for helping children, youth and young adults in foster care maintain connectedness with parents, siblings and other extended family members.

**V3.** The trainee will value engaging parents, youth, and caregivers in developing visitation and family time plans.

### Classroom Training: Writing Behavioral Objectives (1/2 Day)

**Knowledge**

**K1.** The trainee will be able to recognize the need to work collaboratively to formulate case plan objectives that:

- Reflect behavioral changes needed to resolve safety and risk concerns
- Are culturally relevant for the family
- Address the specific strengths and needs of children, youth, including medical and mental health services
- Address safety, permanency and well-being

**K2.** The trainee will be able to recognize that CWS/CMS is a templated tool that requires customizing for each family based on the strengths and needs of that family.

**Skill**

**S1.** Given a case scenario, the trainee will be able to write case plan objectives that are specific, measurable, achievable, relevant, and time limited.

**S2.** Given a case scenario, the trainee will be able to link assessment of strengths, needs, and protective capacities to case plan objectives.

**S3.** Given a case scenario, the trainee will be able to demonstrate working with a family to prioritize and sequence case plan objectives.

**Values**

**V1.** The trainee will value family voice and involvement in case plan development.

**V2.** The trainee will value case plans that:

- Reflect the family’s expression of their priorities and needs
- Supports ongoing family involvement
- Focus on behavioral change needed to address safety and risk concerns and meet the Minimum Sufficient Level of Care (MSLC)

**V3.** The trainee will value including standardized assessment results in the case planning process to reduce bias and maintain focus on the MSLC.
Classroom Training: Case Planning in a Team Setting (1/2 Day)

K1. The trainee will be able to identify the benefits of participating in a team based planning process, including development of case plans that:
   a. Reflect the family’s expression of their priorities and needs
   b. Support ongoing family involvement
   c. Include culturally relevant services and service providers

K2. The trainee will be able to recognize key safety, risk, strengths, and needs assessment information to include in a team meeting to facilitate a team case planning process.

K3. The trainee will be able to identify three strategies to overcome conflict during team case planning:
   a. Reframing
   b. Helping team members identify conflict
   c. Helping team members explore the facts and preferences underlying their alternative viewpoints and opinions instead of focusing on personality conflicts or personal differences

K4. The trainee will be able to identify three strategies to maintain the team’s focus on the case plan during team case planning:
   a. Establishing group goals and decision criteria and returning focus to the shared goals and decision criteria throughout the process
   b. Emphasizing common factors that promote consensus in the group discussion
   c. Following orderly, preplanned steps for considering alternatives and deciding on solutions

Skill
S1. In a team meeting simulation or role play activity, the trainee will demonstrate engaging families, community members, and other formal and informal supports to build a circle of support who will then work together to formulate culturally relevant case plans and to identify culturally relevant service providers.

S2. In a team meeting simulation or role play activity, the trainee will be able to demonstrate one of the following three strategies to overcome conflict:
   a. Reframing
   b. Helping team members identify conflict
   c. Helping team members explore the facts and preferences underlying their alternative viewpoints and opinions instead of focusing on personality conflicts or personal differences

S3. In a team meeting simulation or role play activity, the trainee will be able to demonstrate one of the following three strategies to maintain the team’s focus on the case plan:
   a. Establishing group goals and decision criteria and returning focus to the shared goals and decision criteria throughout the process
   b. Emphasizing common factors that promote consensus in the group discussion.
   c. Following orderly, preplanned steps for considering alternatives and deciding on solutions

Values
V1. The trainee will value engaging families, community members, and other formal and informal supports to formulate case plans and to identify culturally relevant service providers.

V2. The trainee will value seeing the family as the experts on themselves and being able to identify solutions to their issues and concerns.

Field Activity: Collaborative Assessment, Planning and Support: Initial Case Plan (3 hours)

Knowledge
K1. The trainee will be able to identify the benefits to children, youth, families, tribes and the child welfare agency of participating in a team-based planning process to address the family and child’s underlying needs.

