



CalSWEC

California Social Work Education Center

Created in 1990, the California Social Work Education Center (CalSWEC) is a consortium of the state's 22 accredited social work graduate schools, all 58 county departments of social service and local mental health departments, the California Department of Social Services (CDSS), the California Chapter of the National Association of Social Workers, the County Welfare Directors Association (CWDA) of California, the County Behavioral Health Directors Association of California, and foundations. It is the nation's largest coalition of its kind working together to provide professional education, student support, in-service training, and workforce evaluation research—all directed toward developing effective, culturally competent public service delivery to the people of California.

CalSWEC's Goals

- Preparing a diverse group of social workers for careers in the human services, with special emphasis on the child welfare, mental health, and aging fields
- Defining and operationalizing a continuum of social work education and training
- Engaging in evaluation, research, and dissemination of best practices in social work

CalSWEC, a unit of the School of Social Welfare at the University of California, Berkeley, operates the Title IV-E Stipend Program, Regional Training Academy (RTA) Coordination Project, Integrated Behavioral Health Program (IBH), and Aging Initiative (AI). In collaboration with its partners, it works to develop a diverse and qualified workforce for the fields of child welfare, behavioral health, and aging; enhance skills among public and contract agency staff to serve diverse populations in California; and contribute to knowledge in these systems. CalSWEC provides stipends to schools of social work for Bachelor's- and Master's-level students; develops curricular tools for faculty and in-service trainers; coordinates statewide in-service training activities; and studies the effectiveness of its programs.

TITLE IV-E CHILD WELFARE TRAINING PROGRAM

The Title IV-E Child Welfare Training Program offers financial support to graduate social work students preparing for the field of public child welfare. The project offers financial support of \$37,000 (\$18,500 for each of two years) to graduate social work students who plan to practice in child welfare services. Upon graduation, the students work in a county child welfare service for a time equal to the period for which they received support.

With academic year 2004–2005, CalSWEC initiated the Title IV-E project leading to a BASW in child welfare. This program, which offers a total of \$15,000 of educational support in the final year of study, is available at California State University campuses at Chico, Fresno, Humboldt, Long Beach, San Bernardino, and San Diego. Graduates from the BASW program are expected to complete two years of service in a county child welfare agency for one year of support received.

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MAJOR ACTIVITIES

- **Curriculum Competencies:** The Board of Directors Curriculum Committee is responsible for evaluating curricula in social work education and developing new curricular materials and resources for use by social work programs throughout the state. The committee spearheaded the latest (2010) revision of the CalSWEC Curriculum Competencies for Public Child Welfare, created to assist graduate schools of social work in preparing child welfare MSW students for their future careers in public child welfare. The Title IV-E BASW program has an undergraduate version of the Curriculum Competencies, which were revised in 2009 to reflect generalist child welfare practice at the professional entry level. The California Public Child Welfare Competencies, as they are also known, serve as a model for collaborative curriculum development across the nation and are revised periodically to reflect current practice.
- **Title IV-E Field Model:** To strengthen field instruction as a learning tool, CalSWEC launched the Field Instruction Initiative in 2010 to develop structures that support consistent, high-quality field experiences for students in the Title IV-E Child Welfare Training Program. During fall 2012–summer 2013 CalSWEC engaged a variety of stakeholders in an iterative feedback gathering process to develop a cohesive and integrated model for field education in the Title IV-E program. Called the Title IV-E Field Model, it consists of: (1) mutual partnership activities, (2) field instructor recruitment and support, (3) placement selection and process, and (4) field curriculum.
- **The Pathway Program:** This program is intended to address the educational needs of social workers in county child welfare agencies in remote, rural, and/or not in proximity to a university that has a B.A.S.W./M.S.W. program. The program, which began in late 2008, is a distance-education program designed to support students at different phases of their education, from the B.A in social work to the M.S.W. It supports the student via tuition assistance, travel reimbursement, hands-on agency instruction, in-field supervision, and web-based course work to provide access to social work education at most levels of educational need. The current focus of the program is on rural social work practice.
- **Best Practice and Curriculum Building:** The Board of Directors Research and Development Committee engages in, sponsors, and directs curriculum development efforts based on empirical study pertaining to social work education and social work practice in public social services. The committee funds efforts that (1) advance the knowledge of best practice in public child welfare and (2) contribute curriculum for graduate social work education and agency staff development. Joint agency-school program development and evaluation activities are encouraged to support CalSWEC's efforts to enhance social workers' sense of efficacy while involving students and staff in improving the current child welfare system.
- **Title IV-E MSW Program Evaluation:** Currently the MSW program is evaluated in two ways. The first is through the Curriculum Snapshot in which the Title IV-E participant schools provide information about field placements, school-agency partnerships, the classroom, field curriculum, and competency delivery. Participant schools are asked to identify gaps in the curriculum delivery and program design. The second way is the New Graduate Survey, which asks graduates who have begun working to provide information about the program's effectiveness in preparing them for work in public child welfare.
- **CalSWEC Career Path Study:** Title IV-E MSW graduates are surveyed three years and five years post graduation. Survey items pertain to graduates' work experiences and whether or not they continued to work in child welfare. The survey is designed to understand the factors that influence their decision and their corresponding career paths.
- **CalSWEC Workforce Study:** CalSWEC periodically surveys the public child welfare workforce to

