2016 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 28 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 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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Introduction to Mental Health: Child Welfare Case Management Informed by the DSM 5
Psychotropic Medications and Children in Foster Care
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SAFETY ORGANIZED PRACTICE

Safety Organized Practice Statewide Convening
SOP Foundational Institute
Advanced SOP: Case Plans and Court Reports
Advanced SOP: Family Safety Networks
Advanced SOP: Harm and Danger Statements, Safety Goals
Advanced SOP: Integrating the Child’s Perspective: Three Houses and Safety House Tools
Advanced SOP: Mapping for Safety Using the Consultation and Information Sharing Framework
Advanced SOP: RED Teams
Advanced SOP: Safety Planning
Family Meeting Facilitation, Part One
Family Meeting Facilitation, Part Two
Group Supervision
Helping People Change: The Art of Asking Questions
Visitation: Keys to Permanency

VULNERABLE POPULATIONS

Commercially Sexually Exploited Children: Identification and Awareness Training
Child and Adolescent Sexual Misbehavior
Grief and Loss: Supporting Children Who Have Been Removed From Their Home
Immigration and Child Welfare: Addressing the Fear Factor
LGBTQ Youth: Meeting the Requirement of AB1856
Understanding and Supporting the Sexual Health of Youth in Foster Care
Visiting Incarcerated Parents
Working with Incarcerated Parents and their Children

CONSULTATION SERVICES

CWS/CMS CONSORTIUM AND STATEWIDE TRAINING

Adoptions in CWS/CMS
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CWS/CMS for Intermediate Users
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CWS/CMS Placement
CWS/CMS Resource Management
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Visit our website for a complete listing of scheduled trainings throughout the year
humanservices.ucdavis.edu/academy
NEW COURSES AND FEATURED OFFERINGS

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Continuous Quality Improvement in Child Welfare Services Series
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Indian Child Welfare Act (ICWA): Practice and Partnerships
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Innovative Practice Symposium: Permanency
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Safety Organized Practice Statewide Convening
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ONLINE COURSES

Continuing education at your convenience

With the Academy’s online classes, fulfilling state-mandated training requirements couldn’t be more convenient. 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.

We currently offer the following online courses. For descriptions and dates of each class, please see the page indicated below.

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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.
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.
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 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.

After attending this training, participants will be able to:
- Champion the importance of engaging children, youth and families in the decision-making process
- Identify and understand California laws and policies related to adoption and placement
- Perform child, youth and family assessment and preparation
- Value a team approach to placement selection

Home study requirements, concurrent planning, developmental issues for adopted children and finalization requirements will also be discussed. This course will not cover home studies in depth, but a specialized SAFE home study certification training is accessible to counties.

Module 2
This course will cover the Title IV-E Adoption Assistance Program (AAP) and post-adoption services.

After attending this training, participants will be able to:
- Discuss Title IV-E Adoption Assistance regulations in practice and in negotiating agreements
- Perform the daily tasks of completing documents and reports related to the AAP and post-adoption services
- Use crisis management skills to address common challenges
- Address the most commonly requested post-adoption services and challenges of adoption disruption or dissolution

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.

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

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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**

**Continuous Quality Improvement in Child Welfare Services Series**

**Outcome: General**

Developed in partnership with the Northern California Training Academy, the Center for Social Services Research at the UC Berkeley School of Social Welfare, and Chapin Hall at the University of Chicago, the CQI Series is a hybrid learning experience comprised of several interactive workbooks and video-based modules that focus on a number of topics related 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:** Introduction to CQI
This self-paced module provides a brief introduction to CQI in the context of child welfare services.

**Module 2:** Creating a CQI Culture
This module explores strategies for cultivating a CQI culture within a bureaucratic system that actively wants to adopt a CQI approach to program services.

**Module 3:** The Denominator
This is the first of several modules which focus on the 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
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 human-services.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 8 CQI modules will receive a Certificate of Completion from the Northern California Training Academy.
Advanced Analytics for Child Welfare Administration

Outcome: General

This 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.

Upon completion of the course, participants will be able to:

- Think systematically about child welfare, from investigations to permanency
- Effectively communicate child welfare outcomes
- Develop baseline expectations for innovation
- Inform continuous quality improvement
- Evaluate contract agency performance
- Use longitudinal information in the budget process

This training will provide participants with an understanding of how to make best use of their information resources to structure services that meet their needs and are consistent with their county’s Self-Assessment and SIP (system improvement plans).

Note: 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 includes a brief review of the main themes covered in the initial session, and an overview of what’s new on the UC Berkeley and Chapin Hall child welfare data dynamic websites. The focus is primarily on a new approach to extracting and using county-specific data—known as the “data slam.”

The data slam will allow participants to:

- Work in county groups, with guidance from the instructors, to develop a current data profile using information pulled from the dynamic website and supplemented with information from the County Self-Assessment (CSA)
- Develop a narrative using the data to highlight recent trends and to focus on opportunities for innovation or improvements
- Develop a brief narrative highlighting their findings
- Engage with the instructor on comments, questions, ideas and feedback

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.

CFSR Case Reviewers Learning Collaborative

Outcome: General

Calling all Northern California federal case reviewers. We have scheduled quarterly learning and sharing collaborative to provide an opportunity for case reviewers to network with colleagues and share information, tips, tools and tricks of the trade. While many of the topics will be generated by participants, the collaborative will generally explore:

- Collaborative solutions to common challenges
- CFSR’s impact on the organization
- Strategies for messaging to staff, the agency and the community
- Continuous Quality Improvement as a system for incorporating case reviews

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 case review challenges. The quarterly collaboratives will be facilitated to allow a significant amount of time for networking and collaborative learning.
Federal Case Review

Outcome: General

This workshop will review the new Federal Case Review tool, which is used to: 1) ensure the child welfare conformity with federal child welfare requirements; 2) determine what is actually happening to children and families as they are engaged in child welfare services; and 3) assist the state and county to enhance capacity to help children and families achieve positive outcomes through a thorough case review.

This intensive, four-day workshop will prepare staff with the skills and materials needed to successfully conduct the California Child and Family Services Review (C-CFSR) process.

After attending this training, participants will be able to:

• Understand the purpose and role of the case reviewer and case review tools
• Demonstrate the skills required to complete the case review tool accurately
• Demonstrate proper engagement skills in conducting interviews with stakeholders
• Synthesize information from a variety of sources (organizing data in such a way that they can use the information in the tool)
• Analyze information to accurately respond to questions
• Identify gaps in information where further exploration of the case is needed (follow-up interviews)

• Apply the organizational skills necessary for the completion of the case review tool
• Identify and use the basic tools needed to complete the case review

Participants will leave with the skills to successfully and accurately conduct a case review using the tool.

Interviewing 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 challenge participants to practice resolving dilemmas common to the interviewing process in California.

As a result of this training, participants will be able to:

• Value the importance of interviewing key participants for each case, which include biological parents, social workers, foster parents and youth
• Understand the basics of trauma-informed practice
• Demonstrate how to respond to trauma when it is expressed by a key participant
• Ask neutral and open-ended questions during the interview process
• Demonstrate interview engagement techniques

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.

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

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CORE PROGRAMS

CORE TRAINING PROGRAM FOR CHILD WELFARE SOCIAL WORKERS

The Core Training Program is intended for new child welfare services staff, staff transitioning into new job responsibilities and/or experienced workers who have not received formal training in the standardized core subject areas. Please refer to CDSS All County Letter # SD-08-01 for new worker training regulations.

COMING SOON! Core 3.0

Effective January 2016, all Regional Training Academies will be required to start transitioning to the Common Core 3.0 model, starting with the integration of the Core 3.0 Assessment block into the current Core 2.0 model. This means social workers completing current Core 2.0 will have a more challenging time doing make-ups for any missed topic areas of Core 2.0. To avoid difficulty associated with the changes in requirements between Core 2.0 and Core 3.0, any and all Core 2.0 make-ups must be completed in the final two cohorts of Core 2.0 scheduled in Redding January 5-7, 2016, and Sacramento January 26-28, 2016.

The descriptions and requirements of the new Core 3.0 offerings were not available at the time of this publication. Please check the Academy website for the latest offerings and contact us if you have any questions.

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CORE 2.0 TRAINING (PHASE I)

Phase I core training provides a strong foundation of knowledge and skills needed for those working with families and children in child welfare. It is designed to deliver competency-based curricula to new public child welfare caseworkers. It consists of five modules totaling 15 days of training. All training sessions must be attended to receive a certificate of completion.

Module 1A: Framework

This introductory training familiarizes participants with child welfare practice in California.

