2018-2019 TRAINING CATALOG

NORTHERN CALIFORNIA TRAINING ACADEMY

UC DAVIS EXTENSION CENTER FOR HUMAN SERVICES

CONTINUING AND PROFESSIONAL EDUCATION
ABOUT THE NORTHERN CALIFORNIA TRAINING ACADEMY

As part of the Center for Human Services at UC Davis Extension, the Northern California Training Academy provides training, research, evaluation and consultation to 29 Northern California counties and two tribes. The counties include rural and urban counties with various training challenges for child welfare staff. The Academy recognizes the priority need for integrated training across disciplines in the region, and we are committed to delivering high-level training and other professional services to meet counties’ needs.

Supported by the CDSS
The Northern California Training Academy is funded and supported by the California Department of Social Services.

About the Center for Human Services
The Center began in 1979 with a small grant to train child welfare workers in Northern California. It has grown to become a multi-faceted organization that offers staff development and professional services to public and private agencies throughout the state.

No other organization brings together the Center’s depth of knowledge of human services, the standard of excellence of the University of California, extensive experience in developing human resources and deep dedication to public social services.

This unique combination makes the Center a valuable resource for agencies in expanding knowledge and skills throughout the organization—from executive to line staff.

Professional Credit Information

**CEU:** Northern California Training Academy participants receive continuing education units (CEU) from the University of California, Davis. One CEU is awarded for each 10 hours of class time.

**BBS:** Courses designated BBS meet the qualifications for the designated number of hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences, Provider number PCE-577.

**BRN:** Courses designated BRN are approved by the California Board of Registered Nursing, Provider number BRN00046. Students must enroll for credit and attend the entire program.

**CAADAC:** Provider approved by CAADAC (California Association of Alcoholism and Drug Abuse Counselors), Provider number 5-93-271-1201.

**MCLE:** Courses designated MCLE meet the qualifications for the designated number of hours for Minimum Continuing Legal Education credit by the State Bar of California, Provider number 02411.

Developed in Consultation with Agencies
Northern California Training Academy has been developed in consultation with representatives from northern counties, the Inter-County Training Consortium, the County Welfare Directors Association of California and the California Department of Social Services.

 Participating Counties

- Alpine
- Amador
- Butte
- Calaveras
- Colusa
- Del Norte
- El Dorado
- Glenn
- Humboldt
- Inyo
- Lake
- Lassen
- Mendocino
- Modoc
- Mono
- Nevada
- Placer
- Plumas
- Sacramento
- San Joaquin
- Shasta
- Sierra
- Siskiyou
- Sutter
- Tehama
- Trinity
- Tuolumne
- Yolo
- Yuba

Additionally, the Academy provides support and training to the Karuk Tribe and Yurok Tribe in Northern California.
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Writing Jurisdiction and Disposition Reports in CWS/CMS
Writing Family Reunification and Maintenance Reports in CWS/CMS

Visit our website for
a complete listing of
scheduled trainings
throughout the year
humanservices.ucdavis.
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OPEN ENROLLMENT PROCESS AND INSTRUCTIONS

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NEW COURSES AND FEATURED OFFERINGS

Behaviorally Based Case Plans
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National Conference on Coaching in Human Services
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Domestic Violence: Maintaining Rigor when Partnering with Families
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Upping your Game with Visit Coaching
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The Northern Training Academy offers customized trainings, coaching and or/consultation to individual or grouped counties via the County Training Unit Contract process. These contracts can be utilized for a wide variety of workforce development needs. Our Academy instructors will travel to your county to provide high-quality services, which can include customized trainings to fit your precise needs or enhanced coaching or consultation. In addition, our instructors can be used for organizational development consultation. If you are interested in initiating a County Training Unit Contract, and/or learning more about contracting to support workforce development activities in your county, please contact the Academy at (530) 757-8725 or academy@ucdavis.edu.

EVALUATION
The Northern California Training Academy’s research team offers the northern region expertise and experience in research, grants and evaluation. The team possesses extensive experience working with nonprofit, community-based, policy/advocacy, governmental, non-governmental and private sector stakeholders conducting innovative research and evaluation projects.

We provide a coordinated approach for data collection and use to foster data-driven decision making for programs and services that strive to support children and families. Our team works to customize a research or evaluation design that ensures counties obtain and understand the data, analysis and implications to make informed decisions and engage in continuous improvement.

EVIDENCE-BASED PROGRAM SUPPORT
The Northern California Training Academy provides leadership to child welfare professionals in Northern California in the training and support for evidence-based and/or promising practices and programs. Further consultation is available for specific programs based on regional requests, identified needs and/or emerging research.

FIELD TRAINING
The Northern California Training Academy maintains a team of field trainers who are available to provide one-on-one training/instruction to child welfare professionals in Northern California. Field trainers can provide targeted assistance to individual staff or counties as they implement evidence-based programs, restructure county practice models or develop policy and procedure manuals. Additionally, field trainers are available to support new program managers, supervisors or child welfare directors as they transition into new roles and responsibilities.
ORGANIZATIONAL ASSESSMENTS

The Northern California Training Academy has a team of experienced child welfare experts who are equipped to lead your organization in a holistic assessment of program delivery. Agencies may select a specific program, practice or outcome area for review or request a broader assessment of the organization.

A comprehensive review of organizational practice, structure, systems and training requires examining all aspects of the agency and how these components work together to lead to outcomes for children and families. Following the organizational assessment process, counties may choose to access consultation and technical assistance to support implementation of recommendations.

CSA/SIP

The California Child and Family Services Review (C-CFSR) operates on the philosophy of continuous quality improvement, interagency partnerships, community involvement and public reporting of program outcomes. The principle components of the system include quarterly data reports published by the CDSS, CSAs, SIPs, SIP annual updates and state technical assistance and monitoring.

The Northern California Training Academy has prepared extensive literature reviews to assist counties in the C-CFSR process and improvement of practices. Additionally, the Academy is proud to offer consultation services to counties in need of assistance with any of the two components of the C-CFSR.

SAFETY ORGANIZED PRACTICE (SOP) FIDELITY CASE REVIEWS

The Northern California Training Academy leads the state in implementation and evaluation of Safety Organized Practice. Our SOP Case Review process assesses a county’s current level of implementation and fidelity of SOP practice with children and families across the child welfare spectrum, from screening/intake through permanency and adoptions. This structured assessment process involves case file reviews, staff interviews, fidelity assessment and development of detailed recommendations to take SOP to the next level.

TO LEARN MORE

To learn more about the Academy's consultation capabilities or to request assistance, please contact us.
ONLINE COURSES

CORE FOR SOCIAL WORKERS ELEARNINGS

Please see the new Core for Social Workers (Common Core 3.0) section on page 16 for information related to online classes (designated as eLearnings) associated with the recently revised Core program (Common Core 3.0). All other online classes are featured below.

Continuing education at your convenience

Take advantage of our online courses and set your own training schedule. No matter how far your county is from our home base in Davis, our online courses are available 24/7. All you need is an email address, an Internet connection and some quiet time.

Most classes can be completed in about five hours; however, you have two weeks to complete each class. Look for the online icon throughout the catalog for courses that are offered in this format.

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Self-Guided Training

In addition to our scheduled instructor-guided online courses, the Northern California Training Academy offers a series of noncredit, self-guided training modules year-round. Visit the Online section of the Academy’s website, humanservices.ucdavis.edu/academy for more information.

Visit our website for a complete listing of scheduled trainings throughout the year
humanservices.ucdavis.edu/academy
CLASSIFYING OUTCOMES FOR CHILD WELFARE TRAINING

With the goal of improving the lives of children and families in the Child Welfare System, the federal Child and Family Services Review has prioritized the three outcomes of Safety, Permanency and Stability, and Well-Being as indicators of key program outcomes and processes. The California Outcome and Accountability Act of 2001 requires a series of measures that also, at a minimum, are consistent with these same three outcomes.

In an effort to assist counties in addressing, meeting and exceeding the performance on these three indicators, the Northern California Training Academy has noted which of the outcomes (or combination thereof) each class addresses. This list may be used to help determine which courses are most applicable to county agency training goals.

Safety Outcome
Children are, first and foremost, protected from abuse and neglect. Safety measures are designed to reflect the effectiveness of efforts to protect children from abuse/neglect by reporting instances of abuse and neglect at various stages of child welfare services and process measures which reflect the frequency of social worker contact with children and the speed of face-to-face investigation of abuse/neglect allegations.

Permanency and Stability Outcome
Children have permanency and stability in their living situations. Permanency and Stability measures are designed to reflect the number of foster care placements for each child, the length of time a child is in foster care, and the rate that children re-enter foster care after they have returned home or other permanent care arrangements have been made.

Child and Family Well-Being Outcome
Families have enhanced capacity to provide for their children's needs. Child and Family Well-Being measures are designed to reflect the degree to which children and families receiving child welfare services are receiving the services necessary to provide for their care and developmental needs.

General Outcome
These classes support evidence-based practices which address all three of the above outcome measures.
Continuous Quality Improvement is the complete process of identifying, describing and analyzing strengths and problems and then testing, implementing and learning from and revising solutions. In child welfare services, this approach is used throughout the California Child and Family Services Review (C-CFSR) process. The Northern California Training Academy offers a variety of CQI-informed trainings for CFSR case reviewers and child welfare leaders interested in implementing CQI within their jurisdiction.

**FEATURED HIGHLIGHTS**

**Fundamentals in Evidence-Based Decision Making: A Program Improvement Practicum for Child Welfare Leaders**

**Outcome: Permanency**

Fundamentals (formerly the Northern California Program Improvement Practicum) provides a series of day-long consultation sessions to a cohort of child welfare directors, managers and senior analysts who are interested in applying continuous quality improvement, data analysis and implementation strategies toward improving programs that affect the outcomes of children and families in care. This offering of the series will focus on addressing an outcome/challenge common to all participants, and developing rigorous evidence to support participants as they progress through each stage of the Plan-Do-Study-Act (PDSA) cycle. This will include developing and planning the implementation of a county-specific remedy addressing the identified challenge informed by specific and sound observations about an outcome that may need improvement. The series will then use implementation science principles to develop implementation strategies for their CQI plan. This series includes a pre-series Webinar, classroom sessions and key self-paced assignments in between sessions.
Advanced Analytics for Child Welfare Administration
Outcome: General
This data analytics training focuses on how child welfare leaders can most effectively combine the data resources they have, and the mandates under which they are operating, to develop an information management and operations strategy that will allow them to focus on the critical issues in their county child welfare system. We strongly encourage counties to bring a team comprised of leadership, analysts, quality assurance and/or administrative staff, and other child welfare staff who are responsible for monitoring and improving outcomes for child welfare.

Advanced Analytics for Child Welfare Follow-up and “Data Slam”
Outcome: General
This follow-up session to Advanced Analytics for Child Welfare Administration focuses primarily on a new approach to extracting and using county-specific data—known as the “data slam.” This session will enhance skills to effectively communicate data trends and intervention strategies to stakeholders, such as a board of supervisors, philanthropic foundations and community partners.

Advanced Analytics Reunion: The Next Step Forward
Outcome: General
This one-and-a-half day symposium is for California-based participants who have previously attended Advanced Analytics for Child Welfare Administration and the Advanced Analytics Data Slam. Past Advanced Analytics participants are invited to propose a short presentation highlighting a recent or ongoing area of concern in which they draw upon the skills they learned in the Advanced Analytics/Data Slam. In addition to alumni presentations, this symposium will have expert presenters on a number of timely topics.

CFSR Case Review
Outcome: General
This intensive, four-day workshop will review the new CFSR Case Review tool and prepare staff with the skills and materials needed to successfully conduct the California Child and Family Services Review (C-CFSR) process. Participants will leave with the skills to successfully and accurately conduct a case review using the tool.

