CalSWEC

Summary of Stakeholder Feedback to the CC 3.0 Service Planning Block Content Review

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Introduction

The Service Planning content review survey was administered from July to August 2015 to stakeholders from different domains in child welfare services across California's five regions. The survey was administered for multiple purposes:

- To foster collaboration between CalSWEC and California child welfare stakeholders during the curriculum review and standards-setting process to enable them to co-create and standardize the curriculum.
- To ascertain the extent to which stakeholders find the curriculum presented to be acceptable in meeting learning objectives.
- To provide insight into what areas of the Service Planning Block need improvement and to help content developers make the needed modifications to the curriculum.

This document presents a summary of the feedback provided by participants in all modules in the Service Planning Block.

Methods

Before the survey was administered, CalSWEC provided stakeholders with a review of the Service Planning Block through live webinars and online written materials. Stakeholders were then invited to participate in the survey administered through Qualtrics. They were asked to provide feedback in each of the training areas in the Service Planning Block, of which two are e-learning, two are classroom, and three are field activities as listed:

- Purposeful Visitation e-learning module
- Case Planning Basics e-learning module
- Writing Behavioral Objectives classroom module
- Case Planning in a Team Setting Classroom module
- Visit and Family Time Observation field activity
- Writing Behavioral Objectives field activity
- Engaging Family Members in Case Planning field activity

Questions 1 to 3 in the survey asked participants to provide basic demographic information, (e.g. name, role in child welfare, and geographical region). Six primary open-ended questions are iterated across the survey and rephrased to inquire about each training area:

1. The first question asked stakeholders to state if each training area in the e-learning and classroom modules provide the information necessary social workers need to for knowledge building.

2. The second question asked stakeholders if the information presented in each module is relevant to child welfare practice in the field.
3. The third question asked stakeholders to discuss what they like about the content in each training area.
4. The fourth question asked stakeholders to discuss concerns or worries they might have about the content.
5. The fifth question asked participants to identify content in each training area they cannot live with.
6. The sixth question asked participants to provide further comments to each training area as they saw fit (in this questions participants generally repeated approving comments made in previous questions, so this summary report does not include this question).

Participants were asked to provide feedback on each field activity separately with two questions that prompted them to discuss (a) what they liked about the pertaining field activity and (b) to discuss any concerns or worries about each activity. The last question in the survey asked stakeholders to provide feedback on the Service Planning Block as a whole (this summary report does not include this question as responses repeated answers provided in other sections).

Results

Demographic information was collected to ensure feedback was captured from representatives across the different domains of child welfare and California regions.

Participants' Roles in Child Welfare

A total of 46 participants identified with the roles listed below.

Child Welfare Role	Respondents	%
1. County CW staff development	11	24%
2. County CW manager	10	22%
3. RTA staff / trainer	8	18%
4. County CW supervisor	7	16%
5. CDSS staff	3	7%
6. UCCF staff / trainer	1	2%
7. Contract trainer	1	2%
8. University faculty or staff	1	2%
9. County CW director	0	0%
10. County CW social worker	0	0%
11. Birth parent	0	0%
12. Caregiver	0	0%
13. Current or former foster youth	0	0%
14. Tribal representative	0	0%
15. Other*	4	9%
Total	46	100%

*The four respondents who identified as "other" represent the following roles:
- Child Welfare Analyst II
- Tribal Family Consultant
- Project Director
- Both Regional Training Academy trainer and current county child welfare staff development

Participants by Region

Regions with the most participants were

- Northern Region had 19 respondents with a maximum of 6 respondents replying to any given question.
- Southern Region had 10 respondents with a maximum of 4 respondents replying to any given question.
- Central Region had 8 respondents with a maximum of 5 respondents replying to any given question.