After attending this training, participants will be able to:

• Value child welfare's emphasis on achieving positive and measurable outcomes for children and families
• Understand the importance of providing fair and equitable treatment of children, youth, and families
• Explain the importance of engaging children, youth, families, kin networks, care providers, tribes and community resources in a collaborative, strength-based process

Further, participants who attend this training will have a clear understanding of what to expect from the core training program moving forward.
Module 1B: Child and Youth Development

This training covers child, adolescent and emerging adult development as it applies specifically to child welfare. The training also explores the impact of socioeconomics, culture, parent-child interactions, child abuse and neglect, and delays and disorders on development.

After attending this training, participants will be able to:

- Understand how child/adolescent development is affected by multiple factors, including socioeconomic stressors and poverty in particular, cultural context, parent-child interactions, child abuse and neglect, and delays and disorders common to children in the child welfare population
- Understand children’s developmental needs and how developmental level affects a child’s perception of events, coping strategies, and physical and psychological responses to stress and trauma

Successful participants will be able to make better decisions in case planning when considering developmental issues and have more meaningful conversations with children in care.

Module 2A: Child Maltreatment Identification

This training provides participants with the skills to recognize factors that will assist them in accurately identifying neglect, emotional abuse and physical abuse as defined by California law.

After attending this training, participants will be able to:

- Identify factors that constitute abuse and/or neglect as defined by the Welfare & Institutions Code Section 300 (a) - (j) and recognize parenting behaviors that promote child safety and family well-being outcomes
- Distinguish scenarios of child maltreatment from those that are not child maltreatment based on a constellation of factors such as physical injuries and behavioral indicators, within a cultural context
- Value the importance of diversity as it relates to child maltreatment

Successful participants will be better equipped to recognize conditions contributing to child maltreatment as well as common injuries bringing children to the attention of child welfare.

Module 2B: Engagement, Self-Care

This training will explore two distinct topics: 1) engagement strategies for child welfare professionals; and 2) self-care strategies for child welfare professionals.

After attending this training, participants will be able to:

- Understand the practice of engagement as it relates to improved outcomes for children, youth, families, kin networks, care providers, tribes and community-based partners
- Value the role of engagement in cultivating a collaborative, strength-based process organized around child safety, permanence and well-being
- Recognize potential stress factors in the organizational environment and workplace activities
- Develop self-care and other strategies to maintain personal and professional health

Successful participants will be able to use strategies to better engage children and families in care. In addition, participants will be able to apply what they learn in this training to mitigate common stressors in the workplace.

Visit our website for a complete listing of scheduled trainings throughout the year
humanservices.ucdavis.edu/academy
Module 3A: Risk and Safety SDM

This training provides participants with an opportunity to apply critical thinking skills and use Structured Decision Making (SDM) assessment tools to guide decision-making on referral acceptance, response-time assignment, assessment of child safety and risk levels, and prioritization of family strengths and needs in an effort to inform child welfare interventions.

After attending this training, participants will be able to:

• Understand the process of decision-making and the rationale for decision-making tools
• Describe the SDM model and explain how it fits into the California approach
• Understand SDM assessment tools, policies and procedures
• Apply SDM assessment tools to a case

Successful participants will be able to fully utilize the SDM assessment tools and understand how they are applied to assist intervention decisions throughout the life of a case in child welfare.

Module 3B: SOP and SDM

This training will introduce participants to the Safety Organized Practice (SOP) framework and the process of safety mapping, an engaging assessment strategy that helps the social worker and family efficiently organize complex facts and information around safety to create a more thorough SDM assessment.

After attending this training, participants will be able to:

• Recognize safety mapping’s role in enhancing family engagement
• Understand how to use the Three Houses information gathering tool with children
• Value the interplay between the safety mapping process and SDM safety and risk assessment tool

Further, participants who attend this training will understand the relationship between and the intersection of SOP and SDM in child welfare case planning.

Module 4A: Case Planning, Case Management

This training provides participants with strategies for creating a collaborative, partnership-based relationship with children and families during the case plan development process.

After attending this training, participants will be able to:

• Understand the dynamics of engaging families in comprehensive participatory case planning which includes addressing the underlying contributing factors to maltreatment and extensive exploration of family strengths and resources in order to mitigate risk in identified areas

Module 4B: Visits

This training will explore strategies for conducting visits in a manner that addresses developmental needs, the impact of trauma and strategies for managing issues for specific types of abuse and neglect the family is experiencing.

After attending this training, participants will be able to:

• Value visits planning as an integral opportunity to assist in “change behavior” and as a means to determining increased safety for children
• Develop a visit plan utilizing a visit planning decision matrix
• Understand the impact of separation on children at all developmental stages
• Identify several key federal and state laws regarding visits
• Understand the importance of safety planning prior to a visit
Further, participants will explore factors that may impact visits, including family culture, domestic violence, incarcerated or hospitalized parents, substance abuse and mental illness, and other possible factors.

**Module 5A: Placement and Permanency**

This training focuses on enhancing social worker skills and activities associated with achieving permanency for children and youth in foster care. After attending this training, participants will be able to:

- Identify the rules and regulations governing permanency and placement
- Value the importance of permanency
- Understand cultural differences in the context of permanency and placement
- Recognize the emotional and developmental consequences of placement

In addition, this training will examine laws and policies that govern removal and placement, concurrent planning and increasing placement stability, as well as focus on the effects of removal and placement on children, youth and adults.

**Module 5B: Worker Safety, Teaming Partnerships**

This training will explore two distinct topics: 1) safety in the workplace; and 2) teaming partnerships. After attending this training, participants will be able to:

- Utilize techniques to work effectively and safely in stressful and potentially dangerous situations
- Utilize techniques to support workplace and/or personal safety
- Understand how work experiences and stress may affect one’s professional performance and well-being
- Use collaborative skills and techniques in organizational settings to enhance the quality of services for children and families
- Understand the value base of the profession and its ethical standards, principles and practices
- Identify the various team-based practice models used in California and the common values and principles they share

Successful participants will have an increased awareness of common safety precautions when working in the field, including preparation, tools and resources for before, during and after practicing in the field. Additionally, participants will have the opportunity to practice self-reflection in activities related to increased awareness of communication and motivational styles when working with a variety of professionals.

**NEW**

**Coaching in Core Training**

The Northern California Training Academy is adding coaching to Core Training. We will have an application process where participants may apply to have a coach for the duration of the five modules.

Requirements to be eligible to apply for a coach:

- You must be a non-M.S.W. Title IV-E participant
- You must be at your position less than one year
- You need to commit to a one-hour, web-based class on “How to Use a Coach”
- You need to commit to attending all five modules

Once a participant is enrolled in Core Training, we will email an application.

Visit our website for a complete listing of scheduled trainings throughout the year humanservices.ucdavis.edu/academy
**CORE 2.0 TRAINING (PHASE II)**

The Phase II core training component includes standardized competencies and objectives within a number of required content areas. Phase II training gives social workers and supervisors the flexibility to develop an individualized training plan based on their level of knowledge, personal learning objectives and current job needs. Several topic areas include a beginning, intermediate and/or advanced level of training.

Please note that with the transition to Core 3.0 currently underway, all social workers interested in completing the current requirements of Core 2.0 must fulfill the Core Phase II training requirements on or before April 2017. Please contact the Academy if you have any questions.

### Core 2.0 Phase II Training Chart

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CORE TRAINING FOR SUPERVISORS

Throughout the course of this five-module program, child welfare supervisors will learn leadership and supervisory skills to improve performance and collaboration between agencies and the community.

Participants must complete each of the five, multiple-day modules to receive a certificate of completion. The modules include:

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 can make key personnel and supervisory decisions.

Module 2: Case Consultation and Coaching in Supervision

Supervisors have a significant role in creating the support structure for professionals who provide services to children and families. Coaching can be an integral part of building that structure, as well as deepening the practitioner’s critical thinking and engagement skills. This module addresses ways to develop a structure that can enhance the casework skills of social workers. Participants will understand their leadership strengths, strategies for building on those strengths, productive case consultation methods and how to support and guide the work of their staff, as well as how supervisors can integrate coaching as a part of routine supervision.

Module 3: Advanced SDM, SafeMeasures and Organizational Skills

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, this training will look at how SafeMeasures can be utilized in SDM to target performance improvement across key outcome measures. The last part of this module will cover organizational skills for supervisors.

Module 4: Fiscal Essentials and Policy and Practice

This module is composed of two online, instructor-led courses that will be completed within a specified period of time (typically two weeks or less). Fiscal Essentials for Supervisors provides the background to understand the funding process for child welfare agencies and how supervisors can impact the amount of allocation. Policy and Practice for Supervisors provides the policy context for child welfare practice and how those policies apply to the role of the supervisor.

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. In addition, this course will examine ways in which supervisors can address secondary trauma in child welfare practice.

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Advanced Issues of Adult and Child Mental Health

Outcome: Child and Family Well-Being

Prerequisite: Participants must have attended Introduction to Mental Health: The DSM and Child Welfare Practice or the DSM 5 Update.

