

Appendix 9: Competency Integration Form



Curriculum Competencies Integration Form September, 2011

Introduction

As Title IV-E program schools and Project Coordinators are aware, the new Competencies for Public Child Welfare are to be phased in over the current academic year, with complete implementation of the new competency framework to be accomplished by the fall of 2012.

The revised competencies for Public Child Welfare are now consistent with the EPAS Core competencies and reflect these through cross-initiative foundation competencies and advanced practice indicators for use in a child welfare context.

The phase-in of the new CalSWEC competencies will vary among the CalSWEC member schools for two major reasons:

- each school is at a different stage in its reaccreditation under the revised EPAS, and
- each school's curriculum development process is also likely to differ.

To better understand how each school will integrate the revised competencies, CalSWEC has developed a practical tracking method for the classroom and field curriculum. In addition, we would like to know what forms of evidence or tools each school will utilize to ensure students are learning the new competencies. In previous years, we have gathered competency integration tools from member schools to be used as sharable examples; continuing this practice will assist with the current process.

As you review the following planning guide, you will note that the questions asked are similar to the questions we have always posed in the Curriculum Snapshot, which is scheduled for this year. The questions also reflect those used in the CSWE self-study. The tracking method we propose here would substitute for the "curriculum development" portion of the Snapshot.

Process

This process outlined below will assist schools in charting the phase-in of the competencies, while offering the opportunity to share methods of integration and tools for measuring competency learning with one another. The process also will give CalSWEC the opportunity to offer timely assistance to schools that are experiencing challenges.

Fall 2011—CalSWEC asks that you complete Sections I, II and III at the beginning of this academic year. (Sections II and III of the form are intended as "working" sections. These are intended to help schools track their own competency implementation progress over the phase-in year.)

February 3, 2012— **Two weeks prior to meeting**, Sections II and III are completed again and the results sent to CalSWEC. At the Project Coordinator meeting progress will be reviewed and CalSWEC can offer assistance.

May 4, 2012—**Two weeks prior to May meeting**, the above process repeats. Results sent to CalSWEC to continue phase-in. Progress shared at PC meeting to encourage sharing and problem solving.

Fall 2012—Competency implementation at all 21 sites.

2013 Academic year—Review of implementation findings and request of course syllabi supporting competency integration.

IV-E Revised Curriculum Competencies: Report on Integration Process, Methods, and Measures

School:	Date:
Section I. Curriculum Competencies Infusion Process	<i>Please respond in boxes below</i>
Please provide your school's stage in re-accreditation under revised EPAS:	<input type="checkbox"/> Anticipated When will your school undergo the process? Please provide date: _____ <input type="checkbox"/> Currently undergoing <input type="checkbox"/> Completed Please provide date: _____
In your school, which faculty/staff are responsible for social work & IV-E curriculum development? Please check all that apply.	<input type="checkbox"/> Director or Dean <input type="checkbox"/> Tenured faculty <input type="checkbox"/> IV-E Project Coordinator <input type="checkbox"/> Other (please specify) _____
How often does the school curriculum committee(s) meet?	<input type="checkbox"/> Annually <input type="checkbox"/> Twice a year <input type="checkbox"/> More than twice a year <input type="checkbox"/> Other (please specify) _____
What is the composition of the committee? Please check all that apply.	<input type="checkbox"/> Director or Dean <input type="checkbox"/> Tenured faculty member (s) <input type="checkbox"/> Field faculty member (s) <input type="checkbox"/> Other faculty <input type="checkbox"/> Other (please specify) _____
Do you as PC attend these meetings?	<input type="checkbox"/> Yes <input type="checkbox"/> No
When in the prior academic year must curriculum changes be suggested to be considered for the coming fall term?	<input type="checkbox"/> Summer <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring
Which staff must review such changes? Please check all that apply.	<input type="checkbox"/> Director or Dean <input type="checkbox"/> Chair of Curriculum Committee <input type="checkbox"/> Tenured faculty <input type="checkbox"/> Field Faculty <input type="checkbox"/> IV-E Project Coordinator <input type="checkbox"/> Other _____
By what process are IV-E competencies integrated within the IV-E social work curriculum? Please check all	<input type="checkbox"/> Expressly discussed at beginning and throughout academic year <input type="checkbox"/> Emphasized in learning objectives for coursework

that apply

- Included in course syllabi
- Explicitly discussed in IV-E integrated seminar
- Emphasized in field learning agreements
- Other _____