Region	# of Respondents	%
Northern Region	19	42%
Southern Region	10	23%
Central Region	8	18%
Bay Area	4	9%
Statewide	3	7%
LA	1	2%
Total	45	100%

Participants By Region

Northern Region ■ Southern Region ■ Central Region ■ Bay Area ■ Statewide ■ LA
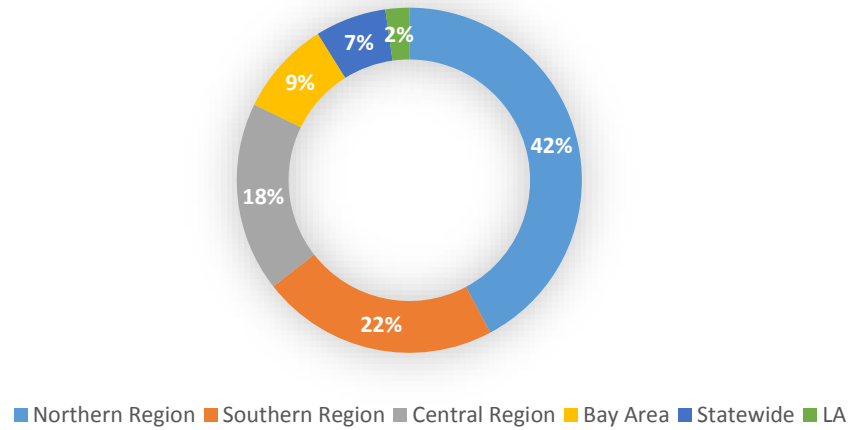
Summary by Question

This section will provide a summary of all question for all modules combined.

Question 1 - The first question asked stakeholders to state if each training area in the e-learning and classroom modules provide the information social workers need for knowledge building.

Sixty out of 61(98%) responses, in all modules combined, affirmed that the objectives, content, and activities in Service Planning Block provide the information necessary for knowledge building. The following is a list of the number of responses each module received for this question:

Purposeful Visitation e-learning module (20)
Case Planning Basics e-learning module (18)
Writing Behavioral Objectives classroom module (11)
Case Planning in a Team Setting classroom module ((12)

In the two e-learning modules, participants made general statements that the modules are detailed and clear and that the modules highlight the value of teaming with families and the importance of visitation as it relates to family wellbeing and reunification. In the classroom modules participants stated that the content provides social workers with guidance to facilitate meetings and the opportunity to practice.

Question 2 - The second question asked stakeholders if the information presented in each module is relevant to child welfare practice in the field.

Forty two out of 44 (95%) responses, in all modules combined, affirmed that the content in the Service Plan Block is relevant to child welfare in the field. The following is a list of the number of responses each module received for this question:

Purposeful Visitation e-learning module (18)
Case Planning Basics e-learning module (16)
Writing Behavioral Objectives classroom module (11)
Case Planning in a Team Setting classroom module ((9)

Participants believe the content stresses the value of visitation as it relates to family wellbeing, safety and reunifications, and it provides social workers with a guide and tools to properly engage and partner with families and other child welfare stakeholders in the process of planning and visitation.
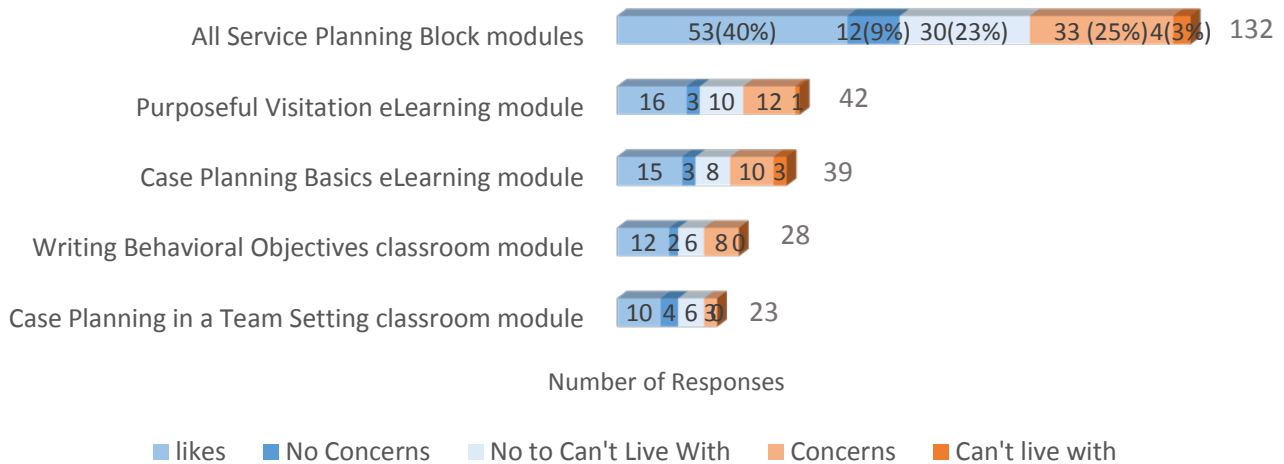
Questions 3 and 4 - The third and fourth questions ask stakeholders to discuss what they like, what is worrisome about the content in each training area.

