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| **Common Core 3.0**  **Field Activity Learning Objectives** | **CC 3** |

**FOUNDATION BLOCK**

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| **Field** | Legal Procedures and Responsibilities  4 hours | Advocacy  4 hours |
| Teaming, Collaboration, and Transparency  4 hours | SW safety  1 hour |
| Cultural Responsiveness  1 hour | ICWA  I hour |
| Identifying Permanent Connections Through Case Mining 1 hour | |

**Legal Procedures and Responsibilities (4 hours)**

**Knowledge**

**K1.** The trainee will be able to distinguish between verifiable facts and opinions and understand where each belongs in a case presentation.

**K2.** The trainee will be able to identify the following guidelines for providing testimony:

1. Listen carefully to the question and pause before answering
2. Answer only the question asked
3. Do not give an opinion unless it is requested
4. Testify only to facts within your experience
5. Be aware of your verbal and non-verbal communication
6. Speak slowly, loudly and clearly
7. Avoid taking sides
8. Be truthful

**K3.** The trainee will understand the difference between the role of the social worker and the role of the attorneys, including differences among the child’s attorney, the parent’s attorney, the tribe’s attorney, and the attorney for the Child Welfare agency.

**Values**

**V1.** The trainee will value the importance of accurate, well-organized, and fact-based reporting.

**V2.** The trainee will value being mindful of the long-term impact social worker documentation has on children and families.

**V3.** The trainee will value a conscious regard for unbiased presentation of diverse cultures and needs in recording daily case management activities and preparing reports for court.

**Teaming, Collaboration, and Transparency (4 hours)**

**Knowledge**

**K1.** The trainee will be able to describe a teaming process that supports the family, caregivers, and team members in shifting from a focus on the family’s deficits to their strengths to meet their child’s needs.

**Skill**

**S1.** In a team meeting, the trainee will be able to establish working relationships with family members and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes.

**S2.** In a team meeting, the trainee will be able to demonstrate culturally appropriate strategies for initiating a discussion about concurrent planning by providing full disclosure and explaining the concurrent planning process.

**S3.** In a team meeting, the trainee will be able to create shared agreement on critical areas:

1. Safety issues to be addressed
2. Culturally sensitive services, supports, practices, traditions, and visitation plan that will address trauma, loss, behavioral health, drug / alcohol recovery, child safety, child and family well-being
3. Other needs identified by the family and their team, building on the strengths, resources, and perspectives of families and their supportive communities or tribes

**S4.** In a team meeting, the trainee will be able to facilitate a placement decision making discussion that includes exploration of all possible placement options and honors the family’s knowledge about the child’s placement needs.

**Values**

**V1.** The trainee will value engaging families, youth and communities in a participatory decision-making process that especially includes families, youth and communities as experts in identifying strengths, needs and resources.

**V2.** The trainee will value collaboration with children, youth, non-minor dependents, families, family support networks and other professionals to access local resources and improve outcomes related to safety, permanency, and well-being.

**V3.** The trainee will value working with youth to develop service and support plans.

**V4.** The trainee will value the use of teams to make case planning and placement decisions with families.

**V5.** The trainee will value the role of the community in case planning and decision making.

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**Cultural Responsiveness (1 hour)**

**Knowledge**

**K1.** The trainee will be able to identify how one’s history, culture and experiences affect one’s beliefs about people from different cultural groups.

**K2.** The trainee will be able to define the concept of cultural humility and explain its application to child welfare practice.

**Skill**

**S1.** The trainee will be able to engage in an initial conversation with a supervisor or field advisor about bias in child welfare practice

**Values**

**V1.** The trainee will value open discussion of possible biases as an important tool for combatting disproportionality in child welfare practice.

**Advocacy (4 hours)**

**Knowledge**

**K1.** The trainee will be able to describe the role of advocacy in child welfare practice including:

1. Advocating with courts and attorneys;
2. Advocating for needed services;
3. Advocating for placement needs;
4. Advocating for effective mental health treatments, including use of psychotropic medication;
5. Listening to families when they advocate for themselves.