Section II. Evidence of Competency Infusion	<i>Please respond in boxes below</i>
Classroom	
<p>In what ways will you insure that the revised competencies are being taught/integrated in the classroom? Please check all that apply.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social work syllabi clearly document how the course will emphasize competency learning <input type="checkbox"/> Course syllabi include revised competencies as learning objectives <input type="checkbox"/> Repeated presentation of revised competencies throughout each year <input type="checkbox"/> Integrated seminar presents and integrates competencies into class discussions <input type="checkbox"/> Topical workshops will emphasize competencies <input type="checkbox"/> Other (please specify) _____
Field	
<p>In what ways will you insure that competencies are being taught/integrated in field? Please check all that apply.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Field instructors will be fully oriented in the competencies and the process of integrating them into field learning <input type="checkbox"/> Field learning agreements will reflect the revised competencies <input type="checkbox"/> In meetings with students, field instructors will consistently emphasize application of competencies to field practicum learning situations <input type="checkbox"/> Training at intern work sites will include competencies <input type="checkbox"/> Other (please specify) _____



Curriculum Competencies Integration Progress Report February, 2012

Introduction

For Title IV-E program schools, the revised Curriculum Competencies for Public Child Welfare are in the process of being phased in over the current academic year, with the goal that complete implementation will be accomplished as schools become re-accredited under the most recent CSWE requirements. The phase-in of the new CalSWEC competencies will vary among the CalSWEC member schools for two major reasons:

- Each school is at a different stage in its reaccreditation under the revised EPAS, and
- Each school's curriculum development process is also likely to differ.

To better understand how each school integrates the revised competencies, CalSWEC has developed a tracking method for the classroom and field curriculum. We also ask what forms of evidence or tools each school will utilize to ensure students are learning the new competencies. In previous years, we have gathered competency integration tools from member schools to be used as sharable examples; continuing this practice will assist with the current process.

Review of the Process

The process outlined below assists schools in charting the phase-in of the competencies, while offering the opportunity to share methods of integration and tools for measuring competency learning with one another. The process also gives CalSWEC the opportunity to offer timely assistance to schools that are experiencing challenges.

Fall 2011— Schools completed the “working sections” of the forms at the beginning of this academic year. (These are intended to help schools track their own competency implementation progress over the phase-in year). This administration has been completed.

February 2012— The working sections are again being completed. At the mid-February Project Coordinator meeting progress will be reviewed and CalSWEC can offer assistance.

May/June 2012—the above process will be repeated to insure competency phase in and infusion.

Current Report

The following report offers a summary of the Fall 2011 information submitted by the project coordinators at each of the IV-E Program sites. After the next two reporting periods, an in-depth report will be submitted in Fall 2012 to present all of the site data received.

Section I. Competencies Infusion Process

<i>Stage in re-accreditation</i>	Eleven schools anticipate the process; 4 are in the process now, and only 3 have completed re-accreditation: Years of expected completion range from 2013 to 2018.
<i>Persons responsible for Social Work and IV-E Curriculum Development</i>	For most schools, curriculum is developed by director/dean, tenured faculty, IV-E Project Coordinator, and typically other faculty. The PC is included in the process for 15 schools
<i>Meetings of school Curriculum Committee</i>	Most schools meet more than 2X a year; some meet monthly & others vary by committee.
<i>Composition of Committee</i>	Most have tenured and field faculty members; others add director/dean, other faculty and/or PCs. The PC is added as a member by 3 schools.
<i>PC attendance at meetings</i>	Most attend; one does not and one reports only twice a year.
<i>When must changes be proposed for fall term?</i>	Most in previous fall; 9 in spring; 2 in winter
<i>Which staff must review changes?</i>	Large group in most schools: director/dean, curriculum chair, tenured faculty, field faculty, & PC. The PC reviews changes in 12 schools. Some schools involve all faculty, and some add policy board members and members of varied curr. committees
<i>How are IV-E competencies integrated within the SW curriculum?</i>	For all, a multifaceted process: emphasized in course & fieldwork learning objectives; included in course syllabi; discussed at outset/ throughout academic year and in integrated seminar; others include field instructor training, student meetings, and capstone course in final year

Section II. Evidence of Competency Infusion

Classroom	
<i>How do you ensure revised competencies are being taught/integrated in the classroom?</i>	<p>Largest number note presentation and integration of comps. in class discussions, along with topical workshops emphasizing competencies.</p> <p>Many note inclusion of comps. in course syllabi & as learning objectives, in addition to repeated presentation of comps. in classroom. Others add IV-E trainings and instructor feedback on coursework; 2 schools say this area "in process."</p>

Evidence of Competency Infusion, cont.

