



California Common Core Curricula for Child Welfare Workers

COMPETENCIES AND LEARNING OBJECTIVES

Version 2.0



BASIC INTERVIEWING

California Common Core Curricula for Child Welfare Workers



COMPETENCIES AND LEARNING OBJECTIVES

RELEVANT CHILD WELFARE OUTCOMES

This curriculum primarily addresses the following federal outcomes:

Safety 1

Children are, first and foremost, protected from abuse and neglect

Safety 2

Children are safely maintained in their homes whenever possible and appropriate

Permanency 1

Children have permanency and stability in their living situations without increasing reentry to foster care

Permanency 2

The continuity of family relationships and connections is preserved for children

Well-being 1

Families have enhanced capacity to provide for their children's needs

CORE COMPETENCIES

The trainee will understand the principles of effective interviewing techniques, considering age, development level, and mental health status of the interviewee.

The trainee will demonstrate the ability to establish rapport and obtain accurate and comprehensive information for initial and ongoing assessments.

The trainee will value employing strength-based engagement strategies during the interview process to promote fairness and equity in assessments and case management.

LEARNING OBJECTIVES

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 (including ethnographic interviewing and ‘keys to engagement’) 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.
- K3.** The trainee will be able to recognize that a child’s or adult’s ability to comprehend and respond to questions is limited by his or her level of cognitive, emotional and linguistic development.
- K4.** The trainee will be able to identify when cooperation with law enforcement is advisable before conducting an interview.

Skills:

- S1.** Given a case example, the trainee will be able to write three opening interview questions to establish rapport and begin information gathering.
- S2.** Given a case example or scenario about a family, 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.
- S3.** Given a scenario and/or role play about a family, the trainee will be able to:
 - a. select and modify interview strategies in response to family members’ reactions,
 - b. name strategies to defuse conflict,
 - c. name strategies to engage family members to participate in interviews.

Values:

- V1.** The trainee will value the importance of a well-conducted interview for establishing new relationships, and as a primary source of information for assessments, interventions and ongoing case management.
- V2.** The trainee will value a respectful, empathic, and strength-based approach to listening and responding to events and life experiences described by interviewees.
- V3.** The trainee will value learning about the interviewees’ values, beliefs and behaviors and eliciting family strengths and resources.
- V4.** The trainee will value the skillful use of power and authority in the interview process.
- V5.** The trainee will value awareness of his/her responses to interviewees, with particular attention to biases that may arise.
- V6.** 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.

RELATED TITLE IV-E CURRICULUM COMPETENCIES

The Title IV-E MSW competencies were developed for the M.S.W. specialization in public child welfare in California, a two-year full time graduate program. The MSW competencies may overlap with the common core competencies, but are primarily designed for a full MSW program. Learning objectives and competencies in the common core support the MSW Title IV-E competencies, but not all of the IV-E material can be delivered during an in-service training session. MSW Title IV-E competencies may therefore be linked to multiple topic areas of the common core.

The trainee demonstrates sensitivity to clients' differences in culture, ethnicity and sexual orientation. (1.1)

The trainee demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan. (1.2)

The trainee understands the importance of a client's primary language and supports its use in providing child welfare assessment and intervention services. (1.3)

The trainee understands and can appropriately utilize authority and power in professional relationships. (2.16)

The trainee demonstrates the ability to assess his or her own emotional responses to clients, co-workers and situations in which the worker's values are challenged. (2.17)

The trainee demonstrates skill in interviewing children and adolescents for assessments, interventions and forensic purposes. (6.4)



CAREGIVER SUBSTANCE ABUSE AND CHILD WELFARE PRACTICE

California Common Core Curricula for Child Welfare Workers



COMPETENCIES AND LEARNING OBJECTIVES

RELEVANT CHILD WELFARE OUTCOMES

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Safety 1

Children are, first and foremost, protected from abuse and neglect

Permanency 1

Children have permanency and stability in their living situations without increasing reentry to foster care

Well-being 1

Families have enhanced capacity to provide for their children's needs

CORE COMPETENCIES

The trainee will be able to identify factors that contribute to substance abuse and understand its impact on parenting behaviors that may compromise the safety, permanency and well being of the child.

The trainee will develop skills in engaging substance abusing caregivers, utilizing screening strategies to determine appropriate community resources, and collaborating with caregivers to support a viable treatment plan for recovery.

The trainee will value the importance of engaging and collaborating with families and community resources in strength-based, culturally competent ways towards developing and monitoring a case plan that addresses the substance abuse dynamics of the family.

LEARNING OBJECTIVES

Knowledge:

- K1.** The trainee will be able to describe the relationship between substance abuse and child maltreatment, and the prevalence of substance abuse problems among caregivers of children in the child welfare system.
- K2.** The trainee will be able to identify common dynamics of substance abuse in families and its impact on child development and child safety.

- K3.** The trainee will be able to recognize the physiological indicators of substance abuse.
- K4.** The trainee will be able to recognize the social and psychological indicators of substance abuse.
- K5.** The trainee will be able to recognize intergenerational risk factors associated with substance abuse.
- K6.** The trainee will be able to describe the common continuum of alcohol and drug dependency and the addiction cycle.
- K7.** The trainee will be able to describe the different levels of AOD treatment and how treatment is determined.
- K8.** The trainee will be able to recognize the elements of the recovery process, relapse-prevention strategies, and the chronicity of substance abuse.
- K9.** The trainee will be able to identify the signs and symptoms of the most commonly used drugs associated with substance abuse and child maltreatment.
- K10.** The trainee will be able to recognize the terms and findings of formal substance abuse assessments.

Skills:

- S1.** Given a case example, the trainee will be able to complete a brief AOD screening tool and make a decision about whether a referral for substance abuse assessment is needed.
- S2.** Given a case example, the trainee will be able to formulate individualized, culturally specific case plan objectives and service activities that address substance abuse issues, using strength-based language.

Values:

- V1.** The trainee values continued awareness of his/her personal beliefs/biases about substance abuse and persons with substance abuse problems.
- V2.** The trainee believes that families should be involved in decision making about AOD problems. The trainee values strength-based approaches and culturally-specific supports and interventions to address AOD problems.
- V3.** The trainee values the use of observation and screening questions to assist in the determination of whether or not caregiver substance abuse is a factor in child abuse or child neglect.
- V4.** The trainee values the importance of monitoring and supporting a caregiver's substance abuse treatment plan.

- V5.** The trainee understands the importance of collaborating with treatment providers and public and community agencies in an effort to support families and children challenged by AOD problems.

RELATED TITLE IV-E CURRICULUM COMPETENCIES

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Student demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services. (1.5)

While incorporating knowledge of individual, family, and cultural dynamics, the student recognizes signs and symptoms of substance abuse in children and adults and is able to assess its impact. (2.7)

Student understands policy issues and child welfare legal requirements and demonstrates the capacity to fulfill these requirements in practice. (2.10)

Student demonstrates the ability to assess his or her own emotional responses to clients, co-workers, and situations in which the worker's values are challenged. (2.17)



CHILD WELFARE PRACTICE IN A MULTICULTURAL ENVIRONMENT

California Common Core Curricula for Child Welfare Workers



COMPETENCIES AND LEARNING OBJECTIVES

RELEVANT CHILD WELFARE OUTCOMES

This curriculum primarily addresses the following federal outcomes:

Safety 2

Children are safely maintained in their homes whenever possible and appropriate

Permanency 1

Children have permanency and stability in their living situations without increasing reentry to foster care

Permanency 2

The continuity of family relationships and connections is preserved for children

Well-being 1

Families have enhanced capacity to provide for their children's needs

CORE COMPETENCIES

The trainee will identify the components of cultural competency as they apply to child welfare practice.

