



California Social Work Education Center  
(CalSWEC)  
School of Social Welfare  
University of California, Berkeley  
<http://calswec.berkeley.edu/>



# CalSWEC In-Service Training Curriculum Guide



Prepared by Melissa Connelly, *M.S.W.*

*This guide provides information about the minimum key curriculum components needed to provide statewide, standardized training. Each curriculum component is defined and examples are provided. In addition, this document includes links to online resources and examples.*

## CalSWEC In-Service Training Curriculum Guide

---

### Online Templates and Resources

---

CalSWEC has posted templates for the curriculum components described below. They are available at:

[http://calswec.berkeley.edu/CalSWEC/CCCCA\\_Core\\_NewFormat.html](http://calswec.berkeley.edu/CalSWEC/CCCCA_Core_NewFormat.html)

CalSWEC also has posted a variety of curricula including 2 day standardized classes

([http://calswec.berkeley.edu/CalSWEC/CCCCA\\_CasePlanning.v2.1.html](http://calswec.berkeley.edu/CalSWEC/CCCCA_CasePlanning.v2.1.html)) and brief training tools for conveying specific policies or practices in a short training or unit meeting

([http://calswec.berkeley.edu/CalSWEC/CCCCA\\_Other\\_Training\\_Resources.html](http://calswec.berkeley.edu/CalSWEC/CCCCA_Other_Training_Resources.html)).

The CalSWEC Glossary (available at [http://calswec.berkeley.edu/CalSWEC/Mstr\\_Gloss\\_v2.0.doc](http://calswec.berkeley.edu/CalSWEC/Mstr_Gloss_v2.0.doc))

includes definitions for words and acronyms commonly used in child welfare practice in California. Using the glossary ensures that all curricula share a common set of terms.

---

## Key Components

---

The key curriculum components are:

1. Learning objectives
2. Lesson plan
3. Trainee materials
4. Reference list
5. Trainer instructions
6. PowerPoint or other presentation materials

By using these components, curriculum developers ensure that trainers across the state can use the materials with only minimal modification for local practices. This allows for a standardized statewide message and prevents duplicative curriculum development efforts.

---

## Learning Objectives

---

Learning objectives focus on three areas: knowledge, skills and values. Each objective should be a clear, concise, measurable statement identifying what knowledge, skill or value participants will gain from the training.

**Knowledge objectives** focus on participants being able to identify, explain or define things. Knowledge objectives are best used to identify key pieces of new information the trainer wants to convey, such as laws, policies, definitions, and theoretical concepts. If the training provides an introduction to a law or policy and then provides a desk guide for future review and study, the learning objective should say the participant will recognize the concept rather than define or explain it, reflecting the level of information provided in the training. Here is a sample knowledge objective:

*The participant will be able to explain the terms “non-dependent minor” and “supervised independent living placement.”*

**Skill objectives** focus on participants being able to demonstrate proficiency in an activity such as completing a form or interacting with a family member, usually using scenario, case example or role play. Often skill objectives build on key knowledge identified in knowledge objectives. If your training includes skill objectives, it is important to allow enough time in the training to convey the basic knowledge related to the skill, teach the participants how to do the skill (by demonstrating it or showing a video), and allow the participants to practice the skill while providing them feedback. Because skill objectives take so much time to teach effectively, be judicious in how many you include in a training. Here is a sample skill objective:

*Given a case example or scenario, the participant will be able to demonstrate an initial conversation with a non-dependent minor that includes information about:*

- a) non-dependent minor status,*
- b) AB12 eligibility requirements, and*
- c) supervised independent living placements.*

*Value objectives* identify the underlying value changes participants will need to make to use their newly acquired knowledge and skills. The value objectives are the place to identify paradigm shifts and new ways of looking at things that will help participants understand the importance of the skills and knowledge. In order to engage participants in thinking about values, it is helpful to allow them time to consider and discuss the values using case examples or difficult situations. Here is a sample value objective:

*The participant will value the role of non-dependent minors in making decisions and developing supervised independent living placements.*