Field	
<i>How do you ensure revised competencies are being taught/integrated in field?</i>	Most refer to learning agreements that reflect revised comps. & orientation of field instructors in comps., along with emphasis of comps. in field

	<p>practicum learning situations.</p> <p>Many note training at intern work sites will include competencies.</p> <p>Others mention comps. used in field seminar, for orienting field liaisons & for review in site visit; comprehensive evaluation also reflects revised comps.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Section III. Evidence of Competency Learning

Classroom	
<p>What tools or measures will be used to demonstrate that students are learning the revised competencies and practice behaviors in the classroom?</p>	<p>Fourteen schools noted that students would be tested on their knowledge via quizzes, graded class discussion, and/or oral or written exams</p> <p>Ten schools require responses to vignettes that include competencies; 9 schools include mock interviews.</p> <p>Seven schools require students to make graded presentations involving competency knowledge and/or graded portfolios or journals.</p> <p>Six schools require classroom pre and post tests on competencies, or learning agreements with examples of expected behaviors & self-assessment on meeting goals. One school requires a competency inventory stating where student learned competency and how it was delivered.</p>

Evidence of Competency Learning, cont.

Field	
<p>What tools or measures will be used to demonstrate that students are learning to apply the competencies in field and to demonstrate practice behaviors</p>	<p>Nearly all schools (17) report that field instructors and other educational staff evaluate and report on student competency learning and its application to practice.</p> <p>Many schools (13) require students to present case-related studies to their field seminar class or their field unit.</p> <p>6 schools require students to demonstrate competency learning in graded role play or written responses to vignettes.</p> <p>A small number of schools ask students to discuss their field work examples & assess their own skills per specific indicators; make comments on students' comprehensive skill evaluations; or require students to complete an addendum stating how comps. will be addressed in field internship.</p>



Curriculum Competencies Integration Progress Report May, 2012

Introduction

For Title IV-E program schools, the revised Curriculum Competencies for Public Child Welfare continue to be phased in among the member schools, with the goal that complete implementation will be accomplished as schools become re-accredited under the most recent CSWE requirements. The phase-in of the new CalSWEC competencies will vary among the CalSWEC member schools for two major reasons:

- Each school is at a different stage in its reaccreditation under the revised EPAS, and
- Each school’s curriculum development process may differ significantly.

To better understand how each school integrates the revised competencies, CalSWEC has been using a tracking method for the classroom and field curriculum. We also request what forms of evidence or tools each school utilizes to ensure students are learning the new competencies. In previous years, we have gathered competency integration tools from member schools to be used as sharable examples; continuing this practice will assist with the current process.

Review of the Process

Fall 2011— Schools completed the “working sections” of the forms at the beginning of this academic year. (These are intended to help schools track their own competency implementation progress over the phase-in year). This administration has been completed.

February 2012— The working sections were again completed. At the mid-February Project Coordinator meeting, progress was reviewed with the goal of CalSWEC’s offering assistance and gaining a better understanding of school implementation process.

May/June 2012—the above process will be repeated to insure competency phase in and infusion.

Current Interim Report

The following report is a snapshot of the February 2012 information submitted by the project coordinators at each of the IV-E Program sites. After the next two reporting periods, an in-depth report will be submitted in Fall 2012 to present all of the site data received.

Section II. Evidence of Competency Infusion

Classroom	
<i>In what ways will you ensure revised competencies are being taught/integrated in the classroom?</i>	<p>Largest number of schools note course syllabi that emphasize competency learning and explicit inclusion of competencies as learning objectives.</p> <p>Another primary method is the presentation of</p>

	<p>competencies in Integrated Seminar and their integration into class discussions.</p> <p>Competencies are also emphasized in topical workshops and repeatedly presented to students throughout the year.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Field	
<p><i>In what ways will you insure that revised competencies are being taught/integrated in field?</i></p>	<p>Most refer to full orientation of field instructors in the competencies and the process of integrating them into field learning.</p> <p>Field learning agreements reflect the revised competencies.</p> <p>In meetings with students, field instructors will consistently emphasize application of competencies in field practicum learning situations.</p>

