

LOS ANGELES COUNTY
DEPARTMENT OF CHILDREN AND FAMILY SERVICES
TRAINING ACADEMY FOR CHILDREN'S SOCIAL WORKERS



Children's Social Worker
Portfolio and Training Guide

TRAINEE NAME: _____

ACADEMY GROUP: _____

ACADEMY START DATE: _____

ACADEMY ANCHOR NAME: _____

(DRAFT)

Los Angeles County
Department of Children and Family Services
Training Academy for
Children's Social Workers



Children's Social Worker
Portfolio and Training Guide

Trainee Name: _____

Academy Group: _____

Academy Start Date: _____

Academy Anchor Name: _____

Academy Anchor Telephone: _____

*CSULB Child Welfare Training Centre and
DCFS Training Section*

Los Angeles County
Department of Children and Family Services

Portfolio and Training Guide for New CSWs

The purpose of the ***Portfolio and Training Guide*** is to direct and support the professional development of new Children's Social Workers (CSWs) during their first year of service with the Department of Children and Family Services (DCFS). The Portfolio is a reference document for CSWs, as well as for Supervising Children's Services Workers (SCSWs) and managers who supervise new workers, beginning with the CSW Core Training Academy and continuing through the end of the CSW's nine month probationary period.

The ***Portfolio*** is divided into the following three sections:

I. CSW Training Guide (p. 5-38)

(To be removed by the CSW and used in the office with their SCSW)

- Core Practice Model overview (p. 6-8)
- Worker Self Assessment (p. 9-16)
- Field Checklist - tracks completion of critical training elements (p. 17-29)
- Enhanced Field Day activities outlines (p. 30-38)

II. SCSW Guide to Training for New CSWs (p. 39-52)

- Core Practice Competencies
- CSW Core Training Academy Topics
- Field Checklist for training on-the-job tasks, relevant policy and procedures, and field activities
- CSW Performance Work Plan – Performance Expectations
- SCSW Case Conferencing Elements

III. Additional Documentation and References (Appendix)

- CSW Core Training Academy Schedule by Practice Domains
- DCFS Policy and Procedures Self Directed Review
- SCSW Individual and Group Case Conferencing Formats
- L.A. County Performance Work Plan (Performance Evaluation for CSWs)
- Integration of Core Practice Model with Practice Domains and Academy Topics
- Goals Guiding Development of New CSW Training Portfolio
- References

I. CSW Training Guide

During the Core Academy, the line SCSW and the Training Academy Anchor work in tandem to prepare the new CSW for assuming line responsibilities. The Training Academy provides specific topical training, experiential activities, policy and procedures and best practice social work techniques and explores the ethical and moral dimension of our work. Throughout the Academy, the line SCSW provides field day activities and on-the-job training to reinforce key skill, knowledge and values learning objectives.

To maintain consistency in provision of both training and field experiences for new workers during the new worker academy and to guide line supervisors in post academy probationary training for these workers, each CSW will be given an individual **CSW Training Guide**. The **CSW Training Guide** contains the following four documents:

Core Practice Model Overview

The Core Practice Model diagrams the continuous sets of activities performed by CSWs in the six key practice areas of:

1. Basic Knowledge, Foundations of CPS and Legal Issues
2. Engaging Families
3. Building Teams around Families
4. Information Gathering and Assessment
5. Service Planning
6. Tracking and Adapting

The Core Practice Model serves as the framework for formal and on-the-job training and field activities during the new CSW's probationary period.

Worker Self Assessment

This self assessment is completed by new workers on the first day of the CSW Core Training Academy. The assessment gathers demographic information, specific content areas in educational background, and related child welfare experience in and out of the department. Workers are also asked to rate themselves on a five level scale (from beginning skill development to exceptional skill demonstration); this needs assessment informs ongoing training development in the department. Workers rate themselves again at the end of the academy and, in consultation with their supervisor, after three and six months on-the-job.

Field Checklist

This tool tracks completion of critical training elements relevant to each of the six key areas of the Core Practice Model. Specific tasks are checked indicating the SCSWs agreement that the CSW has satisfactorily completed that task whether by academy training, self directed policy review, practice or on-the-job training.

Enhanced Field Day activities outline

During the CSW Core Training Academy CSWs will participate in four office field days. CSWs and their SCSWs are provided with suggested activities for new workers that connect to recently presented Academy sessions and are keyed to the six Core Practice Model areas.

II. SCSW Guide to New CSW Training

During the Core Academy, the line SCSW and the Training Academy Anchor work in tandem to prepare the new CSW for assuming line responsibilities. Although the Core Academy provides specific topical training, experiential activities, policy and procedures and best practice social work techniques, the line SCSW has primary responsibility to insure that CSWs apply their learning to field practice; SCSWs track a CSW's skill and knowledge acquisition and monitor the CSW's progress in meeting probationary performance standards.

To support SCSWs in this critical supervision role, the Guide is divided into the six individual practice areas (Basic, Engaging, Teaming, Assessing, Planning, and Tracking). Each practice area contains area specific elements in the following order:

Core Practice Competencies – basic knowledge, skills and abilities necessary to perform the practice area activities as reflected in the current professional literature

Training Academy topics relevant to practice area

Field Checklist for training on-the-job tasks, relevant policy and procedures, and field activities

Performance Expectations (L.A. County Performance Work Plan) keyed to each practice area

Individual Case Conference Elements pertinent to the practice area

This comprehensive integration shows how **training** for new CSWs is linked to their **field practice**, including connections to what the current professional literature says about best practice, training and **improved outcomes** for children. The integration also cross references a tool used by SCSWs (Case Conference elements) to **monitor** workers' performance and a tool (Performance Evaluation) to **measure** their performance.

III. Additional Documentation

The following documents were used in the development of the New CSW Training Portfolio:

1. CSW Training Academy Topics by Practice Domain
Academy topics are linked to Domains of Child Welfare Practice. These domains are commonly recognized by child welfare organizations such as Child Welfare League of America, California Social Work Education Center, and Institute for Human Services.
2. Integration of Core Practice Model with Practice Domains and Academy Topics
Academy topics and Practice Domains are linked to relevant Core Practice Component (Basic, Engaging, Building Teams, Assessing, Planning, Tracking).
3. DCFS Policy and Procedures Self Directed Review
A reference to relevant policy and procedures documents by topic.
4. SCSW Individual Case Conferencing Formats for ER and FM/R
These formats are used by SCSWs during individual CSW case conferences to assure that all critical information has been gathered and assessed prior to decision making.
5. L.A. County Performance Work Plan (Performance Evaluation for CSWs)
6. Goals Guiding Development of New CSW Training Portfolio
The guiding principles used in developing the Portfolio and their link to Portfolio tools and documents.
7. References

To the New Children's Social Worker

Welcome to the New Worker Academy!

The purpose of the **CSW Portfolio and Training Guide** is to support your professional development as a Children's Social Worker (CSW) during your first year of experience with the Department of Children and Family Services (DCFS).

There are four documents in this guide. An instruction sheet is attached to each tool.

The Core Practice Model

This model serves as the framework for the formal and on-the-job training you receive during your first year as a CSW. It is used to show how your daily tasks, and the knowledge and skill you bring to these tasks, lead to positive outcomes for the children and families we serve.

A Self Assessment (Tool)

This survey is distributed on the first day of the Academy. The information gathered will help assess your training needs and make the Academy a productive experience for you. Please complete the assessment as fully as possible.

Field Checklist (Tool)

The Field Checklist document is divided into the six categories of the Core Practice Model: Basic Skills, Engaging Families, Building Teams, Gathering Information & Developing Assessments, Service Plans, Tracking and Adapting Plans.

This checklist is intended to capture some of the broad responsibilities you may experience while working with families on your caseload and is designed to help you begin to learn the many aspects of the diverse, challenging and rewarding role of a CSW.

The checklist is designed to help you begin to learn the aspects of the diverse, challenging and rewarding role of a CSW. It is not meant to stand alone and must be used in conjunction with ongoing consultation and close supervision. The best part about the checklist is that it does *not* have to be completed in any order, nor does it need to be completed in its entirety. It is meant to be a flexible document for you to use with the assistance of your SCSW as your caseload and office experiences progress over time.

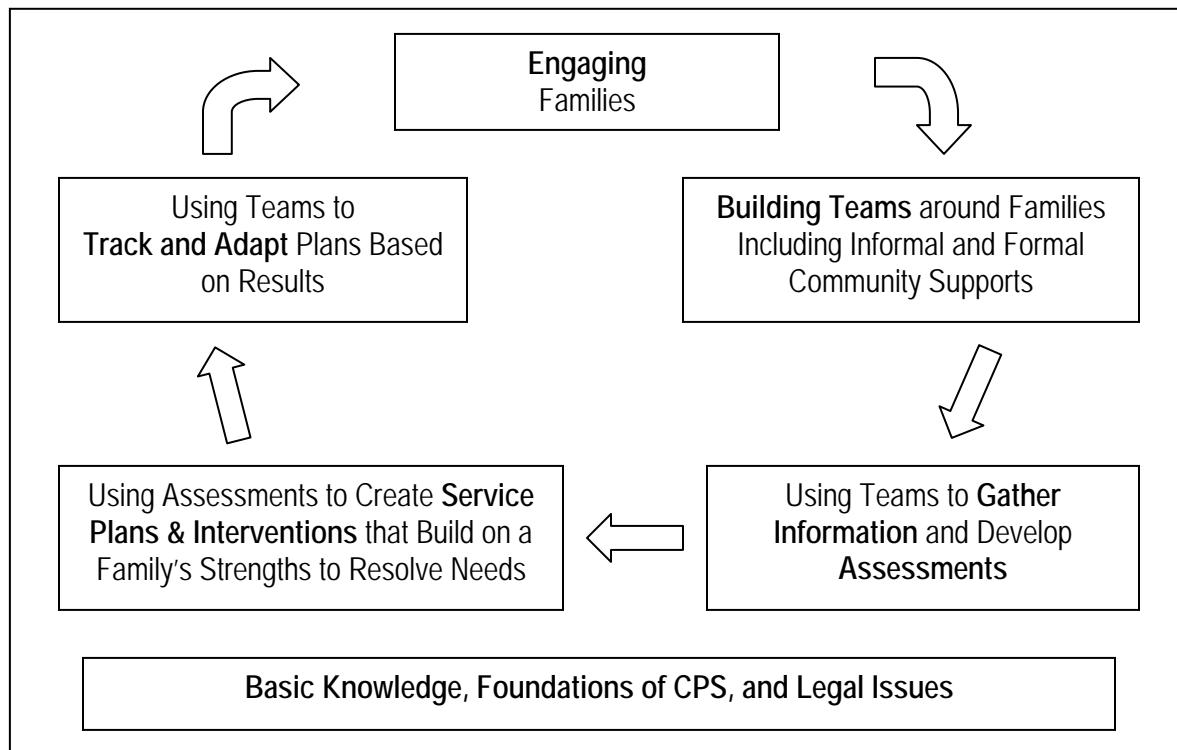
Field Day Activities Outlines (Tool)

During Core Academy you will report to your assigned office for four Field Days. The proposed activities are intended to provide you with the opportunity to apply the skills you have learned in Core Academy to various aspects of the CSW role. You may have time to complete only one of these activities per Field Day – these activities are flexible and meant to be completed in consultation with your SCSW.

Core Practice Model

- The context for current child welfare practice in Los Angeles County has been set by the three **federal** key outcomes of *safety, permanence and well-being* for children.
- These outcomes are supported and reinforced by the **California** Child Welfare Services Improvement Plan and the **Los Angeles County** DCFS System Improvement Plan (SIP).
- The three key goals for **LA County DCFS** are:
 - Improved permanence**
 - Improved safety**
 - Reduced reliance on out-of-home care**

DCFS must additionally clarify how CSWs' daily tasks lead to best child welfare practice in working with the families and children they serve. The Core Practice Model diagrams the continuous sets of activities performed by CSWs in the five key practice components of Engaging, Building Teams, Information Gathering and Assessing, Service Planning, and Tracking and Adapting. A sixth component was identified by the DCFS Executive Team to show that these practice components rely on a basic knowledge of the legal and professional foundations of CPS. This enhanced Core Practice Model serves as the framework for both formal and on-the-job training and field activities during new CSWs' probationary period.



*Adaptation of *The community partnership practice model* (2005, Spring). Anderson, C. New York, NY: Center for Community Partnerships in Child Welfare and Center for the Study of Social Policy.*

The following table explicates the model in greater detail and indicates where key elements of the Adoption and Safe Families Act (ASFA), the Katie A. Settlement Agreement, and DCFS Executive Team feedback have been incorporated.