CFSR Case Review Coaching Call
Outcome: General
These coaching calls/Webinars are designed to support those who have participated in the CFSR Case Review training and are interested in increasing their skills and competence in conducting the CFSR case review process. The agenda will be structured to allow for a great deal of interaction. Please come prepared to share your experiences, both successes and challenges, in using the case review tool.

CFSR Case Reviewers Learning Collaborative
Outcome: General
These quarterly learning and sharing collaboratives provide an opportunity for case reviewers to network with colleagues and share information, tips, tools and tricks of the trade. While this is not a typical training event, participants can expect to walk away with new information, resources and skills to apply toward creating solutions to case review challenges. The quarterly collaboratives will be facilitated to allow significant amount of time for networking and collaborative learning.
CONTINUOUS QUALITY IMPROVEMENT IN CHILD WELFARE SERVICES SERIES

Outcome: General
This series is a hybrid learning experience comprised of several interactive workbooks and video-based modules that focus on a number of topics that relate to the development of the CQI process. Each topic, or module, features video lecture and discussion supplemented by an interactive workbook specific to each topic.

Module 1: CQI Series Overview
This module serves as a basic introduction to the CQI series and provides a look at the key topics that will be explored in depth within each subsequent module.

Module 2: An Introduction to CQI
This self-paced module provides a working definition of CQI and highlights the differences between CQI and Quality Assurance (QA). The module also explores how to prepare a child welfare agency for implementing a CQI culture.

Module 3: The Denominator
This is the first of several modules that focus on best practices in measurement and methods that are critical to supporting effective CQI.

Module 4: Duration
This module related to measurement focuses more specifically on the correct approach to measure duration in a child welfare program.

Module 5: The Window
The third module related to measurement focuses on skills and knowledge necessary to understand prospective change.

Module 6: Qualitative Case Reviews
This module focuses on the qualitative analysis necessary to the CQI process and developing and conducting case reviews.

Module 7: Evaluation
This module provides an overview of the different types of evaluations and provides some pointers for how to think about their design.

Module 8: CQI in Action (Plan-Do-Study-Act)
The final module walks participants through the Plan-Do-Study-Act cycle using a specific example and employing the skills and methods discussed in previous modules.

Access the Training for Free
The CQI series is available at the Northern California Training Academy’s Communities of Practice website. Go to humanservices.ucdavis.edu/academy and select “Communities of Practice” to participate now.

Earn a CQI Certificate of Completion
Each CQI module is followed by a brief survey. Participants who complete the survey for all eight CQI modules will receive a certificate of completion from the Northern California Training Academy.

Interviewing Techniques for CFSR OSRI Reviewers
Outcome: General
This experiential training is designed to provide opportunities (practice) for case reviewers to build skills in the facilitation of interviews as part of the CFSR OSRI process. With specific focus on interviewing strategies and trauma-informed practice, this training will offer all participants, regardless of experience, an opportunity to spend time dissecting the very real dilemmas they may face as OSRI case review interviewers.

Overview of the CFSR Case Review for Leaders
Outcome: General
This workshop has been designed specifically for child welfare and probation leaders to review the new CFSR On-Site Review Tool (OSRI) and process. In addition, this workshop will explore issues relating to continuous quality improvement (CQI), which includes communication to staff before, during and after the case review process and the inclusion of data gathered into program improvement.
Quality Assurance for the Case Reviewer

Outcome: General

This training is required by all County Quality Assurance Reviewers. It provides an introduction to quality assurance review of the Onsite Review Instrument and will cover general best practices for case review and specific issues to consider when conducting QA on this particular instrument. In addition, this training will outline a method of conducting QA outlined by the Children’s Bureau that “encourages discussions with reviewers prior to completion of the OSRI in addition to a final QA review of the instrument once it is competed.” We will explore the two areas of QA review—compliance and practice.
CORE FOR SOCIAL WORKERS (Common Core 3.0)

Note for participants who enrolled in Core prior to 2016

For participants who began but did not complete Core Phase II and are looking to complete the requirements, please see the Core Phase II section on page 26 for a detailed makeup matrix. If there are still Core Phase I classes you have not completed, please contact the Academy for assistance.

Core for Social Workers (Common Core 3.0)

Core for Social Workers provides a foundational understanding and skill set related to child welfare practice in California. The goal is to provide training that reflects real world application of knowledge and skill to daily child welfare practice. Additionally, Core for Social Workers allows participants to build a network of support with colleagues in Northern California as they work through the variety of key concepts and foundations of child welfare practice.

Who Should Attend

Core for Social Workers is intended for new child welfare services staff, as well as staff transitioning into new job responsibilities and/or experienced workers who have not received formal training in the standardized core subject areas, or for those who want to brush up on child welfare best practice.

Training Structure and Requirements

Core for Social Workers incorporates the following training modalities based on adult learning theory:

• Online knowledge-based training (eLearnings)
• Skills-based classroom training (skill building and knowledge application)
• Field activities (skill application and reinforcement in the field with the support of a field advisor/supervisor)

Core for Social Workers fulfills primary standardized core curricula requirements and includes 10 total modules that consist of 29 classroom sessions, 22 eLearnings and 9 field activities to be completed over a 10-month period. Classroom days are blocked together by module with a duration ranging from two to four days per module. Participants must complete all Core requirements (classroom, eLearnings and field activities) to receive a certificate of completion and meet state training requirements. Core Modules 1-7 must be completed within 12 months from initial date of hire and Modules 8-10 must be completed within 24 months from initial date of hire; however, cohorts are scheduled such that all requirements are met within 10 months or fewer.

Core Training Content

Within each module, content is identified by modality (skills-based class, eLearning and field activities). Please note that eLearnings and field activities are self-paced and completion time may vary.

Visit our website for a complete listing of scheduled trainings throughout the year

humanservices.ucdavis.edu/academy
CORE FOR SOCIAL WORKER CLASSES BY MODULE

Module 1 – Foundation
(Part 1)

This module provides key foundational information that is carried forward in the remaining modules. This includes practical content introducing participants to the common core training requirements, an overview of the California Child Welfare Core Practice Model, legal content about the values, ethics and laws governing child welfare intervention, and best practice content regarding teaming, collaboration, fairness and equity issues.

Module 1 skills-based classes:

Orientation to Child Welfare Practice and Common Core

This half-day, skills-based class 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 Practice

This half-day, skills-based class 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.

Teaming, Collaboration and Transparency

This full-day, skills-based class 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.

Fairness and Equity

This half-day, skills-based class 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 the field of child welfare practice.

eLearning Practice Lab

This half-day class familiarizes participants with the eLearning requirements associated with each of the remaining modules and walks participants through steps to take in order to access and complete the required eLearnings.

Module 2 eLearnings:

Child and Youth Development

This eLearning 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.

Key Issues in Child Welfare: Behavioral Health; Substance Use Disorders; and Intimate Partner Violence

These three eLearnings focus on behavioral health, substance use, and intimate partner violence issues and how they can influence the functioning of family members and may impact child safety, permanency and well-being. All three eLearnings are required prerequisites for the classroom training: Key Issues in Child Welfare: Social Worker as Practitioner.

Module 2: Foundation
(Part 2)

This module provides key foundational information around child and youth development and an overview of the key issues in child welfare (behavioral health issues, substance use disorders, and intimate partner violence).
Module 2 skills-based classes:

**Child Development**

This skills-based class covers child development as it applies specifically to child welfare. After attending this training, participants will be able to have more meaningful conversations with children in care and make better informed decisions in case planning when considering developmental issues.

**Key Issues in Child Welfare: Social Worker as Practitioner**

This two-day, skills-based class is preceded by a required eLearning: *Key Issues in Child Welfare* that introduces key knowledge components used in class, and must be completed prior to attending this skills-based class. The skills-based class 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.

Module 3: Engagement

This module focuses on best practices around engagement with children and families. This includes topics such as trauma-informed practice, respectful use of authority, strength-based interviewing, ICWA and cultural responsiveness.

**Module 3 eLearnings:**

**Respect, Courtesy and Skillful Use of Authority**

This eLearning 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.

**Introduction to Trauma-Informed Practice**

This eLearning 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.*

**Concurrent Planning Introduction**

This eLearning 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.*

**Interviewing**

This eLearning 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.*

**Introduction to the Indian Child Welfare Act (ICWA)**

This eLearning 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.*
Module 3 skills-based classes:

**Trauma-Informed Practice**
This one-day skills-based class is preceded by a required eLearning: *Introduction to Trauma-Informed Practice* that introduces key knowledge components used in class, and must be completed prior to attending this skills-based class. The skills-based class provides skill activities about trauma-informed practice (including secondary traumatic stress and stress management).

**Engagement and Interviewing**
This one-day skills-based class is preceded by a required eLearning: *Basic Interviewing* that introduces key knowledge components used in class, and must be completed prior to attending this skills-based class. 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.

**ICWA and Working with Native American Families and Tribes**
This one-day skills-based class is preceded by a required eLearning: *Introduction to ICWA* that introduces key knowledge components used in class, and must be completed prior to attending this skills-based class. This 1-day skills-based class provides a brief history of Native American tribes and additional content regarding the Indian Child Welfare Act requirements.

**Module 3 field activities:**

**Interviewing**
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**
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.

**ICWA and Working with Native American Tribes**
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**
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.

Module 4: Assessment (Part 1)
This module focuses on critical thinking, assessing for key child welfare issues, and child maltreatment identification. This includes identification of a critical thinking process; information about assessment policy and practice and tips for identifying neglect, physical abuse, emotional abuse, sexual abuse, and exploitation.

**Module 4 eLearnings:**

**Social Worker Safety**
This eLearning presents tips for assessing and mitigating danger in the field, avoiding dangerous situations and how to work safely with families and children.

Visit our website for a complete listing of scheduled trainings throughout the year humanservices.ucdavis.edu/academy
Overview of Assessment Procedures (Parts 1 and 2)

These two eLearnings 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: SDM Assessment Skills Lab.

Module 4 skills-based classes:

SDM Assessment Skills Lab

This half-day skills-based class is preceded by the required eLearning: Overview of Assessment Procedures (Parts 1 and 2), that introduce key knowledge components used in class and must be completed prior to attending this skills-based class. 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.

Safety Organized Practice Foundational Institute

This two-day class provides participants with an introduction to Safety Organized Practice (SOP), which integrates the use of appreciative inquiry, cultural humility, solution-focused therapy, and motivational interviewing with the reliability and validity of SDM tools to create a strengths-based, transparent, and collaborative approach to working with children and families.

Module 4 field activities:

Collaborative Assessment, Planning and Support: Safety and Risk in Teams

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).

Completing SDM Assessment Tools

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.

Module 5: Assessment (Part 2)

This module focuses on social worker safety, critical thinking, standardized assessment and Safety Organized Practice. This includes a skills lab for Structured Decision Making, best practices around assessing for safety and risk, and a foundational overview of safety mapping/planning with families and their support network.

Module 5 eLearnings:

Child Maltreatment Identification (CMI)

This eLearning 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.

Module 5 skills-based classes:

Critical Thinking and Assessment

This half-day, skills-based class 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.
Assessing for Key Child Welfare Issues
This half-day, skills-based class introduces participants to challenges in assessing families experiencing substance use disorders, behavioral health concerns and/or intimate partner violence. This class 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.

CMI Skills Lab
This one-day skills-based class is preceded by a prerequisite eLearning: Child Maltreatment Identification, that introduces key knowledge components used in class. This skills-based class 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.

Module 6: Case Planning and Service Delivery
This module focuses on working with families to develop behaviorally based case plans. This includes information about case planning policy and practice, legal procedures, federal and state laws, and an introduction to CWS/CMS, writing case plan objectives and the role of visitation in positive outcomes for families.