**K2.** The trainee will be able to describe self-advocacy and identify strategies to help families advocate for themselves within family teams.

**K3.** The child welfare social worker will recognize his or her role as an advocate and case manager in supporting the educational achievement of children, youth and non-minor dependents in care.

**Skill**

**S1.** The trainee will be able to advocate for a specific service, objective, goal, or other outcome for a child, youth, or family.

**Values**

**V1.** The trainee will value recognizing and acknowledging self-advocacy from children, youth, young adults or other family members during the team meeting process.

**V2.** The trainee will value the role of the social worker as advocate on behalf of children, youth, young adults, and families.

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**Social Worker Safety (1 hour)**

**Knowledge**

**K1.** The trainee will be able to describe the role of the supervisor in maintaining social worker safety, including:

1. Consulting with the social worker about his or her safety;
2. Providing information about county agency policies concerning child welfare social worker safety.

**K2.** The trainee will be able to describe effective communication skills that can be used to defuse or successfully prevent violent outbursts, including:

1. Acknowledging the power differential that exists;
2. Using neutral language and avoiding passing judgment;
3. Expressing empathy with family members’ situations and feelings;
4. Describing family members in ways that let them know they are valued partners.

**K3.** The trainee will be able to describe how to leave a dangerous situation swiftly.

**Skill**

**S1.** Given a case example or scenario, the trainee will be able to demonstrate the steps necessary for preparation for a home visit with personal safety in mind, including determining risk factors, being well informed about case information, and knowing the geographic area.

**Values**

**V1.** The trainee will value recognizing and acknowledging internal reactions as a possible signal that a threat is present.

**ICWA and Working with Native American Tribes (1 hour)**

**Knowledge**

**K1.**

**The trainee will choose one the following:**

* 1. Identify the geographically closest ICWA designated agent, tribe, or Indian service agency and make contact if appropriate.
  2. Attend a cultural event hosted by a local tribe/Indian service agency.
  3. Visit a local museum/historical society to learn about local tribal history.

**Values**

**V1.**  The trainee will value keeping an Indian child connected to culture and community)

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**Identifying Permanent Connections through Case Mining** **(1 hour)**

**Knowledge**

**K1.** The trainee will identify where information about family members and relationships is recorded in CWS/CMS.

**K2.** The trainee will identify how to review information in a case file.

**K3.** The trainee will identify how to review case records for the purpose of identifying permanent connections.

**Skill**

**S1.** The trainee will be able to:

1. Review a case file to determine what information about family, extended family, community, Tribal connections, and relationships may be missing or need further review
2. Develop a plan to obtain missing information

**Values**

**V1.** The trainee will value identifying and documenting family relationships, extended family, community connections, and tribal connections to help children and youth develop and maintain their sense of identity and connection to a family and community.

**ENGAGEMENT BLOCK**

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| **Field** | Interviewing  2 hours |
| Engagement and Difficult Conversations  2 hours |

**Field Training: Interviewing (2 hours)**

**Knowledge**

**K1.** The trainee will be able to recognize that a child’s or adult’s ability to comprehend and respond to questions is limited by his or her level of cognitive, emotional, and linguistic development.

**K2.** The trainee will be able to identify the phases of an interview.

**K3.** The trainee will be able to describe appreciative inquiry, ethnographic interviewing, or ‘keys to engagement.’

**Skill**

**S1.** The trainee will be able to demonstrate use of appreciative inquiry, ethnographic interviewing, or ‘keys to engagement’ while gathering information about one of the following:

1. Values, beliefs and behaviors
2. Family strengths, underlying needs, protective capacities, and resources.

**Values**

**V1.** The trainee will value the skillful use of power and authority in the interview process.

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**Field Training: Engagement and Difficult Conversations (2 hours)**

**Knowledge**

**K1.** The trainee will be able to describe effective strength-based interviewing strategies for defusing conflict and assisting family members to openly discuss their opinions and feelings while working through disagreement and keeping the family engaged.