This two-day, advanced, clinically oriented course focuses on child and adult mental health diagnoses from a neurobiological viewpoint, including evidence-based therapeutic practices and psychopharmacological treatments.

After attending this training, participants will be able to:

- Understand the significant changes to and the controversies of the new DSM 5 diagnostic classification system
- Recognize the symptoms of commonly diagnosed disorders in children such as ADHD, autism spectrum, disruptive and conduct disorders and adjustment disorders
- Identify new diagnostic categories in children and adults, including trauma- and stressor-related disorders, and redesigned areas such as anxiety disorders, obsessive-compulsive disorders, and substance-related and addictive disorders
- Recognize medications prescribed for mental health disorders, review common side effects, and explore educational materials and resources for staff, clients and families

Successful participants will have 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, youth and children.

Advanced Issues in Chronic Child Neglect

Outcome: Safety, Child and Family Well-Being

Professionals who work with children are often confronted with youngsters who have suffered from chronic neglect. This form of maltreatment occurs far more frequently than sexual abuse or physical abuse, and the impact on a child’s psychological well-being is often devastating. 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.

After attending this training, participants will be able to:

- Understand the impact of neglect on a child’s development
- Assess the impact of neglect on a child’s development
- Identify several psychological interventions for the treatment of neglected children

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.

Becoming Trauma Informed: A Core Value in Services for Women and Girls

Outcome: Child and Family Well-Being

With the increased awareness of the impact of interpersonal violence on the lives of women and girls, social service providers are beginning to consider what this means in their specific settings. There is a growing evidence base documenting the impact of child neglect and abuse (as well as other forms of trauma) on health, mental health and behavior. This training reviews the history of trauma and offers an integrated approach to developing gender-responsive services.

After attending this training, participants will be able to:

- Define trauma
- Differentiate trauma-informed and trauma-specific services
- Describe the process of trauma
- Understand the connection between addiction and abuse
- Demonstrate and provide specific interventions

This training also 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.
Changes from the DSM IV to DSM 5: An Overview

Outcome: Child and Family Well-Being

Note: This course is not intended as an introduction to the DSM. Participants new to the DSM are encouraged to attend Introduction to Mental Health: Child Welfare Case Management Informed by the DSM 5.

The DSM 5 represents the first re-vamp of the manual of mental disorders in nearly 20 years. This one-day overview will examine the changes to both the structure and the diagnostic criteria in the DSM 5 as compared to its predecessor, the DSM IV. This course will also examine the rationale for the changes and provide an overview of the new diagnoses that have been created.

Upon completion of this workshop, participants will be able to:

• Review the history of the DSM
• Explain the major changes between DSM IV and DSM 5
• Review the new measures to describe the severity of illness and associated impairment

Participants will be able to draw upon their strong foundational knowledge of the DSM 5 while working with clients whose diagnoses may be changed with or impacted by the new DSM 5.

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. Direct care staff and management are encouraged to understand their vulnerabilities, and recognize their own and their colleagues’ warning signs of secondary and vicarious stress.

In addition, 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.

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

• Recognize the potentially damaging professional and personal effects of secondary stress
• Identify ways to be resilient in the face of overwhelming and emotionally intense demands
• Identify new ways to support coworkers and increase morale
• Demonstrate strategies for accelerated recovery and self-regulation
• List multiple causes and triggers of CF and burnout

• Recognize early warning signs of stress overload in yourself and others
• Address the role of stress in relation to anger, emotions and behavior

This training is encouraged for line staff, supervisors and support staff in child welfare, children and family services, criminal justice, homeless shelter services, veteran’s services, mental health services, post-disaster services and faith-based organizations.

Health Care Needs of Children and Youth in CWS

Outcome: Child and Family Well-Being

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

After attending this training, participants will be able to:

• Recognize the value and need for working closely with foster care public health nurses and the importance of creating a Health Passport for foster children, all within a framework of holistic care and cultural sensitivity
• Identify common health needs as well as red flags to more severe needs
• Better appreciate the role of public health nurses
• Create a Health Passport
• Use health care resources within the community

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

This course meets the Phase II Core Training requirement.

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

After this training participants will be able to:

• Identify behaviors associated with trauma and issues of attachment difficulties
• Explain the impact of trauma on attachment and child development
• Define and provide examples of evidence-based practice
• Demonstrate use of effective intervention strategies with children, youth and families
• Employ strategies to encourage attachment and decrease reactivity
• Understand the importance of attunement parenting and how to communicate this with families

Participants will explore and engage in experiential activities that will enhance their abilities to effectively address issues associated with trauma.

Introduction to Mental Health: Child Welfare Case Management Informed by the DSM 5

Outcome: Child and Family Well-Being

This two-day training provides participants with an overview of significant mental health issues that impair individual functioning, and it addresses the child welfare worker’s role in ensuring clients with special needs receive services to support stabilization.

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

• Mitigate the potential for bias and/or misconceptions about mental health disorders when working with clients and stakeholders
• Understand how mental health disorders can impact the functioning of children, youth and families
• Make informed decisions related to mental health and mental health disorders in the case planning process

This training includes an embedded overview of the mental health classification system informed by the Diagnostic Statistical Manual of Mental Disorders (DSM), and will specifically explore the role of the child welfare professional in identifying and assessing the impact of mental disorders and offering best practice interventions within the framework of case management.

This course meets the Phase II Core Training requirement.

Psychotropic Medications and Children in Foster Care

Outcome: Child and Family Well-Being

A large percentage of children in the foster care system have been diagnosed with a psychiatric disorder, and child welfare practitioners are part of the treatment team in addressing the well-being needs of children and youth in this area. This half-day workshop examines the role, authorization and use of psychotropic medications for children and youth in foster care.

After attending this training, participants will be able to:

• Explain the role of medication in comprehensive treatment
• Understand the principles of the use of psychotropic medication in children and adolescents
• Identify health conditions and symptoms that psychotropic medications treat
• Understand how medication management decisions are made
• Demonstrate a detailed understanding of the commonly prescribed classes of medicine
• Consider the special circumstances and the authorization process of prescribing foster children and youth

Monitoring the medication management of children in foster care is becoming an increased concern on a national level. This course 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.

Upon completion of this workshop, participants will be able to:

• Identify drug paraphernalia and manufacturing materials
• Use critical decision-making skills for personal protection
• Better understand the immediate welfare concerns of children found in drug-related home environments

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.

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

Truly Trauma Informed: Assessing the Agency through the Trauma Lens

Outcome: Child and Family Well-Being

Without a trauma-informed lens, social service staff may feel unprepared to work with trauma, required to refer clients to waiting lists for specialized services after disclosing trauma, and perhaps even forced to screen out people who would otherwise benefit from services. This traditional framework often fragments care, lengthens waitlists, reduces service engagement, increases drop-outs and failures, and ultimately re-enacts some of the same negative dynamics that contributed to the situation in the first place.

By the end of this day-long workshop, participants will be able to:

• Draw from a personalized trauma-informed toolbox as well as many agency assessment tools
• Explain what it means to have a trauma-informed agency
• 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 self when working with trauma-exposed people.

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

Outcome: Child and Family Well-Being

This presentation will discuss how to create a trauma-informed child welfare system. The presenter 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.

By the end of the training, participants will be able to:

• Describe each of the essential elements of a trauma-informed child welfare system
• Identify how multiple child welfare jurisdictions across the country are transforming their systems to become more trauma informed
• Describe three concrete ways they can change their practice to make it more trauma informed

This presentation 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. Concrete examples describing how CTISP has worked with jurisdictions across the country as they transform their child welfare systems will be provided.
Foundational Interviewing Skills for Social Workers

Outcome: General

This hands-on course provides participants with the opportunity to learn and practice the basic tools for interviewing clients. Effective interviewing skills are essential in child welfare services throughout the time the child and family are involved with the agency. While different types of interviews serve different functions, the foundation of all interviews involves using engagement strategies that obtain necessary assessment data and support the client’s progress.

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

- Recognize the phases of an interview (preparation, rapport building, information gathering and closure) and typical steps and goals of the interview process
- Plan for an interview
- Identify when cooperation with law enforcement is advisable before conducting an interview
- Value a respectful, empathic and strength-based approach to listening and responding to events and life experiences described by interviewees
- Use interviewing techniques such as open-ended questions, solution-focused questions and the miracle question to advance the interview
- Identify the eight stages of an interview
- Make culture-informed decisions while working with families

This training will incorporate videos, small group discussions, role-play scenarios and videotaping to provide multiple opportunities for participants to practice and refine new interviewing techniques.

Interviewing Children and Special Populations

Outcome: General

This workshop provides child welfare professionals with the opportunity to practice and strengthen interviewing skills using a variety of questioning techniques and behavioral strategies that will better equip social workers to engage children, adolescents and members of diverse populations who have different needs for engagement, including those with physical or mental disabilities.