A CORE PRACTICE MODEL

(Incorporating ASFA, Katie A. Settlement Agreement, and DCFS Executive Team feedback)

| Core Practice Model Defined | Engaging Families | Building Teams (Networks) Around Families | Using Teams to Gather Information and Develop Assessment | Create Individualized Service Plans and Ensure Safety and Permanent Placement | Track and Adapt Plans Based on Results |
|--|---|--|---|--|--|
| <p>The Core Practice Model is a continuous set of activities applied by every caseworker.</p> <p>-----</p> <p>"Focus of core practice model is outcomes, not compliance and builds on the three ASFA outcomes of Safety, Permanence and Child & Family Well-being."</p> | <p>Foundation to building trusting and mutually beneficial relationship between family members and caseworker.</p> <p>Demonstrating and communicating respect for the family and empathy for its struggles.</p> <p>Understanding the culture of the family and helping identify all potential team members.</p> <p>Provides a strong role for parents to be included in decision making about services and supports needed to be active participants in finding solutions to family issues and concerns about child safety.</p> | <p>Teams are useful to gather important info about strengths and needs that contribute to overall assessment of a family's situation.</p> <p>Network members can identify the risk of maltreatment before it occurs, respond to issues of safety promptly, and provide a range of services and support for the family.</p> <p>Workers help families build or enhance their own informal support systems that might include family members, neighbors and friends, and reps of formal systems (schools, counselors, community orgs, DV & MH care systems, substance abuse prevention and tx agencies).</p> <p>The family and team are empowered to plan and make decisions about what services are needed, how they should be delivered, how to track success of plan and make individualized adaptations as necessary.</p> | <p>Continuous process of gathering and analyzing info that supports sound decision making</p> <p>Done by the entire family, not by worker alone.</p> <p>Assessment should determine family's strengths, skills and motivation for change as well as concrete and immediate needs.</p> <p>Should explore the underlying causes of child maltx or risk of abuse and neglect, and the factors that prevent the family from making necessary changes to keep its children safe.</p> <p>Should know the overall assets of the community.</p> <p>Should know possible MH or physical health issues and signs of substance abuse or domestic violence.</p> | <p>Families are more invested in a plan when they have been actively involved in decision-making about needed services and supports.</p> <p>Requires workers to keep family focused on key concerns and establish clear linkages between the identified needs, desired changes, and how family strengths can be used to reach the plan's goals.</p> <p>Goals need to be behaviorally specific, realistic, time-limited, measurable, and understood by family.</p> <p>Plans are not constant and evolve and are flexible to respond to family's emerging issues and needs; incremental steps that move families from where they are to better level of functioning. Includes ways to sustain the success beyond the end of formal services.</p> <p><u>Standards:</u> General Service Provision; Health; Education; Social Worker Visits; OH Services; Placement selection; Family Relationships; Permanency & Stability</p> | <p>Monitor results, not just compliance.</p> <p>Determine whether services and supports are meeting needs identified in plan are critical to achieving desired results.</p> <p>If supports/services do not meet important needs, the team is responsible for assessing the family and adapting the plan in timely manner.</p> <p><u>Sustaining Success and Closure</u> Essential needs have been met; goals related to safety, risk of harm and permanency have been achieved.</p> <p>A team/network is in place that can detect and identify recurrent or emerging needs.</p> <p>Family has sufficient trust to call on their team/network for help if needed.</p> <p>Services and supports in place to assure child and family a smooth, timely and successful transition when changes occur, when families are reunited, or when case closed.</p> |

| Core Practice Model (cont.) | Engaging Families | Building Teams (Networks) Around Families | Using Teams to Gather Info and Develop Assessments | Create Individualized Service Plans (Interventions) | Track and Adapt Plans Based on Results |
|---|--|---|---|--|--|
| Basic Knowledge, Skills and Abilities of Core Practice | Experience in building helping relationships; Interpersonal skills that demonstrate genuine interest in and respect and empathy for all children and families; Active listening skills, including the ability to clarify, reframe, question, reflect, and summarize; Knowledge of and respect for cultural differences among individuals, families and communities; Ability to partner with and appreciate individuals and families in the context of their cultures, including ethnicity, religion and nationality; Willingness to meet w/ families in their homes or community-based environments that are safe and inviting; | Experience in: assembling and leading a group, designing meeting agendas and facilitating meetings, helping to identify priorities, becoming a member of an established group, resolving conflict among group members, coordinating services and supports to prevent duplicating or conflicting services and to avoid overwhelming children and families; Ability to bring together a circle of helpers; Respect for nonprofessional and non-traditional helpers; | Experience in conducting interviews with children and families; Relevant experience w/ or knowledge about DV, substance abuse, MH, child development, and family systems; Knowledge of safety issues and risks of harm to children; Ability to identify strengths and underlying needs in individuals, families and communities. | Ability to develop individualized plans that build motivation for change and are based on strengths and needs of families; Awareness of community resources; Ability to help families craft clear, behaviorally specific, measurable goals for change; Willingness to seek help from supervisors and colleagues; Solution-focused skills; Experience with balancing child safety with the need for family attachments and engaging community helpers, networks and systems of support; Coaching and modeling skills; Ability to identify individual and family strengths and build upon them; | Personal self-evaluation ethic; Organizational and analytic skills; Ability to use a circle of helpers to analyze what is and what is not working and why; Ability to plan and support successful transitions and sustainable independence; |
| Katie A. Objectives Tasks Outcomes | Engagement (SBFCP) | Teaming (TDM, FGDM) | Reduce OHC, Safety, Perm Decision Making Safety, Perm, OHC | MH, Safety, Perm, Svcs Svcs, MH, Perm Safety, Perm, MH, Svcs | Decision Making |
| Executive Team Core Academy Memo 1/27/05 Priorities | | Teaming and Collaboration | Investigation, Assessment and Intervention: Risk and Safety, Decision Making, Interviewing and Investigation; | Intervention Quality Visitation | Decision Making |
| | | Legal Issues and Legal Partnership Documentation: CWS/CMS, Forms, Case Notes, etc. | | | |

CSW TRAINING GUIDE: Self Assessment

This section of the CSW Training Guide provides you with an opportunity to identify the skills and abilities that you feel confident about and those that require more training, assistance or experience to develop fully.

You will complete the first four pages of the **Self Assessment** and submit to your Core Academy Anchor. This will provide information on your field of study in college, in addition to your past work experience, training, or other coursework completed in the area of Child Welfare.

The next portion of the **Self Assessment** is one that you will refer to several times during your first year as a CSW. The **Self Assessment** is built around the Core Practice model, and certain elements of the Departments' Performance Evaluation. You will be asked to individually complete the initial assessment at the start of your Core Academy experience and then again at the completion of the Academy.

It is suggested that you complete the same assessment together with your SCSW, after your initial 3 months on the job, and then again after 6 months on the job. Completing the assessment with your SCSW will give you an opportunity to gain valuable feedback. In addition it will provide you and your SCSW the opportunity to discuss the areas where you are progressing and the areas where you still need additional time or help to further develop your skills.

SELF ASSESSMENT – CSW TRAINING GUIDE

This survey is distributed on the first day of the Academy. The information gathered will help assess your training needs and make the Academy a productive experience for you. Please complete the assessment as fully as possible. Some items require you to fill in the blank; others to enter a check mark or circle a number. If you have any questions about the survey, you may call Marilyn K. Potts at California State University, Long Beach, at 562-985-5183.

Your Name _____

Today's Date _____

1. What is the highest level of your education?

College Degree _____

Some Graduate School _____

Master's Degree _____

Other _____

(please specify)

2. What was your undergraduate major?

Social Work _____

Sociology _____

Psychology _____

Child Development _____

Other _____

(please specify)

3. What graduate degree(s) do you hold?

None _____

MSW _____

MFCC _____

Other _____

(please specify)

PLEASE CONTINUE ON THE NEXT PAGE

4. Are you licensed?

No _____

Yes _____
(if yes, please specify type)

5. Before you were employed by DCFS, how many years of paid and voluntary experience did you have in social services?

| | Paid | Voluntary |
|-----------------|-------|-----------|
| None | _____ | _____ |
| 1 Year | _____ | _____ |
| 2 Years | _____ | _____ |
| 3 Years | _____ | _____ |
| 4 Years | _____ | _____ |
| 5 or more Years | _____ | _____ |

6. Before you were employed by DCFS, how many years of paid and voluntary experience did you have working with children in a social services agency?

| | Paid | Voluntary |
|-----------------|-------|-----------|
| None | _____ | _____ |
| 1 Year | _____ | _____ |
| 2 Years | _____ | _____ |
| 3 Years | _____ | _____ |
| 4 Years | _____ | _____ |
| 5 or more Years | _____ | _____ |

7. Were you a DCFS student intern?

No _____

Yes _____

8. Were you ever employed by DCFS previously?

No _____

Yes _____

PLEASE CONTINUE ON THE NEXT PAGE

Using the scale provided, please indicate the extent to which your previous coursework and/or training experiences have addressed the following content areas:

| | <u>No Content</u> | <u>Included but not primary focus of course or training program</u> | <u>Primary focus of course or <u>training</u> program</u> |
|--|-------------------|---|---|
| 1. The child welfare system | 1 | 2 | 3 |
| 2. Child development | 1 | 2 | 3 |
| 3. Adolescent development | 1 | 2 | 3 |
| 4. Family systems | 1 | 2 | 3 |
| 5. Child abuse (physical) | 1 | 2 | 3 |
| 6. Child abuse (sexual) | 1 | 2 | 3 |
| 7. Domestic violence | 1 | 2 | 3 |
| 8. Substance abuse | 1 | 2 | 3 |
| 9. Assessing children | 1 | 2 | 3 |
| 10. Assessing adults | 1 | 2 | 3 |
| 11. Assessing families | 1 | 2 | 3 |
| 12. Interviewing children | 1 | 2 | 3 |
| 13. Interviewing adults | 1 | 2 | 3 |
| 14. Interviewing families | 1 | 2 | 3 |
| 15. Multi-cultural casework | 1 | 2 | 3 |
| 16. Juvenile court procedures | 1 | 2 | 3 |
| 17. Adoption and legal guardianship procedures | 1 | 2 | 3 |
| 18. The foster care system | 1 | 2 | 3 |
| 19. Working with involuntary clients | 1 | 2 | 3 |
| 20. Working with high-risk children | 1 | 2 | 3 |

PLEASE CONTINUE ON THE NEXT PAGE

Please provide the following information about yourself.

1. In what year were you born? _____

2. What is your gender? _____

Male _____

Female _____

3. What do you consider your primary ethnicity?

White (non-Hispanic) _____

Hispanic/Latino _____

Black/African American _____

Asian _____

Native American _____

Other _____

(please specify)

4. What language(s) do you speak? (you may check more than one)

Fluent English _____

Fluent Spanish _____

Some English _____

Some Spanish _____

Other _____

(please specify)

PLEASE CONTINUE ON THE NEXT PAGE

Using the key provided, please provide a self-assessment on where you currently see yourself in the following social worker practice areas. Completing this survey will be a helpful tool in tailoring your learning needs over the next nine months:

- E: Exceptional Demonstration of Skill. This skill is part of my stance and style. I exhibit independence, creativity and flexibility in the use of this skill.
- C: Consistent Demonstration of High Level of Skill. I understand the concept and demonstrate this skill with consistency.
- S: Significant Demonstration of Skill. I show increasing understanding of this concept and demonstrate this skill with greater consistency. I still need time and practice.
- P: Progressing in Demonstration. I understand the concept and demonstrate this skill but my performance is uneven. I need time and practice to be more consistent.
- B: Beginning Skill Development. I have some understanding of the concept and am beginning to recognize how I might apply this in practice situations
- NA: I have not had an opportunity to develop a concept or understand this skill.

| | Academy START | Academy END | 3 mos. OJT | 9 months |
|--|------------------|----------------|---------------|-------------|
| CORE PRACTICE MODEL | | | | |
| I am able to establish trusting, helping relationships. | | | | |
| I am able to demonstrate genuine interest in and respect and empathy for all children and families. | | | | |
| I am an active listener who is able to clarify, reframe, question, reflect and summarize. | | | | |
| I have knowledge of and respect for cultural differences among individuals, families and communities. | | | | |
| I am able to partner with and appreciate individuals and families in the context of their cultures, including ethnicity, religion and nationality. | | | | |
| I am willing to meet families in their homes or other community-based environments that are safe and inviting. | | | | |
| I am experienced in assembling and leading a group, designing agendas and facilitating meetings to help identify priorities. | | | | |
| I can coordinate services and supports to prevent duplicating or conflicting services to avoid overwhelming children and families. | | | | |

Shaded columns to be completed with Supervisor at appropriate time periods

PLEASE CONTINUE TO NEXT PAGE

| | Academy START | Academy END | 3 mos. OJT | At 9 months |
|---|------------------|----------------|---------------|----------------|
| I am able to bring together a circle of helpers. | | | | |
| I have respect for nonprofessional and non-traditional helpers. | | | | |
| I am able to conduct interviews with children and families. | | | | |
| I am knowledgeable about domestic violence, substance abuse, mental health, child development and family systems. | | | | |
| I know how to assess safety issues and minimize risk of harm to children. | | | | |
| I can identify strengths and underlying needs in individuals, families and communities. | | | | |
| I can develop individualized plans that build motivation for change and are based on strengths and needs of families. | | | | |
| I am aware of and can access community resources. | | | | |
| I can actively involve families in setting clear, behaviorally specific, measurable goals for change. | | | | |
| I am willing to seek help from supervisors and colleagues. | | | | |
| I am able to use solution-focused skills. | | | | |
| I have expertise in balancing child safety with the need for family attachments. | | | | |
| I can engage a family's helping/support network. | | | | |
| I am able to identify individual and family strengths and build upon them. | | | | |
| I am able to use a circle of helpers to analyze what is and what is not working and why. | | | | |
| I am able to plan and support successful transitions and sustainable independence upon reunification or case termination. | | | | |
| I am able to evaluate results of the plan and make appropriate modifications when necessary. | | | | |

Shaded columns to be completed with Supervisor at appropriate time periods

PLEASE CONTINUE TO NEXT PAGE

| | Academy START | Academy END | 3 mos. OJT | At 9 months |
|--|------------------|----------------|---------------|----------------|
| WORK PRODUCTS AND SERVICES | | | | |
| I am able to investigate, evaluate and assess allegations of neglect, abuse and/or exploitation of children. | | | | |
| I am able to determine appropriate service needs of the child and family, including placement decisions. | | | | |
| I am able to identify and evaluate the suitability of potential caregivers. | | | | |
| I am able to assist with case plan implementation. | | | | |
| I am skilled at visiting children, families and caregivers to monitor safety and well-being. | | | | |
| I am able to perform court related activities (notices, court reports, and other legal documents). | | | | |
| I am able to document all case/referral related communications. | | | | |
| I can identify and establish a separate path of legal permanence through concurrent planning. | | | | |
| I can manage the adoption planning process. | | | | |
| WORK BEHAVIORS | | | | |
| I can prioritize work responsibilities. | | | | |
| I can use computer applications such as Microsoft Word and Outlook | | | | |
| I can develop creative solutions to problems. | | | | |
| My writing is clear and organized with appropriate grammar, punctuation and spelling. | | | | |
| I am able to display courtesy and respect for customers in all interactions. | | | | |
| I am able to listen carefully to customers' concerns and problems. | | | | |
| I am able to demonstrate a thoughtful and caring attitude in my interactions with customers. | | | | |
| I demonstrate knowledge of and compliance with the Department's policies regarding confidentiality. | | | | |
| I make appropriate use of work time. | | | | |
| I acknowledge my mistakes. | | | | |
| I take responsibility for my performance and conduct. | | | | |
| I am able to follow and consistently implement my supervisor's instructions. | | | | |

Shaded columns to be completed with Supervisor at appropriate time periods

STOP. THIS IS THE END OF THE QUESTIONNAIRE

CSW TRAINING GUIDE: Field Checklist

The CSW Training Guide is intended to help guide you through your first year as a DCFS Children's Social Worker. It will assist you in applying the skills learned in the CSW Core Academy to your actual role in the field as a new CSW. The Field Checklist is divided into the six categories of the Core Practice Model: Basic Skills, Engaging Families, Building Teams, Gathering Information & Developing Assessments, Service Plans, Tracking and Adapting Plans.