**Skill**

**S1.** The trainee will demonstrate using appreciative inquiry, ethnographic interviewing, or keys to engagement while engaging in difficult conversations.

**Values**

**V1.** The trainee will value learning about the interviewees’ values, beliefs and behaviors and eliciting family strengths and resources, especially when engaging in a difficult conversation.

**V2.** The trainee will value effectively working through disagreement as a way to engage and build trust.

**ASSESSMENT BLOCK**

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| **Field** | Completing Assessment Tools  2 hours |
| Safety and Risk in Teams  2 hours |

**Completing Assessment Tools (2 hours)**

**Knowledge**

**K1.** The trainee will be able to identify county protocols related to the use of the SDM assessment system.

**Skill**

**S1.** The trainee will be able to apply SDM definitions and complete the following tools:

1. SDM Safety Assessment Tool
2. SDM Risk Assessment Tool

**Values**

**V1.** The trainee will value following SDM policies and county protocols for the SDM assessment system.

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**Safety and Risk in Teams (2 hours)**

**Knowledge**

**K1.** The trainee will be able to identify the safety and risk assessment information that teams need to develop safety plans.

**K2.** The trainee will be able to identify three strategies for engaging teams in the safety planning process.

**Skill**

**S1.** The trainee will be able to develop a safety plan with a child and family team.

**Values**

**V1.** The trainee will value the role of the team in developing a safety plan.

**CASE PLANNING AND SERVICE DELIVERY**

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| **Field** | Behavioral Objectives  1 hour |
| Engaging Family Members in Case Planning  1 hour |
| Visit and Family Time Observation  1 hour |

**Writing Behavioral Objectives (2 hours)**

**Skill**

**S1.** The trainee will develop S.M.A.R.T. case plan objectives with a parent (or child and family team).

**S2.** The trainee will enter S.M.A.R.T. case plan objectives in CWS/CMS.

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**Engaging Family Members in Case Planning (1 hour)**

**Skill**

**S1.** The trainee will explain the benefits of participating in a team based planning process.

**S2.** The trainee will integrate strength based and solution focused language in a presentation of safety, risk, strengths, and needs assessment information to the team in a way that provides clear information and engages the family in developing a case plan.

**S3.** The trainee will use at least 1 of the following strategies to facilitate an ongoing safety network focused on providing the supports the family needs to safely care for their children:

1. The trainee will elicit updated information from the family team to identify people who are participating in a safety network and specific roles they filled if the plan has been activated.
2. The trainee will work with the family team to facilitate development of a plan for how and when the safety network will be accessed.

**S4.** The trainee will use at least 1 of the following 3 strategies to maintain the family team’s focus on the case plan as a practical, concrete, prioritized plan for the family that addresses the concerns defined by the family and others.

1. Identifying and focusing on shared goals and decision criteria throughout the process
2. Emphasizing common factors that promote consensus in the group discussion
3. Using preplanned steps for considering alternatives and deciding on solutions

**Visit and Family Time Observation (1 hour)**

**Knowledge**

**K1.** The trainee will be able to identify how purposeful and frequent parent-child visitation and family time promotes successful reunification.

**K2.** The trainee will be able to list strategies to assist parents to engage with infants, children, youth, and young adults during visits/family time.

**Skills Options (trainees will complete one of these activities)**

**S1.** The trainee will be able to document a visit or family time observation that includes a balanced assessment of skills and challenges observed during the visit.

**S2.** The trainee will be able to describe strengths and challenges in the way an existing visitation/ family time plan addresses:

1. The case plan objectives
2. The developmental level of the infants, child(ren), and youth and the skill level of the parent
3. Progressive opportunities for parental independence and autonomy based on case plan progress, safety, and risk

**S3.** The trainee will be able to offer strategies to a caregiver to address a child or youth who is challenged by visitation/family time.

