



California Common Core Curricula for Child Welfare Supervisors

SUPERVISOR CORE: MANAGING FOR RESULTS

Trainer's Guide

Version 1.1 | July 2009



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TAB 1

Title Page

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TAB 2

Acknowledgments

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Acknowledgments

California's Common Core Curricula for Supervisors is the result of the invaluable work and guidance of a great many people throughout the child welfare system in California and across the country. It would be impossible to list all of the individuals who contributed, but some groups of people will be acknowledged here.

The Statewide Training and Education Committee (STEC) provided overall guidance for the development of the curricula. Convened by the California Social Work Education Center (CalSWEC) and the California Department of Social Services (CDSS), STEC has a wide membership that includes Regional Training Academy (RTA) representatives, county representatives, university-based Title IV-E Project Coordinators, the Inter-University Consortium in Los Angeles (IUC), and other key stakeholders.

A subcommittee of STEC, the Content Development Oversight Group (CDOG), provided oversight and approval for the research, writing, and revising performed by curriculum developers. Additional review and guidance for the curricula was provided by a Content Advisory Team (CAT) composed of representatives from California's regional training entities, universities, and county development programs. As with many large curriculum projects in public child welfare, significant portions of the Supervisor Core were adapted from existing curricula.

Along the way, many other people provided their insight and hard work, attending pilots of the trainings, reviewing sections of curricula, or providing other assistance.

California's child welfare system greatly benefits from this collaborative endeavor, which helps our workforce meet the needs of the state's children and families.

The curriculum is developed with public funds and is intended for public use. For information on use and citation of the curriculum, please refer to:

http://calswec.berkeley.edu/CalSWEC/CCCCA_Citation_Guidelines.doc



FOR MORE INFORMATION on California's Core Curricula, as well as the latest version of this curriculum, please visit the California Social Work Education Center (CalSWEC) website: <http://calswec.berkeley.edu>

TAB 3

Background and Context

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BACKGROUND AND CONTEXT

COMMON CORE CURRICULA FOR CHILD WELFARE SUPERVISORS

Curriculum Development

The Common Core Curricula is the result of a multi-year statewide collaborative effort to develop standardized curricula for California’s newly hired child welfare supervisors and child welfare workers. Development and implementation of the Common Core Curricula was mandated by California’s Program Improvement Plan (PIP) as part of the 2003 federal Child and Family Services Review (CFSR). Although in-service core training had historically been provided by the Regional Training Academies (RTAs), the IUC and county staff development departments, the PIP stipulated that the California Department of Social Services (CDSS) “develop a common core curriculum for all new child welfare workers and supervisors that is delivered by all training entities statewide.” The goal of this mandate was defined as the implementation of “a common core curriculum...in every county to train all new child welfare workers and child welfare/probation supervisors.”

The **Statewide Training and Education Committee (STEC)** developed the initial series of Common Core Curricula in FY2004/2005, marking the first implementation of supervisor and new worker training that was *standardized* for the entire state. The purpose of statewide standardization is to achieve consistency and equity in the application of best and evidence-based practice in all 58 California counties. Each of the content areas of the Common Core has a set of measurable learning objectives for knowledge, skills and values essential to the provision of excellent service to families and children who participate in California’s county child welfare programs.

Values Underlying the Development of Common Core Training

STEC used the following underlying values in developing recommendations for common core training:

- Common core training is grounded in social work values and ethics.¹

¹ The National Association of Social Workers (NASW) Code of Ethics states, “Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics...” (NASW Code of Ethics, 1996, revised 1999, Section 3.08).

