

Modality	Common Core 3.5 Version
Classroom	18 classes (19 ½ days)
eLearnings	10 eLearnings
Field Activities	5 Field Activities

FOUNDATION BLOCK

Training Component	Course Title	Duration	Course Description
Classroom	Orientation to California Child Welfare Practice	1 day	This 1-day class is an introduction to child welfare practice in California, including the NASW Code of Ethics, the social worker's role and responsibility in advocacy, and an overview of the California Child Welfare Integrated Core Practice Model (ICPM). The course further explores child welfare practice related vignettes with ethical dilemmas to develop an awareness of personal values and their possible influence on child welfare workers practice with children and families. This class contains a demographic survey.
Classroom	Introduction to Child Development	1 day	This 1-day class is an introduction to child development, including: ages and stages milestones, red flags, and connection to Child Welfare Services (CWS), while stressing the need to engage with the family. This is a required prerequisite for the <i>Child Maltreatment Identification (CMI) Skills Lab</i> .
Classroom	Trauma-Informed Practice	1 day	This 1-day class is comprised of trauma-informed skill activities (including secondary traumatic stress/stress management). This training has a pre and post evaluation to measure the effectiveness of the training curriculum content. This course is a required prerequisite for the <i>Engagement and Interviewing</i> class.
Classroom	Fairness and Equity	½ day	This ½-day class provides an introduction to the theory and practices of cultural humility, as well as the importance of addressing disproportionality and disparity in child welfare.
Classroom	Child and Family Teaming	1 day	This 1-day skill-based class includes the basics of collaboration including who to collaborate with, key

			roles, values, interdisciplinary collaboration [i.e. mental health], and sharing roles in the service of children and families in a child welfare setting. This course is a required prerequisite to <i>Engagement and Interviewing</i> .
eLearning	Federal and State Laws	Self-paced	This eLearning 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: legal definitions of maltreatment, reporting laws, and laws regulating children and youth placed in out of home care. This eLearning has a post evaluation.
Classroom	Legal Procedures and Responsibilities	1 day	This 1-day class provides an introduction to the juvenile court hearings in child welfare and the elements of effective court testimony. This training includes a pre and post evaluation to measure the effectiveness of the training curriculum content.
eLearning	Introduction to ICWA	Self-paced	This eLearning provides a brief history and rationale for the creation of the Indian Child Welfare Act (ICWA). It discusses Tribal Sovereignty and the basic provisions of the ICWA. This is a required prerequisite to the class <i>ICWA and Working with Native American Families and Tribes</i> . Evaluations include a pre evaluation prior to this course for both the eLearning and subsequent class, as well as an eLearning post evaluation to measure the effectiveness of the training curriculum content.
Classroom	ICWA and Working with Native American Families & Tribes (required prerequisite: Intro to ICWA eLearning)	1 day	This 1-day class deepens understanding of the Indian Child Welfare Act (ICWA), as well as provides skill-building opportunities with regard to ICWA requirements. This training includes a post evaluation to measure the effectiveness of the training curriculum content including both the class and the required prerequisite eLearning <i>Introduction to ICWA</i> .
eLearning	Key Issues in Child Welfare: Behavioral Health, Substance Use Disorders, and Intimate Partner Violence	Self-paced	This eLearning focuses on substance use disorders, intimate partner violence, and behavioral health and how these 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 <i>Key Issues in Child Welfare: Social Worker as Practitioner</i> . This eLearning has a post evaluation to measure the effectiveness of the training curriculum content.
Classroom	Key Issues in Child Welfare: Social Worker as Practitioner	2 days	This 2-day class addresses the Stages of Change and identifies strategies for engaging and motivating family members experiencing substance use disorders, intimate partner violence, and/or behavioral health

	(required prerequisite: Key Issues in Child Welfare: Behavioral Health, Substance Use Disorders, and Intimate Partner Violence eLearning)		issues. Additionally, it explores the role of the child welfare practitioner in working with families experiencing these issues, including practice building case plan interventions used by child welfare workers to engage children, youth, and families. The required prerequisite eLearning is <i>Key Issues in Child Welfare: Behavioral Health, Substance Use Disorders, and Intimate Partner Violence</i> .
<i>Classroom</i>	Introduction to CWS/CMS	½ day	This ½-day class 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.