K2. The trainee will be able to identify the purpose of utilizing the Family Strengths and Needs Assessment Tool when developing an initial case plan.

K3. The trainee will be able to identify engagement strategies for developing a case plan in full partnership and
collaboration with the family.

**Skill**

**S1.** The trainee will integrate strength based and solution focused language when discussing safety, risk, strengths, and needs assessment information with the team in a way that provides clear information and engages the family and tribes in developing a case plan.

**S2.** The trainee will partner with the family and tribe to identify safety network members and the process for accessing the safety network.

**S3.** The trainee will use at least one of the strategies to maintain the family team’s focus on the case plan as a practical, concrete, prioritized plan for the family that addresses the concerns defined by the family and others.
   a. Identifying and focusing on underlying needs, shared goals, and decision criteria throughout the process
   b. Emphasizing common factors that promote consensus in the group discussion
   c. Facilitating dialogue which considers alternatives and possible solutions

**S4.** The trainee will develop S.M.A.R.T. case plan goals and objectives in partnership with a child, youth, parent/caregiver, family and tribe (inclusive of the family’s team) using language that is understandable to all.

**S5.** The trainee will enter S.M.A.R.T. case plan objectives for the CWS/CMS case plan.

**S6.** The trainee will enter the case notes narrative for the meeting in CWS/CMS

**OR**

**S7.** In a team setting, the trainee will participate in a case plan observation activity utilizing an observation tool and case plan worksheet to demonstrate critical thinking skills.

**Values**

**V1.** The trainee will value the role of the team in developing case plan that meets the needs for safety, permanency, and well-being of the child.

**V2.** The trainee will value transparency in discussing risk, safety, and the role of the court with the family and their team.

**V3.** The trainee will value affirming the unique strengths, needs, life experiences, and self-identified goals of each child, youth, young adult, and family. V4. The trainee will respect and honor the voice and choice of the child, parent/caregiver, youth, young adult, family and tribe.
Classroom Module - 200 Level: Case Planning and Service Delivery Knowledge and Skill Reinforcement Lab (1 day)

Knowledge
K1. The trainee will describe how the following factors can affect the success of a family completing the case plan objectives:
   a. cultural perspectives
   b. experiences of individual, familial, community and historical trauma.
K2. The trainee will recognize how the use of authority can affect a family’s willingness to engage and/or meet case plan objectives.
K3. The trainee will describe potential members of a family and their team including, but not limited to: resource and extended family members, health care providers, educators, behavioral health providers, tribal partners, and other community members regarding medical, educational and/or behavioral health needs of children.

Skills
S1. Using a vignette, the trainee will demonstrate at least 4 consultation and/or collaboration skills with a family and their team:
   a) Demonstrate at least 2 examples integrating cultural responsiveness to meet the needs of a family
   b) Demonstrate at least 2 examples-sharing decision making with a family
S2. Using a vignette, the trainee will distinguish and apply reasonable or active efforts in the following ways:
   a) Implement a plan to meet child safety, permanency and well-being
   b) In collaboration with the parents develop and discuss a behaviorally specific visitation and family time plan

Values
V1. The trainee will foster best practices, cultural humility, trauma informed engagement and teaming to support safety, permanency and well-being for children, youth, young adults and families.
V2. The trainee will embrace a collaborative case planning process with families, Tribes, child and family teams, services providers and family support networks that values the protective capacities, strengths and underlying needs of children and families; and supports safety, permanency and well-being for children, youth, young adults and families.
Monitoring and Adapting Block

| 100 Level Elearning | Monitoring and Adapting: Supporting Safety, Permanency and Well-being (60 Minutes) |
| 100 Level Classroom | Managing the Plan: Supporting Safety, Permanency and Well-being (1 day) |
| Field | Collaborative Assessment, Planning and Support: Case Plan Update (3 hours) |
| 200 Level Classroom | Managing Change Knowledge and Skill Reinforcement Lab (1 day) |