Section III. Evidence of Competency Learning

Classroom	
<p><i>What tools or measures will be used to demonstrate that students are learning the revised competencies and practice behaviors in the classroom?</i></p> <p>Classroom, cont.</p>	<p>Majority of schools noted that students would be tested on their knowledge via quizzes, graded class discussion, and/or oral or written exams</p> <p>Many schools require students to make graded presentations involving competency knowledge.</p> <p>Several schools require students to respond to vignettes that include competencies or to participate in mock interviews that include competencies.</p>

Field	
<p><i>What tools or measures will be used to demonstrate that students are learning to apply the competencies in field to demonstrate practice behaviors?</i></p>	<p>Most refer to evaluation by field instructors and other educational staff to report on student competency learning and its application to the practice setting.</p> <p>Majority of schools also require students to present case-related studies involving competencies to their field seminar or units.</p> <p>In many schools, students are also required to demonstrate competency learning in graded role-</p>

	play or in written responses to vignettes.
--	--------------------------------------------

Sponsors:

National Association of Social Workers—CA
California Social Work Education Center
UC Berkeley

Special thanks to:

The National Association of Social Workers (NASW), California Chapter for its generous contribution to this conference. NASW has worked closely with CalSWEC since its founding and continues as an important member of the CalSWEC consortium.

The Title IV-E Student Day Conference is funded by the California Social Work Education Center (CalSWEC), through a contract with the California Department of Social Services. CalSWEC is the nation's largest coalition of social work educators and practitioners.



Title IV-E Student Day 2012



Friday, April 20, 2012

Sheraton Mission Valley San Diego Hotel

Welcome from the Student Day Coordinators

Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope... and crossing each other from a million different centers of energy and daring those ripples build a current that can sweep down the mightiest walls of oppression and resistance.

—Robert F. Kennedy

* * * * *

On behalf of the entire Title IV-E Planning team, we would like to welcome you to this year's Student Day conference. We are so thankful that you are able to join us today and participate in this important learning opportunity. The theme for this year's Student Day conference is ***Bridging the Practice Gap: Community-Based Approaches to Strengthen Families***, a theme we hope expresses what we as social work students and practitioners hope to achieve.

We would like to thank all the Title IV-E Student Representatives who gathered over the last several months from 21 universities throughout California. Together we worked as a team to create a theme, develop informative and creative workshops, find exhibitors, and collect basket donations. We would like to thank CalSWEC and the Project Coordinators for their direction, support, and generosity in providing us with this opportunity. We also appreciate the support of the many presenters, exhibitors, and donors who have been so gracious with their talent, time, and resources. With everyone's hard work, patience, and dedication, we have arrived at this day and are in store for a wonderful event.

We hope this year's Student Day provides training on current practices and policies in child welfare while providing an opportunity for you to network with current and future child welfare practitioners. As social workers, it is integral that we engage in dialogue and produce enriching collaborations in order to better serve our clients. It is our sincerest hope that each of you gains much in this experience as well.

Thank you,

Miata Holmes, *University of Southern California*
Shane Patel, *California State University, Los Angeles*
Sierra Reid-Hoffman, *San Diego State University*
Nicole Stiving, *California State University, Sacramento*
Student Day Coordinators and MSW Candidates 2012

unique program that offers support and resources for young adults up to the age of 20. Learn about the goals, challenges, and reality of AB 12. The workshop will discuss the balance between supporting youth and encouraging independence and the resources needed to make this work. Information will be presented and discussion will be led by Walfredo Don, supervisor of the Extended Foster Care unit in San Diego County. A former foster youth will also give perspective on the benefits and challenges of the program.

Walfredo Don

Walfredo Don is the supervisor of the AB 12 unit in San Diego. He has worked for the County of San Diego Health and Human Services Agency for 23 years. He received his M.S.W. from the State University of New York at Stony Brook and his undergraduate degree from Columbia University.

out-of-home care and houses the Family to Family Team Decision-Making Facilitators, as well as other duties. She also is the only child welfare trainer in the agency. Ms. White is 1996 graduate of San Jose State University.