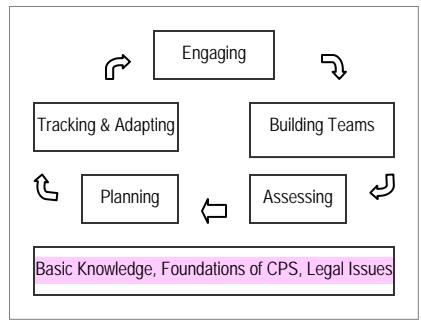
During your first year as a CSW you can expect to encounter numerous, often daily, learning experiences; the attached checklist is intended to capture some of the broad categories that you may experience while working with families on your caseload. This checklist is designed to help you learn the aspects of the diverse, challenging and rewarding role of a CSW. It is not meant to stand alone and is used in ongoing consultation with your SCSW.

The checklist does not have to be completed in any order, nor does it need to be completed in its entirety. It is meant to be a flexible document that you can use with the assistance of your SCSW as your caseload and office experiences progress over time. You and your SCSW are in charge of your individual learning and how it is recorded. The Checklist is simply there to help you succeed as a new CSW.

Take full advantage of all the on-the-job learning activities that you are exposed to, not just those on the Checklist. Each time that you practice a new skill, and learn from your experience you will be on your way to further developing and refining your professional abilities.

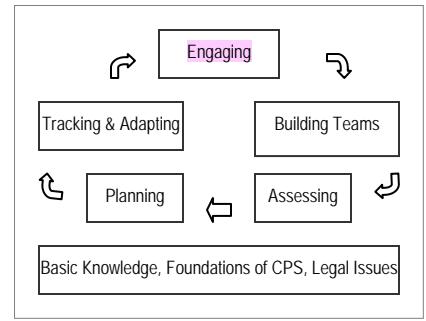
Remember, this is a flexible document intended to help you succeed in your first year on the job. Don't worry about having to complete every task on the list; we hope that you will use it as your caseload progresses and will find it to be a valuable resource.

Field Checklist: Basic Knowledge, Foundations of CPS Work and Legal Issues

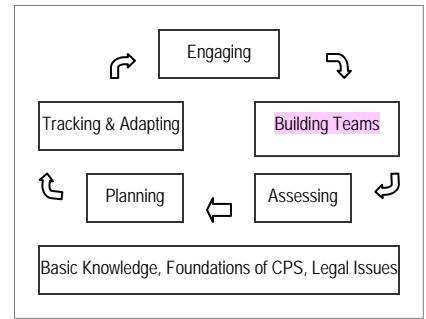


| Checklist Items | Completion |
|---|------------|
| Introduction To The Office: <ul style="list-style-type: none"> <input type="checkbox"/> Tour of Building <input type="checkbox"/> Worker Health/Safety <input type="checkbox"/> Introduction to Key Staff <input type="checkbox"/> Basic Work Ethics <input type="checkbox"/> Office/Court Dress Code <input type="checkbox"/> Tour Visitation Rooms | |
| Important Forms: <ul style="list-style-type: none"> <input type="checkbox"/> Welcome Packet. <input type="checkbox"/> Mileage <input type="checkbox"/> Overtime Requests (PA-158) <input type="checkbox"/> Timesheets (ECAPS) <input type="checkbox"/> Timestudy <input type="checkbox"/> Field Itinerary <input type="checkbox"/> Administrative Procedures: internet, e-mail, cubicle, DMV, phone, passwords, pagers, keycards, Checkpoint | |
| Evaluation & Feedback on Performance: <ul style="list-style-type: none"> <input type="checkbox"/> Interim Evaluation – Review all components of the Interim Performance Evaluation with your assigned Core Anchor <input type="checkbox"/> Probationary Performance Evaluation – Review all components of the Probationary Performance Evaluation in conference with your assigned Supervisor <input type="checkbox"/> Regular Case Conferencing w/ SCSW | |
| Required Admin Reports <ul style="list-style-type: none"> <input type="checkbox"/> Utilization Reports <input type="checkbox"/> Additional Region-specific reports listed below: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| Cubicle & Case Organization: <ul style="list-style-type: none"> <input type="checkbox"/> Use of Logs &SCSW Expectation: court calendar, notices, home visits, medical/dental, pictures, etc. <input type="checkbox"/> Time Management <input type="checkbox"/> Guidelines for reviewing new cases <input type="checkbox"/> Model Case Format/Filing <input type="checkbox"/> 2 PEN cases- folder set up & prioritizing tasks <input type="checkbox"/> Cubicle Organization & Systems <input type="checkbox"/> Field notebooks | |

Field Checklist: Engaging Families



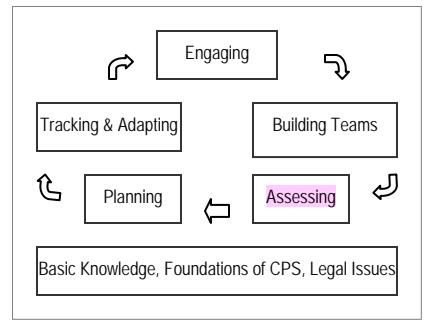
| Checklist Items | Completion |
|---|------------|
| Voicemail and Email : <ul style="list-style-type: none"> <input type="checkbox"/> Recording the outgoing message <input type="checkbox"/> Customer Service <input type="checkbox"/> Policy & practice for checking & returning voice/email messages <input type="checkbox"/> Appropriate use of email | |
| Face to Face Contact Requirements: <ul style="list-style-type: none"> <input type="checkbox"/> ER Cases <input type="checkbox"/> VFM/ FM Cases <input type="checkbox"/> FR Cases <input type="checkbox"/> PP Cases <input type="checkbox"/> Incarcerated Parents <input type="checkbox"/> Group Homes <input type="checkbox"/> Conducting the first home visit <input type="checkbox"/> Documenting contacts: what to include, required timeframes <input type="checkbox"/> Contacts (TCT/TCF/FTF) in CWS | |
| Knowledge of Community Resources: <ul style="list-style-type: none"> <input type="checkbox"/> Wraparound <input type="checkbox"/> SOC <input type="checkbox"/> Office specific TDM Meeting Process <input type="checkbox"/> Resource lists: WIRS, Infoline, LA County Helps, Resource Scout <input type="checkbox"/> Substance Abuse Programs <input type="checkbox"/> Parent Education <input type="checkbox"/> Domestic Violence <input type="checkbox"/> Counseling/ Mental Health <input type="checkbox"/> Family Preservation <input type="checkbox"/> Child Care <input type="checkbox"/> Faith Based Services <input type="checkbox"/> HUB <input type="checkbox"/> MAT <input type="checkbox"/> Additional office/SPA specific | |



Field Checklist: Building Teams around Families

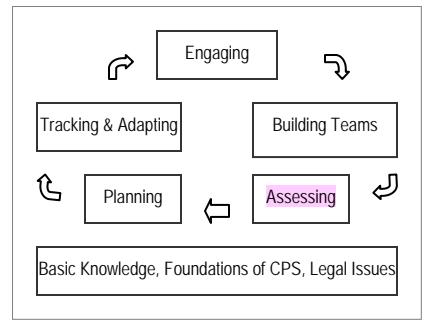
| Checklist Items | Completion |
|--|------------|
| Teaming and Collaboration: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying Community Partners <input type="checkbox"/> Office/SPA collaboration with Community partners <input type="checkbox"/> Utilizing teams to address the needs of the family <input type="checkbox"/> Teaming with non-traditional helpers | |
| When/How to Schedule and Set-up Services: <ul style="list-style-type: none"> <input type="checkbox"/> Alternative Response (ARS) <input checked="" type="checkbox"/> Team Decision Making (TDM) <input checked="" type="checkbox"/> Family Group Decision Making (FGDM) <input checked="" type="checkbox"/> Family Preservation (FP) | |
| Collaboration as Part of a Team, Utilizing: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> P3 – Family Finding <input type="checkbox"/> Point of Engagement (POE) <input type="checkbox"/> Multi Agency Response Team (MART) <input type="checkbox"/> Public Health Nurses (PHN's) <input type="checkbox"/> HUB <input type="checkbox"/> Dept. of Mental Health (DMH) <input type="checkbox"/> Multi Agency Assessment Team (MAT) <input checked="" type="checkbox"/> Wraparound services <input type="checkbox"/> Regional Center <input type="checkbox"/> Interagency Delinquency Prevention Program <input type="checkbox"/> Emancipation Conference <input type="checkbox"/> Permanency Planning Conference | |
| Collaboration with Law Enforcement: <ul style="list-style-type: none"> <input type="checkbox"/> Cross Reporting Child Abuse <input type="checkbox"/> Sending Reports to Law Enforcement <input type="checkbox"/> Requesting reports from Law Enforcement | |
| Requesting the Kinship Home Assessment <ul style="list-style-type: none"> <input type="checkbox"/> Collaborating with Kinship CSW <input type="checkbox"/> Completing KCSS Referral, <input type="checkbox"/> Required ASFA Documents <input type="checkbox"/> CLETS/ CACI/ Live-scan/FBI clearances (CCTS PILOT) <input type="checkbox"/> Completing & submitting a 361.4 Waiver <input type="checkbox"/> Annual Reassessment | |
| Collaboration with Schools: <ul style="list-style-type: none"> <input type="checkbox"/> Visiting children at school <input type="checkbox"/> Enrolling children in school <input type="checkbox"/> Transferring children to a new school <input type="checkbox"/> Requesting School Reports <input type="checkbox"/> Requesting Report Cards <input type="checkbox"/> IEP Process and CSW role <input type="checkbox"/> IPP Process and CSW role <input type="checkbox"/> AB 3632 Services and CSW role <input type="checkbox"/> AB 490 | |

Field Checklist: Gathering Information and Developing Assessments



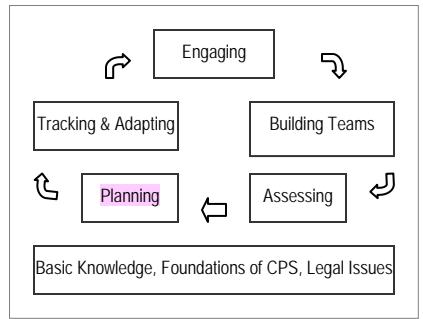
| Checklist Items | Completion |
|---|------------|
| Referral Response and Disposition <ul style="list-style-type: none"> <input type="checkbox"/> Meeting timeframes <input type="checkbox"/> IR <input type="checkbox"/> 5 Day <input type="checkbox"/> Cross reporting responsibilities <input type="checkbox"/> Using TDM <input type="checkbox"/> Reporting additional allegations <input type="checkbox"/> Disposition for each allegation and each client <input type="checkbox"/> Response to mandated reporter <input type="checkbox"/> Collaborating w/ <i>all</i> collateral contacts <input type="checkbox"/> Forensic SCAN Reports <input type="checkbox"/> Discharge Summaries <input type="checkbox"/> Review of prior history & current reports <input type="checkbox"/> All children interviewed individually <input type="checkbox"/> Completion of required SDM tools (i.e. Safety & Risk) <input type="checkbox"/> Safety Planning <input type="checkbox"/> Documentation standards in CWS/CMS <input type="checkbox"/> Process for closing a referral <input type="checkbox"/> Process for promoting a referral to a case <input type="checkbox"/> ISW Check-sheet <input type="checkbox"/> ISW Docs | |
| SDM <ul style="list-style-type: none"> <input type="checkbox"/> Tools <input type="checkbox"/> Timeframes for completion <input type="checkbox"/> Importance of timeliness & correct documentation <input type="checkbox"/> Utilizing on-line application <input type="checkbox"/> Importance in making assessments <input type="checkbox"/> Supportive Documents <input type="checkbox"/> In Court Reports | |
| Taking children into protective custody <ul style="list-style-type: none"> <input type="checkbox"/> Reasonable efforts provided <input type="checkbox"/> Consulting with your SCSW <input type="checkbox"/> Consulting with your outstationed DCC <input type="checkbox"/> <i>Only</i> available alternative that will ensure the child's safety <input type="checkbox"/> Working w/ LE <input type="checkbox"/> Notification to IDC <input type="checkbox"/> Finding a placement <input type="checkbox"/> First priority to relatives <input type="checkbox"/> Use of TA Action Request- 280 <input type="checkbox"/> Concurrent Planning begins here <input type="checkbox"/> Adoption Assessments (CPA) | |

Field Checklist: Gathering Information and Developing Assessments (continued)



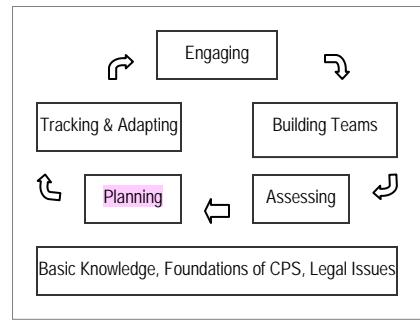
| Checklist Items | Completion |
|--|------------|
| Clearances required for placement: <ul style="list-style-type: none"> <input type="checkbox"/> Live-scan <input type="checkbox"/> CLETS <input type="checkbox"/> CACI <input type="checkbox"/> FBI <input type="checkbox"/> JAI <input type="checkbox"/> CWS/CMS | |
| Working with the Court <ul style="list-style-type: none"> <input type="checkbox"/> Detention Hearing Report/ Detention Hearing <input type="checkbox"/> ICWA <input type="checkbox"/> Pictures/Kidpix/ <input type="checkbox"/> DI Roles <input type="checkbox"/> PRI <input type="checkbox"/> PRC <input type="checkbox"/> Case Plan <input type="checkbox"/> Mediation <input type="checkbox"/> Contested Hearing <input type="checkbox"/> Testifying <input type="checkbox"/> Reading Minute Orders <input type="checkbox"/> Disposition Minute Order <input type="checkbox"/> Sustained Petition <input type="checkbox"/> Psychological Evals (730, D, DMH) <input type="checkbox"/> Notification to Minor's Attorney, CANS <input type="checkbox"/> Reasonable Efforts- Incarcerated Parents | |
| Adhering to Timeframes for Service Provision: <ul style="list-style-type: none"> <input type="checkbox"/> ER <input type="checkbox"/> FM <input type="checkbox"/> VFM <input type="checkbox"/> FR <input type="checkbox"/> PP <input type="checkbox"/> Changing Program Types <input type="checkbox"/> Closing cases & referrals in a timely manner | |