---

## Lesson Plans

---

Training curricula often divide training materials into segments of key content areas and training activities within the larger segments. For example, one training segment might be about identifying the broad components of a law such as AB12. Within that segment, there may be several activities used to convey the information, demonstrate a skill, or allow trainees to consider a value. For example, the first activity might be an individual activity that allows trainees to read a fact sheet about the law, the second activity might be a scripted role play, and the third might be a group discussion about a particular related value. Each activity is focused on conveying the main topic of the segment using a different training modality. The lesson plan provides a map of these segments and training activities that lists each activity to be completed throughout the training and identifies:

- order of segments,
- time needed for each segment,
- order of training activities within segments,
- training modality for each activity,
- materials needed,
- learning objectives to be conveyed by each segment.

The lesson plan is a brief outline that allows the curriculum developer to plan a training that flows smoothly, conveys key information in a logical order, and uses a variety of training modalities. The lesson plan also allows the trainer to see the big picture of the training and understand how the timing of the training flows from one activity to the next.

Here is an example of a lesson plan:

Segment	Learning Objective	Training Activity
<p><b>Day 1, Segment 2</b> <b>50 min</b> <b>9:25 – 10:15 am</b></p> <p><b>Supervised Independent Living Placements</b></p>	<p>The participant will be able to explain the terms non-dependent minor and supervised independent living placement.</p>	<p><b>Activity 2A:</b> Provide a brief lecture defining the supervised independent living placement. <i>PowerPoint slides: 7-12</i></p> <p><b>Activity 2B:</b> Conduct a large group discussion about methods to use to engage with young adults in planning and decision making. <i>PowerPoint slides: 13-17</i></p>