Module 6 eLearnings:
Purposeful Visitation
This eLearning 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 provides information 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.

Documentation Practice and Report Writing
This eLearning provides tips and best practices for documentation of casework activities including writing case notes, case plans and court reports.

Federal and State Laws
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 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 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.

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Module 6 skills-based classes:
Legal Procedures and Responsibilities
This one-day, skills-based class is preceded by a required eLearning: Legal Procedures that introduces key knowledge components used in class, and must be completed prior to attending this skills-based class. The skills-based class 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.

Writing Behavioral Objectives
This half-day, skills-based class is preceded by the required eLearning: Case Planning Basics that introduces key knowledge components used in class, and must be completed prior to attending this skills-based class. This class provides skill building in writing behavior-based case plan objectives that follow an assessment of identified safety/risk issues and family strengths and needs.

Module 7: Monitoring and Adapting; Transition
This module focuses on measuring case plan progress and adjusting service planning to meet families’ needs as they work their case plans. This includes information about measuring progress, placement policy and practice, and placement stability. Additionally, this module encompasses the typical transitions social workers facilitate with families, including reunification, placement changes, and young adults ages 18-21 in extended foster care, including development of trauma-focused transition plans.

Module 7 eLearnings:
Time and Stress Management
This eLearning 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.

Case Planning in a Team Setting
This half-day, skills-based class is preceded by a required eLearning: Concurrent Planning Introduction that introduces key knowledge components used in class, and must be completed prior to attending this skills-based class. 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.

Module 6 field activity:
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.
**Monitoring and Adapting**

This eLearning 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 skills-based class: *Managing the Plan: Supporting Safety, Permanency and Well-being.*

**Placement**

This eLearning 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.*

**Case Closure and After Care Plans**

This eLearning 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 skills-based class, *Transition Practice.*

**After 18**

This eLearning 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 skills-based class: *Transition Practice.*

**Module 7 skills-based classes:**

*Managing the Plan: Supporting Safety, Permanency and Well-being*

This one-day skills-based class is preceded by two required eLearnings: *Monitoring and Adapting: Supporting Safety, Permanency and Well-being; and Placement,* which introduce key knowledge components used in class, and must be completed prior to attending this skills-based class. 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.

*Transition Practice*

This one-day skills-based class is preceded by two required eLearnings: *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 skills-based class. 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.
Secondary Trauma and Self-Care: Healing the Healer

This one-day class educates child welfare professionals on the nature of traumatic stress as well as the coping skills and social support strategies that may reduce the negative impact of stress on work performance and individual worker well-being.

Module 7 field activities:
Collaborative Assessment, Planning and Support: Case Plan Update
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.

Collaborative Assessment, Planning and Support: Transition Case Plan Update
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.

Module 8: Trauma; Engagement

This module includes an eLearning about CWS Outcomes, a review of key concepts learned in earlier classes, and a deeper dive into ICWA, expert witness requirements, trauma-informed practice, key issues in child welfare and engagement with children and families. In addition, this module will also include an end of block evaluation.

Module 8 eLearnings:
CWS Outcomes
This eLearning module provides an overview to the CFSR 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.

Module 8 skill-based classes:
Trauma-Informed Practice and Key Issues in Child Welfare Practice Knowledge and Skill Reinforcement Lab
This one-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 block exam to evaluate knowledge gained through 200 and 100 Level eLearning, classroom and field activities.

Engagement Knowledge and Skill Reinforcement Lab
During this two-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 block exam to evaluate knowledge gained through 200 and 100 Level eLearning, classroom and field activities.

Module 9: Managing Case Plans

This module includes two knowledge and skill reinforcement labs that will provide a deeper dive into Structured Decision Making (SDM) assessment procedures and case planning and service delivery to children, youth, young adults and families. These two classes include a review of concepts learned in earlier classes as well as an end of block evaluation.

Module 9 skills-based classes:
Assessment Knowledge and Skill Reinforcement Lab
During this one-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 block exam to evaluate knowledge gained through 200 and 100 Level eLearning, classroom and field activities.
For more information on currently scheduled and future sessions, please visit the Academy website at humanservices.ucdavis.edu/academy
Core 2.5 Training (Phase II)

Note for participants who have not completed Core Phase II

In accordance with the California Department of Social Services training requirements for social workers, all California Regional Training Academies have discontinued offering standalone “Core Phase II classes” as of January 1, 2018. Participants looking to fulfill the old Phase II requirements now must look for their Core 3.0 equivalencies and enroll in those classes individually. While we do still offer some of the topics that were previously a part of Core Phase II, they no longer count toward meeting Core Phase II requirements.

Participants who have not completed certain Core Phase II requirements can consult the makeup matrix below to see which Core 3.0 classes will help meet Core Phase II graduation requirements.

The Academy and CDSS are aware that Core 3.0 classes are currently at capacity, with very little availability for make-up attendees. As such, there will likely be a waiting list for most classes, but please note we will do everything we can to fit people in as we are able.

Core Phase II to Core 3.0 Makeup Matrix

<table>
<thead>
<tr>
<th>PHASE II REQUIREMENT</th>
<th>CORE 3.0 TOPIC(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Court Procedures (2 days)</td>
<td>eLearning: Federal and State Laws (self-paced)</td>
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<tr>
<td></td>
<td>eLearning: Legal Procedures (self-paced)</td>
</tr>
<tr>
<td></td>
<td>Classroom: Module 6: Legal Procedures &amp; Responsibilities (1/2 day)</td>
</tr>
<tr>
<td>CWS Documentation for Legal System (1 day)</td>
<td>eLearning: Documentation Practice and Report Writing (self-paced)</td>
</tr>
<tr>
<td>Educational Advocacy (1 day)</td>
<td>eLearning: Monitoring &amp; Adapting (self-paced)</td>
</tr>
<tr>
<td></td>
<td>eLearning: Placement* (self-paced)</td>
</tr>
<tr>
<td>Family Violence (2 days)</td>
<td>eLearning: Key Issues in Child Welfare: BH, SUD, IPV (self-paced)</td>
</tr>
<tr>
<td>Mental Health (1 day)</td>
<td>Classroom: Module 2: Key Issues in Child Welfare: Social Worker as Practitioner (2 days)</td>
</tr>
<tr>
<td>Substance Abuse (2 days)</td>
<td>*All 3 have the same Core 3.0 make-up requirements</td>
</tr>
<tr>
<td>Health Issues for Children (1/2 day)</td>
<td>eLearning: Placement* (self-paced)</td>
</tr>
<tr>
<td>ICWA (1 day)</td>
<td>eLearning: Introduction to ICWA (self-paced)</td>
</tr>
<tr>
<td></td>
<td>Classroom: Module 3: ICWA and Working with Native American Families and Tribes (1 day)</td>
</tr>
<tr>
<td>Interviewing (2 days)</td>
<td>eLearning: Interviewing (self-paced)</td>
</tr>
<tr>
<td></td>
<td>Classroom: Module 3: Engagement and Interviewing (1 day)</td>
</tr>
<tr>
<td>MEPA (1/2 day)</td>
<td>eLearning: Federal and State Laws (self-paced)</td>
</tr>
<tr>
<td></td>
<td>Classroom: Module 1: Fairness and Equity* (1/2 day)</td>
</tr>
<tr>
<td>Multicultural Environment (1 day)</td>
<td>Classroom: Module 1: Fairness and Equity* (1/2 day)</td>
</tr>
<tr>
<td>Sexual Abuse (1 day)</td>
<td>eLearning: Child Maltreatment Identification (self-paced)</td>
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<tr>
<td></td>
<td>Classroom: Module 5: Child Maltreatment Identification (1 day)</td>
</tr>
<tr>
<td>Stress &amp; Time Management (1/2 day)</td>
<td>eLearning: Time and Stress Management (self-paced)</td>
</tr>
<tr>
<td>Values and Ethics (1 day)</td>
<td>Classroom: Module 1: Values and Ethics in Practice (1/2 day)</td>
</tr>
</tbody>
</table>
CORE FOR SUPERVISORS

Throughout this five-module program, supervisors will learn leadership and supervisory skills to improve performance and collaboration between agencies and the community. To receive a certificate of completion, participants are required to attend all training days and complete the two eLearning sessions. In addition, please note that child welfare supervisors must complete Core for Supervisors within twelve months from their initial date of hire/promotion.

Required eLearnings

The completion of the following two eLearning topics are required to receive a certificate of completion for this series. For the current schedule of eLearnings and to enroll, please go to humanservices.ucdavis.edu/academy

Policy and Practice for Supervisors

This eLearning provides the policy context for child welfare practice and how those policies apply to the role of the supervisor. In addition, this training will explore the role of the supervisor as a change agent to support, train, mentor and lead child welfare social work practice toward improvement and better outcomes.

Fiscal Essentials for Supervisors

This eLearning explores the funding process for child welfare agencies and how supervisors can help staff recognize their role in affecting the amount of allocation. In addition, this course will examine federal funding and its interaction with state and county funds.

Core for Supervisors by Module

Module 1

Performance Management

Learning how to make critical personnel decisions is essential to developing an agency’s most important resource—its staff. This module covers the full range of performance management issues—from decision making during hiring to establishing and maintaining relationships and providing various forms of feedback. As a result of this training, participants will be better equipped to make key personnel and supervisory decisions.

Module 2

Advanced SDM for Supervisors

This training is designed to increase supervisors’ knowledge of SDM policies, procedures and definitions and help them gain skills in integrating SDM into their supervisory activities. In addition, participants will be able to support key SDM practices, including explaining assessment purposes and results to families, ensuring rigorous use of immediate safety plans, and making effective decisions about cases.

SafeMeasures for Supervisors

This training will provide child welfare supervisors with an opportunity to explore how SafeMeasures can be utilized in SDM to target performance improvement across key outcome measures. Participants are encouraged to bring their county’s current SIP and/or strategic plan for use and application throughout this training.

Secondary Trauma and the Child Welfare Supervisor

This training will provide supervisors with updated, evidence-based information on secondary trauma to assist with their day-to-day challenges, as well as larger issues that often emerge around trauma over the course of a supervisory career. Participants will be given multiple opportunities for group discussion and participation to encourage collaborative learning throughout and beyond this training.

Module 3

SOP for Supervisors

Supervisors are essential to sustaining Safety Organized Practice (SOP) in the field of child welfare. As social workers build skills in SOP, they look to their supervisor for guidance and skill development. This session will focus on strategies for supervisors to improve their own understanding of SOP, and ways to support integration of SOP into the daily practice and culture of their agency. Supervisors are encouraged to bring their challenges, questions and areas of struggle with SOP to this session.

Visit our website for a complete listing of scheduled trainings throughout the year humanservices.ucdavis.edu/academy
Case Consultation and Supervision
Supervisors have a significant role in creating the support structure for professionals who provide services to children and families. This module addresses ways to develop a structure that can enhance the casework skills of social workers. In addition, successful participants will be able to demonstrate a monitoring strategy to promote fair and equitable treatment of children and families at key decision points throughout the life of a child welfare case.

Module 4
Coaching Institute for Child Welfare Supervisors
Coaching is recognized as a key learning strategy for professional development as well as overall program implementation. This institute will provide supervisors with information to assemble the coaching puzzle—in other words, how to integrate the best skills, theories and abilities of coaching into a solid evidence-based supervision strategy. Supervisors will experience the role of both learner and coach during this experiential training. Additionally, this course will provide a tool for supervisors to use when coaching new social workers during their field-based learning components of Core for Social Workers.