The following graph provides a contextualized representation of the number of responses that identify areas of approval and areas of concern in the Service Planning Block as a whole and in each of the four training areas.

As shown in the graph, approximately 53 out of 132 (40%) of the responses provided by stakeholders identify something in curriculum they like. 12% of responses state there are no concerns with the content, and 30 (23%) responded "no" to the question, is there anything in the content you "can't live with?"

Participants who made approving comments about the Service Planning Block stated that the content is detailed, clear and organized, and it provides social workers with guidelines and strategies for partnering with families and teaming with other child welfare stakeholders. Participants were pleased with the integration of trauma informed practice, cultural concepts, reasonable vs. active efforts, phases of visitation, strength based perspectives, SMART objectives, Partnership Model, and the incorporation of voices of key stakeholders in the service planning process.

Service Planning Block
Number of Approving Comments and Concerns

Module	likes	No Concerns	No to Can't Live With	Concerns	Can't live with	Total
All Service Planning Block modules	53(40%)	12(9%)	30(23%)	33 (25%)	4(3%)	132
Purposeful Visitation eLearning module	16	3	10	12	1	42
Case Planning Basics eLearning module	15	3	8	10	3	39
Writing Behavioral Objectives classroom module	12	2	6	8	0	28
Case Planning in a Team Setting classroom module	10	4	6	3	0	23

Number of Responses

■ likes ■ No Concerns ■ No to Can't Live With ■ Concerns ■ Can't live with

Thirty-three out of 132 (25%) of the participants expressed concern about the content. Some participants suggested rearranging specific slides and noted areas that needed editing. This feedback is not included in this summary, but was consolidated and shared with content developers to assist with revision of the curriculum.

There were six responses in total in the Purposeful Visitation and Case Planning Basics e-learning modules that expressed satisfaction with the content's responsiveness to culture. In response to concerns question, four participants stated that cultural concepts or applications need slight adjustment to help social workers increase their cultural understanding, awareness and skills. This can be done by clarifying issues related to tribal sovereignty, discussing specifically which culture is being addressed, by providing additional examples of cultural or community activities, and by expanding upon dynamics of cultural values that may emerge when making assessments during visitation.

Case Planning Basics Concern:

> Q4R10: I am concerned that new social worker won't grasp the section about considering culture when developing plans…They need more understanding of how culture can play a vital role in how a family will respond to the plan. Examples of different cultures and the way they respond to authority, how relationships need to be developed, relationships vs. task driven plans….I feel that understanding the world views, values and cultural norms of a people are so vital to developing a good case plan…

Two participants stated that more time is needed in the Case Planning Basics and one in the Purposeful Visitation e-learning module, however one stated that there is too much time allocated and information need to be more concise. Three participants were concern with the amount of information in the Writing Behavioral Objectives classroom module, which can signify that more time is needed or that the content needs to be more concise. Two participants were concern with trainees' response and engagement with the role playing activity in the Case Planning in a Team classroom module.

Question 5 - The fifth question asked participants to identify content in each training area they cannot live with.