Learning Objectives

Online Module: Monitoring and Adapting: Supporting Safety, Permanency and Well-being (60 Minutes)

Knowledge
K1. The trainee will recognize and consider relevant laws, practices and policies, including reasonable and active efforts, which guide the case planning process and how they affect monitoring and adapting the case plan.
K2. The trainee will identify how to maintain the focus on Minimum Sufficient Level of Care (MSLC) by ensuring the updated case plan continues to address identified safety and risk concerns.
K3. The trainee will identify the following key information and collaborative efforts to include in the case plan update:
   a. Progress on case plan objectives
   b. Visitation
   c. Child well-being
K4. The trainee will identify the appropriate Structured Decision Making (SDM) tools utilized while monitoring and adapting the case plan:
   a. Safety Assessment Tool
   b. Family Strengths and Needs Assessment Tool
   c. Risk Reassessment Tool
   d. Reunification Reassessment Tool

Values
V1. The trainee will value having the ability to assess the reasonable and/or active efforts of the agency to ensure they effectively support families in meeting case plan goals.
V2. The trainee will prioritize assessing and updating the safety linked behaviors and protective capacities embedded in case plan objectives.
V3. The trainee will adopt utilizing appropriate SDM tools to support the assessment process in monitoring and adapting case plans.
V4. The trainee will encourage partnering with families/tribes/circles of support to co-create the case plan updates utilizing a culturally humble approach and behaviorally based language.

Online Module: Placement (60 Minutes)

Knowledge
K1. The trainee will identify factors associated with increased risk of maltreatment in out-of-home placements and engage substitute care providers as members of a child and family team to identify supports to help resource families maintain safety, permanency and well-being in placement.
K2. The trainee will identify the following research-based factors associated with increased well-being and stability in out-of-home placements:
a. Resource family acceptance of contact with birth parents in the foster home
b. Resource family intention to adopt
c. Resource family knowledge of child development

K3. The trainee will recognize the Quality Parenting Initiative (QPI) as a resource to improve collaboration between child welfare, birth families and resource families.

K4. The trainee will identify safety factors that could be present in a substitute care providers home, procedures for referral and utilization of the SDM Substitute Care Providers Safety Assessment Tool.

K5. The trainee will recognize the reasonable and prudent parent standard and its application.

K6. The trainee will recognize that purposeful and frequent social worker/child visits are associated with increased placement stability and permanency.

K7. The trainee will distinguish between the guidelines, placement assessment process, and placement options of the Resource Family Approval process (RFA) and Continuum of Care Reform (CCR).

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

Classroom Training: Managing the Plan: Supporting Safety, Permanency and Well-being (1 day)

Knowledge
K1. The trainee will identify:
   a. when case plan objectives have been successfully achieved
   b. when MSLC is achieved, and maintained
   c. barriers to meeting case plan goals

K2. The trainee will identify the need to ensure that personal bias does not affect assessment of MSLC.

K3. The trainee will recognize that providing supports to resource families helps to maintain a child’s safety in placement.

K4. The trainee will describe strategies to support healing in children and families who experience trauma, grief and loss following child welfare placement.

Skill
S1. Given a case scenario, the trainee will be able to complete a child welfare services case plan update with the family that:
   a. includes the appropriate SDM tools:
      • Safety Assessment Tool
      • Family Strengths and Needs Assessment Tool
      • Risk Reassessment Tool
      • Reunification Reassessment Tool
   b. accurately assess both the utility and outcomes of services
   c. adjust case plan goals to reflect progress and respond to current needs
   d. adjust objectives to reflect progress and respond to current needs
   e. accurately assess progress in concurrent planning

S2. Given a case scenario, the trainee will be able to incorporate current legislation, policies and best practices into child welfare practice to enhance the placement experience by:
   a. improving collaboration between child welfare, birth families and resource families.
   b. applying current guidelines to assess the different types of placement options for children and youth in out-of-home care.
   c. integrating the California Child Welfare Core Practice Model (CPM) and current placement assessment process to meet the needs of the child and family team.
   d. addressing the impact of grief and loss on a child or youth who is in placement.