- Omar Lopez, M.S.W.,** *Clinical Assistant Professor, School of Social Work, San Diego Academic Center, University of Southern California*
 Omar Lopez joined the School of Social Work in 2010. He is co-responsible for all San Diego Academic Center (SDAC) field activities, teaches integrative seminars for foundation-year students, and is the lead in the development of COPA and non-traditional social work internships in San Diego. Mr. Lopez is active in efforts of social work binational collaboration with Mexico. He is the faculty advisor to the student Latina/o and International Social Work Caucuses at SDAC. He also teaches the Leadership in the Social Work Profession and Organizations course. He is a 2011 Title IV-E graduate of San Diego State University.
- Ioana Mikkelsen, M.S.W.,** *Emergency Response-Children's Social Worker III, Department of Children and Family Services, County of Los Angeles*
 Ioana Mikkelsen has been an Emergency Response Children's Social Worker for the Los Angeles County Department of Children and Family Services for nearly six years. She started out with the county as an adoptions worker helping young children find a permanent home. Recently she was transferred to the Emergency Response Unit to investigate referrals of child abuse and/or neglect. She graduated in 2006 from California State University, Long Beach.

The Continuous Challenges to Achieving an American Dream: The Southeast Asian American Perspective

Description

This workshop will be focused on the following subjects: refugee immigration policy issues, economic and occupational adaption, identities and political participation, and finally, language and higher education. The workshop presenter's hope is to present topics and examples that will allow participants to further understand the continuous struggle of Southeast Asian Americans in achieving the American dream.

Peter Y. Vang

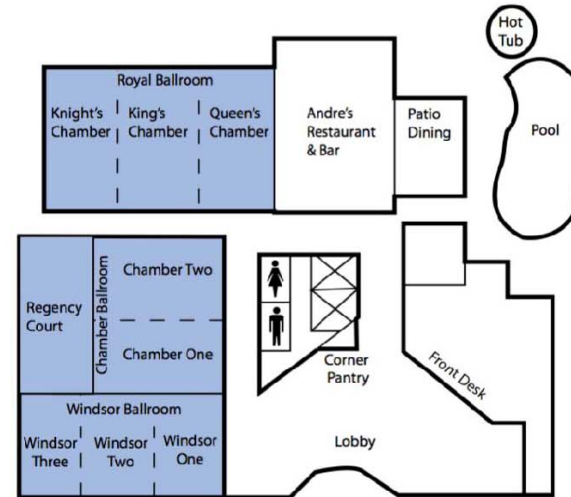
Peter Vang is a staff analyst and Refugee Community Liaison for the Fresno County Department of Employment and Temporary Assistance (E&TA). Prior to Fresno County E&TA, he worked for Fresno County Human Services System. Mr. Vang was also a Pre-Arrival Specialist with the Immigration and Refugee Services of America and has held various management positions, including director of Refugee and Immigration Services for Lao Family Community of Fresno and director of Resettlement Program for Nationality Services of Central California.

AB12

Description

Foster youth are now able to continue being dependents of Juvenile Court and access resources through Child Welfare Services past the age of 18. Attend this workshop and hear about this exciting,

Sheraton Mission Valley San Diego Hotel Floor Plan



Student Day 2011–2012 Planning Committees

Welcome/ Registration	Exhibitor/ Raffle	Media/ Alumni	Workshop
Nicole Stiving	Miata Holmes	Shane Patel	Sierra Reid-Hoffman
Maribel Magallanes	Tina Cowan	Lyzette Navarro	Bruna Atkisson
Anjelica Carlos	Amber Crume	Robin Palmer	Kim Johnson
Stephanie Gaskins	Crystallyan Pigeo	Cristi Page	Tasha Jones
Abel Blanco	Erika Peregrine	Lisa Haun	Vanessa Lee
Monique Vasquez	Melissa Marquez	Raysean Ford	Rudy Rosas
Anita Orr	Jennifer Brizuela	Angela Lalaind	Natasha Ekunwe
Julie Vong	Heidie Morris	Mary Liz Vannes	McKenna Murphy
Kelly Abejar	Adeline Aranydo	Monique Vasquez	Leo Clark
Amone Bounkhoun	Chryste Johnson		Sandy Garcia-Cuevas
Phil Donney	Charm Wright		Rachel Thompson
Shelly Staley	Vinmi Jaggi		Chris Stretch
Alyssa Najera			Tony Morris
Cristal Miranda			Barbara Ferri
Brittany Isbell			Edwin Fernandez
Rosa Martinez			Matthew DeCristoFano
Rosanna Gustafson			Matt Codde
Julie Blickenstaff			Tanya Lara-Hill
Esther Alaniz			Nicole Quinn
Justin Reitan			Kati Kouklis
Edgar Guerrero			Matthew DeCristoFano
Katie Mason			Pa Nhia Vang
Minh Truong			
Meashline Titus			
Darci Johnson			
Don Le			
Blanca Dominguez-Garcia			

reach the child's long-term goals. We believe this is the most important intervention foster care can provide. Learn how participating counties have redefined expectations of caregivers, clearly articulated these goals, and then aligned systems so that those goals can become a reality.