---

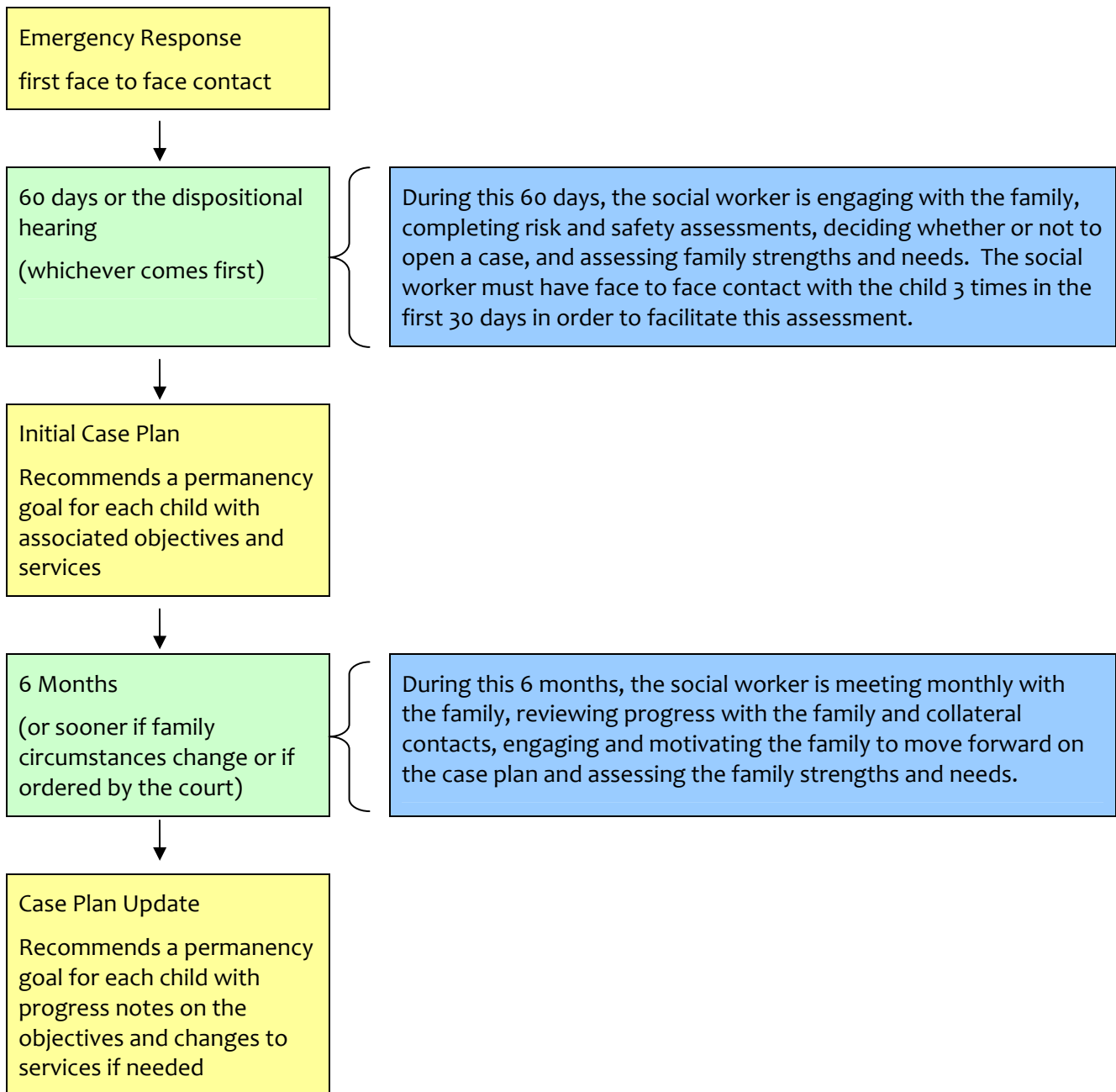
## Participant Materials

---

The Participant materials are the compiled handouts, desk guides, resource guides, information sheets, and activity worksheets to be provided to the participants during the training. In order to allow others to provide the training using the materials, it is important to compile them into a document with page numbers and a table of contents. This allows the trainer to direct the participants to the content for each activity. Whenever possible, participant materials should include reference information so that others (trainers or participants) can access original source material or identify when materials may be outdated. These materials are the heart of the information to be conveyed in the training and the better organized they are, the more the participants will be able to understand them and use them later on the job.

Here is a sample *desk guide* from participant materials:

## Case Planning Timeline



Here is a sample of *text* from participant materials:

(Adapted from Digest for IndigenousNewsNetwork@topica.com, Issue 494)

**What is the Indian Child Welfare Act?**

The Indian Child Welfare Act (ICWA) is a federal law that applies to state, county, and private child welfare agencies. It covers tribal children from all American Indian and Alaska Native tribes listed in the Federal Register. ICWA defines Indian tribes' authority over their members and the well-being of Indian children and families.

**Who is an Indian child?**

Under ICWA, a child is Indian if he or she has a mother or father who is a member of an Indian tribe. The child must also be a member of a tribe or eligible for membership.

**Why is the law only for an Indian child?**

Indian tribes are sovereign nations with a unique relationship with the federal government. The relationship is defined by treaties the federal government has with Indian nations that it does not have with any other people in the United States.

Here is a sample *worksheet activity* from participant materials:

---

### **Develop Your Own Two Minute Pitch**

Follow the steps below to develop your own 2 minute pitch. Once you have completed your pitch, practice it with your partner.

Express the importance of the subject:

---

---

**Define the concept:**

---

---

**Explain the benefits:**

---

---

**Give examples:**

---

---

**Pull the family into the conversation:**

---

---

---

## Reference List

---

The reference list indicates the sources that were reviewed by the curriculum designers to prepare the content information, trainer instructions, training activities, and any other information conveyed in the training materials. It may also include additional resources that apply to a particular content area. This list allows trainers and participants to access source materials for more information.