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

- Assess the cognitive and language abilities of children and adolescents that will help guide age-appropriate language, questions and strategies to use during the interview process
- Use strategies to interact with people with disabilities in a respectful and non-threatening manner

The class uses videos, small group discussions, role-playing scenarios and safety-organized practice drawing techniques (Three Houses) for participants to practice and hone their interviewing skills.

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.

The training will be split into three parts.


This is a full-day, in-class session and focuses on key MI skills and techniques.

Part 2: Online learning and coaching 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.
After attending all three parts of this training, participants will be able to:

- Understand the core components of motivational interviewing, including the four-process framework
- Use skills for evoking motivation to change that increases connection to children and parents
- Avoid argumentation and bypass
- Understand the role of ambivalence that keeps people “stuck” in behavior patterns and how to influence this dynamic toward change
- Refine reflections (and watch them have a bigger impact)
- Generate affirmations and complex reflections in response to parent/child statements
- Constructively respond to parent and child statements where there is little motivation to change

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.

This course meets the Phase II Core Training requirement.

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

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KEY CONCEPTS

Child Maltreatment Identification, Part II

Child Sexual Abuse [2]

Outcome: Safety, Child and Family Well-Being

This course provides child welfare professionals with basic and essential information for handling child sexual abuse cases. In addition, this class will provide participants with information regarding the universal emotional reactions to child sexual abuse, and how to intervene, whether it is determined criminal or civil abuse.

After attending this training, participants will be able to:

• Understand their personal values and biases related to child sexual abuse and exploitation, and how they may or may not affect the assessment
• Recognize and accurately identify physical, emotional and behavioral indicators of child sexual abuse and exploitation in child victims and their families
• Use new tools to aid in interviewing the victim and dealing with the family of a child sexual abuse victim
• Understand the medical forms and evaluations that are required when sexual abuse is reported
• Explain and recognize the occurrence of “accommodation syndrome”
• Use prevention techniques for child sexual abuse

This course is intended to provide thorough information regarding this very serious and oftentimes impactful topic. Professionals require a thoughtful understanding of their own reactions to child sexual abuse, as well as protocol for working with families and victims.

This course meets the Phase II Core Training requirement.

Cultural Humility [2]

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.

Using case examples involving adults and children who have experienced child welfare intervention, this training assists child welfare caseworkers in becoming aware of their perspectives, the client perspectives and how to enter the client’s cultural world.

After attending this training, participants will be able to:

• Differentiate between cultural competence and cultural humility
• Recognize and implement cultural inclusion that incorporates the “intersectionality” of identities
• Frame cultural humility in the context of child welfare intervention
• Explore ways to recognize, facilitate and address cultural barriers

Successful participants will improve their engagement and assessment skills and apply this to a more collaborative working relationship with clients.

This course meets the Phase II Core Training requirement.

Educational Advocacy [2]

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.

After attending this training, participants will be able to:

• Understand educational law and the advocacy process
• Advocate effectively for children’s educational success
• Understand the legal rights of children in California

This course will better equip child welfare practitioners in their scope of practice when monitoring the educational services and outcomes of the children they serve.

This course meets the Phase II Core Training requirement.
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.

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

• Understand basic social work ethics and values
• Use authority and client-centered strategies
• Draw upon ethical considerations in child welfare decision-making when working with families from diverse cultures
• Explain ethical considerations in the context of confidentiality and information sharing
• Understand full disclosure and dual relationships in a child welfare setting
• Value working in a collaborative, professional environment

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.

This course is offered both online and as an in-person class.

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Family Search and Engagement

Outcome: Permanency and Stability

This course provides an overview of family search and engagement (FSE), its history and development, and how to integrate the mission of family connections into case planning for children, youth and families. The goal of family search and engagement is to develop safe, stable and supportive connections for each child and family.

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

• Identify how and where to look in a case file for leads to family connections and permanency leads
• Use and recognize the benefit of interviewing tools
• Engage family and community connections in shared planning
• Utilize FSE technology, tools and methods to find and engage family connections
• Engage and re-engage with family for successful outcomes

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.

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Family Violence

Outcome: General

Domestic violence has increasingly become a common safety concern for children and families entering the child welfare system. It can also be a more difficult and uncomfortable issue for social workers to address. This course focuses on the dynamics of family violence, the cycle of violence and the effect of violence on children.

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

• Identify the steps that should be taken to address domestic violence and break the cycle of violence
• Recognize characteristics and behaviors that suggest violence
• Develop a case plan to address a family’s domestic violence issues while keeping the children safe
• Use strategies for worker safety when working with potentially violent individuals

This course meets the Phase II Core Training requirement.

Introduction to Disproportionality

Outcome: General

This course will develop participants’ understanding of disproportionality and disparate outcomes in child welfare. Further, it will assist social workers in developing an understanding of the daily decisions that may impact disproportionality.

After attending this training, participants will be able to:

• Define disproportionality and balance in child welfare

(continued)
• Understand how race/gender and other social identities impact disproportionality
• Understand the concept of power and privilege in child welfare and how it can impact decisions
• See the relationship between cultural competency and disproportionality
• Identify the decision points that impact disproportionality and the actions necessary to balance the scale
• Prepare an individual and unit-based plan to address disparate outcomes in their caseloads

The training will also offer participants a “two-way mirror” to view their personal and professional lens of assessment and decision-making techniques. Additionally, participants will learn how to work toward balancing the outcomes for children and families experiencing disparate outcomes in child welfare.

This course meets the Phase II Core Training requirement.

Secondary Traumatic Stress and the Child Welfare Professional

Outcome: Child and Family Well-Being

Child welfare professionals frequently experience emotional stress as a result of the nature of their work. One of the types of stress often experienced is secondary traumatic stress (STS), which is a normal human and universal response to abnormal events. However, serious and harmful side effects of STS can be avoided if symptoms are recognized and strategies are employed to decrease stress levels.

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.

After attending this training, participants will be able to:
• Manage STS in an effort to mitigate its negative impact
• Develop an individualized coping skills program
• Understand the importance of establishing social support for healing of STS
• Identify resources for research and other information about STS

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.

This course meets the Phase II Core Training requirement.

Social Work Organizational Strategies

Outcome: General

This course provides ideas and strategies for social workers to improve overall organization and productivity, and it supports them in effectively and successfully using SafeMeasures.

By the end of the course, successful participants will be able to:
• Understand how to develop productive habits and practices
• Organize paper for managing case loads
• Better utilize SafeMeasures as a shortcut to completing work
• Use S.M.A.R.T. objectives for developing personal goals and establishing priorities
• Conduct more effective meetings with clients
• Better manage and organize email
• Manage time to accomplish what matters most
• Reduce “stress time”
• Defeat self-defeating behaviors

Successful participants will finish this training with new, practical tools for creating an optimal working environment.

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

This course meets the Phase II Core Training requirement.

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.

By the end of the course, participants will understand:
• Principles of good writing
• How to plan and organize writing
• Writing for clarity
• Writing unique to social work
• Techniques for improving written communication

Successful participants will be able to evaluate their strengths and increase the effectiveness of their writing techniques after completing this course.

Participants have two weeks to complete this five-hour online course.
Innovative Practice Symposium: Permanency

Outcome: Permanency and Stability

The field of child welfare continues to benefit from research, innovative practices and early adopters that focus on improving outcomes for children and families. This Symposium will focus on practices related to permanency, as well as bring together research, practice innovators, early adopters and counties for two days of learning and sharing.

Participants will have the opportunity to learn more about emerging practices and research, share innovations that support permanency in child welfare practice, and explore and examine additional opportunities for continuous quality improvement.

The Coaching Institute for Child Welfare Supervisors

Outcome: General

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. Coaching provides an avenue for supervisors to work holistically with social workers, focusing on their learning potential and areas for growth. The model of coaching discussed in this training is skills based, and focused on improved practice in child welfare which leads to improved outcomes in children and families. Additionally, this course will provide a tool for supervisors to use when coaching new social workers during their field based learning components of Core.

After attending this training, participants will be able to:

- Accurately define coaching in child welfare
- Recognize similarities, differences and connections between supervision and coaching
- Understand how to supervise and coach
- Utilize the child welfare coaching framework
- Coach social workers specifically during their field based learning component of Core.
- Communicate across differences using a lens to enhance relationships

The Coaching Institute will provide intensive learning opportunities for coaching in the field of child welfare practice. Supervisors will experience the role of both learner and coach during this experiential training. We will examine coaching skills, enhancing understanding of coaching, how organizations can support coaching, as well as common coaching dilemmas and challenges, and we will practice, practice, and practice!