Jennifer Rodriguez

Jennifer Rodriguez is the executive director of the Youth Law Center (YLC), a legal advocacy organization that has worked in 20 states over the last 30 years to protect children in the nation's foster care and justice systems from abuse and neglect and to ensure these children receive the support and services they need to become healthy, productive adults. Ms. Rodriguez joined YLC as a staff attorney in 2007. Her current work focuses on ensuring that children and youth in foster care have the opportunity to live in homes able to meet their developmental, emotional, and cognitive needs and to receive high quality parenting.

Prior to joining YLC, Ms. Rodriguez was the legislative director and a youth organizer for the nationally recognized foster youth advocacy organization, the California Youth Connection (CYC), leading policy efforts to make the child welfare system responsive to foster youth. Her advocacy work at CYC resulted in a number of major legislative accomplishments for California foster youth, including development of a foster youth Bill of Rights, educational rights and services for foster youth, and increased efforts for permanence for older youth.

Ms. Rodriguez grew up in California's foster care and juvenile justice systems, and personally experienced the impact of institutionalization, inappropriate mental health services, and inadequate education support. She has trained agency staff, court staff, advocates, and caregivers across the country on improving outcomes for foster youth. She has also served on numerous local, state, and national child welfare reform taskforces over the last 10 years in an effort to ensure that systems base improvement efforts on the needs and perspectives of children and youth in care. On a daily basis Ms. Rodriguez is reminded of the urgency to improve foster care, as she is the mother of two beautiful young children.

Alumni Panel

Description

The Alumni Panel is designed as an opportunity for future Title IV-E alumni to ask questions of alumni who have been in the child welfare field for awhile. The panel consists of four individuals who encompass different areas in child welfare who will share with students the different paths and opportunities one has as Title IV-E alum.

- Ruth Supranovich, M.S.W., LCSW, Assistant Deputy Director, Health & Human Services Agency, County of San Diego, CA**
Ruth Supranovich currently leads and manages the daily operations of San Diego County's Health and Human Services Agency in the North Coastal and North Inland Regions. As assistant deputy director, she leads a full-time staff of approximately 500 and manages the daily operations of Child Welfare Services, Public Health, and Eligibility and Employment Services. She is a 1995 Title IV-E graduate of San Diego State University.
- Alice White, M.S.W., Supervisor II/Staff Service Trainer, Department of Social and Employment: Family and Children Services, Monterey County, CA**
Alice White is both a Supervisor II and Staff Service Trainer in Monterey County. Her dual positions include supervising of the Resource and Support Unit, which places children in

Project, aimed at addressing the staggering number of minority youth with unidentified/untreated mental health and learning disabilities who are being pushed out of schools and into the juvenile justice system. Ms. Vachani is a community activist at heart and is committed to strengthening families and communities through legal and social advocacy.

Knowing the Best of What's Out There in Evidence-Based Practice: What Is It and Why Is It Important?

Description

What do we need to look at when we're trying to find the best of what's out there? Come to this workshop to learn more about what evidence-based practice (EBP) is and why it is important for students (who are already child welfare professionals) to advocate for solid empirical research showing effectiveness in improving outcomes for families and children. Presenters will introduce the California Evidence-Based Clearinghouse for Child Welfare (CEBC), a key online resource for identifying, selecting, and implementing evidence-based child welfare practices that have been shown to improve child safety, increase permanency, increase family and community stability, and promote child and family well-being. This workshop provides a great opportunity for participants to understand how the CEBC can assist you throughout your work and careers, as well as how it can provide valuable information on evidence-based practices from various perspectives.