Field Checklist: Creating Individualized Service Plans and Interventions



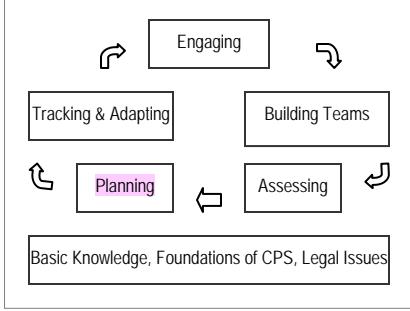
| Checklist Items | Completion |
|--|------------|
| <p>Voluntary Service Delivery:</p> <p><u>Voluntary Family Maintenance contracts</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Visitation Requirements of VFM's <input type="checkbox"/> Case Plan <input type="checkbox"/> Time limits <input type="checkbox"/> Pre-placement Preventive Services <input type="checkbox"/> Unsuccessful VFM <input type="checkbox"/> Closing a VFM <p><u>Voluntary Family Reunification contracts</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Visitation Requirements of VFR's <input type="checkbox"/> Case Plan <input type="checkbox"/> Time limits <input type="checkbox"/> Pre-placement Preventive Services <input type="checkbox"/> Unsuccessful VFR <input type="checkbox"/> Closing a VFR | |
| <p>Working with the Court:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Role of County Counsel <input type="checkbox"/> Communication with Children's Attorneys <input type="checkbox"/> CANS <input type="checkbox"/> Communication with Parents' Attorneys <input type="checkbox"/> Working with Court Officers <input type="checkbox"/> Writing Legally Sufficient Court Reports <input type="checkbox"/> Timeframes for Submitting Court Reports <input type="checkbox"/> Nunc Pro Tunc <input type="checkbox"/> OSC Hearing (Sanctions) | |
| <p>Court Involved Cases and Court Reports: Family Maintenance</p> <ul style="list-style-type: none"> <input type="checkbox"/> R364 Report <input type="checkbox"/> Notices of Hearing <input type="checkbox"/> Providing Referrals <input type="checkbox"/> FSNA <input type="checkbox"/> Case Plan <input type="checkbox"/> Visitation Requirements <input type="checkbox"/> Parent Visit <input type="checkbox"/> Child Visit <input type="checkbox"/> 561's – Medical/Dental/Psychological <input type="checkbox"/> School Reports <input type="checkbox"/> Report Cards <input type="checkbox"/> Parents' certificates of program completion <input type="checkbox"/> Drug test results <input type="checkbox"/> Other case specific attachments <input type="checkbox"/> Therapist letters for parents <input type="checkbox"/> 301 Supervision <input type="checkbox"/> PFI (Pre-filing investigation) <input type="checkbox"/> Non-detained Petitions <input type="checkbox"/> Time limits <input type="checkbox"/> Closing an FM Case | |

Field Checklist: Creating Individualized Service Plans and Interventions (continued)



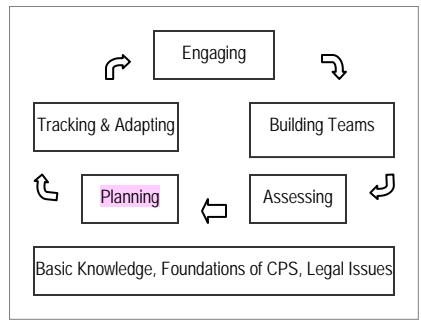
| Checklist Items | Completion |
|---|------------|
| <p>Court Involved Cases and Court Reports: Family Reunification</p> <ul style="list-style-type: none"> <input type="checkbox"/> Timeframes for children under 3 <input type="checkbox"/> 366.21 e report <input type="checkbox"/> 366.21f report <input type="checkbox"/> Notices of Hearing <input type="checkbox"/> JV 290 Caregiver Information Form <input type="checkbox"/> Requesting Court Transportation <input type="checkbox"/> 561's – Medical/Dental/Psychological <input type="checkbox"/> 709 <input type="checkbox"/> School Reports <input type="checkbox"/> Child photos (Kidpix) <input type="checkbox"/> Report cards <input type="checkbox"/> Quarterly Reports <input type="checkbox"/> IEP's <input type="checkbox"/> Psychotropic Medication Auth <input type="checkbox"/> Parents certificates of program completion <input type="checkbox"/> Drug test results <input type="checkbox"/> Other case specific attachments <input type="checkbox"/> Therapist letters for parents <input type="checkbox"/> Reunification Reassessment <input type="checkbox"/> FSNA <input type="checkbox"/> Case Plan <input type="checkbox"/> Providing referrals <input type="checkbox"/> Reasonable efforts to provide services <input type="checkbox"/> Reasonable efforts to Incarcerated Parents <input type="checkbox"/> Visitation Requirements <input type="checkbox"/> Parent Visit <input type="checkbox"/> Child visit <input type="checkbox"/> Time limits <input type="checkbox"/> Sibling Visits <input type="checkbox"/> Parent/child visitation <input type="checkbox"/> Monitored Visits <input type="checkbox"/> Working with H.S.A Staff <input type="checkbox"/> Liberalizing Visitation <input type="checkbox"/> Recommending children return home (FM) <input type="checkbox"/> CPA | |

Field Checklist: Creating Individualized Service Plans and Interventions (continued)



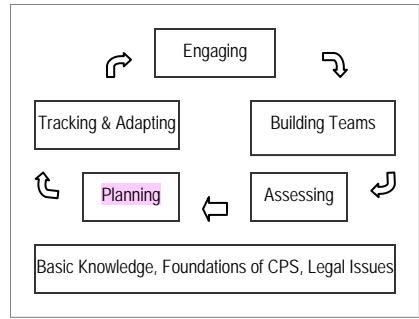
| Checklist Items | Completion |
|---|------------|
| Court Involved Cases and Court Reports: Permanency Planning <ul style="list-style-type: none"> <input type="checkbox"/> 366.22 Report <input type="checkbox"/> Notices of Hearing <input type="checkbox"/> Requesting Court Transportation <input type="checkbox"/> 561's – Medical/Dental/Psychological <input type="checkbox"/> 709 <input type="checkbox"/> School Reports <input type="checkbox"/> Child photos (Kidpix) <input type="checkbox"/> Report cards <input type="checkbox"/> Quarterly Reports <input type="checkbox"/> IEP's <input type="checkbox"/> Psychotropic Medication Auth <input type="checkbox"/> Parents certificates of program completion <input type="checkbox"/> Therapist letters for parents <input type="checkbox"/> Drug test results <input type="checkbox"/> CPA <input type="checkbox"/> Other case specific attachments <input type="checkbox"/> Reunification Reassessment <input type="checkbox"/> FSNA-child only <input type="checkbox"/> Case Plan <input type="checkbox"/> Visitation Requirements <input type="checkbox"/> Parent Visit <input type="checkbox"/> Child visit <input type="checkbox"/> Time limits <input type="checkbox"/> Sibling Visits <input type="checkbox"/> Parent/child visitation <input type="checkbox"/> Monitored Visits | |
| Court Involved Cases and Court Reports: Selection and Implementation of Perm Plan <ul style="list-style-type: none"> <input type="checkbox"/> 366.26 <input type="checkbox"/> Legal Guardianship Packets <input type="checkbox"/> Legal Guardianship Report .26 <input type="checkbox"/> Kin-Gap <input type="checkbox"/> TPR/ Exceptions to TPR <input type="checkbox"/> Adoptions packet/ report .26 <input type="checkbox"/> Notices of Hearing <input type="checkbox"/> CPA <input type="checkbox"/> Requesting Court Transportation <input type="checkbox"/> 561's – Medical/Dental/Psychological <input type="checkbox"/> 709 <input type="checkbox"/> School Reports <input type="checkbox"/> Child photos (Kidpix) <input type="checkbox"/> Report cards, IEP's <input type="checkbox"/> Quarterly Reports <input type="checkbox"/> Psychotropic Medication Auth <input type="checkbox"/> Drug test results <input type="checkbox"/> Parents certificates of program completion <input type="checkbox"/> Therapist letters for parents <input type="checkbox"/> Other case specific attachments | |

Field Checklist: Creating Individualized Service Plans and Interventions (continued)



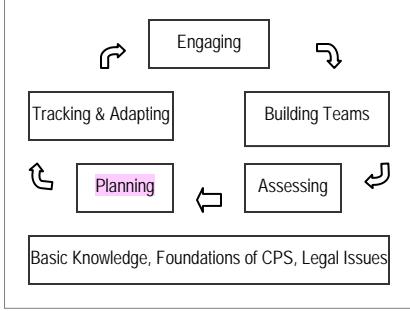
| Checklist Items | Completion |
|---|------------|
| Court Involved Cases and Court Reports: Review of Permanent Plan (RPP) Reports | |
| <input type="checkbox"/> 366.33 Report <input type="checkbox"/> Notices of Hearing <input type="checkbox"/> Requesting Court Transportation <input type="checkbox"/> 561's – Medical/Dental/Psychological <input type="checkbox"/> 709 <input type="checkbox"/> School Reports <input type="checkbox"/> Child photos (Kidpix) <input type="checkbox"/> Report cards <input type="checkbox"/> Quarterly Reports <input type="checkbox"/> IEP's <input type="checkbox"/> Psychotropic Medication Auth <input type="checkbox"/> Parents certificates of program completion <input type="checkbox"/> Therapist letters for parents <input type="checkbox"/> Drug test results <input type="checkbox"/> Other case specific attachments <input type="checkbox"/> Request for Court Transportation | |
| Inmate Removal: | |
| <input type="checkbox"/> County Jail <input type="checkbox"/> State Prison <input type="checkbox"/> Out-of- County Jail <input type="checkbox"/> Federal Prison | |
| Walk-On & Ex-Parte /Interim Reports | |
| <input type="checkbox"/> Interim Review (Progress) <input type="checkbox"/> Modify/Restrict Visitation <input type="checkbox"/> Request Termination <input type="checkbox"/> Advise Replacements <input type="checkbox"/> Request Vacation for child <input type="checkbox"/> Surgery/Anesthesia Consent <input type="checkbox"/> Issue or recall warrants | |
| Petitions | |
| <input type="checkbox"/> 300 <input type="checkbox"/> 387/388 & accompanying reports <input type="checkbox"/> 342 & accompanying report | |
| Miscellaneous Hearings | |
| <input type="checkbox"/> 241.1 <input type="checkbox"/> 6552 | |

Field Checklist: Creating Individualized Service Plans and Interventions (continued)



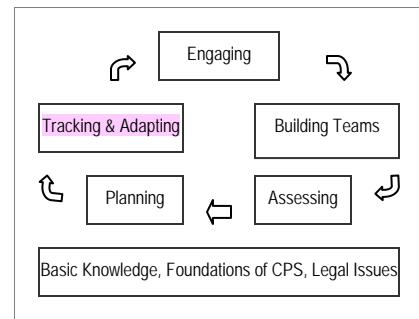
| Checklist Items | Completion |
|---|------------|
| Searches <ul style="list-style-type: none"> <input type="checkbox"/> Submitting the Request form <input type="checkbox"/> On-line search engines <input type="checkbox"/> Documents <input type="checkbox"/> Due Diligence Report <input type="checkbox"/> Publication Request <input type="checkbox"/> Order for Publication <input type="checkbox"/> Publication Documents | |
| Placement Types: <ul style="list-style-type: none"> <input type="checkbox"/> Relative Caregivers <input type="checkbox"/> NREFM <input type="checkbox"/> Licensed Foster Homes <input type="checkbox"/> Foster Family Agencies (FFA) <input type="checkbox"/> Group Homes <input type="checkbox"/> Shelter Care and Respite | |
| Placement Packets <ul style="list-style-type: none"> <input type="checkbox"/> Black Binder for each child <input type="checkbox"/> 280 TA Request <input type="checkbox"/> 709 <input type="checkbox"/> Foster/Relative Caregiver Agreement <input type="checkbox"/> AFDC process and payment <input type="checkbox"/> Specialized Rates and Procedures <input type="checkbox"/> D-rate <input type="checkbox"/> F rates <input type="checkbox"/> CHDP Medical and Dental <input type="checkbox"/> 561's – Medical/Dental/Psychological <input type="checkbox"/> Other case specific placement docs | |
| Obtaining Certificates (VSI Vital Statistics Info) <ul style="list-style-type: none"> <input type="checkbox"/> Birth <input type="checkbox"/> Marriage <input type="checkbox"/> Death <input type="checkbox"/> Divorce | |
| Monitored Visits <ul style="list-style-type: none"> <input type="checkbox"/> Guidelines: monitors, parents, other participants <input type="checkbox"/> Teaming and planning with HSA's <input type="checkbox"/> In office <input type="checkbox"/> Off-site | |

Field Checklist: Creating Individualized Service Plans and Interventions (continued)



| Checklist Items | Completion |
|--|------------|
| Case Planning: <ul style="list-style-type: none"> <input type="checkbox"/> FTP Cases <input type="checkbox"/> Concurrent Planning <input type="checkbox"/> CPA <input type="checkbox"/> FSNA <input type="checkbox"/> Reunification Reassessment <input type="checkbox"/> P3- Family Finding <input type="checkbox"/> TDM <input type="checkbox"/> POE <input type="checkbox"/> FGDM <input type="checkbox"/> Family Preservation <input type="checkbox"/> Wraparound Services | |
| Emancipation Planning <ul style="list-style-type: none"> <input type="checkbox"/> Emancipation Conference <input type="checkbox"/> E-STEP <input type="checkbox"/> TILP <input type="checkbox"/> ILP <input type="checkbox"/> 5557 <input type="checkbox"/> Transitional Housing | |
| Specialized Functions/Services/Situations: <ul style="list-style-type: none"> <input type="checkbox"/> Courtesy Supervision <input type="checkbox"/> Specialized Placement Unit <input type="checkbox"/> Medical Placement Unit <input type="checkbox"/> ICWA Unit <input type="checkbox"/> SIS Immigration Unit <input type="checkbox"/> Interstate Compact –ICPC <input type="checkbox"/> Victims of Crime- VOC <input type="checkbox"/> Sex Abuse Counseling (CSAP/CLASAU) <input type="checkbox"/> Drug Testing <input type="checkbox"/> HLA testing <input type="checkbox"/> Illness, Injury, Death Protocol <input type="checkbox"/> Instances where ARA approval is required <input type="checkbox"/> Runaways (ARKS) <input type="checkbox"/> Child Abduction | |
| Special Funds <ul style="list-style-type: none"> <input type="checkbox"/> EARS (Emergency Aide) <input type="checkbox"/> Special Payments/ SCIAF Funds <input type="checkbox"/> Clothing <input type="checkbox"/> Transportation <input type="checkbox"/> STOP Funds <input type="checkbox"/> Trust Fund Referrals <input type="checkbox"/> Bus Passes | |