determine the extent to which the state is meeting its needs and requirements for Master’s-level social workers among workers and supervisors. In 2011 it conducted the Agency Staffing Characteristics Survey to collect data on vacancies, caseload structure and size, and

turnover, among other factors. CalSWEC also conducted the Individual Worker Survey to obtain a detailed perspective on the workforce, including demographics, program assignments, and experience level.

REGIONAL TRAINING ACADEMY (RTA) COORDINATION PROJECT

The Regional Training Academy Coordination (RTA) Project is a statewide collaborative for in-service training and continuing professional education of public child welfare staff. Six coordinating partners—the four regional training academies, the University Consortium for Children and Families/Los Angeles County Training Division, and the Resource Center for Family-Focused Practice—provide a continuum of training and professional education to county staff across the state. This coordinated delivery model reduces duplication of training, increases consistency, promotes professionalism and competency, and supports child welfare staff retention in California’s 58 counties.

MAJOR ACTIVITIES

- **Statewide coordination of curriculum development and standardization:** CalSWEC coordinates the development and implementation of statewide Common Core training for line workers and supervisors, as mandated by the federal Child and Federal Services Review (CFSR). It co-chairs the Statewide Training and Education Committee (STEC) with CDSS to address statewide training issues. The project also works to integrate best practices and research into curricula for use across the state, and to integrate pre-service B.A.S.W./M.S.W. education with in-service training. CalSWEC convenes strategic planning sessions for the coordinating partners to further this work.
- **Statewide training evaluation:** A national leader in the evaluation of human services training, CalSWEC has developed the Framework for Training Evaluation, a common approach to evaluation that can be used to evaluate child welfare training across the state. The project also annually sponsors the National Human Services Training Evaluation Symposium, a unique forum for training evaluators from around the country to present and discuss training evaluation issues. In 2003 CalSWEC received a Special Recognition Award from the National Staff Development and Training Association for this symposium. CalSWEC also leads the evaluation of the statewide Common Core training for line workers and for supervisors.
- **Fairness and equity in child welfare services training:** This training works to focus statewide efforts on developing and implementing effective training strategies to address inequities in the child welfare system based on race, ethnicity, economic status, or region. The Symposium on Fairness and Equity Issues in Child Welfare Training brings together training professionals from around the state to strategize about this vital issue. CalSWEC has also co-sponsored statewide events aimed at county leadership and provides funds for its coordinating partners to work on this issue regionally.
- **Evidence-Based Practice:** The pace of change in California’s child welfare system has accelerated rapidly with the advent of the CFSR process, the implementation of AB 636, and the continuing movement toward evidence-based and evidence-informed practice. CalSWEC has been at the center of these changes, providing leadership and training assistance to move California toward a more evidence-based, child- and family-focused, equitable child welfare system. Working closely with our partners, CalSWEC (with the Child and Family Policy Institute of California [CFPIC]) has developed a statewide child welfare research agenda, sponsored symposia on evidence-based practice, and worked to infuse research and evidence into all statewide curricula.

INTEGRATED BEHAVIORAL HEALTH (IBH) PROGRAM

The Mental Health Services Act (MHSA), enacted in 2004, provides funding for comprehensive changes in the public mental/behavioral health system in California to deliver services that: promote recovery for adults, children, adolescents, and older adults with severe mental illness; provide client-centered, culturally competent, and linguistically accessible services; and promote wellness and reduction of stigma in communities. To accomplish these long-term policy and practice changes, MHSA includes funding to remedy the shortage of qualified mental/behavioral health staff, and equip providers in public mental/behavioral health agencies with new skills.