Continuum of Care Reform and Resource Family Approval: An Overview for Child Welfare Leaders

Outcome: Permanency and Stability

This two-day training will provide child welfare leaders and their county teams with a foundational understanding of Continuum of Care Reform (CCR) as the umbrella for reform related to foster care, foster families and resources. A specific focus will be placed on the Resource Family Approval (RFA) process, which, when fully implemented in 2016, will completely change all placement options (licensing, training and support).

Participants who attend this training will be able to:

- Understand the recommendations regarding CCR and the roles of CDSS and the counties in the implementation
- Explore collaboration opportunities across counties for planning and implementation

(continued)
• Learn the details of the RFA process requirements and begin planning for implementation with stakeholders
• Develop a plan for relative placements, tribal customary homes and training for all placement providers, adoptions, licensing and other staff

Child welfare leaders are encouraged to bring their county teams, which may include child welfare and probation leadership, foster family agencies, tribal partners, group home providers, foster parent associations, relative caregiver program providers, licensing staff, community colleges, state and community adoption partners, and state licensing professionals.

**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.

This is a unique opportunity for supervisors and managers of ER in Northern California to network together and share experiences and strategies for the work and decision-making required in the front end of child welfare practice.

To complement the learning labs and keep the collaborative learning process going strong in between sessions, learning circles will be held through technology 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.

By the end of the course, successful participants will be able to:

- Understand the three fiscal essentials for supervisors: funding, allocation and time studies
- More clearly define who is eligible for what funds, who is responsible for affecting the allocations and how to maximize both
- Understand the importance and effect of time studies

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

This course meets the Fiscal Essentials requirement for Module 4 of the Supervisory Core Series.

**Manager’s Convening**

**Outcome: General**

The Manager’s 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.

**Performance Management: A Refresher**

**Outcome: General**

Performance Management is a personnel management model that enables agencies to develop steps that promote mutual accountability between employers and employees in order to make the best use of the organization’s human resources. A Performance Management system fosters a competency model rooted in three sequential, progressive and iterative steps: performance planning, performance monitoring and performance appraisal.

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

- Discuss the Performance Management System model
- Develop performance expectations for employees
- Construct performance monitoring files
- Complete an objective performance appraisal

This full-day workshop will provide participants a brief review of the Performance Management steps, as well as applications to support the transfer of learning.

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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.

By the end of the course, successful participants will be able to:

• Value the need to supervise and monitor in ways to achieve the outcomes of the Adoption and Safe Families Act of 1997 and the California Outcomes and Accountability Act of 2001
• Incorporate various practice issues like outcomes vs. process, strength-based, family-centered practice and family engagement into supervision
• Differentiate between evidence-based and promising practice, and how each relates to achieving goals such as timely reunification and adoption, preventing re-entry into foster care, and fairness and equity

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

This course meets the Policy and Practice requirement for Module 4 of the Supervisory Core 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.

After participating in this webinar, participants will be better equipped to:

• Build a social media strategy
• Draw upon best practices for using social media in child welfare
• Use social media to build awareness, reach the target audience and position their child welfare agency as a leader

Further, this webinar will address the complex balance required to successfully use social media in a field that demands strict confidentiality.

Supervision Today: What it Means for Child Welfare Practice

Outcome: General

The role of the supervisor in child welfare is critical to successful outcomes for children and families. Supervisors take on the daily issues of both the oversight of direct practice as well as the leadership and administrative aspects of managing social work practitioners.

With the goal of learning, networking and the rejuvenation of supervisory practice, the Academy is sponsoring a two-day conference for child welfare supervisors. The multi-dimensional roles that supervision plays in multiple areas of practice will be covered, including methods of interactional supervision, safety organized practice and the supervisor’s role in safety mapping. The benefits of a consultation and information sharing framework, adaptive leadership, performance management and managing information overload will also be explored.
Tools for Leadership Excellence Series

Outcome: General

Tools for Excellence is a comprehensive professional development program designed to provide support, skill building and networking opportunities for managers and supervisors in child welfare. This program builds on the research, development and implementation model of the federally funded research study implemented in the southern U.S. over a five year period.

Program format

- Cultural Consensus Approach: Learning in which the participants themselves determine the competencies that will benefit them most in their professional development
- Learning Labs: Training takes place in one- or two-day “learning lab” sessions offered monthly throughout the year
- Learning Reinforcement through Mentoring: Field trainers will be assigned to each manager/supervisor and serve as a mentor/coach to help transfer of learning
- 360-degree Evaluation: Managers/Supervisors 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 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 with both the tools to assess their own agency and steps necessary to become trauma informed. Using the stages of trauma-informed transformation developed by Gordon Hodas, agency staff will be able to chart steps toward becoming a safe, trustworthy, choice-driven, collaborative and empowerment-based agency.

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

- Understand how to apply trauma-informed and neuro-sequential concepts to the child welfare setting
- Self-assess agencies and/or programs in terms of current practice
- Communicate basic concepts of a trauma-informed framework to others
- Use several assessment tools and resources related to trauma-informed transformation

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.
These courses are designed to provide practitioners with the knowledge, skills and abilities to operate successfully in the juvenile court system.

**FEATURED HIGHLIGHT**

**Indian Child Welfare Act (ICWA): Practice and Partnerships**

*Outcome: General*

*Note: This course is conducted in two parts: Part One is an online foundational course discussing the historical trauma faced by Native American people in the U.S., and Part Two is a classroom-based, skill-building course.*

In this two-part course, participants will learn about the historical trauma faced by Native American people in the U.S.; how this history continues to impact Native American children and families; and how the Indian Child Welfare Act (ICWA) was passed as a remedial act intended to address this historical trauma.

By the end of the full course, successful participants will be able to:

- Describe the historical basis and purpose of the Indian Child Welfare Act (ICWA)
- Recognize the historical trauma experienced by Indian/Native American people and the associated distrust and implications for helping relationships, particularly engagement with Indian/Native American families
- Identify trauma-informed interventions when working with Indian/Native American children, youth, families and communities
- Recognize the concept of tribal sovereignty and the relationship between tribal government and the US government
- Identify local tribes and local best practices for connecting with tribal representatives
- Recognize the necessity and benefits of culturally responsive, participatory, joint case planning with Native American families and tribal representatives, including assessment, mental health services and permanency options for children, youth and non-minor dependent youth
- Recognize tribal customary adoption and guardianship as concurrent permanency planning options for Native American children and youth
- Describe the role of the qualified expert witness as it relates to the ICWA.

Participants will build knowledge and skill in application of the various provisions of the ICWA within the context of the California juvenile dependency process.

*This course meets the Phase II Core Training requirement.*

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*This course meets the Phase II Core Training requirement*  
*Online course*
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.

After attending this training, participants will be able to:
- Explain the concept, purpose and implementation of concurrent planning during the dependency process
- Perform the tasks of concurrent planning throughout the life of the case, from intervention to permanency
- Understand the individualized assessment of children/youth and family/care provider connections
- Facilitate successful outcomes through shared decision-making that informs legal plans
- Perform intensive, time-limited casework with families and care providers
- Document disclosure with birth parents, kinship care providers and/or resource parents concerning identified changes that must be made, possible consequences and timeframes
- Consider kinship and sibling factors while working on a case

Successful participants will be able to make better informed decisions to protect children and preserve families while developing concurrent and permanent plans.

Confidentiality

Outcome: General

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

By the end of the course, successful participants will understand:
- The legal basis for confidentiality laws in the dependency system
- Confidentiality of CPS records
- Discovery
- The Child Abuse and Neglect Reporting Act
- Other miscellaneous confidentiality issues

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

Court Petition Writing

Outcome: General

This course provides participants with the necessary skills to write various types of court petitions.

After attending this training, participants will be able to:
- Understand the basic functions of petition
- Clearly integrate good child welfare practice and expertise into reports to be filed with the court
- Understand the effect of legal pleadings, including WIC 300 (a)-(j), 342, 387 and 388
- Identify key elements of proper documentation

Through writing exercises with real-time writing and feedback, participants will increase competency in critically assessing and crafting allegations and writing court petitions.

Note: Participants who have previous experience writing petitions will be invited to submit a petition that they have written in advance of the training in order to workshop the petition in class.

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.

By the end of the workshop, participants will be able to:
- Explain due process as it applies to juvenile dependency court proceedings
- Identify the purposes, time frames and standards of evidence that pertain to various types of court hearings such as detention, jurisdiction, disposition and status reviews
- Recognize various legal concepts and practices as they apply to child welfare, including best interest of the child and parental rights, standing before the court and de facto parent status, confidentiality and legal definitions
- Describe permanency options for dependent children
- Describe the child welfare worker’s role in the court room as well as other players involved
- Identify basic principles for working effectively with attorneys and judicial staff

This course provides participants with a basic understanding of the juvenile court system and their role as child welfare workers.

This course meets the Phase II Core Training requirement.