Field Checklist: Tracking and Adapting Plans



| Checklist Items | Completion |
|--|------------|
| Case Transfer <ul style="list-style-type: none"> <input type="checkbox"/> Transfer Checklist <input type="checkbox"/> Transfer Policy <input type="checkbox"/> Model Case Format <input type="checkbox"/> Within the office <input type="checkbox"/> Out of Region <input type="checkbox"/> Out of County <input type="checkbox"/> To Specialized Functions (i.e. Medical Placement, etc) | |
| Closing Cases <ul style="list-style-type: none"> <input type="checkbox"/> SDM Requirements <input type="checkbox"/> CWS/CMS Requirements <input type="checkbox"/> Termination w/ your clients <input type="checkbox"/> Aftercare services/referrals <input type="checkbox"/> TA Request end Placement Episode <input type="checkbox"/> W/ Kin-Gap | |
| Adoption Specific <ul style="list-style-type: none"> <input type="checkbox"/> TPR Minute Order <input type="checkbox"/> ICWA Minute Order <input type="checkbox"/> Paternity Minute Order <input type="checkbox"/> FB- 1,2,3 <input type="checkbox"/> Current CPA <input type="checkbox"/> Home Study Docs <input type="checkbox"/> Home Study Regs. vs. ASFA <input type="checkbox"/> Applicants Clinical Challenges <input type="checkbox"/> Kinship Role with Adoption <input type="checkbox"/> AAP, D-Rate, F-Rate (PHN role) <input type="checkbox"/> Funding Sources for Adoptive Family <input type="checkbox"/> PRU- Pre-placement visits <input type="checkbox"/> Finalization of Legal Issues <input type="checkbox"/> Child Case Overview <input type="checkbox"/> Pre/Post Adoptive Resources <input type="checkbox"/> Collaboration between Adoptions <input type="checkbox"/> & Regional Staff <input type="checkbox"/> Adoption and ICPC <input type="checkbox"/> Managing an Adoption Caseload <input type="checkbox"/> APSS Referral and Services <input type="checkbox"/> Birth Certificate (2 certified) <input type="checkbox"/> Marriage Certificate <input type="checkbox"/> Death Certificate <input type="checkbox"/> Divorce Certificate | |

CSW TRAINING GUIDE: Field Day Activities

On the pages that follow you will find suggested activities specific to each of the four Field Days you will participate in during your CSW Core Academy. You do not need to complete all of these activities.

Each Field Day focuses on developing required skills in an area of the Core Practice Model. Participating in these activities will give you the opportunity to apply skills that you have learned in training and give you the chance to try out your new role as a CSW.

Prior to each Field Day review the list of suggested activities and consider which one you would like to complete. When you arrive at your office have a discussion with your SCSW about what has been planned for your Field Day. Discuss the possibility of being able to participate in the activity you have chosen. Remember that every day in your office can provide new learning opportunities, too many to have listed in this guide. You may find that you get involved in an activity on the list that you had not considered, or even something that is not on the list at all. Field Days are the time when you get to put into action what you have learned, so remember to be flexible and look at each day as an opportunity to build new skills or enhance those that you have.

At the end of each Field Day list, there is a space for you to write reflections about your experience. This will help you focus on your areas of strength and the areas where you need further training, guidance or practice to fully develop your skills.

There is also an area to gain feedback from your SCSW about your progress. Remember to provide your Guide to your SCSW with enough time for this section to be completed.

Field Day 1: Focus on Engaging Families

I. Suggested Activities

Activity 1

Ask your SCSW for a **CASE** to **REVIEW**. After your review, discuss the following:

- Reason(s) for the initial referral. How did the case come to the attention of DCFS.
- Specific indicators exhibited by the child that led to the report being made.
- Factors that substantiated a finding of abuse or neglect. Type of abuse substantiated.
- Collateral contacts made during the initial investigation. What additional information was gained by these contacts?
- Identify the sections of W& I code that apply to this case.
- Three family strengths that you can identify.
- Did the CSW utilize these strengths to assist the family?
- The top three needs of the family.
- How were the needs of the family addressed?
- Identify cultural factors involved in this case.
- Was the family's culture considered and supported when the case plan was developed? Did the family participate in the development?
- Was there a TDM completed for this case? If yes, what was the outcome of the TDM?

Activity 2

Ask a seasoned CSW to tell you about the effects multiple placements have had on a child or children he or she has worked with. Discuss possible **INTERVIEWING/ENGAGEMENT TECHNIQUES** that CSW's can use to help minimize multiple placements for children and ensure that they achieve timely permanence.

Activity 3

Observe a seasoned CSW conduct an **INTERVIEW** and watch for cultural and ethnographic elements. Afterward discuss your observations and pay special attention to how personal feelings and reactions could potentially affect perceptions and decision making.

Activity 4

Ask to accompany a seasoned CSW on a **HOME VISIT** where an **ASSESSMENT** is needed. Discuss with the CSW beforehand the possibility of participating by asking some questions during the interview, or conducting the interview while being observed and coached by the CSW. After the visit ask for feedback on your interviewing techniques and get tips from the CSW about conducting interviews that yield comprehensive assessments.

Refer to attached "Engaging Families" related policies. Review on LA Kids as time permits.

Field Day 1: Focus on Engaging Families (continued)

II. CSW Reflection

Please write a brief description of one activity you participated in. Discuss how this activity helped you apply your classroom learning to field practice. How do you rate yourself in being able to effectively interview and engage families? What are the steps you need to take to enhance your performance?

III. SCSW Feedback

Using the rating scale below circle the number that best describes your CSW's performance in the following areas:

| | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
| Participation | 1 | 2 | 3 |
| Interest in Learning | 1 | 2 | 3 |
| Understanding the Concept of Engaging Families | 1 | 2 | 3 |

Additional Comments:

Field Day 2: Focus on Building Teams around Families

I. Suggested Activities

Activity 1

Locate a **P3-FAMILY FINDING** worker in your office and find out what they do. Ask if you can see a case they are currently working on and have them show you how they go about completing the different tasks. Find out what your role as a CSW will be when working together with P3 workers.

Locate the **PHNs** in your office and find out what they do. Find out what the CSW role is when working together with the PHN's. Inquire about PHNs teaming together to make a field visit (assessment) with a CSW. Find out how and when that is requested and the role each has during and after the visit. If they have a visit scheduled on your field day ask if you can accompany them. Discuss the visit afterward with the CSW and the PHN. What was different or the same about the role of each during the visit?

Activity 2

Ask to accompany a CSW on a **SCHOOL VISIT**. Ask how the CSW decides when she/he will visit children at school as opposed to seeing them at home. When you arrive at the school pay attention to who the CSW talks to and how she/he requests a visit with the child. Was the school cooperative with the request? If not, how did the CSW handle this? Were you given a private room to talk with the child? Was this requested by the CSW? Did anyone from the school sit in on your interview? Was this at the child's request? Ask the CSW for tips when working with schools. Did the child that you went to visit at school seem comfortable with the visit? Ask the CSW if you can **PRACTICE DOCUMENTING** the **CONTACT IN CWS/CMS** when you return to the office.

Activity 3

Find out how **FAMILY PRESERVATION (FP)** services are accessed for families in your office.

- Ask to review a case that has an MCPC or an initial FP case screening scheduled for today.
- Find out what the purpose of an MCPC is and what MCPC stands for.
- What forms are required to initiate FP services?
- Is a screening process required in your office to refer families to FP?
- What role does the CSW have in connecting a family with FP services?
- What agencies provide Family Preservation services to families in your office?
- What role does the CSW play on an ongoing basis with respect to Family Preservation services for a particular case?
- What happened at the MCPC/ initial case screening? What was the role of the CSW?
- Did the meeting go like you thought? If not, what was different than what you were expecting?
- Is there something you would have done differently if you were the CSW for the case?

Activity 4

Find out who the **KEY COMMUNITY PARTNERS** are in your office or SPA. If there are any meetings or events planned that include community partners, ask if you can attend. Introduce yourself and ask about what services they provide for DCFS clients. Don't forget to ask for business cards.

Find out which **LAW ENFORCEMENT** agencies cover the areas serviced by your office. Ask a seasoned CSW for tips on working with these agencies. Enter the direct business line numbers for all of these agencies into your cell phone.

Refer to Attached "Teaming" related policies. Review on LA Kids as time permits.

Field Day 2: Focus on Building Teams around Families (continued)

II. CSW Reflection

Please write a brief description of one activity you participated in. Discuss how this activity helped you apply your classroom learning to field practice. How do you rate yourself in being able to effectively build teams around families? What are the steps you need to take to enhance your performance?

III. SCSW Feedback:

Using the rating scale below circle the number that best describes your CSW's performance in the following areas:

| | Beginning | Intermediate | Advanced |
|---|-----------|--------------|----------|
| Participation | 1 | 2 | 3 |
| Interest in Learning | 1 | 2 | 3 |
| Understanding the Concept of Building Teams Around Families | 1 | 2 | 3 |

Additional Comments:

Field Day 3: Focus on Assessments

I. Suggested Activities

Activity 1

Ask to review a case that will have a **TEAM DECISION MAKING** meeting (**TDM**) scheduled for today.

- Find out who the TDM coordinator (s) is/ are in your office and introduce yourself.
- Ask how TDMs are set-up; what forms are required; and how are families notified of date, time and location.
- Ask the role and responsibility of the case carrying CSW in planning and conducting the TDM.
- Ask to be an observer in this TDM. Make sure you have your TDM checklist.
- Take time afterward to de-brief the TDM with the TDM coordinator, CSW and SCSW.
- Did the TDM help the CSW make a more complete assessment of the family?
- What additional information was brought forward in the TDM that helped the worker make a more thorough assessment? Who provided this information (family, kin, resources?) Did this result in a different decision being made?
- Did the meeting come to the resolution for the case that you were expecting?
- What role did the CSW play in the TDM? The SCSW? The TDM coordinator?
- Are there additional collateral contacts that need to be made to help make a complete assessment of this family? Who would you contact and what information would you ask for?
- Is there something you would have done differently if you were the CSW for the case? If so, please explain.

Activity 2

Ask to accompany an **ER** CSW into the field on a case where a child is likely to be taken into **PROTECTIVE CUSTODY**. Ask what interventions will be considered or used? Ask the CSW to explain the factors he/she is looking for when assessing the family, and how the final decision is made whether or not the child can safely remain at home. Ask how the CSW uses SDM to make assessments. In the event the child is taken into protective custody, evaluate the possibility of any **CULTURAL** factors that may have influenced this decision. Discuss your reactions when you return with your SCSW and/or the CSW you accompanied. Ask if you can help **COMPLETE SDM TOOLS** for the family. Practice **WRITING** your **ASSESSMENT** of the family, share this with your SCSW and ask for feedback.

Activity 3

Ask to shadow a CSW who is in the process of **PLACING A CHILD**. It will be best if you can review the case file first, however, if there is not time, ask the CSW to share the case history and the reason for placement with you. Ask the CSW to walk you through each step of the process and observe how the final selection of a placement is made. Find out how the process is different when placing children with Kinship Caregivers as opposed to placing children in foster care. How does the CSW go about explaining the process to the child? How are issues of separation and loss addressed? What was the most difficult part of the process for the child? What was the most difficult part for you? What are the case related activities that the CSW has to complete after the placement is made? If you are able to attend the actual placement, ask if you can **PRACTICE DOCUMENTING THE CONTACT IN CWS/CMS** upon your return to the office. Ask for the CSW or SCSW to review what you wrote and provide you with feedback and guidance for documenting contacts in the future.

Refer to Attached “Assessments” related policies. Review on LA Kids as time permits.

Field Day 3: Focus on Assessment (continued)

II. CSW Reflection

Please write a brief description of one activity you participated in. Discuss how this activity helped you apply your classroom learning to field practice. How do you rate yourself in being able to effectively make assessments about families and children? What are the steps you need to take to enhance your performance?

III. SCSW Feedback

Using the rating scale below circle the number that best describes your CSW's performance in the following areas:

| | Beginning | Intermediate | Advanced |
|---|-----------|--------------|----------|
| Participation | 1 | 2 | 3 |
| Interest in Learning | 1 | 2 | 3 |
| Understanding the Concept of Making Assessments | 1 | 2 | 3 |

Additional Comments:

Field Day 4: Pulling it All Together

I. Suggested Activities

Activity 1

Ask to accompany a CSW to COURT. Have the CSW show you how to locate different courtrooms and ask for a short tour of the Courthouse. Ask where the DCFS desk is, how to check in reports that are hand-carried to court, how to obtain parking validation, where the cafeteria, Shelter Care area and Offices of County Counsel are. Ask the CSW to explain the different roles people have in the courtroom. Ask the CSW for tips on: dressing for court, preparing to testify and writing court reports. Also ask how to work effectively with: County Counsel, Minors Attorneys, Parents Attorneys, Court Officers, CASA's and other Court staff.

Ask to observe a CSW prepare to batch and submit a report for Court. Find out what attachments go with the report being submitted. Ask if there are different attachments for different types of reports. Ask if all attachments are included on every copy you send to court. Get tips about organizing information to be included in reports and about ways the CSW prioritizes their work to meet the deadlines for submitting timely court reports. Take notes.

Activity 2

Ask to participate in an interview with a parent whose child has been recently taken into protective custody. Ask if you can review the case file prior to the interview. Also, take time to discuss with the CSW and/or SCSW the process of **FULL DISCLOSURE**. Practice your **INTERVIEWING** techniques in Full Disclosure during the interview with the parent, while being observed/coached by the case carrying CSW. When you return to the office, practice **DOCUMENTING** the **CONTACT IN CWS/CMS** and take time to discuss with the CSW and /or SCSW how it felt to participate in the process of Full Disclosure with the parent. Ask the CSW to identify strengths observed in your interviewing skills and tips that they would offer for conducting your next interview. (*focus of interview can be modified at SCSWs discretion*).

Activity 3

Ask if you can observe a **CASE CONFERENCE** between a CSW and the SCSW. Prior to the conference, review the case under discussion. Ask the CSW how he prepares for a case conference. Take notes and ask if the CSW has a tool that is used to prepare for case conferences with the supervisor

DURING THE CASE CONFERENCE:

Observe the CSW presenting the family assessment to the SCSW. What was the reason for the conference? If the CSW is writing a recommendation for the court, how far in advance is the conference taking place? What factors have been taken into consideration leading to the CSW's recommendation?