The trainee will apply culturally sensitive interventions to families of differing socio-cultural and socioeconomic backgrounds.

The trainee will recognize and value cultural and ethnic differences when working with families, colleagues, and collaterals from diverse backgrounds.

LEARNING OBJECTIVES

Knowledge:

- K1.** The trainee will be able to distinguish between the terms culture, race, and ethnicity and recognize that there is no scientific standing for the concept of "race."
- K2.** The trainee will be able to recognize that the area of commonality between human behavior, individual uniqueness and culture is the basis of accurate assessments and culturally appropriate interventions.

- K3.** The trainee will be able to describe culture as an individual's unique guiding behavior and belief system developed from their own experiences and interpretations.
- K4.** The trainee will be able to identify how their experiences, history, cultural norms and practices affect their professional and personal beliefs about families, colleagues, and collaterals who are different than themselves.
- K5.** The trainee will be able to recognize that disproportionality in child welfare outcomes is systemically based rather than attributable to characteristics of families of color.
- K6.** The trainee will be able to describe basic ethnographic interviewing concepts.
- K7.** The trainee will be able to recognize the potential effects of racism, oppression, socioeconomic status, power, authority, and history of family involvement with the child welfare system on the interactions between child welfare workers and the children and families served by the Child Welfare System.

Skills:

- S1.** Given a case example, the trainee will be able to demonstrate how various communication styles and use of authority (including his or her own) may foster or inhibit communication with families, colleagues, and collaterals.

Values:

- V1.** The trainee will value the importance of interacting with all families, colleagues, and collaterals in a manner that is respectful of ethnic and cultural differences.
- V2.** The trainee will value the continued recognition that attitudes and behaviors influence their interactions with families, colleagues, and collaterals who are ethnically and/or culturally different from them.
- V3.** The trainee will value the importance of his or her role in facilitating effective cross-cultural communication.
- V4.** The trainee will acknowledge the equal worth of cultures different than their own.
- V5.** The trainee will acknowledge that there is more than one way to construct the world.

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core support the MSW Title IV-E competencies, but not all of the IV-E material can be delivered during an in-service training session. MSW Title IV-E competencies may therefore be linked to multiple topic areas of the common core.

The student will demonstrate sensitivity to clients' differences in culture, ethnicity, and sexual orientation. (1.1)

The student will demonstrate the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan. (1.2)

The student will understand the importance of a client's primary language and supports its use in providing child welfare assessment and intervention services. (1.3)

The student will understand the influence and value of traditional, culturally based childrearing practices and uses this knowledge in working with families. (1.4)

The student will demonstrate the ability to collaborate with individuals, groups, community based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services. (1.5)

The student will understand and can appropriately utilize authority and power in professional relationships. (2.16)

The student will demonstrate the ability to assess his or her own emotional responses to clients, co-workers, and situations in which the worker's values are challenged. (2.17)

The student will demonstrate understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior. (3.3)

The student will demonstrate understanding of the influence of culture on human behavior and family dynamics. (3.4)

The student will be able to work effectively with agency personnel and clients in an environment characterized by human diversity. (4.2)

The student will be able to critically evaluate the relevance of intervention models to be applied with diverse ethnic and cultural populations. (5.2)



COURT PROCEDURES

California Common Core Curricula for Child Welfare Workers



COMPETENCIES AND LEARNING OBJECTIVES

RELEVANT CHILD WELFARE OUTCOMES

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Safety 2

Children are safely maintained in their homes whenever possible and appropriate

Permanency 1

Children have permanency and stability in their living situations without increasing reentry to foster care

Permanency 2

The continuity of family relationships and connections is preserved for children

Well-being 1

Families have enhanced capacity to provide for their children's needs

CORE COMPETENCIES

The trainee will understand the function of juvenile dependency court.

The trainee will acquire an overview of the purpose and procedures of each type of dependency court hearing from detention through dismissal or permanent placement.

The trainee will understand the roles and responsibilities of the child welfare worker and all other parties in the court process.

LEARNING OBJECTIVES

Knowledge:

- K1.** The trainee will be able to explain the concept of due process as it applies to juvenile dependency court proceedings.
- K2.** The trainee will be able to recognize the legal authority to file a petition under Welfare and Institutions Code Section 300 subdivisions (a-j).
- K3.** The trainee will be able to identify the purposes, timeframes and standards of evidence that pertain to the following court hearings:

- a. Detention,
 - b. Jurisdiction,
 - c. Disposition,
 - d. Status reviews,
 - e. 366.26 Permanency hearing,
 - f. Post permanency,
 - g. Dismissal (§391 requirements),
 - h. 387 petitions,
 - i. 388 petitions.
- K4.** The trainee will be able to recognize the following legal concepts in child welfare:
- a. the best interest of the child;
 - b. parental rights;
 - c. procedural due process;
 - d. warrants and exigent circumstances;
 - e. due diligence;
 - f. reasonable efforts and reasonable services to prevent removal, facilitate reunification and to finalize a permanent plan;
 - g. reunification timelines including conditions under which the court may decide reunification services are not legally required.
- K5.** The trainee will be able to describe the following legal obligations in child welfare:
- a. legal rights pertaining to confidentiality and the dissemination of court documents,
 - b. identification of all fathers and all resource placement relatives,
 - c. legal mandates regarding concurrent planning,
 - d. possible ICWA application,
 - e. notice requirements,
 - f. performing reasonable efforts to prevent removal,
 - g. providing services to all parents including incarcerated parents,
 - h. performing reasonable efforts to facilitate reunification or to finalize the permanent plan, including concurrent planning.
- K6.** The trainee will be able to describe the following permanency options for dependent children:
- a. reunification,
 - b. adoption,
 - c. voluntary relinquishment,
 - d. legal guardianship,
 - e. permanent placement with a fit and willing relative,
 - f. identified placement with a specific goal.
- K7.** The trainee will be able to recognize the respective roles of;
- a. bench officers,
 - b. guardians ad litem,
 - c. CASAs,
 - d. county counsel,
 - e. mediators,
 - f. attorneys representing other parties.

K8. The trainee will be able to describe the child welfare worker's role in providing information to families about legal proceedings.

Skills:

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

S2. 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,
- c. notice requirements.

S3. Given a role play or case scenario, the trainee will be able to demonstrate the kinds of information one can convey to the following individuals:

- a. CASA,
- b. parent's attorney,
- c. child's attorney,
- d. county counsel.

Values:

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

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

V3. The trainee will value the role of the legal system in balancing the protection of children with the constitutional right to parent.

V4. The trainee will value providing culturally relevant information to the court for dependency hearings.

V5. The trainee will value the role of the social worker in preparing and informing families about legal processes and hearings.

V6. The trainee will value court-ordered mediation and other out-of-court options to in-court adversarial resolutions of the legal issues in dependency proceedings.

V7. The trainee will recognize that case law and legislation affect child welfare law on an ongoing basis.

V8. The trainee will value the different perspectives of attorneys and social workers in working together effectively to secure the best outcomes for families.