ENGAGEMENT & ASSESSMENT BLOCK

Training Component	Course Title	Duration	Course Description
Classroom	Cultural Humility in Child Welfare Interviews	1 day	This 1-day class revisits and strengthens skills related to cultural humility in child welfare interviews through ethnographic interviewing techniques and practice related to interviewing children. This class is a required prerequisite for <i>Interviewing Children</i> .
Classroom	Critical Thinking & Assessment	½ day	This ½-day class focuses on activities that link critical thinking to assessment. This course addresses what is involved in critical thinking, distinguishes between fact and bias, defines the minimum sufficient level of care, and encourages using courageous conversations to increase critical thinking skills.
Classroom	Engagement and Interviewing (recommended prerequisites from Foundation Block: Trauma-Informed Practice & Child and Family Teaming)	1 day	This 1-day class provides opportunities to practice interviewing skills with families in a child welfare setting. Additionally, it provides information on how to formulate questions, respond with empathy, and gather key information for case planning. The recommended prerequisites for this class are <i>Trauma-Informed Practice</i> and <i>Child & Family Teaming</i> (Foundation Block).
Classroom	Interviewing Children (required prerequisites: Cultural Humility in Child Welfare Interviews and Engagement & Interviewing)	1 day	This 1-day class introduces the 10-step model for interviewing children and provides practice opportunities for these steps. The required prerequisites for this class are <i>Cultural Humility in Child Welfare Interviews</i> and <i>Engagement & Interviewing</i> .
eLearning	Child Maltreatment Identification (CMI)	Self-paced	This eLearning introduces key knowledge components focusing on indicators of neglect, physical abuse, sexual abuse and exploitation, and emotional abuse. This is a required prerequisite to the class <i>Child Maltreatment Identification Skills Lab</i> . This eLearning has a post evaluation to measure the effectiveness of the training curriculum content.
Classroom	Child Maltreatment ID Skills Lab (required prerequisite: CMI eLearning and Introduction to Child Development)	2 day	This 2-day class contains activity-based, skill-building exercises for child welfare social workers. It offers trainer-facilitated vignette activities that provide a framework for identifying child maltreatment using direct observation, interviews, and consultation. The required prerequisites to this course are the <i>CMI eLearning</i> and <i>Introduction to Child Development</i> class. This class contains an embedded evaluation.
eLearning	Overview of Assessment	Self-paced	This eLearning introduces the definitions of safety, risk and protective capacity. It also describes several

	Procedures		Structured Decision Making (SDM) assessment tools and identifies how the elements of a safety plan are developed in a team setting. This is a required prerequisite to the class <i>Structured Tools and Assessment Skills Lab</i> . This eLearning has a post evaluation to measure the effectiveness of the training curriculum content.
Classroom	Structured Tools and Assessment Skills Lab (required prerequisite: Overview of Assessment Procedures eLearning)	2 days	This 2-day class contains skill-building activities that focus on identifying and applying the definitions for the Structured Decision Making (SDM) tools that assess safety, risk and protective capacities. Additionally, there is a brief overview of Child Adolescent Needs and Strengths (CANS) and its application in child welfare. The required prerequisite eLearning to this class is <i>Overview of Assessment Procedures</i> . This class contains an embedded evaluation.

CASE PLANNING AND SERVICE DELIVERY BLOCK

Training Component	Course Title	Duration	Course Description
eLearning	Purposeful Visitation and Family Time	Self-paced	This eLearning reviews the importance of documenting and linking family time and visitation activities to case plan objectives. Information is provided on structuring family and visitation time for success and how to support bonding, attachment, and age appropriate parenting strategies to improve outcomes for children and families. This eLearning has a post evaluation to measure the effectiveness of the training curriculum content.
eLearning	Case Planning Basics	Self-paced	This eLearning focuses on case planning as a path to permanency. It includes Division 31 case plan requirements and the importance of SMART goals and objectives in behaviorally based case plans. This is a required prerequisite to the class <i>Teaming with Families to Develop Behavioral Case Plans</i> . This eLearning has a post evaluation to measure the effectiveness of the training curriculum content.
Classroom	Teaming with Families to Develop Behavioral Case Plans (required prerequisite: Case Planning Basics eLearning)	1 day	This 1-day class provides skill-building in writing behavioral case plan goals and objectives based on an assessment of identified safety/risk issues and family strengths and needs. Participants will be given opportunities to practice conducting case planning and concurrent planning in a team setting including

			culturally specific, coordinated, and family-driven teaming processes. The required prerequisite eLearning for this class is <i>Case Planning Basics</i> . This class contains an embedded evaluation.
--	--	--	--

MONITORING AND ADAPTING BLOCK

Training Component	Course Title	Duration	Course Description
<i>eLearning</i>	Placement	Self-paced	This eLearning provides information on identifying supports to help resource families maintain safety, permanency, and well-being in placement. Trainees will learn placement guidelines, assessment, and options. It also includes content about Resource Family Approval and the Continuum of Care Reform. This is a required prerequisite to the class <i>Managing the Plan: Supporting Safety, Permanency and Well-being</i> . This eLearning has a post evaluation to measure the effectiveness of the training curriculum content.
<i>Classroom</i>	Managing the Plan: Supporting Safety, Permanency and Well-being (required prerequisite: Placement eLearning)	1 day	This 1-day class includes best practices for reviewing case plans through collaboration and teaming to achieve safety goals, enhance well-being and placement stability. Additionally, it includes strategies to support healing in children and families who experience trauma following child welfare placement. The <i>Placement</i> eLearning is the required prerequisite for this class.

