

# Common Core 3.0 Course Titles and Descriptions

## Foundation Block

### 100 Level

- **Orientation to Child Welfare Practice and Common Core 3.0:** This ½-day classroom module provides an introduction to child welfare practice in California, including the National Association of Social Workers (NASW) Code of Ethics, the social worker’s role and responsibility in advocacy, and an overview of the California Child Welfare Core Practice model.
- **Values and Ethics in Child Welfare Practice:** This ½-day classroom module explores child welfare practice vignettes with ethical dilemmas for participants to develop an awareness of personal values and their possible influence on child welfare workers practice with children and families.
- **Child and Youth Development:** This eLearning module provides an introduction to child and youth development. The content focuses on child/youth ages and stages, developmental milestones, and the identification of red flags related to child welfare practice.
- **Introduction to Trauma-Informed Practice:** This eLearning module covers key concepts related to childhood traumatic stress, traumatic responses at developmental stages and chronological ages, and best practices to support healing and recovery of children and youth who have experienced trauma. This is a required prerequisite for the classroom training: *Trauma-Informed Practice*.
- **Trauma-informed Practice:** This 1-day classroom module is preceded by a required e-Learning: *Introduction to Trauma Informed Practice* that introduces key knowledge components used in class, and must be completed prior to attending this classroom module. The classroom module provides skill activities about trauma-informed practice (including secondary traumatic stress and stress management).
- **Introduction to CWS/CMS:** This ½-day classroom module provides basic information on California’s Child Welfare Services/Case Management System (commonly referred to as CWS/CMS) including computer based activities, commonly used terms, commands, navigation, notebooks, and reports.
- **Key Issues in Child Welfare: Substance Use Disorders:** This eLearning module focuses on indicators of substance use disorders and relapse, dynamics of substance use and impact on families in a child welfare setting. Complicating factors influence the functioning of family members and may impact child safety, permanency, and well-being. This eLearning is a required prerequisite for the classroom training: *Key Issues in Child Welfare: Social Worker as Practitioner*.
- **Key Issues in Child Welfare: Intimate Partner Violence:** This eLearning module focuses on the definitions of intimate partner violence, dynamics of abuse, and intervention strategies. Complicating factors influence the functioning of family members and may impact child safety, permanency, and well-being. This eLearning is a required prerequisite for the classroom training: *Key Issues in Child Welfare: Social Worker as Practitioner*.
- **Key Issues in Child Welfare: Behavioral Health:** This eLearning module focuses on commonly occurring behavioral health diagnoses, levels of treatment and case planning. Complicating factors influence the functioning of family members and may impact child safety, permanency, and well-being. This eLearning is a required prerequisite for the classroom training: *Key Issues in Child Welfare: Social Worker as Practitioner*.
- **Key Issues in Child Welfare: Social Worker as Practitioner:** This 2-day classroom module is preceded by 3 required e-Learning: 1) *Key Issues in Child Welfare: Substance Use Disorders*; 2) *Key Issues in Child Welfare: Intimate Partner Violence*; 3) *Key Issues in Child Welfare: Behavioral Health* that introduce key knowledge components used in class, and must be completed prior to attending this classroom module. The classroom module includes information about Stages of Change that social workers can use to identify strategies for engaging and motivating family members experiencing substance use disorders, intimate partner violence, and/or behavioral health issues. This skill based

training explores the role of the child welfare practitioner in working with families experiencing these issues, including practice with building case plan interventions used by child welfare workers to engage children, youth and families.