V9. The trainee will value the legal obligation to engage in immediate, ongoing and culturally competent concurrent planning.

RELATED TITLE IV-E CURRICULUM COMPETENCIES

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Student understands policy issues and child welfare legal requirements and demonstrates the capacity to fulfill these requirements in practice. (2.10)

Student understands the process of the legal system and the role of social workers and other professionals in relation to the courts. (2.11)

Student understands and can appropriately utilize authority and power in professional relationships. (2.16)

Student understands client and system problems and strengths from the perspectives of all participants in a multidisciplinary team and can effectively maximize the positive contributions of each member. (4.3)

Student understands the requirements for effectively serving and making decisions regarding children with special needs and the balancing of parental and child rights. (6.3)



CWS DOCUMENTATION FOR USE IN THE LEGAL SYSTEM

California Common Core Curricula for Child Welfare Workers



COMPETENCIES AND LEARNING OBJECTIVES

RELEVANT CHILD WELFARE OUTCOMES

This curriculum primarily addresses the following federal outcomes:

Safety 2

Children are safely maintained in their homes whenever possible and appropriate

Permanency 1

Children have permanency and stability in their living situations without increasing reentry to foster care

Well-being 1

Families have enhanced capacity to provide for their children's needs

Well-being 3

Children receive services adequate to their physical, emotional, and mental health needs

CORE COMPETENCIES

The trainee understands the importance of documenting the relevant traditional and culturally based practices affecting children and families.

The trainee is aware of the need to be diligent about how biases affect the gathering, organizing and documenting of information in CWS.

The trainee recognizes the importance to document the family assessment, including the factors underlying abuse and neglect, as well as the strengths that act to preserve the family and protect the child.

The trainee is able to document pertinent information from interviews, case records, and other collateral sources in a concise and integrated manner.

The trainee demonstrates the ability to prepare written information for court reports.

LEARNING OBJECTIVES

Knowledge:

- K1.** The trainee will be able to explain the importance of legal documentation required in support of court reports and petitions.

- K2.** The trainee will recognize that all CWS documentation may potentially be accessed by the court via the discovery process and may be considered evidence.
- K3.** The trainee will be able to describe the format and pertinent documentation required for the different types of court reports.
- K4.** The trainee will be able to distinguish between verifiable facts and opinions and understand where each belongs in legal documentation.

Skills:

- S1.** Given a paragraph or series of sentences, the trainee will be able to identify bias-free written language that can be used for writing documents that will be used by CWS and the legal system.
- S2.** Given a case scenario or examples, the trainee will be able to name the essential information required by the court for each type of hearing.

Values:

- V1.** The trainee values the mandates for accurate, well-organized, and fact-based reporting on all of the legal documents required in CWS, and recognizes their long term impact on children and families.
- V2.** The trainee values a conscious regard for unbiased documentation of diverse cultures, lifestyles, and needs in recording daily case management activities and preparing reports for court.
- V3.** The trainee values timely preparation and submission of court documents to allow the court sufficient time to prepare for hearings that affect the lives of children and families involved with CWS.
- V4.** The trainee values the collaborative nature of obtaining information from multiple sources for use by the legal system.

RELATED TITLE IV-E CURRICULUM COMPETENCIES

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Student is able to gather, assess, and present pertinent information from interviews, case records, and other collateral sources required to evaluate an abuse or neglect allegation.
(2.4)

Student understands policy issues and child welfare legal requirements and demonstrates the capacity to fulfill these requirements in practice. (2.10)

Student understands the process of the legal system and the role of social workers and other professionals in relation to the courts. (2.11)

Student demonstrates knowledge of the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation. (6.1)

Student demonstrates the ability to prepare written reports for court. (6.5)



DOMESTIC VIOLENCE

California Common Core Curricula for Child Welfare Workers



COMPETENCIES AND LEARNING OBJECTIVES

RELEVANT CHILD WELFARE OUTCOMES

This curriculum primarily addresses the following federal outcomes:

Safety 1

Children are, first and foremost, protected from abuse and neglect

Well-being 1

Families have enhanced capacity to provide for their children's needs

CORE COMPETENCIES

The trainee will understand the definitions, signs, symptoms, and cultural and family dynamics of spousal/partner abuse.

The trainee will be able to communicate the effects of spousal/partner abuse on children and families involved in Child Welfare Services in strength-based educational language.

The trainee will be able to accurately identify problem areas for families involved in Child Welfare Services where spousal/partner abuse is a factor.

The trainee will be able to perform ongoing assessment of spousal/partner abuse and its impact on both children and parents.

LEARNING OBJECTIVES

Knowledge:

- K1.** The trainee will be able to recognize how spousal/partner abuse affects and is affected by each area of the child welfare process including screening, intake assessment, interrelatedness with types of abuse, ongoing child welfare services, family decision meetings, and visitation.
- K2.** The trainee will be able to recognize interventions for families experiencing spousal/partner abuse in the context of child welfare practice.
- K3.** The trainee will be able to recognize the interactions between culture, poverty, gender, immigration status, and substance abuse in the dynamics of spousal/partner abuse.

- K4.** The trainee will be able to explain how exposure to spousal/partner abuse typically affects children and adolescents.
- K5.** The trainee will be able to recognize resources and services that effectively assist families that experience spousal/partner abuse, including sample interview questions, possible criminal sanctions against the perpetrator, protection orders, support services, batterer interventions, and on-line resources.
- K6.** The trainee will be able to recognize evidence-based and promising practices that are effective in working with families exposed to spousal/partner abuse.
- K7.** The trainee will be able to recognize the combinations in which spousal/partner abuse exists outside of the context of male-on-female violence, such as same-sex partners, mutual combatants, and female-on-male violence.

Skills:

- S1.** Using a case example, the trainee will be able to analyze and articulate factors relevant to an accurate assessment of risk in families where there is spousal/partner abuse.
- S2.** Using a role play or case scenario, the trainee can effectively present in strength-based language the effects of spousal/partner abuse on children, adolescents, and families involved in child welfare services.
- S3.** Using a case example, the trainee will be able to develop and present strength-based interventions that protect children, adolescents and parents affected by spousal/partner abuse.

Values:

- V1.** The trainee values and respects the importance of multi-disciplinary cross systems interventions in protecting and supporting children, adolescents, and families that experience spousal/partner abuse.
- V2.** The trainee values the importance of understanding the challenges faced by families in effectively protecting their children and adolescents from exposure to spousal/partner abuse.

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Student demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services. (1.5)

Student is aware of forms and mechanisms of oppression and discrimination pertaining to low-income and single-parent families and uses this knowledge in providing appropriate child welfare services. (2.5)

Student understands the dynamics of family violence, and can develop appropriate, culturally sensitive case plans to address these problems. (2.8)

Student is able to engage and assess families from a strengths-based “person in environment” perspective and to develop and implement a case plan based on this assessment. (2.19)

Student understands and utilizes the case manager’s role to create and sustain a helping system for clients, a system that includes collaborative child welfare work with members of other disciplines. (2.20)

Student demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior. (3.3)

Student demonstrates understanding of the influence of culture on human behavior and family dynamics. (3.4)

Student understands client and system problems and strengths from the perspectives of all participants in a multi-disciplinary team and can effectively maximize the positive contributions of each member. (4.3)

Student demonstrates the ability to recognize potential for violence, suicide, and other potentially harmful behaviors. (7.2)

Student demonstrates understanding of the dynamics of trauma resulting from family conflict, divorce, and family violence. (7.5)



HEALTH CARE NEEDS OF CHILDREN AND YOUTH IN THE CHILD WELFARE SYSTEM

California Common Core Curricula for Child Welfare Workers



COMPETENCIES AND LEARNING OBJECTIVES

RELEVANT CHILD WELFARE OUTCOMES

This curriculum primarily addresses the following federal outcomes:

Well-Being Outcome 3

Children receive services to meet their physical and mental health needs

CORE COMPETENCIES

Trainees will understand the complexities of health care issues and concerns for children and youth in the child welfare system, which include preventative healthcare, common health care problems, and timely referrals.