Module 5
Agency and Community Leadership
The work of child welfare supervisors reaches beyond social workers and the children and families they serve. This module covers the administrative and collaborative skills needed for supervisors to problem solve and assume leadership within their agency, in multi-agency collaborations and in the community. Through assessments, discussions, practice and leadership development planning, participants will be prepared to become transformational leaders capable of influencing others to achieve their organization’s goals and help create healthy, mission-driven organizations.
HEALTH/BEHAVIORAL HEALTH

Advanced Issues in Chronic Child Neglect
Outcome: Safety, Child and Family Well-Being
This one-day seminar is aimed at helping participants understand both the impact of neglect and how the impairments that arise due to chronic neglect can be resolved. Participants will learn assessment strategies for determining how neglect has impacted a child, and become familiar with effective interventions for helping these children recover from this form of abuse.

Advanced Issues of Adult Mental Health
Outcome: Child and Family Well-Being
This course focuses on adult mental health diagnoses from a neurobiological viewpoint, including evidence-based therapeutic practices and psychopharmacological treatments. Participants will gain a better understanding of mental health treatment issues and common promising practices of mental health partner providers. Further, participants can use this understanding to make better-informed decisions when facilitating access to mental health services for adults.

Advanced Issues of Child Mental Health
Outcome: Child and Family Well-Being
This course focuses on child mental health diagnoses from a neurobiological viewpoint, including evidence-based therapeutic practices and psychopharmacological treatments. Participants will gain a better understanding of mental health treatment issues and common promising practices of mental health partner providers. Further, participants can use this understanding to make better-informed decisions when facilitating access to mental health services for children.

Early Years Matter Series
This training series consists of workshops and Webinars that will provide important information and strategies for child welfare practitioners to promote child well-being and family strengths during the early years of a child’s development. Each session can be taken individually or in any sequence. Available sessions include:

- **Autism: Know the Signs/Act Early**: Developmental screening and early identification are paramount for promoting positive developmental outcomes for young children with developmental risk and autism spectrum disorders. This training provides an overview of the CDC’s Learn the Signs/Act Early program, which was developed to promote awareness of developmental milestones in early childhood, the importance of tracking each child’s development, and the importance of responding early if there are concerns.

- **Maternal Depression: Identification, Screening and Treatment Options**: The consequences of untreated maternal and paternal illness can have long-lasting effects on obstetrical and neonatal health, as well as on the mental health of the whole family. This course will examine the types of perinatal mood and anxiety disorders, screening and treatment options, as well as common barriers to treatment.

- **Neurological Development 0-5**: This class provides you with an easy-to-understand overview of brain basics from birth through age 5. Through visual demonstrations, participants will gain insights as to how a positive impact can be made on the brain in the early years. With this invaluable understanding, ideas are also presented on how together we can spread the word in support of children.
Gender and Healthy Sexual Development

Outcome: Child and Family Well-Being

This class focuses on helping youth in care have healthy attitudes, feelings and beliefs about their sexuality and gender. Participants will learn how one’s own beliefs and attitudes about youth sexuality impact work with teens; how youth are learning about gender and sexuality in a cyber-based world; some of the differences between typical and atypical sexual expression among youth; the impact of sexual victimization on youth sexuality; and the importance of social media on current sexual relationships. Recent advances in gender role classifications, including androgyny, gender fluidity and other designations will also be discussed. Child welfare professionals of all levels of experience working with adolescents are welcome to attend and should benefit from the class.

Health Care Needs of Children and Youth in CWS

Outcome: Child and Family Well-Being

In this introductory online course, participants will be exposed to the common health issues of children in the child welfare system.

Issues and Challenges in Adolescent Development and Behavior

Outcome: Child and Family Well-Being

This is a highly interactive review of the current state of some of the biggest challenges adolescents face today. Participants with varying amounts of previous exposure to the topics are likely to learn new things that are immediately applicable to their work. At the end of the class, participants will learn skills that will help them better assist adolescents with each of the major challenges they face.

Psychotropic Medications and Children in Foster Care

Outcome: Child and Family Well-Being

This half-day workshop examines the role, authorization and use of psychotropic medications for children and youth in foster care and will better equip practitioners to advocate on behalf of the children they serve in ensuring they are receiving sound mental health treatment.


Outcome: Safety

This course provides participants with the ability to recognize current drug use and manufacturing in the home setting. It also examines basic drug influence symptomology. This course will provide practitioners with valuable exposure to the variety of environmental cues to be aware of when working in the field in potentially harmful situations brought on by drug use and manufacturing.

Substance Use Disorders and Child Welfare

Outcome: Safety, Child and Family Well-Being

This course provides an overview of substance use disorders within the context of child welfare and explores risk, screening, assessment, recommended treatment environments and modality, recovery and collaboration. In addition, this training will work to define, compare and contrast child welfare timelines with the recovery process.

The Opioid Epidemic and Implications for Child Welfare Workers

Outcome: Safety, Child and Family Well-Being

This Webinar will review the influx in opioid use across the U.S., the impacts on child welfare, and contextualize what that means in terms of assessments, interventions and outcomes for those involved in the child welfare system. This Webinar is designed to provide a review and critical analysis of the epidemic and directly tie that to the safety and welfare of children within the system.
KEY CONCEPTS

FEATURED HIGHLIGHT

Critical Thinking
Outcome: General

Critical thinking is often cited as one of the most important skills in child welfare, but what does this mean in practice? Reasoning well through complex problems and issues requires social workers to be able to think through the implications of decisions, make logical and accurate inferences and interpretations, articulate the concepts or ideas that are guiding their thinking, and consider alternate ways of looking at problems and situations. They also need to be able to assess their own and others’ reasoning for clarity, accuracy and bias. This training translates abstract concepts into real-world application so that social workers can apply advanced critical thinking skills on a daily basis for the benefit of children and families in care.

Cultural Humility
Outcome: General

The purpose of this training is to challenge participants to learn from the people with whom they work, reserve judgment and bridge the cultural divide among perspectives in order to better facilitate child safety and well-being and promote permanency. Successful participants will improve their engagement and assessment skills and apply this to a more collaborative working relationship with clients.

Educational Advocacy
Outcome: Child and Family Well-Being

Children in out-of-home placement face many more difficulties in school than the general population. Social workers, parents, foster parents, CASAs, probation staff and others can help these children reach their potential by advocating for success in their education. This workshop provides practical knowledge and tools for educational advocacy and will better equip child welfare practitioners in their scope of practice when monitoring the educational services and outcomes of the children they serve.

Ethics in Social Work
Outcome: General

This course focuses on the principles, philosophy and ethics of child welfare social work. Using the National Association of Social Work Code of Ethics as a foundation, participants have the opportunity to explore the values and ethics of professional social work practice in the field of child welfare. As a result of this course, participants gain a deeper understanding of the ethical questions they may encounter in the provision of professional child welfare services.

Motivational Interviewing to Facilitate Family Change
Outcome: General

Motivational interviewing (MI) is an evidence-informed approach to helping people engage in and maintain behavior change, and is considered a key skill when working with resistance. MI is often used as a piece of a comprehensive safety organized practice and can even be combined with other interviewing techniques, especially when helping families make healthy behavior changes. This in-depth course has been structured to allow social workers an opportunity to acquire, practice and improve discreet MI skills and techniques.

(continued)
The training will be split into three parts.

**Part 1: The Skills and Process of Helping People Change**
This is a full-day, in-class session and focuses on key MI skills and techniques.

**Part 2: Online learning and coaching in between classroom sessions**
A bridge between the two in-class sessions, Part 2 is comprised of four online, 1.5 hour meetings.

**Part 3: Advancing Your Practice and MI Skills**
This is another full-day, in-class session that builds upon the previous two and gives participants an opportunity to practice and refine their MI skills.

This three-part series will include multimedia presentations, advanced learning materials, role playing, video demonstrations, small group activities, group coaching and numerous opportunities for participants to practice and receive supportive coaching and feedback.

**Social Worker Safety Tactics: Identifying, De-escalating and Avoiding Violent Situations**
Outcome: General
This four-hour course explores the true potential for violence in the social worker arena. Specific case studies and videos are used to help participants examine the thought process of the violent person and will teach participants to successfully detect pre-attack indicators, read body language and link their mindset to their performance. De-escalation techniques will be introduced to assist participants with detecting and de-escalating an agitated individual. Additionally, participants will learn the danger signs and when to disengage and leave a violent situation.

**Structured Decision Making for Social Workers**
Outcome: General
Structured Decision Making (SDM) is a case management system designed to help child welfare workers assess risk and safety concerns in families and deliver the appropriate level of service and intervention throughout the life of a case. Participants will gain an understanding of the philosophy and research behind SDM and will learn to use this method by examining and practicing each tool in the SDM model.

**Writing Skills for Child Welfare Workers**
Outcome: General
In this online course, participants will explore and practice their skills at writing for documentation purposes in the field of child welfare. Successful participants will be able to evaluate their strengths and increase the effectiveness of their writing techniques after completing this course.

Visit our website for a complete listing of scheduled trainings throughout the year
humanservices.ucdavis.edu/academy
## National Conference on Coaching in Health and Human Services

Hosted annually in the spring by the Northern California Training Academy, this national conference provides a wonderful opportunity to connect with colleagues across the country who are passionate about helping people achieve success through coaching. Together we learn from each other’s successes and challenges as we continue to develop coaching programs that benefit human services professionals and clients.

### Who Should Attend
- Coaches who work with human services professionals or clients
- Trainers who are interested in learning more about coaching
- Leaders in the field of human services who are interested in exploring coaching and programs that utilize coaching
- Professional development staff who are either already implementing coaching programs or are curious about coaching

### For More Information
Please visit the Northern California Training Academy website: www.humanservices.ucdavis.edu/academy

### Featured Highlight

#### Coaching Institute for Child Welfare Supervisors

**Outcome:** General

This institute will provide supervisors with information to assemble the coaching puzzle—in other words, how to integrate the best skills, theories and abilities of coaching into a solid evidence-based supervision strategy. Additionally, this course will provide a tool for supervisors to use when coaching new social workers during their field based learning components of Core. Supervisors will experience the role of both learner and coach during this experiential training.

#### Coaching Institute for Program Managers

**Outcome:** General

This two-day workshop will focus on the meaningful and impactful conversations program managers can have with staff. We know, and now research backs us up, that staff benefit from having authentic conversations about their roles in the organization, and their growth and learning in the workplace. In this highly interactive workshop, program managers will learn the anatomy of a coaching conversation, including goal setting, reflection, great questions and feedback.

#### ER Academy for Supervisors and Program Managers

**Outcome:** Safety

Building on the foundation of Safety Organized Practice, this three-session learning lab will focus on supervision, and child welfare emergency response and entry-into-care decisions in particular. The consultation and information sharing framework (also referred to as safety mapping) and additional strategies for inquiry and critical thinking will also be explored.

To complement the learning labs and keep the collaborative learning process going strong in between sessions, learning circles will be held (using online platforms) to provide the opportunity for coaching, information sharing and networking.
Fiscal Essentials for Supervisors

Outcome: General

This supervisory-level course provides the background to understand the funding process for child welfare agencies, as well as how supervisors can encourage their employees to realize that they affect the amount of allocation.

Participants have two weeks to complete this five-hour online course.

This course meets the Fiscal Essentials requirement of the Core for Supervisors series.

How to Manage and Coach the Difficult Person

Outcome: General

At some point, all supervisors or managers are faced with individuals who create special challenges for those with whom they work. Discover how to disentangle difficult people from their behavior and create self-awareness and (ultimately) change. Learn to define difficult behaviors, explore reasons why people may be difficult, and practice a model for coaching that brings about positive change.

In-Service Training

This training is offered in two parts:

**Part 1: Policies and Procedures:**
While the importance of having up-to-date policies and procedures is often discussed, the reality is many counties struggle with developing them in such a way that they provide the desired information and accountability. Furthermore, the task of putting together the policies and procedures (P&P) manual can become a limiting factor given staff shortages and competing priorities. County leadership, CFSR staff, training staff, analysts and others are encouraged to bring their P&P manual to this class to discuss options for improvement and solutions for successfully completing them as appropriate. Class participants will leave with information on how to write policies and procedures, as well as a list of policy and procedure topics.