Values
V1. The trainee will prioritize and sequence case plan objectives to ensure that the family can effectively address each goal within the legally mandating timelines.
V2. The trainee will foster critical aspects of placement safety, stability and well-being by:
   a. providing services and supports to promote the safety, stability and well-being of children and youth,
      (including health, education, visitation, and mental health services within a cultural context); and
   b. providing services and supports to promote the well-being of parents, caregivers and other permanent
      connections.
V3. The trainee will respect working with a continuum of out-of-home care providers to prepare children and youth to
    make the transition to placement as smooth as possible.
V4. The trainee will support maintaining ongoing connections for children to siblings, parents, relatives and other
    positive adult connections to enhance the safety, stability and well-being of children and youth placed in out-of-
    home care. The trainee will endorse this practice via:
   a. Sibling connections and visitation
   b. Family finding
   c. Use of relative care
   d. Support networks
   e. Healthy positive adult connections

Field Activity: Collaborative Assessment, Planning and Support: Case Plan Update (3 hours)

Knowledge
K1. The trainee will be able to identify the benefits to children, youth, families, tribes, and the child welfare agency of
    participating in a team-based planning process.
K2. The trainee will be able to identify the purpose of utilizing the appropriate SDM tools when updating the case plan to
    assess the parent/caregiver’s ability to meet case plan objectives.
K3. The trainee will be able to identify engagement strategies for monitoring/adapting a case plan in full partnership and
    collaboration with the family, safety network, and tribe.
K4. The trainee will be able to identify the behaviors of the parent/caregiver which show their protective capacity and
    how they have demonstrated acts of protection over time.

Skill
S1. The trainee will use behaviorally specific language when discussing case plan progress with the family and the safety
    network.
S2. The trainee will address key issues, (as applicable) during the case plan update meeting, using understandable
    language. Key issues include, but are not limited to: behavior change, visitation, placement stability, permanency
    (including concurrent planning), culturally responsive services, ICWA active efforts, well-being (medical, dental,
    educational, behavioral, and mental health needs), child and family team meetings, advocacy, use of safety plan
    (including any new safety threats), impact of trauma, life skills development for ILP eligible youth, and Special
    Immigration Juvenile Status (SIJS).
S3. The trainee will review the previous case plan with the safety network and make any adjustments as determined by
    the team. This may include updates related to:
    • The Safety Network
    • The Safety Goal
    • Permanency Goal
    • Services
S4. The trainee will develop S.M.A.R.T. case plan goals and objectives in partnership with the child, youth,
    parent/caregiver, family and tribe using language that is understandable to all.
S5. The trainee will enter S.M.A.R.T. case plan objectives for the CWS/CMS case plan.
S6. The trainee will enter the case notes narrative for the meeting in CWS/CMS

OR
S7. In a team setting, the trainee will participate in a case plan observation activity utilizing an observation tool and case plan worksheet to demonstrate critical thinking skills.

**Values**

V1. The trainee will appreciate the role of the team in developing case plan that meets the needs for safety, permanency, and well being of the child.

V2. The trainee will seek to be transparent when discussing risk, safety, and the role of the court with the family and their team.

V3. The trainee will support affirming the unique strengths, needs, life experiences, and self-identified goals of each child, youth, young adult, family, and tribe.

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Classroom Module: Managing Change Knowledge and Skills Reinforcement Lab (1 day)

**Knowledge:**

K1. The trainee will identify three best practices that impact the following issues with monitoring and adapting case plans, including, but not limited to:
   a. Caregiver Substance Use
   b. Behavioral Health Issues
   c. Intimate Partner Violence
   d. Educational Issues for Youth

**Skills:**

S1. Using a vignette, the trainee will demonstrate critical thinking skills to learn about and respond to change while facilitating or participating in a process that helps support progress, overcomes challenges and continues to respond to the needs of the child for safety, permanency and well-being.