CalSWEC's Mental Health Program (MHP) was launched in 2005 with funding from the MHSA Workforce Education and Training component. Effective July 1, 2016, the MHP became the Integrated Behavioral Health (IBH) Program. As with the former MHP, the IBH Program contracts with the California Office of Statewide Health Planning and Development to distribute MHSA funds each year to schools of social work to provide stipends and specialized training for students who are interested in a career in the public mental/behavioral health system. Effective July 1, 2016, this is called the MHSA Stipend Program. The IBH Program has developed and implemented a set of curriculum competencies for public mental/behavioral health services that the schools include in their academic and field program for these students. Process and outcome studies also have been implemented to track programmatic progress and challenges.

MAJOR ACTIVITIES

- **Stipends:** The IBH Program, through its partner schools, distributes stipends of \$18,500 each for full-time students in their final year of graduate education, or \$9,250 each for part-time MSW students in an advanced year of study. Each school selects MHSA Stipend Program recipients, provides opportunities through classroom or fieldwork curricula for IBH Program students to learn core competencies grounded in mental health recovery principles, and supports students in launching new careers in the mental/behavioral health system after graduation. Upon graduation, stipend-recipients must complete a service obligation in a county-operated or county-contracted mental/behavioral health setting.
- **Curriculum Competencies:** The competencies guide the development of recovery-oriented curricula; each of the schools addresses these in foundation and advanced academic coursework and field placements. Five modules on the following topics also have been developed for faculty to use: Recovery, Stigma, and Discrimination; Co-Occurring Disorders; Specialized Interventions for Children and Transition Age Youth with Severe Emotional Disabilities; Specialized Mental Health Interventions with Older Adults; and Child Welfare—Mental Health Collaboration.
- **Technical Assistance:** CalSWEC offers consultation and technical assistance to interested faculty, field instructors, mental health workforce development coordinators, and others. The purpose of these activities is to strengthen the capacity of schools of social work to train new professionals for the mental/behavioral health systems in California.
- **Program Evaluation:** CalSWEC tracks student demographic information and post-graduate employment outcomes. Studies also have been conducted on methods used for curricula implementation and how well the specialized curricula prepare graduates to work in the mental/behavioral health systems. Summary reports are available on the CalSWEC website.

AGING INITIATIVE

In 2004, CalSWEC launched the Aging Initiative (AI) in recognition of the need to recruit and train a competent geriatric workforce to support older Californians and their families. As the state's population of older adults grows, geriatric specialists in the state's social services, health, public mental health, and alcohol and drug systems are needed. A primary AI goal is the development of a geriatrically trained social work workforce who may serve in a variety of service delivery systems, sharing knowledge and skills across systems in order to achieve better outcomes for geriatric clients.

AI has initiated the development of a social work workforce with specialized training in geriatric issues through the creation of a set of competencies for MSW students, offering training to strengthen the capacity of workers across multiple systems to recognize and address the multifaceted needs of older adults and their families, and working collaboratively in work groups and task forces to bring an aging perspective on policy and practice decisions that impact this population.

MAJOR ACTIVITIES

- **Communications:** Collaboration will continue with Merced County, which led the effort to develop a recruitment video for Aging and Adult Services social workers. Next will be the dissemination of this video and others, as well as other related communications products.
- **Funding:** Defining the role of social workers and workforce development for them in the medical, dual eligible, and Coordinated Care Initiative environments is underway. Related to this will be the development of a collaboration between CalSWEC and selected counties involved in Cal MediConnect to test a social work service delivery model and the funding for students to prepare for work in Coordinated Care roles.
- **Curriculum Development:** This includes content and perspectives that address cross-disciplinary, cost-saving services that keep elders in their home and community; promote a better quality of life; and identify behavior health models. To serve rural needs, distance learning and regional models of curriculum dissemination would be incorporated. Additionally, CalSWEC's website now includes a page dedicated to gerontology and Aging Curriculum and Training Resources.
- **Best Practices Research and Dissemination:** As curriculum is identified, the Aging Initiative and Adult Services Committee will help to identify best practice interests. Additionally, CalSWEC will host a series of webinars for agencies and university faculty to disseminate information on curriculum products and best practices.