Was SDM used? If so, which tools? Did the CSW and SCSW discuss SDM during the conference? Was the case plan reviewed to see if the goals matched the family's needs? Was progress towards meeting goals discussed? If the child was in out-of-home placement, did the CSW discuss interactions between the parent and the child he had observed during visits and did the CSW discuss the quantity and quality of visits? Did the SCSW agree with the assessment made by the CSW? How will this experience help you to prepare for a case conference with your SCSW?

Refer to Attached "Case Planning" and "Reassessment" related policies. Review on LA Kids as time permits.

Field Day 4: Pulling it All Together (continued)

II. CSW Reflection

Please write a brief description of one activity you participated in. Discuss how this activity helped you apply your classroom learning to field practice. How do you rate yourself in implementing the skills from the Core Practice Model? What are the steps you need to take to enhance your performance?

III. SCSW Feedback

Using the rating scale below circle the number that best describes your CSW's performance in the following areas:

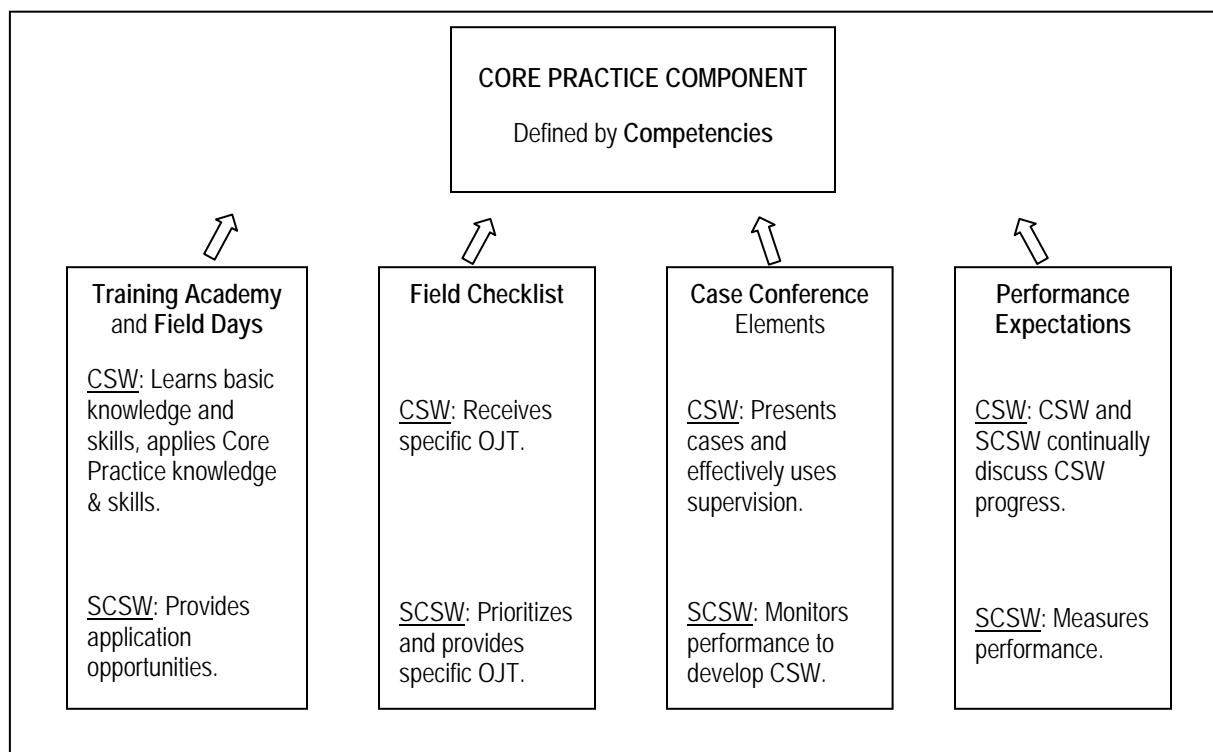
| | Beginning | Intermediate | Advanced |
|---------------------------------------|-----------|--------------|----------|
| Participation | 1 | 2 | 3 |
| Interest in Learning | 1 | 2 | 3 |
| Understanding the Core Practice Model | 1 | 2 | 3 |

Additional Comments:

To the SCSW

This guide assists you in professionally developing new CSWs from their first unit assignment through the end of their probationary period. The SCSW Guide is divided into the six practice components outlined in the Core Practice Model (Basic Knowledge, Engaging, Building Teams, Assessing, Service Planning, Tracking and Adapting). Each component follows the same outline:

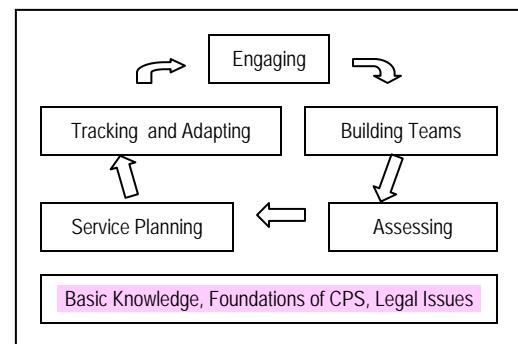
- I. **Competencies** define the basic skills and knowledge the CSW should develop to competently perform their social work duties.
- II. **Training Academy** topics inform the SCSW of specific knowledge areas introduced to the CSW in Core Academy.
- III. The **Field Checklist** provides the SCSW with tasks and activities, and policy and procedures references and tools with which to train CSWs on their specific function.
- IV. **Case Conference elements** provide a method for the SCSW to monitor and assess the CSW's performance through case presentations.
- V. **Performance Expectations** reference the individual elements on the Performance Work Plan which the SCSW must address when measuring the CSW's performance. The performance elements can be tracked to the competencies for each practice component.



Basic Knowledge, Foundations of CPS Work and Legal Issues

I. Core Practice Competencies

Understands basis of CPS as a specialized set of services intended to ensure safety while preserving families
Understands the values and framework of the casework process
Knows professional and ethical guidelines for worker behavior
Understands information about different systems involved in CPS and roles and responsibilities of these systems
Understands the proper role of dependency court in child welfare knows how to use the court to protect children
Knows effective case management techniques for coordination of services
Able to be responsive
Able to develop self-awareness
Able to balance authority to intervene to protect children with responsibility to establish a helping relationship with families
Understands the philosophy, values and characteristics of family-centered child welfare; understands how effective family-centered services can prevent the removal of children from their homes; and how strengthening families can foster positive change

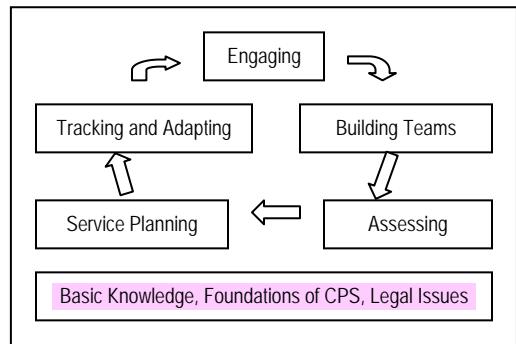


II. Training Academy Topics

| Modules | Days |
|---|------|
| Introduction & Overview: <ul style="list-style-type: none">Welcome to DCFS & Core Academy | 1 |
| COPE <ul style="list-style-type: none">County rules and regulations, Mileage, TimeWorkplace ethics | 1 |
| Sexual Harassment Prevention | ½ |
| CHOICES, LACERA, Horizons, Employee benefits, savings and retirement plans <ul style="list-style-type: none">Disaster Preparedness, Earthquake/ catastrophe survival and responsibility | 1 |
| Framework for C/W Practice: Overview of Child Welfare | 1 |
| Child Abuse Reporting Law, Civil Rights & Confidentiality | ½ |
| Software Outlook Training | 1 |
| Field Prep and Worker Safety <ul style="list-style-type: none">Tips for success in the fieldCollaboration with Law EnforcementMaking the first home visit | ½ |
| Notices | ½ |
| Legal Definitions: WIC A-J | ½ |
| Legal Foundations: Overview of Dependency Court | ½ |

III. Field Checklist – Categories of OJT Tasks

Introduction to the Office
Important Forms
Evaluation and Feedback on Performance
Required Administrative Reports
Cubicle and Case Organization



IV. Individual Case Conference Elements

Elements #1-11 (ER)

- Decision/Approval (#11): MSLC, evidence, templates

Also:

- Referring incident (#2): all allegations and finding for each*
- Social worker/client relationship (#8)*

Elements #1-9 (FM, FR, PP)

- Social worker/client relationship (#6)
- Decision Point (#9): consider MSLC, service provider feedback, adequate monitoring of progress, templates

Also:

- Other issues (#8): cultural, changes in family, lack of cooperation from providers*

V. Performance Expectations

Work Products & Services Part 1

- Perform court related activities. (*also applicable to D. "Gathering Information and Developing Assessments"*)
- Document all case/referral related communications and services.

Work Behaviors Part 2

- Applying Job Related Knowledge and Skills – demonstrates sufficient job related knowledge and skills to successfully perform the duties and accomplish the objective of the position.
- Information & Computer Security – protects organizational information and equipment from damage or loss.
- Self Management – acts in accordance with policies, procedures, rules, and regulations and avoids behaviors that have negative effects on the organization.
- Work Effort – Demonstrates focus and persistence to meet the objectives of the work unit.

Engaging Families

I. Core Practice Competencies

Understands a family's strengths, needs, preferences, and ethnic/cultural background that will impact their participation in case plan

Knows how to respond appropriately to specific situations such as angry, hostile or depressed clients

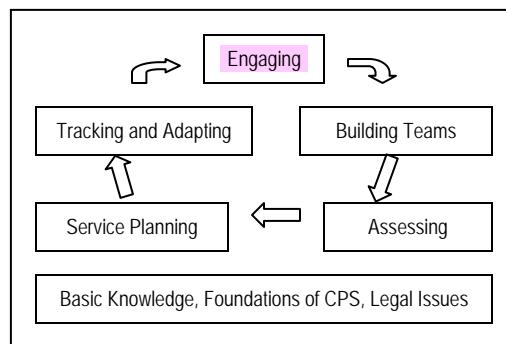
Able to establish rapport and develop a working relationship with a family

Able to be supportive, empathetic and understanding

Able to be culturally responsive during interviews

Able to partner with the Family (Family-Centered practice, FGDM)

Able to use effective communication and listening techniques in order to elicit factual information



II. Training Academy Topics

| Modules | Days |
|---|------|
| Framework for C/W Practice <ul style="list-style-type: none"> Introduction to public child welfare and principles of practice Social work values | 1 |
| Family Engagement in Case Planning <ul style="list-style-type: none"> Families are experts on themselves Techniques for engaging families | 2 |
| Working with GLBTQ Youth | ½ |
| Ethnographic Interviewing | ½ |
| Appreciating Multiculturalism | ½ |
| Neglect <ul style="list-style-type: none"> Identification of neglect Failure to thrive | ½ |
| Emotional/Ritual Abuse: Identification and assessment | ½ |
| Adult Substance Abuse <ul style="list-style-type: none"> Substance abuse and parenting Nature of chemical dependency and Resources | ½ |
| Domestic Violence <ul style="list-style-type: none"> Overview of domestic violence and Domestic violence & child abuse Restraining Orders | ½ |
| Collaborating w/ Kinship Caregivers <ul style="list-style-type: none"> Understanding needs of kinship caregivers Maintaining family connections Supporting needs of kinship caregivers | ½ |
| Field Prep and Worker Safety <ul style="list-style-type: none"> Tips for success in the field Collaboration with Law Enforcement Making the first home visit | ½ |

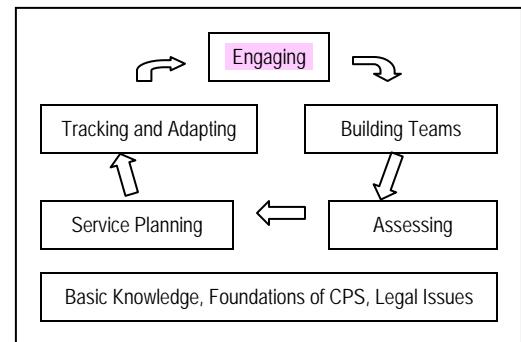
III. Field Checklist – Categories of OJT Tasks

Voice-mail and E-mail
Face to Face Contact Requirements
Knowledge of Community Resources

IV. Performance Expectations

Work Behaviors Part 2

2. Oral Communication – pays attention to verbal and non-verbal messages of others and responds in ways that are appropriate and clearly understood.
4. Customer Service and Satisfaction – treats customers (internal and external) with courtesy, dignity and respect; works proactively to facilitate customer access to services; strives to provide efficient, effective and timely services in a safe and welcoming environment.