S2. Using the same vignette, the trainee will:
   a. Demonstrate at least 2 examples integrating cultural responsiveness and/or trauma informed practice to meet the changing needs of a family.
   b. Engage the family in conducting the appropriate SDM assessments to evaluate progress and adapt to the changing needs and circumstances of the family.

**Value:**

V1. The trainee will maintain situational awareness and foster best practices, cultural humility, trauma informed engagement and teaming to support safety, permanency and well-being for children, youth, young adults and families.

V2. The trainee will embrace learning about and responding to change, during a collaborative case planning process with families, Tribes, child and family teams, services providers and family support networks that values the protective capacities, strengths and underlying needs of children and families; and supports safety, permanency and well-being for children, youth, young adults and families.
Transition Block

<table>
<thead>
<tr>
<th>100 Level Elearning</th>
<th>Case Closure and After Care Plans for all Transitioning Cases</th>
<th>60 min</th>
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<tbody>
<tr>
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<td>After 18</td>
<td>60 min</td>
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<tr>
<th>100 Level Classroom</th>
<th>Transition Practice</th>
<th>1 day</th>
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<tr>
<th>Field</th>
<th>Collaborative Assessment, Planning and Support: Transition Case Plan Update</th>
<th>(3 hours)</th>
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<tr>
<th>200 Level Classroom</th>
<th>Managing Transitions Knowledge and Skill Reinforcement Lab</th>
<th>(1 day)</th>
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**Learning Objectives**

**Online Module: Case Closure and After Care Plans for all Transitioning Cases (60 minutes)**

**Knowledge**

K1. The trainee will be able to identify the safety, risk, and protective capacity factors utilizing Structured Decision Making Tools to assess when deciding whether or not to recommend closing a case.

K2. The trainee will be able to identify the purpose and key components of an aftercare plan for the following case types to ensure families, youth, and young adults have necessary supports after case closure. Case closure: Reunification
   - Reunification
   - Adoptive families
   - Guardianship families
   - Transitioning Youth

K3. The trainee will be able to identify the role of the team in helping children, youth and families manage transitions.

K4. The trainee will be able to identify factors associated with foster care re-entry following reunification.

K5. The trainee will be able to identify the circles of support concept and a process to follow to continue the family’s support circle at case closure including linking to informal safety networks.

**Values**

V1. The trainee will value engaging and empowering family members in planning for supports after case closure.

V2. The trainee will value developing aftercare plans as a practice that decreases risk of future maltreatment and harm.

**Online Module: After 18 (60 minutes)**

**Knowledge**

K1. The trainee will identify the After 18 program providing extended foster care for young adults age 18-21.

K2. The trainee will identify the role of the social worker in preparing for and developing the TILP/TILCP with youth in foster care and young adults in extended foster care.

K3. The trainee will identify placement options for young adults in extended foster care.

K4. The trainee will recognize the following goals for working with non-minor dependent youth:
   a. assisting young adults in developing and maintaining ongoing permanent connections
   b. engaging young adults in the development of Transitional Independent Living Plans
   c. engaging young adults in the development of Mutual Agreements
   d. shifting roles to allow increased autonomy and independence

K5. The trainee will recognize the provisions for exiting extended foster care and re-entering extended foster care.

**Values**

V1. The trainee will foster increasing independence and autonomy of young adults in extended foster care.