CalSWEC’s Standards and Values support the use of ongoing training as a form of best practices: “Standards of practice are by their nature subject to change. In view of shifting societal standards, as well as advancing knowledge

- Common core training builds upon, but is not limited to, new worker training currently underway in California, and utilizes existing training structures.
- Standards encourage flexibility in the way counties meet identified training needs.
- Standards encourage the application of best practices aimed at improving outcomes for children and families, by training strategies that progress from knowledge acquisition to building and demonstrating skills.
- Standards endorse training delivery methods for common core training that yield measurable learning objectives and that provide the basis for evaluation of knowledge, skills, and attitude acquisition in order to promote positive outcomes for children and families.
- Standards are consistent with those endorsed by California's Title IV-E university programs for the bachelor's and master's degrees in social work.
- Common core training encourages inclusion of community partners, whenever possible, in order to share responsibility for child safety, permanency, and well-being.

Levels of Standardization

STEC determined that content areas of the Common Core Curricula for Child Welfare Supervisors would vary in their level of standardization:

One content area has **standardized information and standard delivery**, statewide:

- *Casework Supervision*

Five other content areas have **standardized information**, with detailed instructions on delivery:

- *Child Welfare Policy and Practice for Supervisors*
- *Evidence-based Practice*
- *Fiscal Essentials*
- *Educational Supervision*
- *Managing for Results*

Completion of the Common Core

All content areas of the Common Core Curricula for Child Welfare Supervisors must be completed within twelve months from the date of hire or promotion.

about children, human behavior, and human ills, standards must be subject to continuous reflection and review.”
(CalSWEC Website)

http://calswec.berkeley.edu/CalSWEC/CalSWEC_Standards_Revised.html and
http://calswec.berkeley.edu/CalSWEC/CalSWEC_Values_Revised.html

Foundational Themes to Guide Training and Practice

Five foundational themes were identified for the Common Core Curricula series. The themes and their working definitions are:

Fairness and Equity

A principle that promotes equivalent opportunity for all children and families to achieve positive outcomes from child welfare interventions. Fairness and equity issues often concern reducing disparities in service access across population groups and diminishing overrepresentation of ethnic minorities in the child welfare system. Policies, procedures, and/or practices based on fairness and equity principles consider the unique sociocultural context of each individual and frequently involve the expansion of culturally responsive community resources.

Family & Youth Engagement

Practices and strategies congruent with relevant sociocultural dynamics that effectively engage parents, youth and extended family members in a respectful and collaborative manner in the assessment, intervention and case planning processes.

Strength-based Practice

Practice that identifies strengths in an individual, family, or system, and the formulation of service arrays and interventions that acknowledge and build on those strengths. A strength-based approach honors and respects the dignity of family members and incorporates the family's collective knowledge about the resources and strengths in their family system. Strength-based practice involves joining with the family to reach goals for improvement in family functioning.

Outcomes-Informed Practice

Practice that supports and is informed by federal and state outcomes. All training in California supports the federal outcomes of Safety, Permanency and Well-Being. California also has developed state-specific performance measures. These performance measures are referenced in the curricula where they apply. For more information on the performance measures in California, please refer to the website for the Child Welfare Dynamic Report System at the Center for Social Sciences Research (CSSR) at UC, Berkeley: http://cssr.berkeley.edu/ucb_childwelfare/.

Evidence-based Practice (“EBP”)

The application to service delivery of research evidence related to child welfare, integrated with clinical expertise and client values. The existing body of research reflects varying levels of methodological rigor and efficacy, and differences in applicability to child welfare practice. Where available, research on child welfare practice is integrated into the common core.

Training Evaluation

The evaluation components of the Common Core Curricula for Child Welfare Supervisors were developed concurrently with the creation of the curricula content. They are based on the *Training Evaluation Framework Report* developed by CalSWEC in FY 04/05 in response to the Program Improvement Plan (PIP). In addition to evaluating trainee satisfaction with the entire Common Core, *Casework Supervision* features an embedded skill evaluation. By this method of evaluation, trainees practice the skill of casework supervision and are evaluated on the basis of their responses to case scenarios presented during the course of the training. Analysis of the satisfaction and skill evaluation data is used to assist training evaluation experts to improve the training.

More information on the *Training Evaluation Framework*, as well as on training evaluation generally, can be found at: <http://calswec.berkeley.edu/CalSWEC/CWTraining.html>.