V. Individual Case Conference Elements

Elements #1-11 (ER)

- Social worker/client relationship (#8)

Also:

- *Supporting evidence (#3)*
- *Task completion (#4): called referent, called collaterals, prior referrals reviewed, children interviewed*
- *Assessment and Case Plan (#7): risk issues, specific to identified risk, client involved in case plan development*
- *Decision/Approval (#11): MSLC, evidence, templates*

Elements #1-9 (FM, FR, PP)

- Social worker/client relationship (#6)

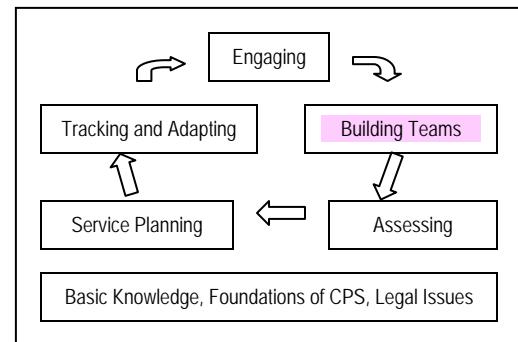
Also:

- *Analysis of case (#3)*
 - *Assessment: Specific, includes risk assessment*
 - *Case plan: Addresses needs, behavioral outcomes, parental agreement*
 - *Implementation and monitoring: SMART objectives*
- *Strength based issues (#4): Support system, community and professional supports*
- *Other issues (#8): cultural, changes in family, lack of cooperation from providers*
- *Decision Point (#9): consider MSLC, service provider feedback, adequate monitoring of progress, and templates*

Building Teams around Families

I. Core Practice Competencies

Able to develop partnerships (mandated reporters, caregivers, law enforcement, court, school systems, mental health providers, substance abuse providers, domestic violence providers, community partners) and communicate, plan and coordinate interventions with others involved in the case



II. Training Academy Topics

| Modules | Days |
|--|---------------|
| Family Engagement in Case Planning <ul style="list-style-type: none"> • Building on family strengths • Family as expert • Teaming with non-traditional helpers • SMART case planning | 2 |
| Public Health Nurses <ul style="list-style-type: none"> • Role of the PHN • CSW & PHN Collaboration • Universal Precautions | $\frac{1}{2}$ |
| Domestic Violence <ul style="list-style-type: none"> • Overview of domestic violence • Domestic violence & child abuse • Restraining Orders | $\frac{1}{2}$ |
| POE & Team Decision Making <ul style="list-style-type: none"> • Ensuring quality service delivery, teaming efforts, and collaboration at time sensitive points in the life of a case | $\frac{1}{2}$ |
| Collaboration with Law Enforcement <ul style="list-style-type: none"> • Field collaboration w/ LE • Role of LE in child abuse investigations • CSW field safety | $\frac{1}{2}$ |
| Kinship Approval Process & Livescan <ul style="list-style-type: none"> • Overview of ASFA regulations • Assessing the home of the caregiver • Roles of Kinship and Line CSW • Overview of required background clearances | $\frac{1}{2}$ |
| Collaborating w/ Kinship Caregivers <ul style="list-style-type: none"> • Understanding needs of kinship caregivers • Maintaining family connections • Supporting needs of kinship caregivers | $\frac{1}{2}$ |
| Overview of Education <ul style="list-style-type: none"> • Assessing & meeting the special educational needs of children in foster care • Navigating the educational system | $\frac{1}{2}$ |

III. Field Checklist – Categories of OJT Tasks

Teaming and Collaboration

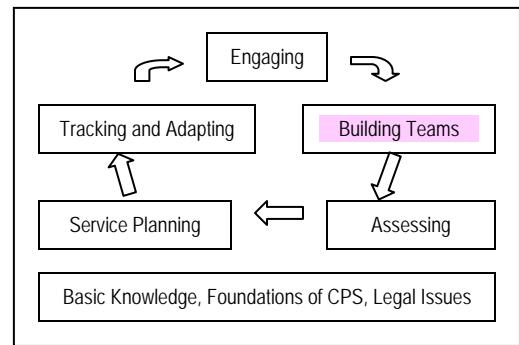
When and How to Schedule and Set-up Services

Collaboration as part of a team utilizing: P3, POE, MART, PHNs, HUB, DMH, MAT, Wraparound, Regional Centers, 300/600 START unit, Emancipation conferences, PPCs

Collaboration with Law Enforcement

Requesting the Kinship Home Assessment

Collaboration with Schools



IV. Individual Case Conference Elements

Elements #1-11 (ER)

- Task Completion (#4): called referent, called collaterals, prior referrals reviewed, children interviewed
Also:
 - *Assessment and Case Plan (#7): risk issues, specific to identified risk, client involved in case plan development*

Elements #1-9 (FM, FR, PP)

- Strength Based Issues (#4): support system, community and professional supports
Also:
 - *Analysis of case (#3)*
 - *Assessment: Specific, includes risk assessment*
 - *Case plan: Addresses needs, behavioral outcomes, parental agreement*
 - *Implementation and monitoring: SMART objectives*

V. Performance Expectations

Work Products & Services Part 1

3. Identify and evaluate the suitability of potential caregivers.

Work Behaviors Part 2

7. Peer, Team and Organizational Performance – helps co-workers, facilitates the work of the unit, looks out for and shows commitment to the department's interests, builds positive and constructive working relationships.

Using Teams to Gather Information and Develop Assessments

I. Core Practice Competencies

Knows how to prepare for interviews including determining who will be interviewed, where it will occur, the duration of the interview, and the content to be covered.

Knows different interviewing techniques

Able to effectively interview children using a variety of techniques

Able to guide an interview and to gather information in a neutral, supportive, non-judgmental manner

Understands how individual, family, developmental, situational and environmental factors contribute to physical abuse, sexual abuse, and neglect, and knows how to identify and evaluate these factors

Able to analyze and sort relevant from irrelevant information

Able to interpret complex medical, legal or agency documents

Able to evaluate and summarize complex and potentially conflicting information

Able to think critically, rationally, and objectively and make difficult decisions based on accurate information.

Able to use methods for conducting an assessment to secure pertinent information needed and minimize family's resistance

Able to assess key safety factors

Able to assess key risk factors

Able to assess key child and family strengths and needs factors throughout the life of a case

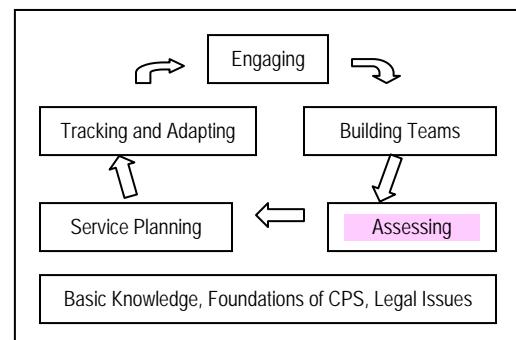
Able to factually document an assessment

Understands the caseworker's role and responsibility in the courtroom and knows what constitutes effective testimony.

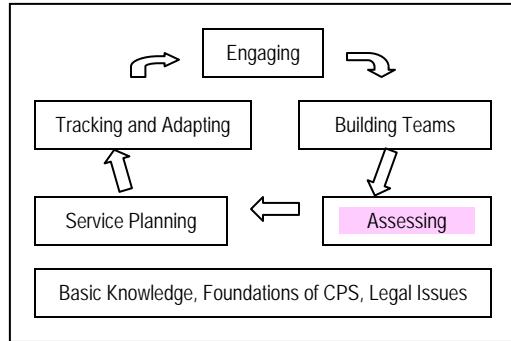
Able to gather and organize pertinent information and make recommendations to the court without biases or preconceptions

Able to organize and prepare court petitions

Able to be an effective and poised witness on the stand, speaking clearly and to the point



II. Training Academy Topics



| Modules | Days |
|---|------|
| Interviewing: parents and children | 1 |
| Perinatal Substance Abuse | ½ |
| <ul style="list-style-type: none"> • Medical Complications of Infants • Parental Background/Lifestyle | |
| Structured Decision Making: Safety & Risk Assessments | 2 |
| Child Maltx Identification 1: Recognizing and identifying Physical Abuse | 1 ½ |
| Child Maltx Identification 2: Recognizing and identifying Sexual Abuse | 1 ½ |
| Attachment Separation and Loss: Recognizing & reducing effects | ½ |
| Adult Development : Long term affects of development | ½ |
| Child and Youth Development: 0-5, 6-11 and Latency and Adolescence | 1 ½ |
| <ul style="list-style-type: none"> • General principles of development and Developmental periods • Needs/services of at-risk infants & young children | |
| Overview of Mental Health: Identifying and responding to mental health needs | 1 |
| Law Enforcement: Signs & Symptoms of Drug Use | ½ |
| CWS/CMS: Learning & practicing the elements of the CWS/CMS system | 4 |
| Detention Hearing Report : Writing the Detention Hearing Report | ½ |
| Court Report Writing: Writing legally sufficient Court Reports | 1 ½ |
| Writing Proficiency Exam: In class writing sample and & Evaluated by UCLA | ½ |
| ICWA | ¼ |
| <ul style="list-style-type: none"> • Identifying ICWA Cases • Noticing requirements for ICWA • Active Efforts | |
| Emotional/Ritual Abuse | ½ |
| Neglect | ½ |
| Adult Substance Abuse | ½ |
| Domestic Violence | ½ |
| POE & Team Decision Making | ½ |
| Working with GLBTQ Youth | ½ |
| Overview of Education | ½ |
| Ethnographic Interviewing | ½ |
| <u>Core Enhancement Training:</u> | |
| The Art and Skill of Testifying practicum: Preparing to testify in Court | 1 |
| Signs & Symptoms of Physical Abuse | |
| <ul style="list-style-type: none"> • Advanced skill practice on Physical Abuse identification | ½ |

III. Field Checklist – Categories of OJT Tasks

Referral Response and Disposition

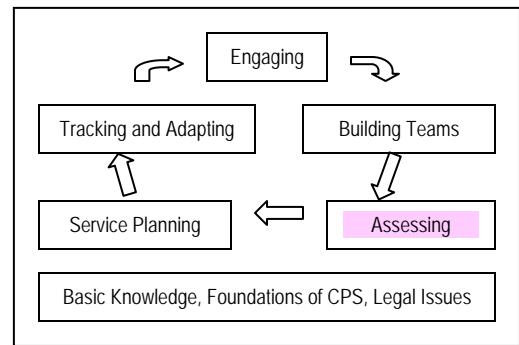
SDM (tools, timeframes, on-line application, court reports)

Taking children into protective custody

Clearances required for placement (LiveScan, CLETS, CACI, FBI, JAI, CWS/CMS)

Working with the Court

Adhering to timeframes for service provision



IV. Individual Case Conference Elements

Elements #1-11 (ER)

- Genogram (#1)
- Referring incident (#2): all allegations and findings for each
- Supporting evidence (#3)
- SDM tools (#5)
- Identify decision (#6)
- Assessment and Case Plan (#7): risk issues, specific to identified risk, client involved in case plan development
- Strength Assessment (#10)

Also:

- *Decision/Approval (#11): MSLC, evidence, templates*

Elements #1-9 (FM, FR, PP)

- Genogram (#1)
- SDM tools (#5)

Also:

- *Issues to be discussed (#2): facts leading to decision-making, SDM tools*
- *Analysis of case (#3)*
 - *Assessment: Specific, includes risk assessment*
 - *Case plan: Addresses needs, behavioral outcomes, parental agreement*
 - *Implementation and monitoring: SMART objectives*
- *Other issues (#8): cultural, changes in family, lack of cooperation from providers*
- *Decision Point (#9): consider MSLC, service provider feedback, adequate monitoring of progress, and templates*

V. Performance Expectations

Work Products & Services Part 1

1. Investigate, evaluate and **assess** allegations of neglect, abuse and/or exploitation of children
2. **Determine** appropriate service needs of the child and family, including placement decisions.
(also applicable to C. "Building Teams around Families" and E. "Creating Service Plans and Interventions.")

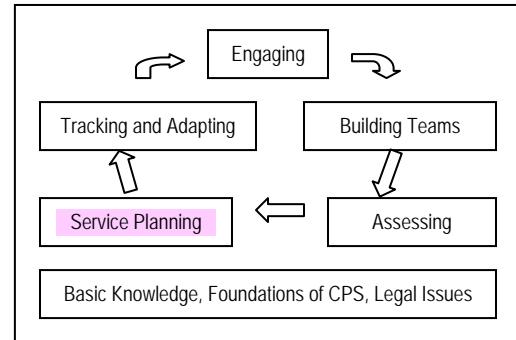
Work Behaviors Part 2

3. Written Communication – writing is clear, organized, and appropriate for the purpose and audience

Creating Service Plans and Interventions

I. Core Practice Competencies

- Able to utilize supervision and share decision-making
Able to use information from the assessment to develop the service/case plan
Able to prioritize service needs on the basis of available information and to establish goals and behavioral objectives that build upon strengths
Able to design a case plan that is clear and concise and addresses outcomes that are measurable and have meaning to the family, DCFS and court (if involved)
Able to use service providers to assist the family in reaching their goals



II. Training Academy Topics

| Modules | Days |
|--|------|
| Structured Decision Making <ul style="list-style-type: none">• FSNA | 2 |
| Placement and Permanency <ul style="list-style-type: none">• The Process• Timely Permanency• Full Disclosure | 2 |
| TILP <ul style="list-style-type: none">• Emancipation Planning | ½ |
| ICWA | ½ |
| Child Maltx Identification 2: Sexual Abuse | 1 ½ |
| Neglect | ½ |
| Overview of Education | ½ |
| Overview of Mental Health | 1 |
| Kinship Approval Process & Livescan | ½ |
| Collaborating with Kinship Families | ½ |
| Adult Substance Abuse | ½ |
| Family Engagement in Case Planning | 2 |

III. Field Checklist – Categories of OJT Tasks

Voluntary Service Delivery: VFM and VFR contracts

Working with the Court

Court Involved Cases and Court Reports

- Family Maintenance
- Family Reunification
- Permanency Planning
- Selection and Implementation of Permanent Plan
- Review of Permanent Plan Reports

Inmate Removal

Walk-on and Ex-Parte / Interim Reports

Petitions

Miscellaneous Hearings

Searches

Placement types

Placement Packets

Obtaining Certificates (VSI-Vital Statistics Information)

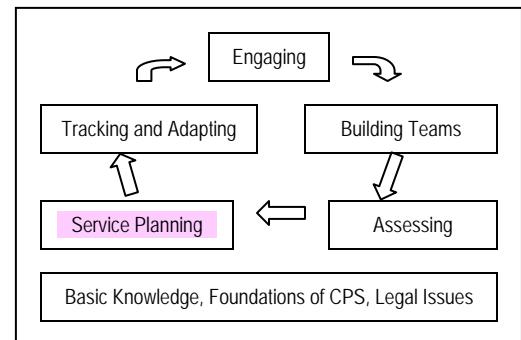
Monitored Visits

Case Planning

Emancipation Planning

Specialized Functions/Services/Situations

Special Funds



IV. Individual Case Conference Elements

Elements #1-11 (ER)

- Assessment and Case Plan (#7): risk issues, specific to identified risk, client involved in case plan development

Also:

- *Concurrent Planning (#9): potential caretakers, family history, reunification services, all county protocols completed*

Elements #1-9 (FM, FR, PP)

- Analysis of case (#3)
 - Assessment: Specific, includes risk assessment
 - Case plan: Addresses needs, behavioral outcomes, parental agreement
 - Implementation and monitoring: SMART objectives
- Concurrent Planning (#7)

V. Performance Expectations

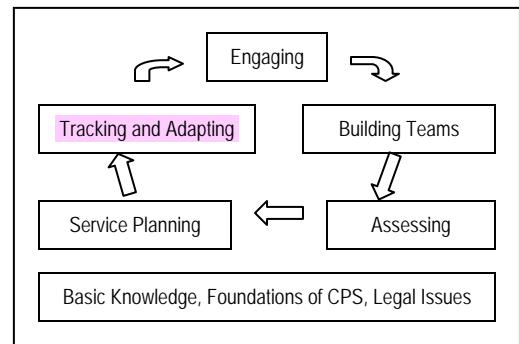
Work Products & Services Part 1

4. Assist with case plan implementation. (*also applicable to F. "Track and Adapt Plan."*)
8. Identify and establish a separate path of legal permanence through concurrent planning.
(*also applicable to F. "Track and Adapt Plan."*)