V2. The trainee will uphold the role of the social worker as a consultant and partner in decision-making with young adults in extended foster care.
Classroom Training: Transition Practice (1 day)

Knowledge
K1. The trainee will be able to describe the types of transitions children, youth and families, and social workers experience during placement changes, team changes, social worker changes, reunification, and case closure.
K2. The trainee will be able to identify trauma-informed social worker practices to assist children, youth and families and teams in managing transitions.
K3. The trainee will be able to identify the role of culture and bias in child welfare permanency practice (inclusion of ICWA/BIA guidelines)

Skill
S1. Using a vignette, the trainee will be able to describe 3-strategies to assist children youth and families in transition to permanency.
S2. Using a vignette, the trainee will be able to demonstrate developing an aftercare plan in a team setting.
S3. Using a vignette, the trainee will be able to identify potential biases in efforts to address permanency.
S4. Using a vignette, the trainee will be able to identify and address one’s own emotional responses to transition.

Values
V1. The trainee will value the role of the social worker in facilitating CWS transitions.
V2. The trainee will value the role of the team in facilitating CWS transitions.

Field Training: Collaborative Assessment, Planning and Support: Transition Case Plan Update (3 hours)

Knowledge
K1. The trainee will be able to identify the benefits to children, youth, families, tribes and the child welfare agency of participating in a team-based planning process.
K2. The trainee will be able to identify the purpose of utilizing the appropriate SDM tools when updating the case plan or closing the case.
K3. The trainee will be able to identify engagement strategies for monitoring/adapting a case plan and planning for a transition in full partnership and collaboration with the family.
K4. The trainee will be able to identify the benefit of planning with a family for long-term safety.

Skill
S1. The trainee will use behaviorally specific language when discussing case plan progress with the family and the safety network.
S2. The trainee will address key issues, (as applicable) during the case plan update meeting, using understandable language. Key issues include, but are not limited to: behavior change, visitation, placement stability, permanency (including concurrent planning), culturally responsive services, ICWA active efforts, well-being (medical, dental, educational, behavioral, and mental health needs), child and family team meetings, advocacy, use of safety plan (including any new safety threats), impact of trauma, life skills development for ILP eligible youth, and Special Immigration Juvenile Status (SIJS).
S3. The trainee will review the previous case plan with the safety network and make any adjustments as determined by the team. This may include updates related to:
  • The Safety Network
  • The Safety Goal
  • Permanency Goal
  • Services
S4. The trainee will develop S.M.A.R.T. case plan goals and objectives in partnership with the child, youth, parent/caregiver, family and tribe using language that is understandable to all.
S5. The trainee will enter S.M.A.R.T. case plan objectives for the CWS/CMS case plan.
S6. The trainee will enter the case notes narrative for the meeting in CWS/CMS
OR
S7. In a team setting, the trainee will participate in a case plan observation activity utilizing an observation tool and case plan worksheet to demonstrate critical thinking skills.
Values
V1. The trainee will seek to be transparent when discussing risk, safety, and the role of the court with the family and their team.
V2. The trainee will support affirming the unique strengths, needs, life experiences, and self-identified goals of each child, youth, young adult, family, and tribe.
V3. The trainee will adopt a respectful, empathic, and strength-based approach to working with a family and their team to develop and implement a transition plan of each child, youth, young adult, family, and tribe.

Classroom Module - 200 Level Transition Block: Managing Transitions Knowledge and Skills Reinforcement Lab (1 day)

Knowledge:
K1. The trainee will recognize underlying needs of a child(ren), youth and young adults evolves from the point of initial engagement, including all transitions, and through safe case closure.
K2. The trainee will recognize the importance of continuing assessments and to determine appropriate and timely service provision that are culturally congruent throughout the life of the case including all transitions and at case closure.
K3. The trainee will identify how trauma, grief and loss may impact all transition points, and list strategies for early and on-going interventions at various transition points.

Skill:
S1. Using a vignette, the trainee will demonstrate transferring the team leadership role to the parent, caregiver, youth or young adults including safety networks, circles of supports, and child and family teams whose case is closing while co-facilitating to support self-advocacy and independence from child welfare.
S2. Using a vignette, the trainee will demonstrate having a conversation with a child, youth, birth parent, adoptive parent or legal guardian when the permanent plan is adoption or legal guardianship.