Trainees will understand the statewide health care resources and how to access them for children and youth in the child welfare system.

LEARNING OBJECTIVES

Knowledge:

- K1.** Trainees will be able to recognize the need for and their role in preventive health care, including periodicity of medical and dental exams, immunization schedules, and early intervention programs.
- K2.** Trainees will be able to identify common health care issues of children and youth involved in the child welfare system.
- K3.** Trainees will be able to identify resources available to promote health and wellness for children and youth involved in the child welfare system.
- K4.** Trainees will be able to explain the role of care providers and foster care public health nurses in the prevention, care, treatment, advocacy, and follow-up of health care needs for children and youth in their care.
- K5.** Trainees will verbalize an understanding of the purpose and duties involved in developing and maintaining the Health Passport.

- K6.** Trainees will explore a holistic approach to health care and understand the connection between mind, body, and spirit, and the ways this approach can promote children's well-being.
- K7.** Trainees will be able to recognize racial and ethnic disparities in health and access to health care, and how such disparities parallel fairness and equity issues in the child welfare system.

Values:

- V1.** Trainees will value that overall health and wellness involves the care of the mind, body, and spirit, and includes the integration of a family's cultural practices.
- V2.** 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.

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The trainee understands the influence and value of traditional, culturally based childrearing practices and uses this knowledge in working with families. (1.4)

The trainee demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services. (1.5)

The trainee understands the dual responsibility of the child welfare caseworker to protect children and to provide services that support families as caregivers. (2.6)

The trainee understands and utilizes the case manager's role to create and sustain a helping system for clients, a system that includes collaborative child welfare work with members of other disciplines. (2.20)

The trainee demonstrates the understanding of the stages, processes, and milestones of physical, cognitive, social, and emotional development of children. (3.1)

The trainee demonstrates the ability to assess the effects of family transitions and the impact of becoming a client of the child welfare system. (7.1)



INDIAN CHILD WELFARE ACT (ICWA)

California Common Core Curricula for Child Welfare Workers



CORE COMPETENCIES AND LEARNING OBJECTIVES

RELEVANT CHILD WELFARE OUTCOMES

This curriculum primarily addresses the following federal outcomes:

Permanency 2

The continuity of family relationships and connections is preserved for children

CORE COMPETENCIES

The trainee will understand the historical, philosophical, and legal bases for the Indian Child Welfare Act (ICWA).

The trainee will understand the origins of historic distrust/trauma and their implications for helping relationships.

The trainee will understand issues of fairness, equity, and the disparities experienced by Indian/Native American children and their respective families within the child welfare system.

The trainee will understand the fundamental concepts of culture; understand how one's own culture affects one's perceptions, behavior, values; and know how cultural differences and unconscious bias can affect service delivery.

LEARNING OBJECTIVES

Knowledge:

- K1.** The trainee will be able to recognize the historic relationship between Indian Children and Child Welfare policy leading to ICWA.
- K2.** The trainee will be able to identify the legal basis of ICWA as it relates to child welfare practice.
- K3.** The trainee will be able to recognize the potential impact of not identifying Indian/Native American children during the initial stages of the child welfare process.
- K4.** The trainee will be able to identify the basic provisions of ICWA.

- K5.** The trainee will be able to explain how ICWA considers the needs and rights of tribes, families, and children.
- K6.** The trainee will be able to describe the potential negative consequences of noncompliance with ICWA.
- K7.** The trainee will be able to explain how tribes and/or tribal representative(s) can be used as a resource for decision-making throughout the life of a case when serving Indian/Native American children.

Values:

- V1.** The trainee will understand the critical nature of identifying Indian/Native American Children during the initial stages of the child welfare process.
- V2.** The trainee will value tribes and tribal representatives as resources for decision-making throughout the life of a case when serving Indian/Native American children.

RELATED TITLE IV-E CURRICULUM COMPETENCIES

The Title IV-E MSW competencies were developed for the M.S.W. specialization in public child welfare in California, a two-year full time graduate program. The MSW competencies may overlap with the common core competencies, but are primarily designed for a full MSW program. Learning objectives and competencies in the common core support the MSW Title IV-E competencies, but not all of the IV-E material can be delivered during an in-service training session. MSW Title IV-E competencies may therefore be linked to multiple topic areas of the common core.

The student will demonstrate knowledge of the requirements of the Indian Child Welfare Act and is able to apply its provisions in working with tribal representatives. (5.3)