**Court Report Writing**

Outcome: General

This course focuses on writing detention, jurisdiction and disposition reports.

After completing this course, participants will be able to:

- Understand proper writing techniques
- Write reports appropriate to the type of court hearings
- Understand elements of writing for a legal audience vs. other styles of writing
- Balance the child welfare worker’s voice with agency mandates
- Understand how information provided or not provided causes continuances and contested hearings
- Incorporate harm and danger statements/risk and safety analysis

Participants will learn to write effective court reports, taking into consideration temporary custody, custody warrant procedures, and facts versus evidence in report writing.

Note: Participants who have report writing experience will be invited to submit a report that they have written in advance of the training in order to make revisions/modifications to the report in class.

**Dependency Legal Update**

Outcome: General

This course informs participants about new laws that impact child welfare practice in the dependency court system.

After participating in this course, successful participants will:

- Gain a better understanding of the developing trends in the courts related to dependent children
- Learn how new laws impact their work in child welfare services

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

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**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.

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

- Provide background information and history on the Gomez v. Saenz settlement
- Cite Division 31 regulations
- Identify investigations, referral and disposition thresholds
- Understand statutory definitions of abuse/neglect for the Child Abuse Central Index (CACI)
- Fulfill noticing requirements for CACI hearings and procedural/hearing timeframes

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.

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

- Understand the context of the Gomez v. Saenz decision and the requirements of listing on the Child Abuse Central Index (CACI)
- Explain the grievance procedure to individuals seeking to challenge a CACI listing
- Apply the procedural due process requirements of Gomez v. Saenz, including discovery, maintaining a neutral position and managing multiple witnesses and evidence

Additionally, this course will offer interactive exercises in conducting aspects of the hearing and applying critical thinking to the analysis of facts and decision writing.

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**Multiethnic Placement Act (MEPA)**

**Outcome: Permanency and Stability**

This course gives participants a comprehensive understanding of the Multiethnic Placement Act (MEPA). It covers key MEPA requirements and the compliance review process.

By the end of the course, successful participants will be able to:

- Understand how to meet the three MEPA requirements
- Identify how MEPA impacts daily practice
- Learn agency responses to MEPA
- Develop diligent recruitment plans

Participants will gain ideas for meeting MEPA requirements and how to incorporate the Act’s objectives into their daily practice.

This class is offered both online and as an in-classroom training.

*This course meets the Phase II Core Training requirement.*

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**Parentage**

**Outcome: Permanency and Stability**

This online course gives participants a foundation for understanding issues related to parental relationships in dependency cases.

By the end of the course, successful participants will understand:

- The legal basis for parentage laws in the dependency system
- The legal definitions of parent
- The determination of parentage
- The establishment of parental relationship in court
- The legal rights of a parent

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

*This course meets the Phase II Core Training requirement.*
SAFETY ORGANIZED PRACTICE

Safety Organized Practice Statewide Convening
Outcome: General

This convening brings together California counties that are implementing Safety Organized Practice to share their experiences and results. The focus is on supporting the consistent and comprehensive implementation and evaluation of Safety Organized Practice throughout the state.

Objectives
- Identify elements of effective implementation strategies and the critical nature of coaching throughout the implementation process
- Describe the current landscape of safety and risk assessment practice and current findings from statewide evaluation
- Explore the issue of capacity building within CWS agencies and within the state
- Hear from families and social workers about strengths and challenges of Safety Organized Practice
- Examine how SOP supports the Core Practice Model, CAPP and Katie A.

Who should attend
All California counties that are using SOP or are interested in implementing SOP, specifically county leadership and staff who plan for capacity and sustainability, RTA staff, coaches and trainers.

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. SOP’s use of methods, including appreciative inquiry, cultural humility, solution-focused therapy, and motivational interviewing, when integrated with the reliability and validity of the Structured Decision-Making tools, create a powerful and deepened approach to child welfare practice.

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 regarding worries and what has worked well
- 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.

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**Advanced SOP: Case Plans and Court Reports**

Outcome: General

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

This workshop will explore strategies for integrating several safety organized practices into case plans and court reports.

After attending this training, participants will be able to:
- Align harm and danger statements with court reports
- Create case plans that clearly address safety goals and safety plans
- Integrate the child’s voice in case planning through use of the Three Houses tool
- Facilitate safety mapping with families to clarify and guide the case planning process

Aligning safety organized practice with mandated child welfare practices that engage the family and their safety network will aid in creating clear expectations to ensure the safety of children.

At the end of this class session, participants will be able to:
- Develop clear harm and danger statements
- Develop safety goals
- Incorporate harm and danger statements and safety goals into child welfare practice with families and their support networks, in court reports, case plans, family facilitated meetings, TDMs and in their work with community partners

These deceptively simple statements and goals take some time to construct, but once made, can be shared with family members, community partners, court officials and anyone interested in supporting the safety of the children involved in the case.

**Advanced SOP: Family Safety Networks**

Outcome: General

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

Developing a support system for families is a central component of safety organized practice. The process of identifying people who care about the family and can support the family in achieving and maintaining safety for the child in the home is critical to the long-term success of the family. One tool that can be used to help families identify their support system is family safety networks.

This full-day workshop will build knowledge and skills in developing family safety circles, and designing family safety networks that will be the family’s support system beyond the closure of their child welfare case.

**Advanced SOP: Harm and Danger Statements, Safety Goals**

Outcome: General

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

Harm and danger statements are utilized to ensure that everyone (i.e., the agency, the family and the safety network) are all in agreement regarding why CPS is involved with a family. The safety goal is a concrete description of the positive changes CPS must observe in a family to close the case.

At the end of this class session, participants will be able to:
- Develop clear harm and danger statements
- Develop safety goals
- Incorporate harm and danger statements and safety goals into child welfare practice with families and their support networks, in court reports, case plans, family facilitated meetings, TDMs and in their work with community partners

These deceptively simple statements and goals take some time to construct, but once made, can be shared with family members, community partners, court officials and anyone interested in supporting the safety of the children involved in the case.

**Advanced SOP: Integrating the Child’s Perspective: Three Houses and Safety House Tools**

Outcome: Safety, Child and Family Well-Being

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

Designed to help bring the voice of children and young people into child protection and social services work, the Three Houses information tool and the Safety House tool have had international success and are used worldwide. The Three Houses is an effective tool designed to involve children and young people in the child welfare planning and assessment process. The Safety House is a tool that brings the child’s voice into the process of safety planning. Social workers


can use the Safety House tool to help elicit the child’s views on what specifically needs to be happening in their families to ensure that they are kept safe.

By the end of this workshop participants will be able to:

- Explain the key thinking, theory and questions that support the tools
- Apply the tools for children and young people
- Apply the tools for adults by looking at values and beliefs linked to parenting
- Describe how the tools contribute to worker assessment and planning
- Identify factors that contribute to “danger and harm”
- Identify factors that support people and build safety
- Describe best-practice principles when talking with children

Throughout the workshop, participants will:

- Learn skills on orientating families to the safety mapping process and purpose
- Practice the skillful use of the three questions and solution-focused questions in a way that results in a balanced assessment
- Learn facilitation skills that enhance partnership and collaboration with families and their safety networks
- Practice creating danger statements that provide clarity to everyone involved about the danger that needs to be avoided in the future
- Learn to create safety goals that clearly define what the family will be doing differently for the child to be safe in the future
- Look at ways of developing action steps that get the family from the danger statement to the safety goal
- Use structured decision making (SDM) tools to ensure that the right questions are asked and that consistent thresholds are being held at critical decision making points in the work

After attending this training, successful participants will be able to confidently use 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.

Advanced SOP:
RED Teams

Outcome: General

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

Please join this training to learn more about the RED team process: a group of social workers and supervisors who are charged with making sound group decisions regarding how the child welfare agency responds to allegations of maltreatment. This team is charged with reviewing, evaluating and directing (RED) all cases that have been accepted through intake screening.

After participating in this training, participants will:

- Recognize the strong benefits to maintaining a county RED team
- Understand the shift from a single social worker or supervisor making a decision to the whole agency
- Know how to take the first steps to create a RED team

The RED team provides both structure and process in review of alleged reports of child maltreatment, evaluation of the available information, and direction regarding the agency response.
Advanced SOP: Safety Planning

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

This hands-on workshop will engage participants in both a dialogue about 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.

After attending this training, successful participants will be able to:
- Understand how to build relationships with families to promote the development of meaningful safety plans
- Integrate the use of SDM into the creation of safety plans
- Create concrete and meaningful harm and danger statements
- Build safety plans that are collaborative, rigorous and action driven
- Create consensus on safety plans with families and children
- Know when to create an immediate, ongoing or after-care safety plan

This course is specifically geared toward child welfare direct service staff, supervisors and family meeting facilitators. Participants will gain in-depth knowledge and skills in the creation of safety plans that are rigorous and collaborative.