Value:
V1. The trainee will respect and support the culture of family, children, youth, and young adults by teaming in a manner that supports that culture.
V2. The trainee will collaborate with the family and their identified safety network, circle of support and child and family teams as processes to address underlying needs of the children, youth, and young adults at all transitions.
V3. The trainee will advance practice behaviors to promote permanency and reduce recidivism at all transitions.
Curriculum Notes

Foundation Block:
• Video and or 6-minute trailer “Bringing Our Children Home” could be used in ICWA related classes, F&E curriculum or elsewhere.
• Legal procedures e-learning module: We agreed to make a curriculum note that we should mention case law when we introduce the laws in the beginning of the module and BRIEFLY underscore the role of the judicial branch.
• Legal procedures e-learning module: content should include a glossary to include the other terms along with the acknowledgement that counties may use different names for some of these hearings.
• Legal procedures e-learning module: Encourage trainees to consult with their supervisor and county counsel about local practices
• Legal procedures e-learning module: The social worker’s responsibilities for the next hearing (as referenced in S1) should include noticing
• Federal and State Laws e-learning module: Encourage trainees to consult with their supervisor and county counsel about local practices
• Legal procedures field activity: The field activity should include steps related to preparation for providing testimony
• ICWA Discussion: This reflects integrated input from the State ICWA Workgroup. It provides a historical context for the passage of ICWA and is built around the values of collaborating with tribes, Indian service agencies, and designated ICWA agents, and the value of keeping an American Indian/Alaska Native child connected to their family, community, culture, and tribe.

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

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

Case Planning and Service Delivery Block
• Engaging family members in case planning Field Activity: define team in a way that is flexible enough to include in-person meetings with the family as teaming.
• Writing behavioral objectives field activity: Include idea of pre-meeting with family to set up the concept so it is not a surprise to the family.
• Writing behavioral objectives classroom module: include formulating case plan objectives that integrate an affirming approach to SOGIE
• Case planning in a team setting classroom module: include case plan services and service providers that integrate an affirming approach to SOGIE

Monitoring and Adapting Block:
• Placement e-learning module: include content related to facilitating foster parent access to community support systems and facilitating relationship building between caregivers and birth families
• Placement e-learning module: include in value that placements are safe and affirming to the child’s SOGIE
  ▪ Placement classroom module: recommended for co-training with either a caregiver or former foster youth
  ▪ Placement classroom module: include foster parent affirmation and support of child / youth’s SOGIE
• Placement stability Field Activity: strategies for the family and child or youth to support placement stability could include monitoring and supervision of the child or youth and supporting the relationship between the child or youth and the extended / birth family.
• Please include the importance of interviewing the child/youth separately from caregivers in a safe place (e.g., not in front of birth or foster parents/caregivers).

Transition Block:
• Case Closing e-learning module: refer to maltreatment for under 18 population, harm for after 18
• Transition practice classroom module: include bias related to race, class, SOGIE
• After 18 e-learning module: emphasize the carry through from early on (age 12-13) when social workers begin developing the concepts with youth that will be included in the TILP and TILCP.
• Developing a transition plan Field Activity: there must be an option for observation for those counties - they will observe an assigned primary social worker develop a transition plan or review a transition plan developed with a family or the concept of a transition plan and discuss with the field advisor. Link to variety of roles SW may play (how would this tie in to hotline, ER, etc.)
• After 18 Field Activity: add time for reflecting with the field advisor about the role of all social workers in all program areas seeing their connection to After 18 (e.g., being able to take calls from non-minor dependent youth at hotline and ER, seeing the connection to family finding and permanency).
Summary of August 2015 CC3.0 Subcommittee approved edits