**Value**

**V1.** The trainee will value establishing progressive, purposeful visitation and family time plans.

**MONITORING AND ADAPTING**

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| **Field** | Writing Case Plan Progress Notes  1 hour |
| Team-based Case Planning  1 hour |
| Placement Stability  1 hour |

**Placement Stability (2 hours)**

**Skill**

**S1.** In a meeting with the field advisor, the trainee will identify a possible strategy to support placement stability.

**Then choose either S2 or S3:**

**S2.** During a home visit or other contact with a caregiver and child or youth, the trainee will begin a conversation about the impact of placement on child and youth well-being and help the caregiver and child or youth develop strategies to address it.

**S3.** In a family team meeting, the trainee will work with the team to develop strategies and advocacy/teaming for the family and child or youth to support placement stability.

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**Team-based Case Planning (2 hours)**

**Choose one of these three activities:**

**Knowledge**

**K1.** Following observation of a team meeting at which a social worker works with a family team to discuss progress on an ongoing case plan, the trainee will describe the family’s goals and progress to the field advisor.

**K2.** Following observation of a team meeting at which an ongoing case plan is reviewed, the trainee will be able to identify a technique the social worker used to help the family assess progress, identify barriers to meeting case plan objectives, and establish revised plans to meet goals.

**K3.** Following observation of a team meeting at which an ongoing case plan is reviewed, the trainee will be able to identify a technique the social worker used to help the family assess their case plan progress to ensure they are meeting the timelines associated with their case (e.g., reunification timelines, family maintenance timelines).

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**Writing Case Plan Progress Notes (1 hour)**

**Choose one of these three activities:**

**Skill**

**S1.** After reviewing case plan updates in ongoing cases managed by other social workers, the trainee will write progress notes for the case plan objectives in a case on his or her caseload.

**S2.** In consultation with the field advisor, the trainee will describe his or her ideas for how an actual or sample case plan could be adapted to build on or enhance the family’s progress.

**S3.** The trainee will enter progress notes in the CWS/CMS case plan update.

**TRANSITION**

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| **Field** | Transition in Teams  1 hour |
| Developing a Transition Plan  1 hour |
| After 18  1 hour |

**Transition in Teams (1 hour)**

**Knowledge**

**K1.** Following observation, the trainee will be able to describe the trauma-informed social worker practices that facilitated transition planning in a team setting or a meeting with a family. (Note: if no observation opportunity available, done in conversation with field advisor)

**K2.** Following observation, the trainee will be able to describe the role of the team members or members of the family in developing their transition plan. (Note: if no observation opportunity available, done in conversation with field advisor)

**K3.** Following observation, the trainee will be able to describe the key components of the family’s transition plan. (Note: if no observation opportunity available, done in conversation with field advisor)

**Values**

**V1.** The trainee will value using a family driven transition plan development approach.

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**Developing a Transition Plan (2 hours)**

**Knowledge**

**K1.** The trainee will be able to articulate knowledge of key components to include in a transition plan.

**Skill**

**S1.** The trainee will complete one of the following activities:

1. Engage family members in developing a transition plan and document the plan
2. Observe an assigned primary social worker develop a transition plan
3. Review a transition plan developed with a family or the concept of a transition plan and discuss with the field advisor

**Values**

**V1.** The trainee will value a respectful, empathic, and strength-based approach to working with a family to develop and implement a transition plan.

**After 18 (1 Hour)**

**Knowledge**

**K1.** The trainee will be able to describe practices to enhance engagement with young adults in extended foster care.

**Skill**

**S1.** The trainee will engage a young adult in extended foster care in developing or updating a TILP / TILCP.

**S2.** The trainee will document a youth’s progress toward meeting TILP / TILCP objectives or document a TILP / TILCP or TILP / TILCP update developed with a young adult in extended foster care. This activity may be completed via one of the following:

1. The trainee may complete the activity while working with a youth on his or caseload
2. The trainee may complete the activity following observation of an interaction between another social worker and a youth

**Values**

**V1.** The trainee will value the role of extended foster care in assisting young adults to gradually transition to independent adulthood.