**Part 2: In-Service Training:**
Currently several northern counties are creating or considering the creation of new social worker county level induction/in-service training. If you work in one of these counties or are interested in starting something in your county, bring your ideas and come to this class. We will share creative ideas for bringing new social workers on board, as well as key topics that should be covered in this kind of training. Please attend this training to learn about what other counties in Northern California are doing to address the needs of new social workers.

Interactional Supervision

Outcome: General

This workshop is designed to help supervisors understand the dynamics of group/team work and develop the strategies and skills needed to achieve improved outcomes. The workshop will address general and group supervision issues related to the authority theme (the working relationship between staff and the supervisor) and the intimacy theme (the working relationship between staff members). It will help the group supervisor to be better able to monitor the process (way of working) in the team, as well as to attend to the agenda of the team meeting. While the focus will be on group supervision, many of the concepts, strategies and skills can be applied to the supervision relationship in general.

Managers’ Convening

Outcome: General

The Managers’ Convening will be held quarterly with the goal of providing the opportunity to collaborate, share what’s working and develop strategies for areas needing improvement on a variety of child welfare practice areas, including workforce development and other topics identified by attendees.
Organization and Time Management for Supervisors

Outcome: General

Child welfare supervisors face unique challenges to staying organized and managing their time. This training offers supervisors specific strategies for organizing paper, phone calls/voicemail and email, as well as managing to-do lists, time, meetings and boundaries. The course shares a range of solutions for staying on top of the multiple demands on supervisors’ time and energy.

Policy and Practice for Supervisors

Outcome: General

This supervisory-level course will provide the policy context for child welfare practice and how those policies apply to the role of supervisor. This course meets the Policy and Practice requirement of the Core for Supervisors series.

Social Media Management for Child Welfare Leaders

Outcome: General

This webinar is designed specifically for child welfare leadership to review ethical concerns related to staff use of social media, as well as explore how organizations can effectively integrate social media into practice. Further, this webinar will address the complex balance required to successfully use social media in a field that demands strict confidentiality.

Supervisors: Improving Outcomes for Transition-Age Youth

Supervisors are invited to participate in this two-day training to increase knowledge and skills in supervisory practices related to extended foster care. This workshop will examine best practices for assuring positive outcomes for foster youth transitioning to adulthood. This supervisory training covers the core principles of transition planning, as well as skills for supervising caseworkers in the work of transition planning.

Permanency Academy for Supervisors and Program Managers

Outcome: Permanency

Permanency Academy provides child welfare supervisors and managers with a series of learning sessions focused on the skills, strategies and interventions child welfare leaders can use to address permanency options for all children served by child welfare.

While each session of the Permanency Academy will be guided by the participants, their specific challenges, a focus on workforce development and improved permanency outcomes, a sample of topics to expect includes: secondary trauma; using data to understand and support permanency strategies; deepening the practice of SOP; implementation of adaptive leadership into daily supervision; and other topics as identified.

Tools for Excellence

Outcome: General

Tools for Excellence is a comprehensive professional development program designed to provide support, skill building and networking opportunities for child welfare leaders. With two distinct cohorts (one for supervisors and another for directors/managers), the program builds on a research, development and implementation model that supports leadership development in child welfare. Central to the program are best practice approaches that have been empirically proven to support child welfare leaders.

Program Format

- **Learning Labs:** These take place in two-day sessions offered approximately every 4-6 weeks throughout the year.
- **Cultural Consensus Approach:** Participants determine the competencies that will benefit their own professional development.
• **Learning Reinforcement through Coaching:** Each participant will be assigned a coach to help them apply what they’ve learned in each of the learning labs.

• **360-degree Evaluation:** Participants will perform a computerized evaluation to assess current strengths and continuing areas for professional development.

**Requirements**

In order to attend this training, participants:

- Must presently be a manager and/or supervisor (series are usually offered exclusively to one or the other)
- Must have support and involvement of director
- Must be able to participate in all sessions of the program

**Trauma-Informed Organizations: Strategies, Assessments and Steps Toward Trauma-Informed Transformation**

Outcome: Child and Family Well-Being

Trauma-informed practice is a concept in emerging efforts to address trauma and its impact on behavior and quality of life in the lives of children and adults. This day-long training will provide participants both the tools to assess their own agency and steps necessary to become trauma-informed.

A hands-on project will allow participants to apply the knowledge gained, and an overview of trauma-informed concepts will allow all levels of staff to be able to gain valuable knowledge.
Navigating the Dependency Court Video Series

This brief and easily accessible video series offers county child welfare workers an overview of what they will experience the first time they attend court for one of their cases. The five video segments, each approximately eight minutes long, explain the roles and mindset of the participants and the applicable laws that apply at each phase. To access the video series, visit [http://bit.ly/navdepcourt](http://bit.ly/navdepcourt).

The Role of the Courts

This highly customizable training covers any number of topics related to the role of the courts and the role of the child welfare professional participating in the dependency court process. It is available to individual or grouped counties via the County Training Unit Contract process and can be customized to the group’s experience level. If you are interested in learning more, please contact the Academy at (530) 757-8725 or academy@ucdavis.edu.

Concurrent and Permanent Planning

Outcome: Safety, Permanency and Stability

Concurrent planning reduces delay to permanency for children and youth in foster care. It requires comprehensive and early assessment; including identification of a primary goal (reunification), while at the same time, actively working on an alternate plan should reunification prove unsuccessful. This workshop provides participants with the opportunity to address and work through the challenges often faced during the concurrent and permanent planning process.

Confidentiality

Outcome: General

This course gives social workers a foundation for understanding issues related to confidentiality in dependency cases.

Court Petition Writing

Outcome: General

This course provides participants with the necessary skills to write various types of court petitions. Through writing exercises with real-time writing and feedback, participants will increase competency in critically assessing and crafting allegations and writing court petitions.

Court Procedures

Outcome: General

This course provides an overview of the functions of juvenile dependency court, as well as the purposes and procedures of each type of dependency court hearing. It also defines the roles and responsibilities of each party in the court process, including that of the child welfare worker.

Visit our website for a complete listing of scheduled trainings throughout the year

[humanservices.ucdavis.edu/academy](http://humanservices.ucdavis.edu/academy)
Court Report Writing
Outcome: General
This course focuses on writing detention, jurisdiction and disposition reports. Participants will learn to write effective court reports, taking into consideration temporary custody, custody warrant procedures and facts versus evidence in report writing.

Court Testimony
Outcome: General
This workshop will teach participants the basics behind testifying in court, beginning with why hearings are set as contested. The first part of the class will teach social workers about how lawyers are trained to develop direct and cross examination. The class then concludes with participants developing their own direct and cross, and serving as each other’s witnesses to further refine and develop courtroom testifying skills.

Dependency
Legal Update
Outcome: General
This course informs participants about new laws that impact child welfare practice in the dependency court system.

Gomez v. Saenz Training for Child Welfare Social Workers
Outcome: General
This training provides child welfare workers, supervisors, managers and CACI hearing coordinators with the foundational legal history, principles and issues related to the Gomez v. Saenz Settlement. In addition, the training explores how the Gomez v. Saenz settlement relates to child welfare investigations and dispositions. Further, the course will explore professional conduct during the hearing, as well as ways to prepare for the hearing process.

Gomez v. Saenz Grievance Review Officer Training
Outcome: General
This training is designed to prepare child welfare staff and/or consultants to act as grievance review officers (GRO) in Gomez v. Saenz hearings (sometimes referred to as grievance hearing officers in some jurisdictions). This training is also open to those currently acting as GROs or those who oversee GROs in their county.

Legal Issues Facing Children and Youth in Care
Outcome: General
This course engages the most topical issues facing child welfare workers in day-to-day practice. Additionally, this training will be supplemented by additional topic(s) which impact practice at the time the course is presented.

Parentage
Outcome: Permanency and Stability
This online course gives participants a foundation for understanding issues related to parental relationships in dependency cases.

Online course

© Online course
PERMANENCY, PLACEMENT, RFA & CCR

Advancing Permanency through Adoptions: Foundational Training for Child Welfare

Outcome: Permanency and Stability

This series is a modified foundational training designed to prepare child welfare social workers, supervisors, and program managers for their new role in providing pre-and post-adoption services to children and families. It is based on the Adoption Competency Curriculum developed by the National Resource Center for Adoptions, with the goal of advancing permanency for waiting children/youth in the child welfare system through adoption.

The Advancing Permanency through Adoptions foundational series is comprised of two in-class modules and one module via webinar.

Module 1: This two-day introductory module will cover California laws and policies impacting adoption placement, child and youth assessment and preparation, family assessment and preparation, and decision making and placement selection in adoption.

Module 2: This two-day course will cover the Title IV-E Adoption Assistance Program (AAP) and post-adoption services. Discussion, video examples and case scenario activities will provide opportunities for participants to practice new skills and will allow new child welfare adoption staff to deepen their knowledge and understanding of adoptions practice.

Module 3 (Webinar): This webinar will provide a general overview of the federal laws and policies impacting adoption placement specific to the requirements of the Indian Child Welfare Act (ICWA), Tribal Customary Adoptions and the Multiethnic Placement Act (MEPA). It will explore the influence of values and assumptions in choosing foster and adoptive placements, recruitment efforts and best-practice issues in looking at how these laws can be implemented into policy and practice.

Continuum of Care Reform Director Convening

Outcome: Permanency

The Northern California Training Academy and Casey Family Programs are hosting a regional collaborative in coordination with the California Department of Social Services, Department of Health Care Services, Chief Probation Officers of California, County Behavioral Health Directors Association and California Institute for Behavioral Health Solutions to partner with counties in implementing AB 403, the Continuum of Care. This groundbreaking collaborative effort is to continue support of county mental health plans, county child welfare and probation by bringing leadership from the primary agencies together to partner on strategies for successful implementation. You are encouraged to bring your community partners to this event as well, including youth, resource parents and tribal partners.

Creating More Options for Children and Youth through Family Search and Engagement

Outcome: Permanency

This course provides an overview of the family search and engagement (FSE) process, its history, development and legal mandates, and how to integrate the mission of building “family” supports and connections into case planning for children, youth and families. Participants will learn and practice strategies using actual files to gather contact information and reach out to identified connections for children currently served. Further, successful participants can leave this training with renewed hope that each child has connections to family and community that can enhance their options for permanency.
Level of Care Training
Outcome: General
As part of Continuum of Care Reform (CCR), the Level of Care (LOC) Rate Protocol is a placement rate methodology designed to identify the individual care and supervision needs of a child or youth, which are translated to an appropriate LOC rate to support their placement. Care and supervision needs are identified based on five Core Domains (physical, behavioral/emotional, educational, health and permanency/family services) and scored based on a weighted point system. This half-day training provides an overview of the Core Domains in the protocol tool, the Domains Matrix and the scoring sheet.

Relative or Non-Relative Extended Family Member Criminal Background Check and Exemption Process
Outcome: General
The Relative or Non-Relative Extended Family Member Criminal Background Check and Exemption Process training provides detailed information about the components and processes of evaluating an individual's criminal history as part of the home approval process for consideration of placement of a child. The target audience for this training is child welfare social workers and probation officers involved in approving or denying relative or NREFM homes based on the criminal background of the adults associated with that home.

Resource Family Approval eLearning

The purpose of this eLearning course is to provide county staff, adoption and foster family agency staff, probation staff, community partners and families with an overview of the Resource Family Approval (RFA) program. This eLearning will cover the paradigm shift of RFA; the history of RFA; how RFA fits into the larger picture of the work California is doing across systems; how culture, bias, teaming and trauma relate to RFA; and an overview of the written directives that guide the legal requirements of RFA.