Family Meeting Facilitation, Part 1

Outcome: General
This is a two-day experiential training for facilitators of Safety Organized Family Team Meetings (FTM) in child welfare agencies. The purpose of Family Team Meetings (FTMs) of any type is to build agreements between the department, families, providers and other essential team members. It is largely the responsibility of meeting facilitators to bring a disparate group of people into FTM and build critical agreements and to make important decisions.

As a result of attending this training, successful participants will:
- Increase their understanding of the Interaction Method of facilitation to create shared responsibility for family meeting success
- Increase attitudes about the role they can play as change agents through a facilitated process
- Enhance their confidence in dealing with challenging group situations
- Learn how to leverage diverse opinions and styles
- Identify specific tools for building understanding and agreement
- Understand the use and importance of safety mapping
- Apply solution-focused inquiry to future family meetings

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 Meeting Facilitation, Part 2

Outcome: General
Prerequisites: Completion of Family Meeting Facilitation: Part I is required.

This training serves as a one-day follow-up session for participants who previously attended the two-day Family Meeting Facilitation (Part I) training. In Part I, participants examined research-based skills and knowledge about family meetings, and worked to enhance and develop skills in facilitation of family meetings with an emphasis on the use of Safety Organized Practice (SOP) tools and techniques.

As a result of attending part 2 of this training, successful participants will:
- Deepen their practice in using SOP in Family Meetings through focused skill-building and collaborative learning
- Build upon the belief that child welfare professionals can facilitate change with staff and families by paying attention to both content and process in meetings
- Enhance skills to use collaborative problem solving and to assist parties in reaching shared understanding and agreement for strong safety plan development
- Further enhance confidence in dealing with conflicts that arise while using the SOP framework

At the conclusion of this training, participants will collaboratively plan next steps for continued skill building in the field.
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.

After attending this training, participants will be able to:

- Use the model of group supervision to positively influence working relationships with children, youth and families
- Increase the use of clinical supervision in order to provide social workers with significant opportunities to grow their practice
- Employ critical thinking skills while weaving in the principles of SOP

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.

Helping People Change: The Art of Asking Questions

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.

After attending this training, participants will have enhanced ability to:

- Skillfully empower the client to direct their own change process while in the child welfare system
- Ask better/more skillful questions directed at engaging clients in case planning
- Frame questions so that clients are not put on the defense
- Appropriately honor clients’ success and strengths to promote further success

Participants should have experience in safety organized practice, motivational interviewing and/or solution-focused therapy prior to attending this workshop.

Visitation: Keys to Permanency

Outcome: Child and Family Well-Being

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

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, worries that families may have about visitation, and the need to create the most effective visitation plan possible in a short time frame. When caregivers, birth parents and those responsible for supervising visitation can work together to support visitation, both child safety and the parent’s support network will be developed and sustained over time.
Commercially Sexually Exploited Children: Identification and Awareness Training

Outcome: General

This class is designed to help provide training to child welfare and foster family agency staff on the topic of commercially and sexually exploited children (CSEC). Foster youth are at higher risk of exploitation and this class will help staff understand issues related to CSEC, risk factors, signs of exploitation and strategies for supporting youth who have been commercially sexually exploited.

After attending this training, participants will be able to:

• Define Commercially Sexually Exploited Children/Youth
• Identify basic legal issues related to CSEC/CSEY
• Interpret acronyms of commonly used terms and agencies/initiatives involved in combating human trafficking
• Identify common physical and behavioral indicators of commercial sexual exploitation as well as risk and warning signs
• Describe how societal factors contribute to demand for commercial sexual exploitation of children and youth
• Identify tools that can be used in the identification and assessment of victims of trafficking

This course is designed as a train-the-trainer series to prepare participants to train youth locally on a CSEC prevention curriculum. This training for child welfare and probation staff will train staff on the "Word on the Street" curriculum, preparing them to offer the class in their regions to youth. This prevention curriculum is designed to educate, equip and empower youth, as well as provide them with tools and opportunities for discussion to prevent them from unknowingly becoming victims of commercial sexual exploitation.

Child and Adolescent Sexual Misbehavior

Outcome: Child and Family Well-Being

This training will provide child welfare professionals with a foundational understanding of child and adolescent sexual development in order to better differentiate between healthy sexual behavior and when it may be cause for concern and intervention. In addition, this training will examine the contradiction between popular culture and social welfare or the justice system’s response to outward expressions of sexual interest.

Upon completion of this course participants will be able to:

• Identify personal thoughts, feelings and beliefs about child sexual behavior
• Describe how media and popular culture shape child and adolescent sexual development
• Distinguish normal from concerning (deviant) sexual behaviors in children
• Categorize sexual behaviors and use research to inform decision making
• Describe the etiology of sexual behavior problems in children
• Consider what types of interventions will best suit the individual child’s needs
• Determine the best course of action when individual needs and community safety concerns are in conflict
• Describe the typologies of adolescent sexual misbehaviors
• Identify treatment/placement issues

Using films, slides, lecture and discussion, this multimedia workshop will explore topics ranging from personal values about child sexual behavior to treatment of misbehaviors.
Grief and Loss: Supporting Children Who Have Been Removed From Their Home

Outcome: Child and Family Well-Being

Being separated from loved ones and being torn from home and everything familiar is devastating for children and youth. The resulting experiences of loss and grief are profound and lasting. Because children have no choices in this experience, the impact for them is more severe than it would be for adults experiencing similar events.

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.

After attending this training, participants will be able to:
- Identify the stages, triggers and reactions to grief in children and themselves
- Recognize grief-driven behaviors
- Understand how to help themselves and others manage and move through the stages of grief
- Honor grief as a natural process and recognize healing as an ongoing process
- Understand the developmental impacts and behaviors related to sudden death and/or separation. 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 statewide and national experts on the unique issues pertaining to this vital topic.

After attending this training and participating in discussion and practice, participants will be able to:
- Understand current issues, policies and resources pertaining to child welfare and immigration
- Draw from competent and relevant intervention strategies to help mitigate the “fear factor” of deportation that clients experience in immigrant communities
- Incorporate concepts of ethics, values, cultural competence, empowerment and social justice into their work with clients

Additionally, this training will offer participants the opportunity for case consultation with a panel of experts on common immigration scenarios. Further, 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. As shared in the 2011 Information Memorandum by the ACFY, it is critical that a young person who identifies as LGBTQ have a caseworker who “has the capacity, understanding and willingness to support the child’s social and emotional development while in foster care.”

The curriculum draws from the very latest and strongest clinical, research and practice findings. After attending this training, participants will be able 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
- Promote healthy spiritual development and “thriving” among LGBTQ youth

(continued)
A variety of training techniques will be used to engage all styles of adult learners as these complex issues are discussed. Specific tools and strategies will be shared to help caseworkers whose responsibility it is to assess and serve the needs of each child without bias and to ensure the safety of all children in foster care.

**Understanding and Supporting the Sexual Health of Youth in Foster Care**

Outcome: Child and Family Well-Being

The lack of comprehensive sexual education for youth in foster care has a significant correlation with high pregnancy rates and contraction of sexually transmitted diseases, among other negative outcomes. Unfortunately, there is often a lack of adults in the lives of foster youth who are willing to take on the responsibility of discussing these often uncomfortable topics such as sexual exploration and safety. This one-day workshop will provide child welfare professionals with new information and tools they can use to work with, understand and support adolescents in care who are developing and may be exploring their sexual identification.

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

- Define the 11 aspects of sexuality
- Describe data on teen sexual health – STDs, teen pregnancy and other related data
- Discuss the barriers youth face in accessing information
- Identify values and the place of values in sexuality education
- Support healthy youth development
- Refer youth to medically accurate health education resources

This course allows participants to discuss their personal values regarding sexual identification and exploration and how to support adolescents as they develop theirs.

**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.

By the end of the course, participants will be able to:

- Assess values and attitudes about incarcerated parents and concerns about being inside a prison or jail
- Understand state and federal laws regarding visits
- Identify what children need and want, and why the child deserves to have contact with a parent who is incarcerated
- Understand the things to do during and after the visit to help the child
- Use resources to locate parents and to determine visit rules for a specific facility

By the end of the course, participants will be more confident with setting up visits and working with incarcerated parents.

Participants have two weeks to complete this seven-hour online course.
Working with Incarcerated Parents and their Children

Outcome: Child and Family Well-Being

Children of incarcerated parents have unique and special needs that must be addressed by social workers. Children are traumatized by separation from their parents, confused by the parents’ actions and stigmatized by the shame of having an incarcerated parent. 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.

In class session
This session will focus on both social workers’ perceptions and potential resistance to working with incarcerated parents and includes specific tools for facilitating a visit between an incarcerated parent and his/her child.