- **Federal and State Laws:** This eLearning module provides an overview of laws and regulations specific to children and youth and explores the primary goals of child welfare practice in California. Content includes various California and Federal Laws, legal definitions of maltreatment, reporting laws, and laws regulating children and youth placed in out of home care.
- **Legal Procedures:** This eLearning module provides an overview of dependency law including the purpose, standard of proof, and time frames for each court hearing, and requirements for providing information to the families about legal proceedings. This is a required prerequisite for the classroom training: *Legal Procedures and Responsibilities*.
- **Legal Procedures and Responsibilities:** This 1-day classroom module is preceded by a required e-Learning: *Legal Procedures* that introduces key knowledge components used in class, and must be completed prior to attending this classroom module. The classroom module builds on previous content regarding child welfare legal procedures and responsibilities, and includes skill-building exercises that help participants prepare to appear and testify in court.
- **Fairness and Equity:** This ½-day classroom module provides an introduction to content on the theory and practices of cultural humility, as well as the concepts of disproportionality and disparity, and the need to address them in field of child welfare practice.
- **Teaming, Collaboration, and Transparency:** This 1-day classroom skill-based module includes the basics of collaboration including the importance of collaboration and teaming, partners in collaboration and teaming, roles within the collaborative and teaming process, interdisciplinary collaboration ([mental health, public health, education, probation]), and sharing roles in the service of children and families in a child welfare setting.
- **Indian Child Welfare Act (ICWA) Introduction:** This e-learning module provides a brief history and rationale for the creation of the Indian Child Welfare Act, Tribal sovereignty, and the basic provisions of the Act. This is a required prerequisite to the classroom training: *ICWA and Working with Native American Families and Tribes*.
- **Indian Child Welfare Act (ICWA) and Working with Native American Families and Tribes:** This 1-day classroom module is preceded by a required e-Learning: *Indian Child Welfare Act Introduction* that introduces key knowledge components used in class, and must be completed prior to attending this classroom module. This 1-day classroom module provides a brief history of Native American tribes and additional content regarding the Indian Child Welfare Act requirements.
- **Documentation Practice and Report Writing:** This eLearning module provides tips and best practices for documentation of casework activities including writing case notes, case plans, and court reports.
- **Time and Stress Management:** This eLearning module provides information on strategies for managing time within the context of child welfare work, secondary traumatic stress and stress reduction techniques for staff working within a child welfare setting.
- **Social Worker Safety:** This eLearning module presents tips for assessing and mitigating danger in the field, avoiding dangerous situations, and how to work safely with families and children.
- **Indian Child Welfare Act and Working with Native American Tribes Field Activity:** This field activity provides an opportunity for child welfare workers to identify local ICWA resources to support child welfare outcomes and reinforce the value of keeping an Indian child connected to culture and community.
- **Fairness and Equity in Practice Field Activity:** This field activity provides an opportunity for child welfare workers to explore data related to disparity, practices that promote fair and equitable treatment with individuals interacting with the child welfare system, and ways that bias can be discussed and addressed in day-to-day practice to improve outcomes for children and families.

## 200 Level

- **Child Welfare Services Outcomes:** This eLearning module provides an overview to the Federal Child and Family Services Review and federal child welfare outcome measures. Additionally, the course focuses on using data in child welfare practice and the link of child welfare casework with families to outcomes in child welfare.
- **Indian Child Welfare Act Review and Expert Witness:** This eLearning module reviews the basic provisions of ICWA and expands on information of expert witness requirements.
- **Trauma Informed Practice and Key Issues in Child Welfare Practice Knowledge and Skill Reinforcement Lab:** This 1-day classroom module provides a more in depth skill experience by focusing on the correlation between children and parents' personal, historical and/or cultural experiences related to exposure to trauma, and some behaviors associated with substance use disorders, intimate partner violence and/or behavioral health disorders. This training day includes an end of Foundation Block exam to evaluate knowledge gained through 200 and 100 Level eLearning, classroom and field activities.

## Engagement Block

### 100 Level:

- **Respect, Courtesy and Skillful use of Authority:** This eLearning module provides basic-information on respect, courtesy, and the appropriate use of authority in the context of a child welfare setting. Information is provided on assessing one's comfort with use of authority and strategies that demonstrate courtesy and respect for children and families.
- **Concurrent Planning Introduction:** This eLearning module provides basic information about concurrent planning including the definition of concurrent planning, family finding, and connectedness. This is a required prerequisite to the classroom training, *Case Planning in a Team Setting*, in the Case Planning and Service Delivery Block.
- **Basic Interviewing:** This eLearning module provides information on the phases of a child welfare interview, types of questions, and strength-based interviewing strategies. This is a required prerequisite to the classroom training: *Engagement and Interviewing*.
- **Engagement and Interviewing:** This 1-day classroom module is preceded by a required e-Learning: *Basic Interviewing* that introduces key knowledge components used in class, and must be completed prior to attending this classroom module. This skill building class provides opportunities to practice interviewing skills with children and families in a child welfare setting. Additional information is provided on formulating questions, responding with empathy and gathering key information for case work planning.
- **Interviewing Field Activity:** This field activity provides an opportunity for child welfare workers to prepare for and complete an interview with a family member, caregiver, youth, or stakeholder.
- **Exploring Family, Extended Family, Community and Tribal Connections and Relationships Field Activity:** This field activity provides an opportunity for child welfare workers to develop a genogram, eco-map, or safety circle to help identify family, extended family, community, and tribal connections that may provide support and permanent connections for children, youth, young adults and families.

### 200 Level

- **Engagement Knowledge and Skill Reinforcement Lab:** During this 2-day classroom module, participants will revisit and deepen skills related to cultural humility in child welfare interviews through ethnographic interviewing techniques and practice skills related to interviewing children. The second training day includes an end of Engagement Block exam to evaluate knowledge gained through 200 and 100 Level eLearning, classroom and field activities.