Indian Child Welfare Act (“ICWA”) Requirements

<p>Applicability (25 U.S.C. § 1911(d); Cal. Rules of Court, rule 1439(b)) ICWA applies to any state court proceeding for the foster care placement of, or termination of parental rights to, an Indian child, including all proceedings under Welfare and Institutions Code, § 300 et seq., and to §§ 601 and 602 et seq. when the child is in foster care or at risk of entering foster care. An Indian child is an unmarried person under the age of 18 who is a member of an Indian tribe or is eligible for membership in an Indian tribe and is a biological child of a member of an Indian tribe. A determination by a tribe or Bureau of Indian Affairs (BIA), absent a determination by a tribe to the contrary, that a child is or is not a member or eligible for membership in the tribe is conclusive.</p>
<p>Inquiry (Cal. Rules of Court, rule 1439(d)) The social worker or probation officer must ask the child and the parents or legal guardians at removal or as soon as possible thereafter whether the child may be an Indian child or may have Indian ancestors and must record the information, if applicable, on the petition. At their first court appearance, the parent or guardian must be ordered to complete <i>Parental Notification of Indian Status</i> (form JV-130).</p>
<p>Intervention (25 U.S.C. § 1911(c); Cal. Rules of Court, rule 1412(i)) An Indian child, Indian custodian or Indian guardian, and Indian child’s tribe have the right to intervene at any point in the proceeding.</p>
<p>Right to Counsel (25 U.S.C. § 1911(d); Cal. Rules of Court, rules 1412(g)(h) and 1439(h)) The parent, Indian custodian, or Indian guardian has the right to court-appointed counsel.</p>
<p>Notice (25 U.S.C. § 1912(a); Cal. Rules of Court, rule 1439(f)) <u>When:</u> <u>Dependency:</u> Prior to Detention hearing. Emergency removal orders may be required. <u>Delinquency:</u> Prior to Disposition hearing ordering placement. <u>How:</u> Party seeking foster care placement or termination of parental rights must notify the parent and Indian custodian or Indian guardian, and the Indian child’s tribe, of the pending proceedings and the right of the Tribe to intervene in the following way:</p> <ol style="list-style-type: none"> 1. Notice must be sent registered or certified mail with return receipt requested. Additional notice by first-class mail is recommended. The return receipt must be filed in the court file. 2. Notice to the tribe must be to the tribal chairman unless the tribe has designated another agent for service. 3. Notice must be sent to all tribes of which the child may be a member or eligible for membership. 4. If the identity or location of the parent or Indian custodian or the tribe cannot be determined, notice must be sent to the specified office of the Secretary of the Interior. 5. Notice must be sent whenever there is reason to believe the child may be an Indian child for every hearing unless and until it is determined that the child is not an Indian child. 6. If, after a reasonable time not less than 60 days following the sending of notice, no determinative response to the notice is received, the court may determine that ICWA does not apply to the case unless and until further evidence is received that ICWA applies. 7. If an Indian child’s tribe has exercised its right to intervene after receiving <i>Notice of Involuntary Child Custody Proceedings for an Indian Child (Juvenile Court)</i> (form JV-135), subsequent notices may be sent as to all other parties.
<p>Examples of Probable Cause to Believe the Child is an Indian Child (Cal. Rules of Court, rule 1439(d))</p> <ol style="list-style-type: none"> 1. A person having an interest in the child provides information suggesting that the child is an Indian child; 2. The residence of the child, the child’s parents, or an Indian custodian is in a predominantly Indian community; or 3. The child or family has received services or benefits from a tribe or services that are available to Indians, such as the Indian Health Service.
<p>Active Efforts (25 U.S.C. § 1912(d); Cal. Rules of Court, rule 1439(i)(4) and (l)) To place an Indian child out of the custody of a parent, Indian custodian, or Indian guardian or to terminate parental rights, the court must find that active efforts have been made to provide remedial services and rehabilitative programs designed to prevent the breakup of the Indian family, and that these efforts were unsuccessful. The court must consider the prevailing social and cultural conditions of the Indian child’s tribe. Efforts to provide services must include attempts to use available resources of extended family members, the tribe, Indian social service agencies, and individual Indian caregivers.</p>
<p>Burden of Proof (25 U.S.C. § 1912(e); Cal. Rules of Court, rule 1439(a)(10), (i)(1), (j)(1), and (m)(1)) <u>Foster Care Placement or Guardianship:</u> <i>Clear and convincing evidence</i>, including testimony of a qualified expert witness. <u>Termination of Parental Rights:</u> <i>Proof beyond a reasonable doubt</i>, including testimony of a qualified expert witness.</p>
<p>Qualified Expert Witness Testimony (25 U.S.C. § 1912(e); Cal. Rules of Court, rule 1439(a)(10), (i)(1), (j)(1), and (m)(1)) The testimony of a qualified expert witness that continued custody with the parent or Indian custodian or Indian guardian is likely to cause serious emotional or physical damage is required prior to the court ordering: foster care or adoptive placement, establishment of a guardianship or termination of parental rights. A qualified expert</p>

witness is a person qualified to address this issue and persons most likely to be considered such an expert are:

1. Member of a tribe with knowledge of Indian family organization and child rearing;
2. Lay expert with substantial experience in Indian child and family services and extensive knowledge of the social and cultural standards and child-rearing practices of Indian tribes, if possible the child's tribe;
3. Professional person having substantial education and experience in Indian child's and family services and in the social and cultural standards of Indian tribes, if possible the child's tribe;
4. Professional person having substantial education and experience in the area of his or her specialty.

Placement Preferences and Standards (25 U.S.C. § 1915; Cal. Rules of Court, rule 1439(k))

The following order of preference must be followed in all foster care and adoptive placement, absent good cause to the contrary. Placement standards must be the prevailing social and cultural standards of the Indian community in which the parent or extended family member resides, or with which the parent or extended family member maintains social and cultural contacts. The preferences and wishes of the Indian child and the parent must be considered, and weight must be given to a consenting parent's request for anonymity. The tribe, by resolution, may establish a different preference order, which must be followed if it provides for the least restrictive setting. - An Indian child may be placed in a non-Indian home only if the court finds that a diligent search has failed to locate a suitable Indian home. A record of each placement of an Indian child must be maintained by the state. Foster or Preadoptive Placements: Must be in the least restrictive setting, within reasonable proximity to the Indian child's home, and capable of meeting any special needs of the Indian child. Placement preference must be given in the following order:

1. To a member of the Indian child's extended family;
2. To a foster home licensed or approved by the Indian child's tribe;
3. To a state or county licensed certified Indian foster home;
4. To a children's institution approved by the tribe or operated by an Indian organization and offering a program designed to meet the Indian child's needs.

Adoptive Placements: Preference must be given in the following order:

1. To a member of the Indian child's extended family;
2. To other members of the Indian child's tribe;
3. To other Indian families.

Good Cause to Deviate from the Placement Preferences (25 U.S.C. § 1915; Cal. Rules of Court, rule 1439(k))

The court may modify the preference order only for good cause, which may include the following considerations:

1. Requests of the parent or Indian custodian or Indian guardian;
2. Requests of the Indian child;
3. Extraordinary physical or emotional needs of the Indian child as established by a qualified expert witness; and
4. Unavailability of suitable families based on a diligent effort to identify families meeting the preference criteria.

The party requesting a different order has the burden of establishing good cause.

Examination of Reports and Documents (25 U.S.C. § 1912(c); Cal. Rules of Court, rule 1439(h))

The parent, Indian child, Indian custodian, and tribe, as well as their respective attorneys, have the right to examine all court documents related to the dependency case.

Full Faith and Credit (25 U.S.C. § 1911(d))

Full faith and credit to the public acts, records, and judicial proceedings of any Indian tribe is required.

Adoption (25 U.S.C. §§ 1917, 1951; Cal. Rules of Court, rule 1439(p))

The court must provide the Secretary of the Interior with a copy of any final decree or order in any Indian child adoptive placement, including:

1. Name and tribal affiliation of the child;
2. Names and addresses of the biological parents;
3. Names and addresses of the adoptive parents;
4. Identity of any agency having files or information relating to such adoptive placement; and
5. Any confidential parent affidavits.

At the request of an adopted Indian child over age 18, the adoptive or foster parents, or the tribe, the Secretary must disclose information necessary for purposes of enrollment or any rights or benefits associated with membership in the tribe. If the documents contain a confidential parent affidavit, the Secretary must certify to the tribe the information necessary for enrollment. The court must provide information to any Indian individual, age 18 or older, who was the subject of an adoptive placement, of the individual's tribal affiliation, biological parents, and other information as may be necessary to protect any rights flowing from the individual's relationship to the tribe. Forms ADOPT – 225 & 226 are required for voluntary adoptions.

Jurisdiction and Transfer (25 U.S.C. § 1911(a); Cal. Rules of Court, rule 1439(c))

Exclusive Jurisdiction: If the Indian child resides or is domiciled on a reservation that exercises exclusive jurisdiction, the petition must be dismissed.

Concurrent Jurisdiction: If the Indian child is not domiciled or residing on a reservation that exercises exclusive jurisdiction, the tribe, parent, or Indian custodian may petition the court to transfer the proceedings to the tribal

jurisdiction. The court must transfer the proceedings unless there is good cause not to do so. Either parent may object to the transfer, or the tribe may decline the transfer of the proceedings. If the tribe does not request transfer, the juvenile court retains jurisdiction and must comply with ICWA.