Cambria Rose Walsh and Blake Zimmet

Cambria Rose Walsh, *LCSW*, has worked for Chadwick Center for Children and Families at Rady Children's Hospital since 2001. She is currently the project manager of the California Evidence-Based Clearinghouse for Child Welfare (CEBC), a high-profile and complex evidence-based practice (EBP) project with national and international significance. Ms. Walsh was formerly the project manager of the Safe Kids California Project (SKCP), overseeing the implementation of SafeCare® in multiple counties in California. She also worked as a therapist in the Chadwick Center's Trauma Counseling Program. She is currently a trainer for Trauma Focused Cognitive Behavioral Therapy (TF-CBT), which is rated 1 on the CEBC scale.

Blake Zimmet, *LCSW*, currently works as the training coordinator for the CEBC. He delivers various presentations to child welfare audiences in California and nationally, disseminating information related to the importance of evidence-based practices within the child welfare field. Mr. Zimmet worked in San Diego's child welfare system for five years as an Emergency Response social worker investigating allegations of abuse and neglect. In 2008, he was employed as a full-time bilingual trauma therapist at Rady Children's Hospital, Chadwick Center's Trauma Counseling Program. He is experienced in such evidence-based practices as Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) and Parent-Child Interaction Therapy (PCIT).

Quality Parenting Initiative: Fostering for the 21st Century

Description

This workshop will focus on California's Quality Parenting Initiative (QPI), an approach to strengthening foster care based on the core premise that the primary goal of the child welfare system is to ensure that children have effective, loving parenting. QPI works with counties to ensure that when children's own parents can't care for them, the system supports the foster or relative family in providing the loving, committed, skilled care that the child needs, as well as working effectively with the system to

Student Day 2012 Conference Schedule

8:00–8:45 am

Continental Breakfast | Ballroom
Registration

8:45–9:15 am

The following all take place in the Ballroom:

Welcome: 2011–2012 Student Day Coordinators

Introduction of 2012–2013 Student Day Coordinators

Remarks: Chris Mathias, *Director, Title IV-E Program, CalSWEC*

9:15–10:00 am

Keynote Speaker: Margaret Jackson, *LCSW*

10:10–11:10 am—Workshop Session 1

- | | |
|--------------------------------------------|------------------|
| 1. AB 12 | Regency Court |
| 2. California Evidence Based Clearinghouse | Queens Chamber |
| 3. Neurodecolonization | Chamber Room |
| 4. School-to-Prison Pipeline | Windsor Ballroom |

11:20 am–12:20 pm—Workshop Session 2

- | | |
|------------------------------------------|------------------|
| 1. Quality Parenting Initiative | Windsor Ballroom |
| 2. AB 12 | Regency Court |
| 3. Southeast Asian American Perspectives | Chamber Room |
| 4. Grandparents As Parents (GAP) | Queens Chamber |

12:20–1:30 pm—Lunch/Raffle | Cru Bistro

1:40–2:40 pm—Workshop Session 3

- | | |
|----------------------------------|------------------|
| 1. Quality Parenting Initiative | Windsor Ballroom |
| 2. Grandparents as Parents (GAP) | Queens Chamber |
| 3. Neurodecolonization | Chamber Ballroom |
| 4. Title IV-E Alumni Panel | Regency Court |

2:50–3:30 pm

Job Prep and Hiring Skills Workshop | Ballroom

Hosted by Donna Thoreson, *CalSWEC Workforce Development Coordinator*

3:30–4:00 pm

Reconvene | Ballroom

4:10–5:30 pm

Reception—Sponsored by NASW | Poolside

Keynote Speaker:
Margaret Jackson, LCSW

Margaret Jackson, LCSW, has over 25 years of child welfare experience. A professional trainer and consultant, Ms. Jackson currently serves as the director of the Cultural Broker/Family Advocate Program in Fresno County. She is also a licensed and Certified Facilitator of Racial Sobriety at the Institute for Recovery from Racism® at the Washington, D.C., Training Center under Director and Founder FR. Clarence Williams, CPPS, Ph.D. Ms. Jackson teaches child welfare, diversity, and practice courses at the California State University, Fresno Social Work Program and has served as field liaison/instructor for the CSU, Fresno Title IV-E B.A.S.W. Program. She is also a national trainer/consultant for Nurturing Parenting Programs and specializes in facilitation and training of the African Nurturing Parenting Program.