Resource Family Approval Learning Circles
Outcome: General
Calling all Northern California RFA workers! We have scheduled quarterly learning and sharing collaboratives to provide an opportunity to network with colleagues and share information, tips, tools and tricks discovered while implementing RFA.

While this is not a typical training event, participants can expect to walk away with new information, resources and skills to apply toward developing solutions to RFA challenges. The quarterly collaboratives will be facilitated to allow significant amount of time for networking and collaborative learning.

Resource Family Approval Training (Parts 1 and 2)
Outcome: General
The Resource Family Approval (RFA) Academy has been developed to train county staff who will be implementing or using the RFA process. This four-day training is split into two separate two-day sessions. In addition to providing an overview of RFA and Continuum of Care Reform (CCR), the Academy will focus on providing a unified, family-friendly, child-centered RFA process to replace the existing multiple processes for licensing foster family homes and approving relatives and non-relative extended family members as foster care providers, and approving families for legal guardianship or adoption.
SAFETY ORGANIZED PRACTICE

FEATURED HIGHLIGHTS

**SOP: Foundational Institute**
Outcome: Safety, Child and Family Well-Being
Safety Organized Practice (SOP) seeks to form a constructive, purposeful focus among all the stakeholders involved with children and families by generating a clear, shared understanding of the problems facing that family and a straightforward vision of what future safety for the children needs to look like.

After attending this foundational training, successful participants will be able to:

- Use the “three questions” during a safety mapping process with families to help get all family members on the same page
- Use the Three Houses tool to incorporate the use of the child’s voice
- Create danger statements and safety goals to help reach shared agreement about why CPS is involved
- Use safety circles to help build a network of support
- Create meaningful safety plans with families

Further, successful participants will understand how the development of good working relationships with families and the creation of detailed plans for enhancing safety will allow for rigorous and thorough case work practice.

**Note:** Completion of this foundational training is required prior to attending Advanced SOP courses. This is also a required training as part of Core for Social Workers in Northern California.

**Behaviorally Based Case Plans**
Outcome: General
This one-day workshop provides participants an opportunity to practice and refine their skills in receiving necessary information from clients for case/safety planning. Facilitating the development of case plans that are customized, behavior-focused and family-centered requires skill and expertise in applying SOP strategies, utilizing SDM assessment tools, and writing and developing behavioral objectives. This training will focus on engaging families in behavioral case plans by blending these interrelated strategies throughout the flow of practice. Consistent with the flow of case work, once participants have developed a behavioral case plan, they will practice incorporating that plan into CWS/CMS.

**Upping Your Game with Visit Coaching**
Outcome: General
**Prerequisite: Completion of the SOP Foundational Institute is required.**
This two-day training explores a new, strengths-based approach to visitation known as visit coaching. Visit coaching is fundamentally different from typical supervised visits in that the professional observing the visit (social worker, social services aid or contract staff) functions in the role of coach and is actively involved in guiding parents in meeting their children’s needs and making each visit fun for the children.
Family Meeting Facilitation: Part 1

Outcome: General

This is a two-day experiential training for social workers who facilitate any type of formal or informal Family Team Meetings (FTMs) or Child and Family Team (CFT) meetings in child welfare agencies. This workshop will provide participants with a solid foundation of theory and facilitation skills for immediate use in helping groups solve problems and build agreement to enhance the safety of children in a way that engages families.

Note: Completion of the SOP Foundational Institute is recommended, but not required, prior to attending this training.

Family Team Meeting Facilitation: Part 2

Outcome: General

Prerequisite: Completion of Family Meeting Facilitation: Part 1 is required.

This training serves as a one-day follow-up session for participants who previously attended the two-day Family Meeting Facilitation (Part 1) training. Part 2 provides participants with an opportunity to deepen their practice in using SOP in family meetings through focused skill building and collaborative learning; enhance skills to use collaborative problem solving and to assist parties in reaching shared understanding and agreement for strong safety plan development. This training will also help participants build confidence in dealing with conflicts that arise while using the SOP framework.

Group Supervision

Outcome: General

Group supervision is an essential tool supervisors can use to enhance the implementation and practice of safety organized practice (SOP), primarily that of critical decision making. This training will explore the process of group supervision within a child welfare context and provide a framework for organizing the work of group supervision.

Note: Completion of the SOP Foundational Institute is recommended, but not required, prior to attending this training.

Interviewing Children and Building Networks of Support

Outcome: Safety

Prerequisite: Completion of the SOP Foundational Institute is required.

This hands-on, skills-based class will offer participants advanced training in the use of several tools (including but not limited to: the Three Houses, Safety House, and Words and Pictures tools) designed to bring the child’s voice into assessments and case planning while building knowledge and skills in designing family safety networks that will be the family’s support system beyond the closure of their child welfare case.

Mapping for Safety Using the Consultation and Information Sharing Framework

Outcome: Safety

Prerequisite: Completion of the SOP Foundational Institute is required prior to attending this training.

This one-day training offers participants an opportunity to practice and improve their skills in safety mapping with families. After attending this training, participants will be able to confidently utilize the safety mapping process with families in the field. Further, participants will understand how safety mapping is not a form or a single event, but rather a facilitated conversation and process that happens throughout the life of a case.

RED Teams

Outcome: General

Prerequisite: Completion of the SOP Foundational Institute is required prior to attending this training.

RED (review, evaluate and direct) team is a collaborative decision-making strategy to respond proportionally to allegations of maltreatment within a differential response system. The members of the RED team are charged with reviewing, evaluating and directing all cases that have been accepted through intake screening. After participating in this training, participants will be able to recognize the strong benefits to maintaining a county RED team; understand the implementation process for RED teams; and be able to take initial steps toward implementing RED teams in their jurisdiction.
Safety Planning  
Outcome: Safety  

**Prerequisite:** Completion of the SOP Foundational Institute is required prior to attending this training.

Designed specifically for child welfare direct service staff, supervisors and family meeting facilitators, this hands-on workshop will engage participants in both a dialogue about safety and allow for practice in creating meaningful and comprehensive safety plans which are rigorous, on the ground and sustainable. Safety plans are detailed plans of action made in response to specifically identified dangers, both behavioral and action driven. This includes immediate safety plans, ongoing safety plans and after-care safety plans with families and their support networks. Participants will gain in-depth knowledge and skills in the creation of safety plans that are rigorous and collaborative.

Solution-Focused Questions and Cultural Humility  
Outcome: General  

This half-day workshop provides participants an opportunity to practice and refine their skills in receiving necessary information from clients for case/safety planning. After attending this training, participants will have enhanced ability to skillfully empower the child, youth, young adult and/or family to direct their own change process while in the child welfare system. In addition, participants will refine their ability to use cultural humility to ask skillful questions directed at engaging families in case planning.

**Note:** Participants should have experience in Safety Organized Practice, motivational interviewing and/or solution-focused therapy prior to attending this workshop.

SOP Assessment and Engagement Strategies  
Outcome: General  

**Prerequisite:** Completion of the SOP Foundational Institute is required.

This hands-on, skills-based class will offer participants advanced training in the use of several best practices and strategies designed to enhance their family engagement, critical thinking and assessment skills.

SOP for Entry into Care/Reunification  
Outcome: General  

**Prerequisite:** Completion of the SOP Foundational Institute is required.

This hands-on, skills-based class offers participants advanced training in the use of best practices designed to enhance family engagement and balanced assessments during Entry into Care and Reunification services to improve outcomes and long-term safety for children.

For more information on currently scheduled and future sessions, please visit the Academy website at humanservices.ucdavis.edu/academy
SOP for Intake/Hotline Workers

Outcome: Safety

Prerequisite: Completion of the SOP Foundational Institute is required.

This hands-on, skills-based class will offer participants advanced training in the use of solution-focused inquiry and SOP-documentation strategies for intake/hotline staff. This half-day workshop provides participants with an opportunity to practice and refine their skills in receiving and documenting information from reporting parties to the Child Abuse Reporting Hotline.

SOP for Permanency Planning

Outcome: Safety, Permanency

Prerequisite: Completion of the SOP Foundational Institute is required.

This hands-on, skills-based class will offer participants advanced training in the use of best practices designed to enhance engagement, assessment and transition support during Permanency Planning services to improve outcomes and long-term safety for children, youth and young adults.

SOP in the Courts

Outcome: General

Prerequisite: Completion of the SOP Foundational Institute is required prior to attending this training.

Using safety mapping, harm and danger statements, safety planning, and the Three Houses tool, this workshop will explore strategies for integrating these safety organized practices into case plans and court reports.

Three Questions, Harm and Danger Statements, Safety Goals

Outcome: Safety

Prerequisite: Completion of the SOP Foundational Institute is required.

Harm and danger/risk statements are used to ensure that everyone, (i.e., the agency, the family and the safety network), are all in agreement regarding why CWS is involved with the family. The safety goal is a concrete description of the positive changes CWS must observe in the family to close the case. After attending this training, participants will be able to develop clear harm and danger/risk statements and safety goals, and interview for safety and risk/danger using the “three questions” as an overall approach to engaging families, while conducting a rigorous balanced assessment of both the history of the harm and a history of the protection.

Visitation: Keys to Permanency

Outcome: Permanency

Prerequisite: Completion of the SOP Foundational Institute is required.

This class is designed to support advanced SOP practitioners who would like to learn practical and tangible ways to incorporate the principles within SOP into daily visitation work with families. This visitation framework acknowledges past and current trauma for both parents and children, the worries that families may have about visitation, and the need to create the most effective visitation plan possible in a short time frame.
TRAVMA AND WELL-BEING

Creating a trauma-informed child welfare system is critical to providing effective interventions, improving outcomes for children and families, and supporting everyone involved in the child welfare system. In the interest of creating pathways to well-being through trauma-informed services, the Academy offers several trainings related to recognizing, understanding and working to mitigate the impact of trauma on children and families in care.

**A Systems Approach to Integrating Trauma into Screening, Assessment, Treatment and Case Planning**
Outcome: Child and Family Well-Being

This advanced training will incorporate adult-based learning principles and methods. Child and parent vignettes will be used to examine trauma impact on the neurodevelopment of children through the use of screening tools, trauma assessment and then matching to the appropriate treatment. The afternoon will focus on resiliency and the development of trauma-informed resiliency plans that integrate research with practice. The day will conclude with strategies on how to develop trauma-informed systems both intra-agency and inter-agency, including a discussion of secondary trauma.

**Becoming Trauma Informed: A Core Value in Services for Women and Girls**
Outcome: Child and Family Well-Being

This training reviews the history of trauma, offers an integrated approach to developing gender-responsive services and provides a theoretically based comprehensive model for providing services known as Healing Trauma. Interactive exercises from this brief five-session intervention will demonstrate some specific strategies for coping and grounding skills that can be used with women and girls.

**Compassion Fatigue: Secondary Traumatization and the Importance of Self-Care**
Outcome: Child and Family Well-Being

This highly interactive training is designed to address the self-care needs of professionals working with children, youth and adults impacted by traumatic life events. This training integrates stress management techniques and strategies on and off of the work site without interrupting productivity. Additionally, the training provides strategies for promoting a more secondary trauma-informed work environment and supporting the maintenance of professional and personal well-being in valued staff.
Developing Trauma-Informed Rules, Policies and Procedures
Outcome: General
This training provides child welfare leaders, from management to representatives from all levels of staff, with an opportunity to collaboratively develop more trauma-informed policies, approaches and perspectives to improve outcomes for staff and the children and families they serve. Previewing program rules and policies, the trainer will address specific rules and policies and suggest changes to make them more effective. In addition, the trainer will provide options for family surveys and data collection points to measure change and effectiveness.