Foundation Block
- Changed title from Orientation to Common Core to Orientation to Child Welfare Practice and Common Core 3.0
- Deleted eLearning: Values, Ethics and Confidentiality
- Changed time for eLearning from 90 minutes to 60 minutes for:
  - Legal Procedures
  - Federal and State Laws
  - ICWA and Expert Witness (200 level eLearning)
- Added an additional day to Key Issues in Child Welfare Practice: Social Worker as Practitioner
- Increased from a half day to a full day:
  - Legal Procedures and Responsibility (with pre/posttest)
  - ICWA (with pre/posttest)
- Moved field activity: Exploring Family, Extended Family, Community, Tribal Connections and Relationships from Engagement Block. Re-titled: Identifying Permanent Connection Through Case Mining
- Moved Child Development eLearning from Assessment Block

Engagement Block
- Changed tile of eLearning: Engagement, Authority and Courtesy to Respect, Courtesy and Skillful Use of Authority
- Moved field activity: Exploring Family, Extended Family, Community, Tribal Connections and Relationships from Foundation Block Engagement Block. Re-titled: Identifying Permanent Connection Through Case Mining

Assessment Block
- Moved Child Development eLearning to Foundation Block
- Renamed Assessment Skills Lab to SDM Skills Lab
- Increased SDM Skills lab to 1.5 days.
- Decreased Assessing for Key Child Welfare Issues to .5

Service Planning Block
- Changed name of block to Case Planning and Service Delivery

Monitoring and Adapting Block
- No noted changes

Transition Block
- Broadened title of eLearning to be more inclusive of all transitioning cases: Case Closure and After Care Plans for All Transitioning Cases
Summary of November 2015 CC3.0 Subcommittee approved edits

Implementation
- Agreed to combine ½ day classroom Overview of CWP and CC3.0 with Values & Ethics. Overview module remains available as option for many uses

Content
- Agreed to add 60 minute eLearning: Introduction to Trauma Informed Practice as a prerequisite to Trauma Informed Practice classroom & shift focus to skills development in the classroom
  - Pre-test will be completed prior to the eLearning, posttest will be at the close of the classroom day.
- Changed name of “CWS data” to “Child Welfare Services Outcomes”

Field
- Revised Field Activities approved

Summary of January 2016 RTA Directors approved edits

Content
- Agreed to have two 200 Level Engagement Block classroom days:
  - Day 1: Cultural Humility in Child Welfare Interviews: Ethnographic Interviewing (6 hours). CHTA developing
  - Day 2: Interviewing Children (5 hours). PCWTA developing
  - End of block exam will be conducted at the close of day 2
  - The same scenario will be used in each session to ensure there is a bridge between the 2 courses.

ACL/ACIN Summary of Changes

ACL: “Another Planned Living Agreement”: added to Legal Procedures eLearning learning objectives: K6
- e. changed to f. and it referenced APPLA not PPLA
- new e: "Placement with a fit and willing relative" as PPLA or APPLA can no longer be used for kids under 16.
- It does add to the LO, but it is consistent with the Federal Law or Regulation change and ACL.

Summary of April 2016 CDOG revised Learning Objectives

Content
- Monitoring and Adapting eLearning = changed titles to add: Supporting Safety, Permanency and Well-being
- Placement eLearning = edited Learning Objectives to be more reflective of current child welfare practice to include: Quality Parenting Initiative (QPI), Resource Family Approval Process (RFA) and Continuum of Care Reform (CCR).
• Placement Safety, Stability and Well-being Learning Objectives were edited to reflect the breadth of Safety, Stability and Well-being rather a narrow focus on trauma. Trauma focus in included throughout and in 200 Level Foundation Block and Transition Block.
• Finalized Transition Block Learning Objectives
• Revised 200 Level ICWA to be more focuses on the role of the social worker rather than the expert witness.

Summary of May 13, 2016 CC 3.0 Subcommittee approved changes:

Content
• Monitoring and Adapting Bock: Classroom Curricula: Managing the Plan and Placement Safety, Stability and Well-being will be combined into 1 full day = Managing the Plan: Supporting Safety, Permanency and Well-being.