Using Teams to Track and Adapt Plans Based on Results

I. Core Practice Competencies

- Able to monitor and evaluate the family's progress
- Able to visit children and families and collaborate with service providers to monitor client progress and the need for ongoing assessment and service provision.
- Able to effectively terminate services and the relationship with the family



II. Training Academy Topics

| Modules | Days |
|--|------|
| Structured Decision Making: Reassessment Tools | 2 |
| Family Engagement in Case Planning (2.0) | 2 |
| Placement and Permanency (2.0) | 2 |
| Neglect (.5) | ½ |
| POE & Team Decision Making (.5) | ½ |
| Adult Substance Abuse (.5) | ½ |
| Domestic Violence (.5) | ½ |
| Collaborating with Kinship Families (.5) | ½ |

III. Field Checklist – Categories of OJT Tasks

- Case Transfer
- Closing Cases
- Adoption Specific tasks

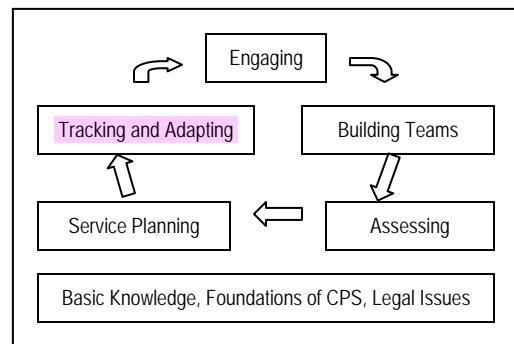
IV. Individual Case Conference Elements

Elements #1-11 (ER)

- Concurrent Planning (#9): potential caretakers, family history, reunification services, all county protocols completed

Also:

- *Assessment and Case Plan (#7): risk issues, specific to identified risk, client involved in case plan development*



Elements #1-9 (FM, FR, PP)

- Issues to be discussed (#2): facts leading to decision-making, SDM tools
- Analysis of case (#3)
 - Assessment: Specific, includes risk assessment
 - Case plan: Addresses needs, behavioral outcomes, parental agreement
 - Implementation and monitoring: SMART objectives
- Concurrent Planning (#7)
- Other issues (#8): cultural, changes in family, lack of cooperation from providers

V. Performance Expectations

Work Products & Services Part 1

5. Visit children, families, and caregivers to monitor safety and well being.
9. Manage the adoption planning process.

CSW Core Training Academy Schedule
Academy Topics by Domains of Practice

I. Core Knowledge and Skills

- A. **Legal Aspects of Child Protection (4.0 days)**
 - Legal Definitions (.50)
 - Notices (.50)
 - Court Report Writing (1.50)
 - Detention Hearing Report (.50)
 - Legal Foundations (.50)
 - Child Abuse Reporting Law, Civil Rights, and Confidentiality (.50)
- B. **Family-Centered Approach to Child Protective Services (5.5 days)**
 - Framework for Child Welfare Practice (1.0)
 - Child Maltreatment Identification (1.50)
 - Neglect (.50)
 - Emotional and Ritual Abuse (.50)
 - Structured Decision Making (2.0)
- C. **Case Planning and Family-Centered Casework (4.0 days)**
 - Interviewing (1.0)
 - Collaborating with Kinship Caregivers (.50)
 - Points of Engagement and Team Decision Making (.50)
 - Family Engagement and Case Planning (2.0)
- D. **Culture and Diversity in Child Welfare Practice (1.25 days)**
 - Ethnographic Interviewing (.50)
 - Appreciating Multiculturalism (.50)
 - Indian Child Welfare Act (.25) *also includes Legal Aspects*
- E. **Effects of Abuse and Neglect on Child and Human Development (2.5 days)**
 - Child Development 0-5 (.50)
 - Child Development 6-11 (.50)
 - Latency and Adolescence (.50)
 - Attachment, Separation and Loss (.50)
 - Adult Development (.50)
- F. **Placement & Permanence (2.5 days)**
 - Placement and Permanency (2.0)
 - Kinship Approval Process and LiveScan (.50)

CSW Core Training Academy Schedule
Academy Topics by Domains of Practice (continued)

II. Specialized/Related Child Welfare Practice

- A. **Working with Adolescents (1.5 days)**
 - Overview of Education (.50)
 - Working with GLBTQ Youth (.50)
 - Transitional Independent Living Planning (.50)
- B. **Sexual Abuse (1.0 day)**
 - Sexual Abuse (.50)
 - Sexual Abuse Practicum (.50)
- C. **Intake/Emergency Response:** Included in SDM, Legal Definitions, and Child Sexual Abuse Practicum
- D. **Developmental Disabilities:** Included in Human Development
- E. **Casework with Children**
- F. **Adult Psychopathology:** Included in Human Development
- G. **Substance Abuse (1.5 days)**
 - Perinatal Substance Abuse (.50)
 - Adult Substance Abuse (.50)
 - Law Enforcement: Signs and Symptoms of Drug Use (.50)
- H. **Family Violence (.50 day)**
 - Domestic Violence (.50)
- I. **Writing Skills and Documentation (4.25 days)**
 - Child Welfare Services/Case Management System (4.0)
 - Writing Exam (.25)
- J. **Health & Medical Issues (1.5 days)**
 - Mental Health (1.0)
 - Public Health Nurses (.50)

III. DCFS Specific (11.0 days)

- Introductions, Housekeeping and Pre-test (.50)
- Overview of DCFS (.50)
- COPE, Union and Ergonomics (1.0)
- Sexual Harassment Prevention (.50)
- LACERA (.25)
- CHOICES, Horizons, Credit Union, Disaster Preparedness (1.0)
- Collaborating with Law Enforcement, Worker Safety, Field Preparation, and SSC (.75)
- Field Days (4.0)
- Software Training (1.0)
- Post-test, Termination and Graduation (1.5)

INTEGRATION OF CORE PRACTICE MODEL, PRACTICE DOMAINS AND ACADEMY TOPICS

| Domains/Core Practice Model | Engaging Families | Building Teams around Families | Gather Info & Develop Assessments | Planning/Interventions | Track & Adapt Plans |
|---|--|--------------------------------|-----------------------------------|------------------------|---------------------|
| A. CORE KNOWLEDGE/SKILLS | | | | | |
| Legal Aspects of Child Protection | Legal Defs (.50); Notices (.50); Court Report Writing (1.50); Detention Hearing Report (.50); Legal Foundations (.50); CARL, Confidential. & Civil Rights (.50) | | | | |
| Family-Centered Approach to Child Protection | Framework for Child Welfare Practice (1.0) Neglect (.50) | | | | |
| | Emotional/Ritual Abuse (.50) | | | | |
| | Child Maltx Identif. (1.5) - Legal Defs, Physical Abuse, Neglect, and Emotional/Ritual Abuse | | | | |
| Case Planning and Family-Centered Casework | Structured Decision Making /Assessment of Safety, Risk and Protective Capacity (2.0) | | | | |
| | Interviewing (1.0) | | | | |
| | Family Engagement in Case Planning and Case Management (2.0) | | | | |
| | POE & Team Decision Making (.50) | | | | |
| Culture and Diversity in CW Practice | Collab. w/ Kin Caregivers (.50) | | | | |
| | ICWA (.25) | | | | |
| Effects of Abuse and Neglect on Child/Human Development | Ethno Interviewing (.50) | | | | |
| | Appr. Multicultural (.50) | | | | |
| Placement & Permanence | 0-5, 6-11, Lat&Adol, ASL (2.0) | | | | |
| | Adult Development (.50) | | | | |
| B. SPECIALIZED/RELATED CHILD WELFARE PRACTICE | Placement and Permanency (2.0) | | | | |
| | Kinship Approval Process & Live Scan (.50) | | | | |
| Working with Adolescents | Working with GLBTQ Youth (.50) | | | | |
| | Overview of Education (.50) | | | | |
| | TILP (.50) | | | | |
| Sexual Abuse | Child Sexual Abuse | | | | |
| | Child Sexual Abuse (.50) | | | | |
| Intake/ER | Child Sexual Abuse Practicum (.50) | | | | |
| | * incl SDM, Legal Definitions & Child Sexual Abuse Practicum | | | | |
| Developmental Disabilities | * incl Human Development | | | | |
| | | | | | |
| Casework with Children | | | | | |
| | | | | | |
| Adult Psychopathology | | | | | |
| | * incl in Mental Health | | | | |
| Substance Abuse | Perinatal Substance Abuse (.50) | | | | |
| | Adult Substance Abuse (.50) | | | | |
| | Law Enfrc-Signs/Sympts(.50) | | | | |
| Family Violence | Domestic Violence (.50) | | | | |
| | | | | | |
| Writing Skills/Documentation | CWS/CMS (4.0) Writing Exam (.25) | | | | |
| | | | | | |
| Health & Medical Issues | Mental Health (1.0) | | | | |
| | PHNs (.50) | | | | |
| Adoption | | | | | |
| | | | | | |
| C. LA DCFS COUNTY INFORMATION | Introductions, Housekeeping, Pre-test (.50), Overview of DCFS (.50), COPE, Union & VDT (1.0), Sexual Harassment Prevention (.50), LACERA (.25); CHOICES, Horizons, Credit Union, Disaster Prep (1.0), Collab w/Law Enforcement, Worker Safety, Field Prep (.50), Field Days (4.0), Software Training (1.0); SSC (.25), Post-test, Termination & Graduation (1.5) | | | | |

SCSW CASE CONFERENCING ELEMENTS

| <i>Individual Case Conference Format Elements (FM/FR/PP) Integration with Core Practice Model</i> | |
|---|--|
| Case Conference Elements | <i>Primary Core Practice Component</i> <small>*Secondary Core Practice Component</small> |
| 1. Genogram | <i>D. Gathering Info and Developing Assessments</i> |
| 2. Issues to be discussed - facts leading to decision-making - SDM tools | <i>F. Tracking and Adapting</i> *d. Gathering Info and Developing Assessments |
| 3. Analysis of case - Assessment - Specific - Includes risk assessment - Case Plan - Addresses needs - Behavioral outcomes - Parental agreement - Implementation and Monitoring - SMART objectives | <i>E. Case Planning/Interventions</i> <i>F. Tracking and Adapting</i> *b. Engaging Families *c. Building Teams *d. Gathering Info and Developing Assessments |
| 4. Strength Based Issues - Support system - Community and professional supports | <i>C. Building Teams</i> *b. Engaging Families |
| 5. SDM Tools | <i>D. Gathering Info and Developing Assessments</i> |
| 6. Social worker/client relationship | <i>A. Basic and Foundations</i> <i>B. Engaging Families</i> |
| 7. Concurrent Planning | <i>F. Tracking and Adapting</i> *e. Case planning/interventions |
| 8. Other Issues - Cultural - Changes in family - Lack of cooperation from providers | <i>F. Tracking and Adapting</i> * a. Basic and Foundations *b. Engaging Families *d. Gathering Info and Developing Assessments |
| 9. <i>Decision Point: consider</i> - MSLC - service provider feedback - adequate monitoring of progress - templates | <i>A. Basic and Foundations</i> *b. Engaging Families *d. Gathering Info and Developing Assessments |

Individual Case Conference Format Elements (ER)
Integration with Core Practice Model

| Case Conference Elements | <i>Primary Core Practice Component</i> *Secondary Core Practice Component |
|--|--|
| 1. Genogram | <i>D. Gathering Info and Developing Assessments</i> |
| 2. Referring Incident - all allegations and finding for each | <i>D. Gathering Info and Developing Assessments</i> * a. Basic and Foundations |
| 3. Supporting Evidence | <i>D. Gathering Info and Developing Assessments</i> *b. Engaging Families |
| 4. Task Completion - called referent - called collaterals - prior referrals reviewed - children interviewed | <i>C. Building Teams</i> *a. Basic and Foundations *b. Engaging Families |
| 5. SDM | <i>D. Gathering Info and Developing Assessments</i> |
| 6. Identify decision | <i>D. Gathering Info and Developing Assessments</i> |
| 7. Assessment and Case Plan - risk issues - specific to identified risk - client involved in case plan development | <i>D. Gathering Info and Developing Assessments E.</i> <i>Case Planning/Interventions</i> *b. Engaging Families *c. Building Teams *f. Tracking and Adapting |
| 8. Social worker/client relationship | <i>B. Engaging Families</i> *a. Basic and Foundations |
| 9. Concurrent Planning - potential caretakers - family history - reunification services - all county protocols completed | <i>F. Tracking and Adapting</i> *e. Case planning/interventions |
| 10. Strength Assessment | <i>D. Gathering Info and Developing Assessments</i> |
| 11. Decision /Approval: consider - MSLC - evidence - templates | <i>A. Basic and Foundations</i> *b. Engaging Families *d. Gathering Info and Developing Assessments |

Goals and Objectives Guiding the Development of the Portfolio and Training Guide for New CSWs

- Build on existing *Field CSW Checklist* (Telles-Rogers, et al; standardized orientation workgroup) to augment transferability of new CSWs from the Academy to the Field.
[See four enhanced structured Field Day Activities.](#)
- Enhance and wrap a framework around the *Field CSW Checklist* to assess higher level social work skills in order to better assess training needs. While the *Field CSW Checklist* is more task-oriented, SCSWs require more information on basic social work skills, e.g. compliance vs. critical thinking activities, ability to ask questions, ability to sort relevant from irrelevant information, etc.
[See Core Practice Framework.](#)
- Enhance self-assessment tool to gather more data and learn more about newly hired CSWs and what their unique learning needs might be.
[See expanded Trainee Profile and Self Assessment.](#)
- Extend the tool to cover the entire Probation Period.
[One comprehensive tool with multiple sections.](#)
- Build in opportunities for research.
[Data collection opportunities from more self-assessment ratings and feedback from SCSWs.](#)
- Organizationally, link Training to Field Practice and review what the literature says about best practice, training and improved outcomes for children and families ([see Core Practice competencies linked to Field CSW Checklist and Training Academy topics](#)). Connect these linkages into how the Department measures ([performance expectations from LA County Performance Evaluation](#)) and indicate the tools that are used to collect that data ([Case Conference elements](#)).

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