Fostering Trauma-Informed Care in Child Welfare and Behavioral Health
Outcome: Child and Family Well-Being
This training will provide participants with an opportunity to learn about, discuss and promote the use of a trauma-informed lens within their child welfare and behavioral health systems and throughout their communities. Participants who attend this training will be able to share new information, tools and strategies within their organizations to enhance their work with children and families that have been impacted by trauma.

Impact of Trauma on Child Development
Outcome: Child and Family Well-Being
This training will address multiple areas of trauma as they relate to child welfare. Participants will receive an overview of attachment and information on resulting effects of trauma on children and youth, as well as examine behavioral and structural interventions to help families and providers move in a positive direction. Participants will explore and engage in experiential activities that will enhance their abilities to effectively address issues associated with trauma.

Secondary Traumatic Stress and the Child Welfare Professional
Outcome: Child and Family Well-Being
This workshop educates child welfare professionals on the primary and secondary traumatic stress, aspects of child welfare work. It provides information and training on the nature of traumatic stress as well as individual coping skills and social support strategies that, if implemented, may reduce the negative impact on work performance and individual worker well-being. As a result of this workshop, child welfare professionals will have the knowledge and skills needed to manage the traumatic stress they face at their jobs.

Secondary Traumatic Stress and the Child Welfare Supervisor/Manager
Outcome: General
This one-day convening will provide supervisors with updated, evidence-based information on secondary trauma to assist with their day-to-day challenges, as well as larger issues that often emerge around trauma over the course of a supervisory career. Participants will be given multiple opportunities for group discussion and participation to encourage collaborative learning throughout and beyond this training.
Outcome: General
This training will provide child welfare supervisors with updated knowledge regarding how trauma changes the brain, interpreting trauma-based behaviors, working effectively with traumatized individuals, as well as designing interventions and providing appropriate resources for those impacted by trauma. Supervisors will additionally have an opportunity to deepen understanding of how a history of trauma might impact everyone in their agency—themselves, their clients and their employees—through discussion of real case scenarios while applying neuroscience and the principles of trauma-informed practices. This case management process will provide a confidential and safe environment for skill building and collaborative learning.

Trauma Bonding
Outcome: General
One thing often asked by those in the helping profession when confronted with a person in an unhealthy relationship is, “Why do you stay?” This question has implications of weakness and failure on the part of the victim and usually causes shame. Trauma bonding is loyalty to a person who is destructive. While the idea of bonding tends to bring up connotations of something good and beneficial, trauma bonds are unhealthy. This online course focuses on children and youth who have been sexually exploited. The course outlines reasons bonds are made, strategies for interventions and healing, and stories from survivors.

Trauma-Informed Communication with Children, Families and Staff
Outcome: General
This training will provide child welfare leaders, from management to representatives from all levels of staff, with an opportunity to practice utilizing multiple trauma-informed tools to improve communication with children and families, address unsafe behavior and emphasize safety in all rules and policies.

Trauma-Informed Emergency Response Practices in Child Welfare: Translating Concepts into Concrete Applications
Outcome: Safety, Child and Family Well-Being
This course examines trauma-informed emergency response practices in child welfare. After providing an overview of trauma and cross-cutting issues in child welfare, the instructor will cover the various stages of the emergency response phase in child welfare and provide concrete, trauma-informed practices that can be implemented in daily practice. The training will be highly experiential in nature and will include role playing and applying the identified strategies to a specific case.
**Truly Trauma Informed: Assessing the Agency through the Trauma Lens**

**Outcome: Child and Family Well-Being**

This training will explore what it means to have a trauma-informed agency and help participants understand how to provide trauma-informed services. In addition, participants will benefit from understanding the effects of trauma on the brain and the body, how to intervene in a safety-oriented manner and how to care for the self when working with trauma-exposed people.

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**What Does Trauma Have to do with it? Strategies for Making Child Welfare More Trauma Informed**

**Outcomes: Child and Family Well-Being**

This course will discuss how to create a trauma-informed child welfare system. The instructor will define trauma and traumatic stress and provide an overview of the essential elements of a trauma-informed child welfare system as defined by the National Child Traumatic Stress Network Child Welfare Committee. The course will also highlight the Chadwick Trauma-Informed Systems Project (CTISP), a federal initiative funded by SAMHSA as part of the National Child Traumatic Stress Network.

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For more information on currently scheduled and future sessions, please visit the Academy website at humanservices.ucdavis.edu/academy
VULNERABLE POPULATIONS

Adolescent Class Series

Outcome: General

This series of classes focuses on cutting-edge topics in understanding, supporting and working with adolescents. Participants are welcome to attend any one or more sessions in the series, and need no prior background on adolescence. Each session is described below.

• Cognitive, Psychological and Brain Development in Teens: Facts and Implications for Child Welfare Services: Adults and adolescents think very differently and this course explains how adults can use those differences to help youth interact with an ever-more complex world. The impacts of sleep, tobacco, alcohol and food on brain and cognitive development are highlighted.

• Creating Permanent Supportive Housing Models for Youth: Helping youth transition into safe, affordable and stable housing can be one of the greatest challenges for leaders and caseworkers. This class tackles the key issues in exploring housing options and offers cutting-edge tools and resources that may help.

• Improving Teens’ Personal and Community Connections: Youth in substitute care often struggle with personal and community relationships. This class offers tools to help youth build new connections.

• Understanding and Promoting Healthy Adolescent Relationships with Peers, Caregivers and Others: This class centers on helping youth build, enhance and maintain healthy relationships with others using respectful communication. Warning signs of troubled relationships and the role of social media and online gaming are highlighted.

• Right Use of Power: Ethics in the Changing World of Youth Services: This class focuses on relationships between professionals, family members and youth while youth are in care. Power dynamics and communication styles are highlighted.

Visit our website for a complete listing of scheduled trainings throughout the year

humanservices.ucdavis.edu/academy
Assessment and Treatment of Problem Behavior
Outcome: General
Behavior problems, in general, have been identified as being one of the most significant issues faced by social service personnel, educators, administrators and parents. Strategies to address challenging behavior are all available in applied behavior analysis and special education literature; however, many professionals frequently report a lack of training and frustration in dealing with challenging behavior. This class will describe guidelines to assist professionals in selecting interventions to remediate challenging behavior. This workshop will focus specifically on children with higher-level needs.

Grief and Loss: Supporting Children Who Have Been Removed from Their Home
Outcome: Child and Family Well-Being
This two-day training is designed to increase understanding, awareness and strategies to help children in care process, cope and eventually integrate the overwhelming and persistent feelings they are struggling with. This training will incorporate several experiential exercises to build empathy and sensitivity for those working with children in care.

Immigration and Child Welfare: Addressing the Fear Factor
Outcome: General
Today’s environment of increased immigration enforcement and anti-immigrant rhetoric often strains the relationship between the child welfare professional and the children and families they serve. This one-day training on immigration and child welfare will feature state-wide and national experts on the unique issues pertaining to this vital topic. This workshop will explore engagement issues with immigrants in education, health and the child welfare system, as well as skills for working with special populations.

LGBTQ Youth: Meeting the Requirement of AB 1856
Outcome: General
This workshop focuses on LGBTQ youth and fully meets the legal requirements of California’s AB 1856, which requires foster care providers to receive this or equivalent training. Participants will learn to identify typical and atypical LGBTQ youth behavior; understand the impact of adults’ reactions to youth coming out; identify the risk factors for LGBTQ youth (including bullying, involvement with juvenile justice, homelessness, depression and suicide); identify protective factors that address risks; describe the legal rights of LGBTQ youth in care; and promote healthy spiritual development and “thriving” among LGBTQ youth.

Permanency, Achievement, Work and Careers
Outcome: Permanency, Child and Family Well-Being
This workshop examines the challenges and benefits of permanency planning with youth and highlights successful models and strategies. Participants will be introduced to practical tools and strategies to develop and implement permanency plans with a holistic view of the elements of a permanency planning process that significantly improves long-term success for youth. The course incorporates the concepts of achievement, economic viability, housing and career satisfaction as concrete anchors for permanency planning. Participants will leave with a step-by-step guide for engaging youth in their own permanency planning process and how to work with them to write meaningful permanency plans.
Permanent Supportive Housing for Youth

Outcome: Permanency, Child and Family Well-Being

This training will explore issues to consider when developing housing options for youth. Specifically, participants will examine the basics of a comprehensive independent living program, types of housing options, linkages between various housing services and resources, and strategies for helping youth navigate to the adult housing world. The training was developed with a recognition that finding permanent supportive housing can be very different in rural, small town and larger city environments and provides additional guidance for those working in either environment.

Visiting Incarcerated Parents

Outcome: Child and Family Well-Being

In this course, participants will learn how to set up and conduct visits for children in foster care who have an incarcerated parent. The focus is on ensuring that participants know the laws, policies, guidelines and recommendations on how to set up and conduct successful visits in prisons and jails.

Working with Incarcerated Parents and Their Children

Outcome: Child and Family Well-Being

This workshop provides information on how to work with children of incarcerated parents, including how to conduct visits, as well as special considerations in working with both incarcerated parents and their children. This class will be split between an in-class session and a field trip to a prison or jail.
CWS/CMS CONSORTIUM TRAINING AND STATEWIDE SERVICES

The Northern California Training Academy partners with a consortium of Northern California counties to provide Child Welfare Services Case Management System (CWS/CMS) training at a state-of-the-art computer lab in Orland, Glenn County. Consortium of participating counties:

Butte, Lassen, Siskiyou
Colusa, Modoc, Tehama
Glenn, Plumas, Trinity
Lake, Shasta

The Northern California Training Academy offers Child Welfare Services/Case Management System (CWS/CMS) training to Northern and Mountain Valley California counties and to the California Department of Social Services staff who previously accessed the training through the statewide training contract. These counties include:

Alpine, Mendocino, San Joaquin
Amador, Mono, Sierra
El Dorado, Nevada, Sutter
Humboldt, Placer, Tuolumne
Inyo, Sacramento, Yolo

The trainings are held in computer training labs in Sacramento and Stockton. In addition, in-county training is provided by request.

Note: Staff from agencies within the consortium may enroll in classes free of charge. Staff from non-consortium agencies are subject to registration fees. For more information, or to enroll in courses, please visit the Academy website.
Adoptions in CWS/CMS
This training guides the CWS/CMS user through all steps of the adoption process. Participants will learn how to perform functions in CWS/CMS, including: preparing cases for adoption services, recording home studies and Adoption Assistance Program information, and generating adoption reports. Participants will be able to record adoption milestone dates and other important information, as well as generate documents and reports that populate with case and client information.

Business Intelligence 4.2
This course provides an introduction to the CWS/CMS database and to the use of Business Intelligence for all levels of Launchpad and Web Intelligence (Webi) users. By the end of the course, participants will be able to navigate Launchpad’s features and incorporate its usage into daily practice.

Business Objects (Webi) Advanced
This County Access to Data (CAD) class builds on the basic knowledge and skills learned in CWS/CMS CAD (WEBI) for New Users and CWS/CMS CAD (WEBI) Intermediate classes. Participants will learn advanced query techniques, advanced data presentation and troubleshooting.

Creating Case Plans in CWS/CMS
This course reviews the CWS/CMS tools and processes used in preparing case plan documents and assessments. The course will specifically examine splitting case plans, case plan updates, concurrent planning and transitional independent living plans (TILP).

CWS Clerical Support Staff Training: Introduction to CWS/CMS and Computer Skills—Day 1 (Morning)
This course introduces students to basic navigation in CWS/CMS and basic computer skills. Participants will learn basic skills needed to do their assigned job duties in CWS/CMS.