Invalidate Proceedings (25 U.S.C. § 1914)

If it is determined that ICWA applies, the Indian child, a parent, an Indian custodian, or the child's tribe may petition any court of competent jurisdiction to invalidate the proceedings based on one of the following violations: jurisdiction; notice; appointment of counsel; examination of reports or other documents; active efforts; foster care placement standards and findings to support such orders; termination of parental rights standards and findings to support such orders; and standards for voluntary termination.



MENTAL HEALTH & MENTAL DISORDERS

California Common Core Curricula for Child Welfare Workers



COMPETENCIES AND LEARNING OBJECTIVES

RELEVANT CHILD WELFARE OUTCOMES

This curriculum primarily addresses the following federal outcomes:

Well-being 1

Families have enhanced capacity to provide for their children's needs

Well-being 2

Children receive services appropriate to their educational needs

Well-being 3

Children receive services adequate to their physical, emotional, and mental health needs

CORE COMPETENCIES

The trainee will understand mental health issues which affect families served by the child welfare system.

The trainee will obtain knowledge and skills to work effectively with families challenged by mental disorders and mental health issues within the frame of the family's cultural, environmental and family dynamics.

LEARNING OBJECTIVES

Knowledge:

- K1.** The trainee will be able to recognize how commonly occurring mental disorders can affect a person's ability to parent.
- K2.** The trainee will be able to recognize the range of social functioning and intervention responses among children, adolescents, and adults who experience symptoms of mental and emotional disorders.
- K3.** The trainee will be able to recognize that biological, psychological, cultural and environmental factors influence the mental health functioning of family members.
- K4.** The trainee will be able to describe the role of the child welfare worker and the roles of various health care and mental health professionals who work with parents, adolescents and children with mental health disorders.

- K5.** The trainee will be able to recognize common case plan interventions that are most often used by child welfare workers to assist children, adolescents and caregivers suffering from mental disorders.

Skills:

- S1.** Utilizing a case scenario, the trainee will be able to identify possible symptoms, warning signs, and behaviors that could indicate a mental health concern.
- S2.** Utilizing a case example, the trainee will be able to analyze and articulate how cultural factors influence behavior and how this behavior can be misconstrued as symptomatic of mental disorder.

Values:

- V1.** The trainee will value the child welfare worker's role in educating families, collaterals, service providers, and colleagues about common misperceptions associated with certain mental disorders.
- V2.** The trainee will value continued awareness and the demonstration of sensitivity to cultural differences and their implications when working with families with mental health issues.
- V3.** The trainee will value the importance of seeking out clinical case consultations and thinking critically when working with children, youth and families regarding mental health concerns and diagnoses.

RELATED TITLE IV-E CURRICULUM COMPETENCIES

The Title IV-E MSW competencies were developed for the M.S.W. specialization in public child welfare in California, a two-year full time graduate program. The MSW competencies may overlap with the common core competencies, but are primarily designed for a full MSW program. Learning objectives and competencies in the common core support the MSW Title IV-E competencies, but not all of the IV-E material can be delivered during an in-service training session. MSW Title IV-E competencies may therefore be linked to multiple topic areas of the common core.

The student will demonstrate sensitivity to clients' differences in culture, ethnicity, and sexual orientation. (1.1)

Student understands how attachment, separation, and placement affect a child and family and how these experiences may influence a child's physical, cognitive, social, and emotional development. (2.12)

Student understands the importance of working together with biological families, foster families, and kin networks, involving them in assessment and planning and helping them cope with special stresses and difficulties. (2.14)

Student demonstrates the ability to assess his or her own emotional responses to clients, co-workers, and situations in which the worker's values are challenged. (2.17)

Student understands and utilizes the case manager's role to create and sustain a helping system for clients, a system that includes collaborative child welfare work with members of other disciplines. (2.20)

The student will demonstrate understanding of the influence of culture on human behavior and family dynamics. (3.4)

Student understands client and system problems and strengths from the perspectives of all participants in a multidisciplinary team and can effectively maximize the positive contributions of each member. (4.3)

Student understands the requirements for effectively serving and making decisions regarding children with special needs and the balancing of parental and child rights. (6.3)

Student demonstrates the ability to recognize potential for violence, suicide, and other potentially harmful behaviors. (7.2)



MULTIETHNIC PLACEMENT ACT (MEPA)/INTERETHNIC ADOPTIONS PROVISIONS (IEP)

California Common Core Curricula for Child Welfare Workers



CORE COMPETENCY AND LEARNING OBJECTIVES

RELEVANT CHILD WELFARE OUTCOMES

This curriculum primarily addresses the following federal outcomes:

Permanency 1

Children have permanency and stability in their living situations without increasing reentry to foster care

Permanency 2

The continuity of family relationships and connections is preserved for children

CORE COMPETENCY

The trainee will understand the three basic requirements of the Multiethnic Placement Act and the Interethnic Adoption Provisions, including their intent, application to practice, and consequences for non-compliance.

LEARNING OBJECTIVES

Knowledge:

- K1.** The trainee will be able to recognize key concepts of the Multiethnic Placement Act of 1994 as amended by the Interethnic Adoption Provisions (1996, P.L. 104-188, Sec. 1808, *Removal of Barriers to Interethnic Adoption*).
- K2.** The trainee will be able to recount the three basic requirements of the Multiethnic Placement Act:
 - a. It prohibits states, foster care and adoption agencies, and other federally assisted entities involved in child placement from delaying, denying or otherwise discriminating on the basis of race, color, or national origin in making a placement decision.
 - b. It prohibits states and federally assisted entities from categorically denying the opportunity for any person to become an adoptive or foster parent on the basis of race, color, or national origin of the adoptive or foster parent or the child.

- c. It requires states to develop plans for the diligent recruitment of potential foster and adoptive families that reflect the ethnic and racial diversity of children in the state for whom foster and adoptive homes are needed.
- K3.** The trainee will be able to explain the intent of each of the three basic requirements of the Multiethnic Placement Act as represented in K2a, K2b, and K2c. above.
- K4.** The trainee will be able to recognize key components of the compliance review process as conducted by the Office of Civil Rights and the California State Department of Social Services.

Skill:

- S1.** Given a case example, the trainee will be able to apply knowledge of MEPA/IEP in order to make a legally-informed decision regarding placement of a child in foster care.

Values:

- V1.** The trainee will value an understanding of how discrimination based on the race, color, or national origin of foster children, foster parents or adoptive parents can negatively impact children who are being adopted or placed in foster care.
- V2.** The trainee will value the importance of recruiting foster and adoptive families that reflect the ethnic and racial diversity of the child welfare population in their county or region.
- V3.** The trainee will value the importance of implementing MEPA/IEP regulations when making placement decisions.

RELATED TITLE IV-E CURRICULUM COMPETENCIES

The Title IV-E MSW competencies were developed for the M.S.W. specialization in public child welfare in California, a two-year full time graduate program. The MSW competencies may overlap with the common core competencies, but are primarily designed for a full MSW program. Learning objectives and competencies in the common core support the MSW Title IV-E competencies, but not all of the IV-E material can be delivered during an in-service training session. MSW Title IV-E competencies may therefore be linked to multiple topic areas of the common core.