Three participants identified three distinct elements in the Case Planning Basics module they cannot live. The first respondent does not believe the e-learning module in this section should be a prerequisite but should be incorporated during classroom time; the second would like more clarification between Service Objectives and Client Responsibilities; and, the third respondent stated that the examples on substance abuse unproductively focus on abstinence and should instead encourage trainees to consider a mindset that addresses the reality of abstinence vs. harm reduction. This respondent stated that the "No Network, No Plan" message from SOP is missing and that "building a supportive network…. should be the first Service objective in every case plan."

Field Activities

The following graph provides is a representation of the number of responses that identify areas of approval and areas of concern in the Service Planning Block field activities: Visit and Family Time Observations, Writing Behavioral Objectives, and Engaging Family Members in Case Planning.

Service Planning Field Activities
Approving and Concerning Factors

Activity	Likes	No Concerns	Concerns	Total
All Three Activities	34(55%)	13(21%)	15(24%)	62
Visit & Family Time Observation	15	6	6	28
Writing Behavioral Objectives	10	5	3	18
Engaging Family Members in Case Planning	9	2	6	17

Number of Responses

■ Likes ■ No Concerns ■ Concerns
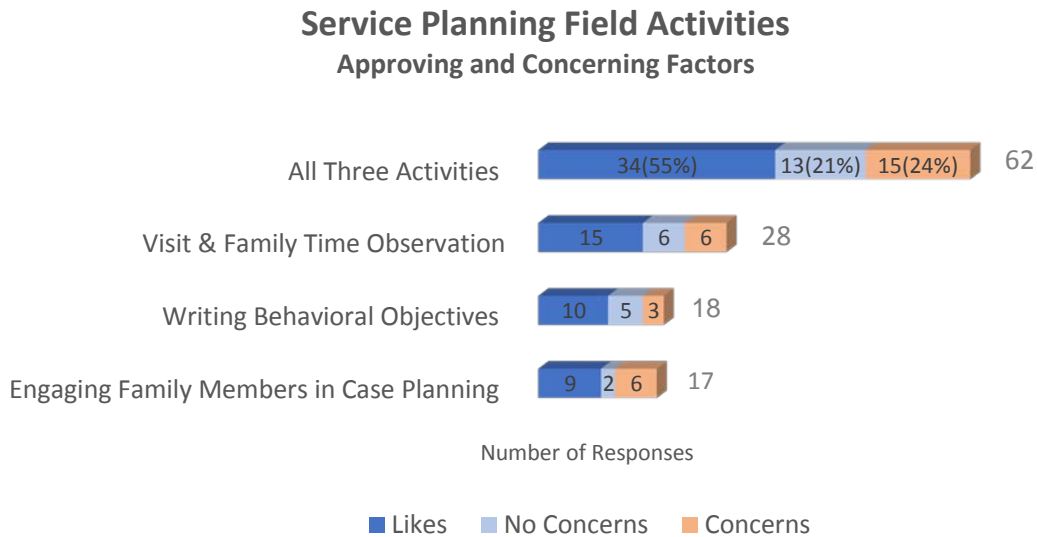
Approximately 34 out of 62 (55%) of the responses provided by stakeholders identify something in curriculum they like. Thirteen (21%) of responses state there are no concerns with the content, and 15 (24%) responded expressed concern over a least one thing in the content.

Participants who made approving comments about the field activities were pleased that social workers will have the opportunity to practice what they have learned in e-learning and classroom modules.

The main concerns with the field activities were about uncertainty over implementing activities mainly regarding time allocation; the number of qualified field advisers; counties following through with activities; and guidelines or protocols to ensure families who participate receive the respect they deserve.

Conclusion

The majority of participants expressed overall satisfaction with the Service Planning Block in approximately 95 (72%) of the responses and identified concerns in only 38 (28%) of the responses to questions 3 to 5 in the e-learning and classroom modules. The most common theme among those who made positive comments was that the curriculum incorporates diverse viewpoints of the many stakeholders that take part in the service planning process. Six participants made approving comments about the curriculum's incorporation of cultural issues and four suggested adding more details and examples related to culture.