CWS Clerical Support Staff Training: Referral Intake Process—Day 1 (Afternoon)
This course introduces students to basic referral intake and client management. Participants will learn basic skills needed to do their assigned job duties in CWS/CMS.
CWS/CMS Clerical Support Staff Training: Contact and Service Provider—Day 3 (Morning)
This course introduces students to basic CWS/CMS Contact and Service Provider processes, including: recording a contact, searching for a provider, attaching a service provider, creating a collateral and entering family finding efforts.

CWS/CMS Clerical Support Staff Training: Health and Education Pages—Day 3 (Afternoon)
This course introduces participants to basic CWS/CMS Health and Education pages processes, including: searching for an education provider, recording education information for a client, attaching a service provider, recording health information for a client and creating a Health and Education Passport document for a client. Participants will learn additional basic skills needed to do their assigned job duties in CWS/CMS.

CWS/CMS Contacts
This class provides detailed information about the use of each of the three pages of the Contact notebook. Participants will be able to document contacts with and for clients and the services provided to clients and visits involving clients in a manner that will satisfy reporting agencies' need to certify the worker was in compliance with the requirement for a specific contact, service or visit.

CWS/CMS Health and Education Passport
This course provides instruction in basic navigation skills in CWS/CMS Health and Education Passport (HEP) and step-by-step guidelines for entering information in the HEP notebooks. It is open to nurses, as well as social workers. Participants will practice their newly acquired knowledge and skills in CWS/CMS HEP using case scenarios and sample HEP reports.

CWS/CMS Help Desk
This class provides skills and knowledge for maintaining a local help desk for CWS/CMS. Specifically, the training will explore network architecture, basic troubleshooting and help desk roles and responsibilities.

CWS/CMS for Intermediate Users
This class provides an advanced and detailed overview of the CWS/CMS application. In addition, participants will learn navigation skills needed to perform the most recent and specialized CWS/CMS application functions.

CWS/CMS for New Users
This introductory class provides an overview of the basic functions of the CWS/CMS application, including: opening and closing referral cases; recording contacts, health and education information, child placements and court related information; creating case plans; generating reports; and creating court reports and documents. Participants will leave this class with the knowledge and skills to perform key tasks in CWS/CMS.

CWS/CMS Placement
This class teaches participants to record out-of-home placements and create and update placement documents in CWS/CMS. After attending, participants will be able to review referral and case history, search for Placement Home notebooks and generate and print placement documents and reports.
CWS/CMS Resource Management
This training module introduces participants to the CWS/CMS Resource Management and Authorities and Privileges structure. The course features skill-building exercises to be used in conjunction with Scenario Manager and an overview of the Resource Management application.

CWS/CMS for Supervisors and Managers
This class focuses on CWS/CMS functions most often used by supervisors and managers, including updating allegations, reopening cases, accessing and reviewing referrals and cases for quality control, and obtaining necessary information to effectively and efficiently manage caseloads. Participants will learn how to review and track tasks performed by the staff they supervise, as well as electronically transfer cases and grant approvals.

Intermediate/Advanced Business Objects (Webi)
This two-day training will teach participants the comprehensive skills needed to apply alternative query and reporting techniques when creating complex Web Intelligence documents. The training is intended for participants who have attended the course, Introduction to Business Objects Web Intelligence, or who have a working knowledge of designing Web Intelligence reports. Experience or knowledge with the child welfare program is also helpful, but not a prerequisite.

Intermediate Desktop Intelligence
This County Access to Data (CAD) class builds on the basic knowledge and skills learned in CWS/CMS CAD for New Users. Participants will learn advanced query techniques, advanced data presentation and troubleshooting.

Introduction to Desktop Intelligence
This course provides participants with an overview of the CWS/CMS database and the tools available in the County Access to Data (CAD) Business Objects application, which is used to extract data and reports from the CWS/CMS database. Participants will learn how to create powerful reports with data relevant to their work and how to format the reports for optimal presentation.

Introduction to Business Objects (Webi) for CWS/CMS
This two-day Webi/InfoView course provides an introduction to the CWS/CMS database and to the use of Business Objects InfoView for all levels of InfoView and Web Intelligence “Webi” users. The course includes all areas of use. By the end of the course, participants will be able to navigate InfoView’s features and incorporate its usage into daily practice.
Petition Writing in CWS/CMS

This course reviews the best legal practices and CWS/CMS approaches to preparing petitions and detention reports. It provides guidance for participants to integrate legal strategies with effective use of the CWS/CMS system. Participants will strengthen their ability to use CWS/CMS to develop solid and defendable petitions for court.

SafeMeasures Basic Navigation

This training will provide participants with the tools for basic navigation within SafeMeasures, including assessing whether federal, state and local requirements are being met; tracking agency, unit and worker performance over time; monitoring workload; identifying out-of-compliance cases; and applying SDM measures.

SafeMeasures Advanced

The course examines strategies for supervisors to use data proactively, improve performance and prevent non-compliance from occurring. It includes a review of basic and advanced navigation. Each supervisor will then develop his/her own usage plan for SafeMeasures. These plans, typically based on the county’s SIP goals, identify three priority SafeMeasures reports. The supervisor will monitor and establish specific action steps that will be followed using the data to improve performance.

Webi/InfoView

This course provides an introduction to the CWS/CMS database and to the use of Business Objects InfoView for all levels of InfoView and Web Intelligence (Webi) users. By the end of the course, participants will be able to navigate InfoView’s features and incorporate its usage into daily practice.

Writing 366.26 Hearing and Post-Permanency Planning Reviews in CWS/CMS

This class provides participants with the skills and knowledge to prepare status review reports for Welfare and Institutions Code (WIC) Section 366.26 and post-permanency plan hearings. Participants will be able to generate status review reports in CWS/CMS and write effective reports that satisfy specific legal requirements.

Writing Jurisdiction and Disposition Reports in CWS/CMS

This course instructs participants in how to use the CWS/CMS application to create reports for Juvenile Court Dependency Jurisdiction and Disposition hearings. In addition, participants will value best practice in—and the purpose and nature of—creating jurisdiction and disposition reports.

Writing Family Reunification and Maintenance Reports in CWS/CMS

This course reviews the best legal practices and CWS/CMS approaches to preparing status review reports for family maintenance and family reunification cases. Participants will be able to generate status review reports in CWS/CMS, write legally sufficient status review reports that focus on specific legal requirements, and record information and generate notices related to status review hearings.
## OPEN ENROLLMENT PROCESS AND INSTRUCTIONS

### Enrolling in Core for Social Workers and Core for Supervisors Programs

To enroll in the Core for Social Workers 3.0 or the Core for Supervisors Program:

1. From the Academy’s main website home page (humanservices.ucdavis.edu/academy), click on “Enroll in an Academy Child Welfare class” then select the Core program you are interested in. You will be taken to the Core page with a list of all available Modules. You can click on each module to see the details of the trainings available.

2. Click on the blue “Apply Now” button to start the enrollment process.

3. To ensure you are enrolled in all of the courses for the cohort you choose, you will be asked to complete a short application. This will give us the information we need to enroll you in the entire Core program.

4. If you do not have a student account already, you will be prompted to create one.

5. Once you are enrolled in all of the courses in the program, you will receive a confirmation email with details on how to track your progress in the program.

If you have any questions or are not sure which courses you should be enrolling in, please contact your county training coordinator. If you need help enrolling, please contact the Academy team at (530) 757-8725.

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<tr>
<th>How to enroll in non-core classes</th>
<th>Enrolling in multiple courses</th>
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<td>The first step is to find the course you want to enroll in. Go to the Academy’s main website home page (humanservices.ucdavis.edu/academy), then click on “Enroll in an Academy Child Welfare class.” From there you can browse the subject areas we offer. You can also use the search box on this page if that is more convenient. <strong>To find courses by search</strong> Use the search feature (top right of the website above) to search for a course by section number. The section number is printed on the flyer sent out by the Academy. If you don’t have a flyer, you can ask your supervisor for the section number. <strong>Searching by section number</strong> is the most accurate way to find the specific course you want. If you don’t have the section number, it is best to find the course you want by subject area. <strong>Once you search for the course you are interested in, click on the link in the search results to go to the detailed description of that course. From this page you can click on the blue “Enroll Now” button to start the enrollment process. Simply follow the prompts to complete your enrollment online.</strong> <strong>Find courses by subject area</strong> Alternately, you can find the course you are looking for by clicking on the appropriate subject area for that course. The subject area is printed on the flyer sent out by the Academy. If you don’t have a flyer you can ask your supervisor for the subject area. When you click on a subject area you’ll go to a page with a list of all of the available courses in that subject. <strong>Click on the course title to see detailed information on that course. From this page you can click on the blue “Enroll Now” button to start the enrollment process. Simply follow the prompts to complete your enrollment online.</strong></td>
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**Enrolling in multiple courses** If you want to enroll in more than one course, simply add all of the courses you want to your shopping cart. Once you have all of the courses you want in your shopping cart, follow the prompts to enroll.

**The enrollment process and creating an account** When you are ready to checkout, simply click on the blue “Checkout” button in your shopping cart. You’ll be taken to the Log In screen. If you already have an account, you’ll log in using your user name and password. If you do not have an account, follow the new user path to create your account. This will make enrolling in future courses much faster.
Account creation process

Please note: Participants must create their own account using their name and contact information. Accounts should not be created by county training coordinators or co-workers. To begin the account creation process, you'll enter your email address in the new user section of the login screen.

Already in our system?

If you receive a “Validation error” message, this likely means that you are already in our business system with the email address you are using to create your account. You can use the “Forgot User Name” and “Forgot Password” links to retrieve your log-in credentials. Alternately, you can reach our Student Services team for assistance. Their hours of operation are Monday-Friday, 8:30 a.m.-4:30 p.m. and they can be reached by phone at (530) 757-8777.

Creating a new account

If you are new to our business system, you’ll be prompted to create your user name and password and complete your profile information. Be sure to write down your user name and password and keep it in a secure location for future reference. You will use this to log-in when accessing your enrollment information or enrolling in another training. We recommend that you use your work email when creating your account.

Payment

After you create (or log-in to) your profile, you’ll move on to the “Payment” page (don’t worry, you will not be asked to pay). If you have not already completed a profile application, you will be prompted to start the short application process. These questions will only be required to be submitted once a year.

Once you complete the questions and verify that you read the enrollment policies, you’ll submit your enrollment. You will see a “Receipt” page when your enrollment is complete.

Receipt and confirmation emails

You will also receive two emails: a receipt and an enrollment confirmation. Please review the information on your enrollment confirmation to be sure you are enrolled in the correct courses. Pay particular attention to date and location as we do have multiple offerings of the same course.

Please forward the enrollment confirmation email to your supervisor so they know that you have enrolled.

What if I enrolled in the wrong course?

If you find that you enrolled in the wrong course or the wrong day, you can request to drop by logging into your account. Once you are logged in, click on “My Enrollment History” in the left sidebar. You’ll see a “Request Drop” button next to each course you are enrolled in. If you need to drop a course, just click on “Request Drop” and follow the prompts. Once you have dropped, you can enroll in the correct course.

Accessing your account

If you would like to view your enrollment history, see a list of current courses or request a drop, you’ll need to log into your account. You’ll log into your account from the link on the top right corner of the website using the “Student Login” link. Once logged in, you’ll see a list of your current courses. Click on the link in the right sidebar for “My Enrollment History” to see more detail. From the “My Enrollment History” screen you’ll see all of your currently enrolled courses, as well as all completed courses.

What if my plans change?

If your plans change and you are unable to attend a course you are enrolled in, you can request a drop. To drop a course simply click on the “Request Drop” button next to the course you want to drop from the “My Enrollment History” page.

Need a copy of your enrollment confirmation?

From the “My Enrollment History” page you can print a copy of your enrollment confirmation. Click on the “Print” button next to the course you want a confirmation for. Then select “Enrollment Confirmation” from the report options and print.