## Assessment Block

### 100 Level

- **Critical Thinking and Assessment:** This ½-day classroom module focuses on critical thinking activities that link critical thinking to assessment. Participants will engage in activities designed to help them develop a critical thinking framework. This course addresses what is involved in critical thinking, distinguishes between fact and bias, defines minimum sufficient level of care, and encourages use of courageous conversations to increase critical thinking skills.
- **Child Maltreatment Identification eLearning:** This eLearning module includes indicators of neglect, physical abuse, sexual abuse and exploitation, and emotional abuse, introduces relevant sections of California's Penal and Welfare & Institutions Codes, and covers how cultural factors, family roles, and family interactions can affect the identification of child maltreatment. This is a required prerequisite to the classroom training: *Child Maltreatment Identification Skills Lab*.
- **Child Maltreatment Identification Skills Lab:** This 1-day classroom module is preceded by a prerequisite eLearning: *Child Maltreatment Identification*, that introduces key knowledge components used in class. This classroom module contains activity based skill building exercises for child welfare social workers, and offers trainer facilitated vignette activities that provide a framework for identifying child maltreatment using direct observation, interviews, and consultation. The course does not include practice identifying child sexual abuse, but instead provides a framework for consulting with law enforcement, medical practitioners, and others to coordinate forensic interview and examination when sexual abuse is alleged.
- **Overview of Assessment Procedures e-learning:** These two eLearning modules introduce the definitions of safety, risk and protective capacity, identify when they are assessed, describes several Structured Decision Making (SDM) assessment tools, identify the elements of a safety plan, and cover the development of safety plans in a team setting. This is a required prerequisite to the classroom training: *Structured Decision Making Skills Lab*.
- **Structured Decision Making (SDM) Skills Lab:** This 1½-day classroom module is preceded by the required eLearning: *Overview of Assessment Procedures* (2 modules), that introduce key knowledge components used in class and must be completed prior to attending this classroom module. This module is an activity based skill building training for child welfare social workers that offers trainer facilitated vignette activities that focus on identifying and applying definitions for assessing safety, risk, and protective capacities with various Structured Decision Making (SDM) assessment tools.
- **Assessing for Key Child Welfare Issues:** This ½-day classroom module introduces participants to challenges in assessing families experiencing substance use disorders, behavioral health concerns and/or intimate partner violence. This module is activity based, and provides participants with an opportunity to conduct a balanced and rigorous assessment of child safety from a trauma-informed perspective by utilizing Structured Decision Making definitions, tools, and policies/procedures.
- **Completing Assessment Tools Field Activity:** During this field activity, the child welfare worker will complete two Structured Decision Making (SDM) tools on an active case or through case review. The activity must be completed using the Structured Decision Making Policy and Procedure Manual or the online tools that include key definitions and information for completing each tool.
- **Collaborative Assessment, Planning and Support: Safety and Risk in Teams Field Activity:** In this activity, the child welfare worker will participate in a team meeting where safety and safety planning are discussed with a family on their caseload or observe a team meeting where safety and safety planning are discussed (with the permission of the social worker and the family).

### 200 Level

- **Assessment Knowledge and Skills Reinforcement Lab:** During this 1-day classroom module, participants deepen their assessment skills utilizing the Structured Decision Making tools alongside vignettes to highlight the value of conducting

a balanced and rigorous assessment. This training day includes an end of Assessment Block exam to evaluate knowledge gained through 200 and 100 Level eLearning, classroom and field activities.

## Case Planning and Service Delivery Block

### 100 Level

- **Purposeful Visitation and Family Time:** This eLearning module reviews the importance of documenting family time and visitation activities and linking these activities to case plan objectives. Information is provided on structuring family and visitation time for success. Additionally, information is provided on how to evaluate and intervene in interactions between children and adults that support bonding and attachment, age appropriate parenting strategies, and safety for children.
- **Case Planning Basics:** This eLearning module focuses on case planning as a path to permanency, Division 31 case plan requirements, safety linked behaviors to use in case plan development and the importance of SMART objectives. This is a required prerequisite to the classroom training: *Case Planning in a Team Setting*.
- **Writing Behavioral Objectives:** This ½ -day classroom module is preceded by a required e-Learning: *Case Planning Basics* that introduces key knowledge components used in class, and must be completed prior to attending this classroom module. This ½ -day classroom module provides skill building in writing behavior-based case plan objectives that follow an assessment of identified safety/risk issues and family strengths and needs.
- **Case Planning in a Team Setting:** This ½ -day classroom module is preceded by 2 required e-Learning: *Concurrent Planning Introduction* (from the Engagement Block) and *Case Planning Basics* that introduces key knowledge components used in class, and must be completed prior to attending this classroom module. This class provides opportunities to practice conducting case planning and concurrent planning in a team setting including culturally specific, coordinated, family-driven teaming processes. It also includes how to use community services (such as Linkages), formal and informal supports to support families' efforts, and the importance of relationship building between birth and resource families.
- **Collaborative Assessment, Planning, and Support: Initial Case Plan:** During this field activity, the child welfare worker participates in or observes a case planning meeting with a family to develop the initial case plan.