The trainee demonstrates sensitivity to clients' differences in culture, ethnicity and sexual orientation. (1.1)

The trainee understands policy issues and child welfare legal requirements, and demonstrates the capacity to fulfill these requirements in practice. (2.10)

The trainee demonstrates knowledge of and the ability to apply the Multi-ethnic Placement Act. (5.4)

The trainee demonstrates knowledge of the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation. (6.1)



SELF-CARE FOR NEW CHILD WELFARE WORKERS

California Common Core Curricula for Child Welfare Workers



TIME MANAGEMENT & STRESS MANAGEMENT IN CHILD WELFARE PRACTICE

CORE COMPETENCIES AND LEARNING OBJECTIVES

RELEVANT CHILD WELFARE OUTCOMES

This curriculum primarily addresses the following federal outcomes:

Safety 2

Children are safely maintained in their homes whenever possible and appropriate

Permanency 1

Children have permanency and stability in their living situations without increasing reentry to foster care

Well-being 1

Families have enhanced capacity to provide for their children's needs

Well-being 2

Children receive services appropriate to their educational needs

Well-being 3

Children receive services adequate to their physical, emotional, and mental health needs

CORE COMPETENCIES

The trainee will learn techniques to work effectively and safely in stressful and potentially dangerous situations.

The trainee will utilize techniques and strategies to maximize workplace performance and personal performance.

The trainee will appreciate how work experiences and stress may affect one's professional performance and well-being.

LEARNING OBJECTIVES: TIME MANAGEMENT

Knowledge:

- K1.** The trainee will be able to identify and describe three time management tools that he /she can employ in the workplace.
- K2.** The trainee will be able to identify at least two barriers to effective time management, and at least two strategies for overcoming these barriers.
- K3.** The trainee will be able to state strategies for keeping track of deadlines.

Skills:

- S1.** Using a case example, the trainee will be able to demonstrate an ability to prioritize tasks effectively, taking into consideration child safety, legal requirements, and court deadlines.

Values:

- V1.** The trainee values the importance of effective time management for the provision of quality child welfare services.
- V2.** The trainee values the importance of using supervision time to seek out consultation for workload issues, caseload management, and the setting of priorities.
- V3.** The trainee values the prioritization of caseload tasks to optimize child safety.

LEARNING OBJECTIVES: STRESS MANAGEMENT

Knowledge:

- K1.** The trainee will be able to identify positive and negative effects of stress, and will be able to distinguish between them.
- K2.** The trainee will be able to identify that stress is a reaction to positive experiences as well as negative experiences, and is a part of daily life.
- K3.** The trainee will be able to recognize the common origins and consequences of work-related stress in the field of public child welfare.
- K4.** The trainee will be able to describe burnout and how stress contributes to it.
- K5.** The trainee will be able to identify the four universal causes of stress.
- K6.** The trainee will be able to recognize origins and signs of secondary trauma.

- K7.** The trainee will be able to identify techniques to cope with and manage stress, secondary trauma and burnout.

Skills:

- S1.** Given a case scenario, the trainee will be able to create a daily stress-reduction plan using self-care techniques.

Values:

- V1.** The trainee values the use of self-care and stress management techniques in the provision of quality child welfare services.
- V2.** The trainee understands how community and social perception of child welfare and social trainees can affect his/her emotional well-being and self-esteem.
- V3.** The trainee values the importance of not letting events which they cannot control lead to increased stress. The trainee values placement of emphasis on those events which are within their responsibility and control.

RELATED TITLE IV-E CURRICULUM COMPETENCIES

The Title IV-E MSW competencies were developed for the M.S.W. specialization in public child welfare in California, a two-year full time graduate program. The MSW competencies may overlap with the common core competencies, but are primarily designed for a full MSW program. Learning objectives and competencies in the common core support the MSW Title IV-E competencies, but not all of the IV-E material can be delivered during an in-service training session. MSW Title IV-E competencies may therefore be linked to multiple topic areas of the common core.

Student is aware of organizational risk management issues and is able to appropriately resolve potentially harmful situations. (4.8)

Student is able to plan, prioritize, and effectively monitor completion of activities and tasks within required time frames. (4.9)

Student is aware of potential work-related stress factors and is able to develop self-care and other strategies to render these harmless. (4.10)

Student demonstrates knowledge of how organizational structure and culture affect service delivery, worker productivity, and morale. (8.5)

WORKER SAFETY IN CHILD WELFARE PRACTICE

CORE COMPETENCIES AND LEARNING OBJECTIVES

RELEVANT CHILD WELFARE OUTCOMES

This curriculum primarily addresses the following federal outcomes:

Safety 1

Children are, first and foremost, protected from abuse and neglect

Safety 2

Children are safely maintained in their homes whenever possible and appropriate

Permanency 1

Children have permanency and stability in their living situations without increasing reentry to foster care

Well-being 1

Families have enhanced capacity to provide for their children's needs

CORE COMPETENCIES

The trainee will learn techniques to work effectively and safely in stressful and potentially dangerous situations.

The trainee will utilize techniques to support workplace and/or personal safety.

The trainee will understand how work experiences and stress may affect one's professional performance and well-being.

LEARNING OBJECTIVES

Knowledge:

- K1.** The trainee will be able to identify at least three possible signs of danger, taking signals from the client, the environment, and from themselves, while working as a child welfare worker.
- K2.** The trainee will be able to identify at least three methods of avoiding or mitigating danger while working as a child welfare worker.

- K3.** The trainee will be able to describe common family dynamics that can contribute to a crisis.
- K4.** The trainee will be able to explain at least three effective crisis intervention techniques that can be used to assist families in crisis.
- K5.** The trainee will be able to explain when and how to terminate an interview due to safety concerns.
- K6.** The trainee will be able to describe effective communication skills that can be used to defuse or successfully prevent violent outbursts.
- K7.** The trainee will be able to describe county agency policies concerning worker safety.
- K8.** The trainee will be able to describe how to leave a dangerous situation swiftly.
- K9.** The trainee will be able to recognize the difference between ‘awareness’ and ‘hyper-vigilance.’

Skills:

- S1.** Given a case example or scenario, the trainee will be able to demonstrate the steps necessary for preparation for a home visit with personal safety in mind, including determining risk factors, being well informed about case information, and knowing the geographic area.
- S2.** Given a case scenario or role play, the trainee will be able to demonstrate assessment and communication skills for identifying and defusing potentially dangerous situations. *(Optional: Depends on length of training day/module.)*

Values:

- V1.** The trainee values the importance of maintaining his/her own safety and does not put himself /herself in danger.
- V2.** The trainee values the use of verbal and nonverbal communication skills which convey acceptance, respect, and empathy, and can be used to defuse hostility and anger and help protect the worker.
- V3.** The trainee values the importance of acknowledging internal reactions as a possible signal that a ‘real threat’ is present.

RELATED TITLE IV-E CURRICULUM COMPETENCIES

The Title IV-E MSW competencies were developed for the M.S.W. specialization in public child welfare in California, a two-year full time graduate program. The MSW competencies may overlap with the common core competencies, but are primarily designed for a full MSW program. Learning objectives and competencies in the common

core support the MSW Title IV-E competencies, but not all of the IV-E material can be delivered during an in-service training session. MSW Title IV-E competencies may therefore be linked to multiple topic areas of the common core.