Revision Process

Major revisions to the Common Core Curricula are conducted every three years or sooner, based on developments critical to effective social work practice. Minor revisions occur systematically as needed, to reflect current practice and changes in policy and legislation. Each common core curriculum is delineated by a version number (e.g., Version 1.0, 1.1, 1.2, 2.0, etc.). The type of version number indicates whether the version contains minor revisions or major revisions. For example, minor revisions are indicated by the numbered sequence Version 1.1, 1.2, 1.3, etc., while major revisions are delineated by a sequence of integer version numbers, e.g., Version 1.0, 2.0, 3.0, etc. The latest version of each curriculum is posted on the CalSWEC website.

Principles and Values of the Revision Process

The following principles and values are applied to the design of the revision process:

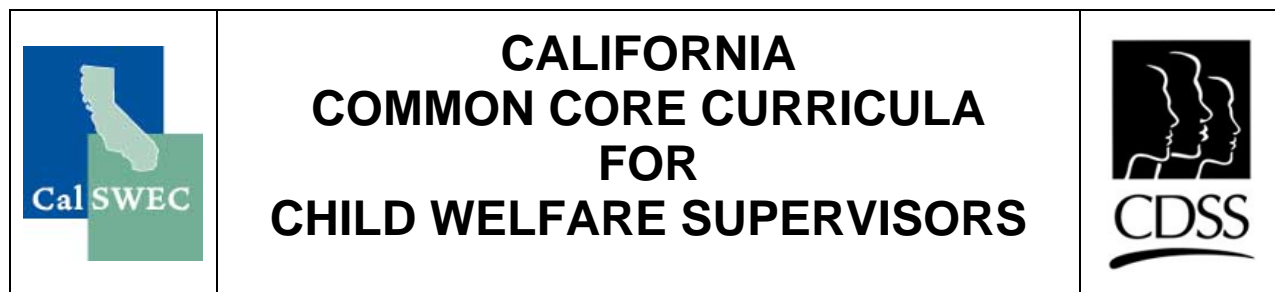
- Content will reflect “state of the art” knowledge and applications
- Content will apply transfer of learning principles and strategies
- Content will support and expand upon the competencies established in the Title IV-E bachelor’s- and master’s-level social work programs
- The revision process will draw upon the combined expertise of practitioners and university partners

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TAB 4

How to Use This Guide

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HOW TO USE THE TRAINER'S AND TRAINEE'S GUIDES

Please read carefully as a first step in preparing to train this curriculum.

IMPORTANT NOTE: Each curriculum within the Common Core series is mandated and standardized for all new child welfare supervisors in the state of California. It is essential that all trainers who teach any of the Common Core Curricula in California instruct trainees using the standardized *Training Content* as provided. The training of standardized content also serves as the foundation for conducting standardized testing to evaluate and improve the effectiveness of new supervisor training statewide.

GENERAL INFORMATION

The Common Core Curricula model is designed to define clearly the content to be covered by the trainer. Each curriculum consists of a *Trainee's Guide* and a *Trainer's Guide*. The Trainee's Guide contains the standardized information which is to be conveyed to trainees. The Trainer's Guide includes guidance to assist the trainer in presenting the standardized information. *Casework Supervision* requires a standardized delivery to support the embedded skill evaluation contained in the curriculum, while the other five modules in the Common Core Curricula for Child Welfare Supervisors allow some flexibility in the delivery of the content.

The list of components of the Trainer's and Trainee's Guides described under the subheadings below vary slightly for each module of the Supervisor Common Core. It is recommended that trainers first review the Background and Context, Agenda, and Suggested Lesson Plan. Trainers can then read the Training Content and Tips in the Trainer's Guide and the Training Content in the Trainee's Guide in order to become thoroughly familiar with each topic and the suggested training activities.

The curricula are developed with public funds and intended for public use. For information on use and citation of the curricula, please refer to the Guidelines for Citation:

http://calswec.berkeley.edu/CalSWEC/CCCCA_Citation_Guidelines_Rev_040909.doc