Here is a sample from a reference list:

### **ALL-COUNTY LETTERS (ACLs)**

06-07: Change in Time Period for Completion of a Case Plan

<http://www.dss.cahwnet.gov/lettersnotices/entres/getinfo/aclo6/pdf/06-07.pdf>

### **ALL-COUNTY INFORMATION NOTICES (ACINs)**

I-05-05: Family Connections

[http://www.dss.cahwnet.gov/lettersnotices/entres/getinfo/acin05/pdf/I-05\\_05.pdf](http://www.dss.cahwnet.gov/lettersnotices/entres/getinfo/acin05/pdf/I-05_05.pdf)

I-23-04: Implementation of Concurrent Planning - Promising Practices

[http://www.dss.cahwnet.gov/lettersnotices/entres/getinfo/acin04/pdf/I-23\\_04.pdf](http://www.dss.cahwnet.gov/lettersnotices/entres/getinfo/acin04/pdf/I-23_04.pdf)

### **GENERAL REFERENCES AND BIBLIOGRAPHY**

Altman, J. (2008). Engaging families in child welfare services: Worker vs. client perspectives. *Child Welfare*, 87(3), 41-61.

Berrick, J.D. (2009) *Take me home: Protecting America's vulnerable children and families*. New York: Oxford University Press.

California Department of Social Services. (2005). Manual of Policies and Procedures: Child Welfare Services, Manual Letter No. CWS-05-01, Division 31-206. Sacramento, CA: CDSS.

---

## Trainer Instructions

---

The trainer instructions include detailed descriptions, guidance, and step-by-step tips for preparing, presenting, and processing each of the training activities. The descriptions also indicate the participant materials and the PowerPoint slides that accompany each activity. Thumbnails of the slides are also provided with each activity to assist the trainer in matching the activity to the slide. Each activity starts with a list of the materials to be used in the activity, including participant materials, chart pads, markers, videos and PowerPoint slides. The instructions go on to identify each step of the activity with cues for advancing the PowerPoint.

Here is a sample of trainer instructions for an activity:

### DAY 1, SEGMENT 5

---

#### Preparing for Case Planning

Total Segment Time: 50  
min

### TRAINING ACTIVITY 5A

---

#### ACTIVITY: Preparation

Activity Time: 15 min

#### Materials:

- Trainee Content: *Steps of Case Planning* (pages 35-56 of the Trainee's Guide)
- PowerPoint Slide: 25

#### Training Activity:

■ **Step #1.** Display slide 25 and refer trainees to *Trainee Content: Steps of Case Planning, Preparation*. Explain that this case planning guide provides instructions for completing case plans throughout the life of a case. It is divided into 6 parts. Refer trainees to part 1 and discuss the importance of preparing for case planning *before* meeting with the family to develop the plan.

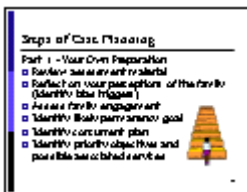
Cover the following key points:

- Thinking about key issues *ahead of time* allows the social worker to be ready to work with the family in an informed and helpful way.

- Social workers must be careful to keep an open mind and not get locked into one point of view.
- Advance conversations with a supervisor or others such as colleagues with special knowledge about a particular family need (e.g., problems such as substance abuse or about resources such as culturally relevant parenting classes) can help the social worker to have a deeper understanding of the situation and be better prepared to offer relevant resources.
- Following the county Linkages protocol to consult with the CalWorks or other income maintenance social worker involved with the family (if applicable) can help to link child welfare services with any services the family is already receiving.
- Gathering advance information from service providers, relatives or someone in the community who knows the family well can help the social worker identify strengths or give reality based feedback to the family.

## End of Activity

### PowerPoint Slide, Activity 5A: Slide 25



---

## PowerPoint Slides

---

Including PowerPoint Slides with curriculum materials allows trainers to use standardized visuals to convey key points. Trainers also often use the slides as reminders to cover key information. It is best to keep slides simple and use them to reinforce information in the participant materials. Slides with key messages can help to emphasize concepts the trainer is presenting. Slides with too much information may be a distraction because the small font is difficult to read or because the participants are reading slides rather than listening to the trainer. PowerPoint handouts can also be included in the participant materials and can help the participants organize their notes during the training.

*For additional assistance or information, contact Melissa Connelly at CalSWEC, [mconnelly@berkeley.edu](mailto:mconnelly@berkeley.edu).*