Workshops

**Neurodecolonization:
Applying Mindfulness Research to Decolonizing Social Work—
Implications for Child Welfare**

Description

This presentation shows how neuroscientific research can be applied to decolonizing social work interventions to enhance human wellbeing. Decolonizing social work recognizes the inherent limitations and imperialist frameworks in Western social work that must be contested and transformed on behalf of populations that have been victimized rather than helped by these approaches. To this end, the presentation focuses on neurodecolonization, a conceptual framework which uses mindfulness research to facilitate an examination of ways in which the human brain is affected by the colonial situation and an exploration of mind brain activities that change neural networks and enable individuals to overcome the myriad effects of trauma and oppression inherent in past and modern day colonialism. Suggestions are provided as to how neurodecolonization projects can be launched in child welfare contexts.

Dr. Michael Yellow Bird

Dr. Michael Yellow Bird (Ph.D., Wisconsin) is a citizen of the Three Affiliated Tribes and a Professor of Social Work at Humboldt State University, Arcata, CA. He is the author of numerous scholarly articles and co-editor of two books: *For Indigenous Eyes Only: The Decolonization Handbook, 2005* (with Dr. Waziyatawin) and *Indigenous Social Work around the World: Towards Culturally Relevant Education and Practice, 2008, 2010* (with Professors Mel Gray and John Coates). He has two forthcoming co-edited books: *For Indigenous Minds Only* (in press) and *Decolonizing Social Work* (forthcoming).

Dr. Yellow Bird's teaching, writing, research, and community work focus on social work with Indigenous Peoples, decolonizing social work, neurodecolonization, neuroscience and social work, and employing mainstream and traditional Indigenous mindfulness practices in Tribal communities to

6

promote health and well-being. He writes a regular mind body health column for the *MHA Times* and maintains a blog that shares his writing on topics related to Indigenous Peoples, health, decolonization, social work, and mindfulness (ArikaraConsciousness.blogspot.com/). He can be emailed at mjoy9@humboldt.edu

Grandparents as Parents (GAP)

Description

The Grandparents As Parents (GAP) workshop will consist of a short history of the organization and the services they provide for relative caregivers. GAP will also have a panel of relative caregivers and volunteers for GAP who will share their stories and the importance of referring families to community-based organization like GAP that provide support groups for relative caregivers. The panel will provide an interactive session with questions and answers regarding best practices in engaging relative caregivers in the child welfare system.

Grandparents As Parents (GAP)

Founded in 1987, GAP is a nonprofit organization created to address the issues that arise when a breakdown in the traditional family structure leads to the abandonment of a child by his parents or to the removal of a child from his parents. Such breakdowns can be caused by a variety of circumstances but the primary instigating factors are typically abuse or neglect, parental substance abuse, spousal abuse, incarceration, mental illness, parental abandonment, or death. GAP's mission is to provide programs and services to meet the urgent and ongoing needs of kinship families: families in which grandparents or other relatives assume primary responsibility for raising children living without their parents. A recognized leader in the kinship care arena, GAP supports these multigenerational linkages, meeting caregiver and family needs as a means of improving outcomes for at-risk children and youth. GAP provides direct services, acts as an educational and informational resource, works to link families to existing resources, and advocates on behalf of families with county agencies, schools, doctors, and courts. GAP promotes optimum care for abused, neglected, and abandoned children and the kinship families who strive to give them stable, loving homes.

School-to-Prison Pipeline

Description

Youth with learning disabilities and mental health needs are being systematically pushed out of school systems and into alternative ones such as the juvenile justice system as a result of a failure to properly identify, assess, and provide adequate educational and mental health services at the school level. This training will provide attendees a basic understanding of education law, including special education law; school discipline law; and foster, probation and homeless youth-specific education law. The training will also provide attendees useful advocacy tips and resources to ensure that social workers advocate with confidence at SST, IEP, disciplinary, and other school meetings.

Shantel Vachani

Shantel Vachani, Esq., M.S.W., received both her law degree (2008) and her M.S.W. (2007) from UCLA. Ms. Vachani currently works at Public Counsel in the Children's Rights Project where she provides legal and social advocacy for transition age foster youth. In addition to direct services, she provides stakeholder trainings and works on policy issues related to court-involved youth. In addition to her work at Public Counsel, Ms. Vachani is also adjunct lecturer at the USC School of Social Work where she teaches foundation-year Policy courses. Prior to joining Public Counsel, Ms. Vachani was a Soros Fellow at the Learning Rights Law Center where she developed the School-to-Prison-Pipeline Reversal

7