Student demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence and other forms of oppression on human behavior. (3.3)

Student is aware of organizational risk management issues and is able to appropriately resolve potentially harmful situations. (4.8)

Student is aware of potential work-related stress factors and is able to develop self-care and other strategies to render these harmless. (4.10)

Student demonstrates the ability to recognize potential for violence, suicide, and other potentially harmful behaviors. (7.2)



STATEWIDE AUTOMATED CASE MANAGEMENT SYSTEM

California Common Core Curricula for Child Welfare Workers



CORE COMPETENCIES AND LEARNING OBJECTIVES

RELEVANT CHILD WELFARE OUTCOMES

This curriculum primarily addresses the following federal outcomes:

Safety 2

Children are safely maintained in their homes whenever possible and appropriate

Permanency 1

Children have permanency and stability in their living situations without increasing reentry to foster care

Well-being 2

Children receive services appropriate to their educational needs

Well-being 3

Children receive services adequate to their physical, emotional, and mental health needs

CORE COMPETENCY

The trainee will understand basic functions and operations of The Child Welfare Services/Case Management System (CWS/CMS).

LEARNING OBJECTIVES

Learning objectives provided by the California Department of Social Services (CDSS)

Knowledge:

- K1.** The trainee will be acquainted with the following CWS/CMS topics:
- CWS/CMS features;
 - CWS/CMS terms;
 - CWS/CMS network structure and system security;
 - starting the CWS/CMS Control Panel;
 - basic screen and information structure, navigation techniques, and common commands used in CWS/CMS;
 - the role of each CWS/CMS application;
 - helpful resources for trouble-shooting when using CWS/CMS.

- 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.



SUPPORTING EDUCATIONAL RIGHTS AND ACHIEVEMENT

California Common Core Curricula for Child Welfare Workers



COMPETENCIES AND LEARNING OBJECTIVES

RELEVANT CHILD WELFARE OUTCOMES

This curriculum primarily addresses the following federal outcomes:

Well-being 2

Children receive services appropriate to their educational needs

Well-being 3

Children receive services adequate to their physical, emotional, and mental health needs

CORE COMPETENCIES

The trainee will understand that children and adolescents served by CWS have educational rights that must be observed and supported by child welfare workers.

The trainee will understand his/her role in promoting the educational achievement of dependent children through collaboration with other professionals and support networks.

LEARNING OBJECTIVES

Knowledge:

- K1.** The trainee will be able to recognize the range of responsibilities of child welfare workers that support educational achievement for children in care.
- K2.** The trainee will be able to identify children's basic educational rights.
- K3.** The trainee will be able to recognize the role and responsibilities of the child welfare worker in relation to California Assembly Bill 490, a law enacted to protect the educational interests of children in foster care.
- K4.** The trainee will be able to recognize the key concepts of California Assembly Bill 3632, a law that requires state agencies to coordinate services for children with disabilities.
- K5.** The trainee will be able to explain the terms "educational surrogate" and "individualized educational program" as they relate to child welfare practice.

Values:

- V1.** The trainee will value facilitating equal educational opportunities and improving education outcomes for children in the child welfare system.
- V2.** The trainee will value his/her role in facilitating the timely transfer of educational records (including IEPs) for children and adolescents who must change schools.
- V3.** The trainee will value collaborating with families' support networks and other professionals to promote the educational attainment of children.

RELATED TITLE IV-E CURRICULUM COMPETENCIES

The Title IV-E MSW competencies were developed for the M.S.W. specialization in public child welfare in California, a two-year full time graduate program. The MSW competencies may overlap with the common core competencies, but are primarily designed for a full MSW program. Learning objectives and competencies in the common core support the MSW Title IV-E competencies, but not all of the IV-E material can be delivered during an in-service training session. MSW Title IV-E competencies may therefore be linked to multiple topic areas of the common core.

Student demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services. (1.5)

Student understands policy issues and child welfare legal requirements and demonstrates the capacity to fulfill these requirements in practice. (2.10)

Student understands and utilizes the case manager's role to create and sustain a helping system for clients, a system that includes collaborative child welfare work with members of other disciplines. (2.20)

Student understands the need to negotiate and advocate for the development of resources that children and families need to meet their goals. (4.1)

Student understands client and system problems and strengths from the perspectives of all participants in a multidisciplinary team and can effectively maximize the positive contributions of each member. (4.3)

Student understands and is able to utilize collaborative skills and techniques in organizational settings to enhance service quality. (4.7)

Student demonstrates knowledge of the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation. (6.1)

Student understands the requirements for effectively serving and making decisions regarding children with special needs and the balancing of parental and child rights. (6.3)

Student demonstrates the ability to assess the effects of family transitions and the impact of becoming a client of the child welfare system. (7.1)

Student demonstrates the ability to negotiate and advocate for the development of resources that children and families need to meet their goals. (8.9)



VALUES & ETHICS

California Common Core Curricula for Child Welfare Workers



CORE COMPETENCIES AND LEARNING OBJECTIVES

RELEVANT CHILD WELFARE OUTCOMES

This curriculum primarily addresses the following federal outcomes:

Safety 1

Children are, first and foremost, protected from abuse and neglect

Safety 2

Children are safely maintained in their homes whenever possible and appropriate

Permanency 1

Children have permanency and stability in their living situations without increasing reentry to foster care

Permanency 2

The continuity of family relationships and connections is preserved for children

Well-being 1

Families have enhanced capacity to provide for their children's needs

Well-being 2

Children receive services appropriate to their educational needs

Well-being 3

Children receive services adequate to their physical, emotional and mental health needs

CORE COMPETENCIES

The trainee will understand the social work and child welfare standards, values and ethics which guide public child welfare practice.

The trainee will understand the professional expectations set forth by the National Association of Social Workers and the *California Standards and Values for Public Child Welfare Practice*.

The trainee will understand the ethical issues related to child welfare practice.

The trainee will understand how one's own cultural background affects one's values, behavior, identity, and perception of others.

LEARNING OBJECTIVES

Knowledge:

- K1.** The trainee will be able to explain how professional values and ethics influence the decision making process in public child welfare.
- K2.** The trainee will be able to recognize that the *NASW Code of Ethics* guides practice in CWS.
- K3.** The trainee will be able to identify two types of ethical issues that are related to child welfare practice.
- K4.** The trainee will be able to recognize how one's values may influence one's decision making process in public child welfare.

Skill:

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

Values:

- V1.** The trainee values continued awareness of how one's own values may influence one's decision making process in public child welfare.
- V2.** The trainee values awareness of his/her own emotional responses to clients in areas where the trainee's values are challenged.
- V3.** The trainee values 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*.

RELATED TITLE IV-E CURRICULUM COMPETENCIES

The Title IV-E MSW competencies were developed for the M.S.W. specialization in public child welfare in California, a two-year full time graduate program. The MSW competencies may overlap with the common core competencies, but are primarily designed for a full MSW program. Learning objectives and competencies in the common core support the MSW Title IV-E competencies, but not all of the IV-E material can be delivered during an in-service training session. MSW Title IV-E competencies may therefore be linked to multiple topic areas of the common core.

Student understands the value base of the profession and its ethical standards and principles, and practices accordingly. (2.15)

Student understands and can appropriately utilize authority and power in professional relationships. (2.16)

Student demonstrates the ability to assess his or her own emotional responses to clients, co-workers, and situations in which the worker's values are challenged. (2.17)

Student understands how professional values, ethics, and standards influence decision-making processes in public child welfare practice. (8.8)