### 200 Level

- **Case Planning and Service Delivery Knowledge and Skills Lab:** During this 1-day classroom module, participants use case scenarios to deepen their consultation and collaboration skills by practicing sharing decision making with the family and their team, as well as integrating culturally responsive strategies to ensure case planning and services delivery meets the needs of the family. This training day includes an end of Case Planning and Service Delivery Block exam to evaluate knowledge gained through 200 and 100 Level eLearning, classroom and field activities.

## Monitoring and Adapting Block

### 100 Level

- **Monitoring and Adapting: Supporting Safety, Permanency and Well-being:** This eLearning module focuses on the importance of maintaining the Minimum Sufficient Level of Care (MSLC) by addressing identified safety and risk concerns. It discusses relevant laws, practices, policies, and utilization of appropriate Structured Decision Making tools throughout the case plan update process. This is a required prerequisite to the classroom module: *Managing the Plan: Supporting Safety, Permanency and Well-being*.
- **Placement:** This eLearning module identifies supports to help resource families maintain safety, permanency, and well-being in placement. Focusing on research-based factors associated with increased stability in out-of-home placements, participants will learn guidelines of the placement assessment process, the placement options of Resource Family

Approval process, and Continuum of Care Reform. This is a required prerequisite to the classroom training: *Managing the Plan: Supporting Safety, Permanency and Well-being*.

- ***Managing the Plan: Supporting Safety, Permanency and Well-being***: This 1-day classroom module is preceded by two required e-Learning modules: *Monitoring and Adapting: Supporting Safety, Permanency and Well-being* and *Placement*, that introduce key knowledge components used in class, and must be completed prior to attending this classroom module. This class helps participants understand the role of bias (personal standards vs. community standards, MSLC) in their ongoing work with families. Content includes best practices for collaboratively (re)evaluating the effectiveness of the plan for achieving safety goals, collaboration and teaming to enhance well-being and placement stability, and strategies to support healing in children and families who experience trauma following child welfare placement.
- ***Collaborative Assessment, Planning and Support: Case Plan Update Field Activity***: During this field activity, the child welfare worker participates in or observes a case planning meeting with a family to develop an updated case plan.

200 Level

- ***Managing Change Knowledge and Skills Reinforcement Lab***: During this 1-day classroom module, participants utilize critical thinking skills to deepen their ability to reflect on how child and family teaming, cultural humility, and trauma-informed practice increases engagement with the family to monitor and adapt the case plan as appropriate. This training day includes an end of Monitoring and Adapting Block exam to evaluate knowledge gained through 200 and 100 Level eLearning, classroom and field activities.

## Transition Block

100 Level

- ***Case Closure and After Care Plans for all Transitioning Cases***: This eLearning module includes how to assess for risk and safety as cases are closing, best practices for developing aftercare plans for all types of case closures, and how to create, develop and support Circles of Support for families, children, youth, and non-minor dependents (NMDs) at case closure. This course is a prerequisite to the classroom module, *Transition Practice*.
- ***After 18***: This eLearning module focuses on extended foster care beyond age 18, including basic eligibility requirements and best practices for engaging and working with young adults (e.g., rights, role changes, self-determination). This course is a prerequisite to the classroom module, *Transition Practice*.
- ***Transition Practice***: This 1-day classroom module is preceded by two required e-Learning modules: *Case Closure and After Care Plans for all Transitioning Cases* and *After 18* that introduce key knowledge components used in class, and must be completed prior to attending this classroom module. This class focuses on planning transition with families, minimizing trauma in placement changes, transitioning to permanency, case management during transitions, and managing transition within teams.
- ***Collaborative Assessment, Planning and Support: Transition Case Plan Update Field Activity***: During this field activity, the child welfare worker participates in or observes a case planning meeting with a family to develop a transition case plan.

200 Level

- ***Managing Transitions Knowledge and Skill Reinforcement Lab***: During this 1-day classroom module, participants use case scenarios to deepen their practice on child and family teaming skills and cultural humility skills that help reduce the experience of trauma, grief and loss throughout transitions. This training day includes an end of Transition Block exam to evaluate knowledge gained through 200 and 100 Level eLearning, classroom and field activities.