TRANSITION BLOCK

Training Component	Course Title	Duration	Course Description
eLearning	Case Closure & After Care Plans:	Self-paced	This eLearning provides opportunities for participants to assess risk and safety, along with best practices for developing aftercare plans for all types of case closures. It includes how to create, develop and support Circles of Support for families, children, youth, and Non-Minor Dependents (NMDs) at case closure. This is a required prerequisite to the class <i>Transition Practice</i> . This eLearning has a post evaluation.
eLearning	Transition Planning with Youth and Young Adults	Self-paced	This eLearning addresses preparing youth and young adults for transition, as well as independent living programs (ILP) and extended foster care beyond age 18. It includes basic eligibility requirements and best practices for engaging and working with young adults (rights, role changes, self-determination). This is a required prerequisite to the class <i>Transition Practice</i> . This eLearning has a post evaluation.
Classroom	Transition Practice (required prerequisites: Case Closure & After Care Plans and Transition Planning with Youth and Young Adults eLearning)	1 day	This 1-day class focuses on transition planning with the child and family team to minimize trauma, achieve permanency, and plan for after care. The two elearnings <i>Case Closure & After Care Plans</i> and <i>Transition Planning with Youth and Young Adults</i> are required prerequisites for this class.

FIELD ACTIVITIES to be completed by the end of Core

Training Component	Course Title	Duration	Course Description
Field Activity	Fairness and Equity (required prerequisite from Foundation block: Fairness and Equity)	Self-paced	This field activity provides an opportunity for trainees to explore data related to disparity and ways that bias can be discussed and addressed in day-to-day practice as a way to improve outcomes for children and families. The <i>Fairness and Equity</i> class is a required prerequisite for this activity.
Field Activity	ICWA and Working with Native American Tribes (required prerequisites from Foundation block: Intro to ICWA eLearning and ICWA &	Self-paced	This field activity provides an opportunity for trainees to identify local ICWA resources to support child welfare outcomes and reinforce the value of keeping an Indian child connected to culture and community. The <i>Introduction to ICWA</i> eLearning and <i>ICWA & Working with Native American Families and Tribes</i> class are both required prerequisites for this activity.

	Working with Native American Families and Tribes Classroom)		
Field Activity	Time and Stress Management (no prerequisite)	Self-paced	This Field Activity is designed to have social workers identify physical, emotional, and behavioral signs and symptoms of stress and secondary traumatic stress (STS) in order to aid in preventing burnout due to the high demands of the profession.
Field Activity	Interviewing and Social Worker Safety (required prerequisites from Engagement & Assessment Block: Cultural Humility in Child Welfare Interviews, Engagement and Interviewing, and Interviewing Children)	Self-paced	This Field Activity prepares trainees to complete an interview with a family member, caregiver, youth, or stakeholder. The trainee will consider ways to assess and mitigate danger in the field, how to avoid dangerous situations, and strategies to work safely with families and children. The <i>Cultural Humility in Child Welfare interviews, Engagement and Interviewing, and Interviewing Children</i> are the required prerequisites for this activity.
Field Activity	<p>Teaming with Families: New workers will be required to complete one of the four following teaming options, based on their assigned role and/or caseload:</p> <ol style="list-style-type: none"> Exploring Safety and Risk (required pre-requisites from Engagement & Assessment Block: Overview of Assessment Procedures and Child Maltreatment Identification eLearning modules and Child Maltreatment ID and Structured Tools and 	Self-paced	<p>Teaming with Families - Exploring Safety and Risk: 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). The <i>required prerequisites to this activity include: the eLearnings Overview of Assessment Procedures and Child Maltreatment Identification</i> and the classes <i>Child Maltreatment ID Skills Lab</i> and <i>Structured Tools and Assessment Skills Labs</i>. There is an evaluation component to this activity.</p> <p>Teaming with Families Initial Case Plan: In this field activity, the child welfare worker will have an opportunity to participate in or observe a case planning meeting with a family to develop the initial case plan. The <i>Case Planning Basics</i> eLearning and <i>Teaming with Families to Develop Behavioral Case Plans</i> class are the required prerequisites for this activity. There is an evaluation component to this activity.</p> <p>Teaming with Families-Case Plan Update: In this field activity, the trainee will have an opportunity to participate in or observe a case planning meeting with a family to develop an updated case plan. The <i>Case Planning Basics</i> eLearning and <i>Teaming with Families to Develop Behavioral Case Plans</i> class are the required</p>

	<p>Assessment Skills Labs) OR</p> <p>2. Initial Case Plan (required prerequisites from Case Planning Block: Case Planning Basics eLearning and Teaming with Families to Develop Behavioral Case Plans) OR</p> <p>3. Case Plan Update (required prerequisites from Case Planning Block: Case Planning Basics eLearning and Teaming with Families to Develop Behavioral Case Plans) OR</p> <p>4. Transition Planning (required prerequisites from Case Planning Block: Case Planning Basics eLearning and Teaming with Families to Develop Behavioral Case Plans)</p>		<p>prerequisites for this activity. There is an evaluation component to this activity.</p> <p>Teaming with Families - Transition Planning: In this field activity, the trainee will have an opportunity to participate in or observe a case planning meeting with a family to develop a transition plan. The <i>Case Planning Basics</i> eLearning and <i>Teaming with Families to Develop Behavioral Case Plans</i> class are the required prerequisites for this activity. There is an evaluation component to this activity.</p>
--	---	--	---