CalSWEC RESOURCE LIBRARIES

- **California Child Welfare Resource Library**
This resource library provides web access to all of CalSWEC's Research Based Curriculum Development projects as well as other child welfare curriculum and educational resources, at cost, to agencies, schools of social work, organizations, and individuals throughout the United States as well as internationally. The California Child Welfare Resource Library, the central dissemination point for CalSWEC child welfare curriculum development products, is administered by and located at the Department of Social Work at California State University, Long Beach. Its database includes nearly 4,000 items. Information about the California Child Welfare Resource Library and its materials are accessible at <http://www.csulb.edu/projects/ccwrl/>.
- **The Integrated Behavioral Health Program Curriculum Resources Library**
The Curriculum Resources website for the Integrated Behavioral Health Program (IBH) is hosted at Loma Linda University Department of Social Work and Social Ecology. It includes documents relevant to mental health curriculum development and implementation from a variety of international, national, and statewide sources. The website can be accessed at <http://www.llu.edu/behavioral-health/socialwork/calswecmentalhealth.page>.

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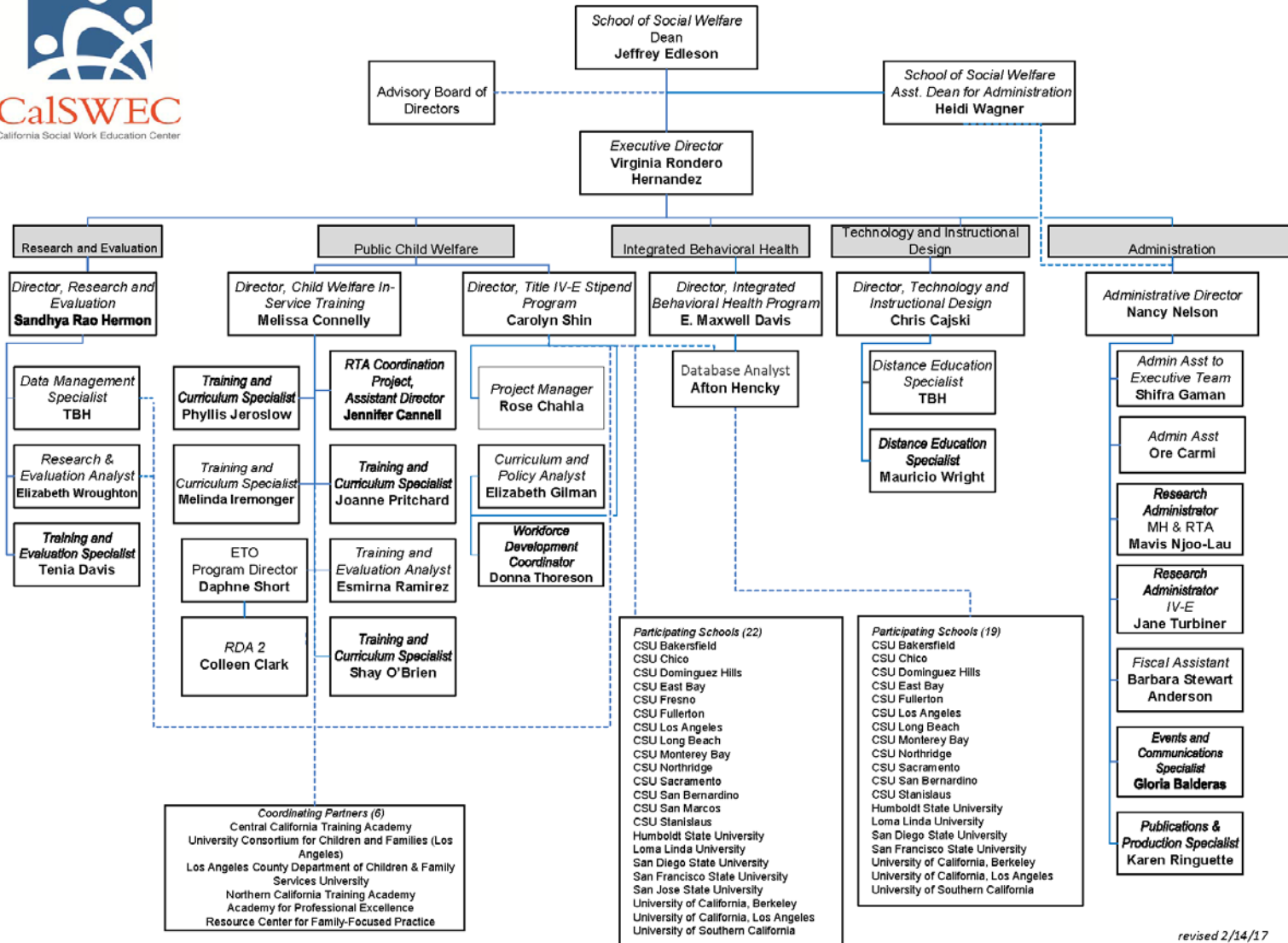
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