Field trip to a prison or jail
Participants must attend the first session to attend this field trip. After a morning visit to a prison/jail, participants will debrief the visit and discuss tools needed to facilitate a visit between a child and an incarcerated parent. A box lunch will be provided to those who attend.

At the completion of this course, participants will be able to:
• Describe the current legislation and legal requirements regarding visitation between foster children and incarcerated parents
• Describe best practices regarding visitation between foster children and incarcerated parents
• Understand and know the Children of Incarcerated Parents Bill of Rights
• Describe and discuss their own biases, beliefs and assumptions surrounding incarcerated parents
• Describe the impacts of visitation, and/or lack thereof, between foster children and incarcerated parents

This workshop provides social workers, resource families and other service providers with essential skills for responding to the needs of children of parents who are in prison.

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

The Northern California Training Academy is proud to offer a wide array of consultation services to our collaborative partners in the interest of improving outcomes for children and families.

EVALUATIONS
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, ensuring that counties obtain and understand the data, analysis and implications to make informed decisions and engage in continuous improvement.

FIELD TRAINING
The 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 Academy has a team of experienced child welfare experts who are equipped to lead your organization in a holistic assessment of program delivery.

A review of organizational practice and training requires examining all aspects of the agency and how these components work together to support children and families.

PQCR/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, PQCRs, CSAs, SIPs, SIP annual updates and state technical assistance and monitoring.

The 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 three components of the C-CFSR.

TO LEARN MORE
To learn more about the Academy’s consultation capabilities or to request assistance, please contact us at (530) 757-8725 or academy@ucdavis.edu.
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
- Colusa
- Glenn
- Lake
- Lassen
- Modoc
- Plumas
- Shasta
- Siskiyou
- Tehama
- Trinity

In addition, the Academy offers 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
- Amador
- El Dorado
- Humboldt
- Inyo
- Mendocino
- Mono
- Nevada
- Placer
- Sacramento
- San Joaquin
- Sierra
- Sutter
- Tuolumne
- 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 and should contact the Northern Academy to enroll. For more information, or to enroll in courses, please contact us at (530) 757-8725 or academy@ucdavis.edu.

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Adoptions in CWS/CMS

This training guides the CWS/CMS user through all steps of the adoption process.

After attending this training, participants will be able to perform the following functions in CWS/CMS:

- Prepare cases for adoption services
- Record home studies and Adoption Assistance Program (AAP) information
- Place children in adoption homes
- Generate 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.

Creating Case Plans in CWS/CMS

This course reviews the CWS/CMS tools and processes used in preparing case plan documents and assessments.

After attending this training, participants will be able to:

- Review referral and case history in CWS/CMS
- Review case plan information
- Record assessment and case planning information
- Generate and print the case plan and assessment documents

The course will specifically examine splitting case plans, case plan updates, concurrent planning and Transitional Independent Living Plans (TILP).

CWS Clerical Support Staff Training: Referral Intake Process—Day 1 (Afternoon)

This course introduces students to basic referral intake and client management.

Topics include:

- Referral Intake
- Searching for a Client
- Attaching a Client

Participants will learn basic skills needed to do their assigned job duties in CWS/CMS.

CWS Clerical Support Staff Training: Foster Home Placement—Day 2 (Morning)

This class provides an opportunity for participants to learn how to record out-of-home placements and create placement documents in CWS/CMS.

After attending this training, participants will be able to perform the following functions in CWS/CMS:

- Record non-foster care placement
- End placements and temporary stays
- Correct errors in placement notebooks
- Merge placement home notebooks
- Review placement management document maps

Additionally, successful participants will be able to review referral and case history, search for placement home notebooks, and generate and print placement documents and reports within CWS/CMS.

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.

Topics include:

- Working with the ODS universe
- Quality control in report building
- Single and multiple data providers
- Managing queries
- Creating and using templates

Participants will learn advanced query techniques, advanced data presentation and troubleshooting.

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.

Topics include:

- Personal Computer Basics
- Network Structure
- CWS/CMS Structure and Technology
- Navigating CWS/CMS
- Control Panel
- Cut, Copy and Paste
- Viewing the Window
- Helpful CWS/CMS resources

Participants will learn basic skills needed to do their assigned job duties in CWS/CMS.
CWS/CMS Clerical Support Staff Training: Court Hearing Process—Day 2 (Afternoon)
This course introduces participants to basic CWS/CMS Court hearing processes.
After attending this training, participants will be able to perform the following functions in CWS/CMS:
• Create a hearing
• Create and record notices
• Enter hearing results
• Enter hearing attendees
• Schedule next or continued hearings
Participants will learn basic skills needed to do their assigned job duties in CWS/CMS.

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.
After attending this training, participants will be able to perform the following functions in CWS/CMS:
• Search for an education provider
• Attach a service provider
• Record health information for a client
• Create 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.
Topics include the following:
• Documenting contacts
• Documenting when and who provided what services to which client
• Documenting scheduled and completed visits between children and their siblings, parents or other individuals
• Use of the Delivered Services report
Participants will be able to document contacts with and for clients, 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.
After attending this training, participants will be able to perform the following functions in CWS/CMS HEP:
• Conduct searches in HEP notebooks
• Work with HEP notebooks
• Distinguish between education provider notebooks and education notebooks
• Enter data in HEP notebooks
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.
After attending this training, participants will be able to:
• Identify basic network components
• Troubleshoot network and workstation problems
• Successfully interview and support a user with an application, network or workstation issue
• Open, create, track and close a ticket
This 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.
After attending this training, participants will understand:
• Specialized features of Microsoft Word
• How to create auto text
• How to gain remote laptop access to 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.
After attending this training, participants will know how to:
• Open and close referrals and cases
• Record contacts, health and education information, child placements and court-related information
• Create case plans
• Generate reports
• Create 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 placement documents in CWS/CMS.
After attending this training, participants will be able to:
• Record non-foster care placement, ending placements and temporary stays
• Correct errors in placement notebooks
• Merge placement home notebooks
• Review placement management document maps
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 for Supervisors and Managers
This class focuses on CWS/CMS functions most often used by supervisors and managers.
After attending this training, participants will be able to perform the following functions in CWS/CMS:
• Update allegations
• Reopen cases
• Access and review referrals and cases for quality control
• Obtain 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.

CWS/CMS Resource Management
This training module introduces participants to the Resource Management and Authorities and Privileges structure and contains the following:
• Skill building exercises to be used in conjunction with Scenario Manager
• An overview of the Resource Management application
• Concept and structure for Authorities and Privileges
• Program Management (PM) reports
• A summary/recap of the training module

Intermediate Business Objects (Webi)
This intermediate Business Objects for CWS/CMS courses teaches participants how to create complex queries and reports using Business Objects. Topics include quality control, single and multiple data providers, managing queries, and troubleshooting. Participants learn to create and present a variety of more complicated queries to the database.
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.

After completing this course, participants will be able to:
- Create combined queries and use sub-queries
- Use character and data string functions
- Create variables using “if” logic
- Redefine calculation contexts
- Create multiple queries in a document

Note: 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 helpful, but is 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.

Topics include:
- Object definitions
- Quality control in report building
- Single and multiple data providers
- Managing queries
- Creating and using templates

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.

After attending this training, participants will be able to:
- Build reports and complex queries
- Present the report
- Analyze the cube (data)

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
The 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, including the following:

Day One
- Accessing Business Objects InfoView website
- Differentiating between different access levels
- Identifying documents available within InfoView
- Working with documents
- Saving a copy from the shared or corporate reports folders
- Copying, deleting and moving objects
- Refreshing data

Day Two
- Operators and operands, toolbars and tables
- Presentation styles
- Report formatting
- Analyzing the cube using count, count all, sums, filters and variables
- Creating a time encapsulation report
- Reviewing report query filters for the time encapsulation report
- How to send reports
- 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.

After attending this training, successful participants will understand:
- Pre-petition investigation
- How to review child protective services histories
- Petition generation and writing
- CWS/CMS and court functions
- The purpose and nature of the detention report

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.

After attending this training, participants will be able to:
- Assess whether federal, state, and local requirements are being met
- Track agency, unit and worker performance over time
- Monitor workload
- Identify out-of-compliance cases
- Use SDM measures
- Track whether in-person investigations are being initiated within the required time frame
- Track to ensure case plans are being approved within the recommended number of days
- Track how many monthly case contacts are being made

Since its inaugural use in 2001, SafeMeasures has demonstrated the capability to substantially improve county child welfare performance on key process and outcome measures. These important gains are observed when staff use SafeMeasures consistently and incorporate it into their operations.

SafeMeasures Advanced

This skills-based training begins with a brief refresher of basic SafeMeasures navigation. Participants get familiar with a sample report including thorough understanding of the meaning of the reported data and the implications for practice. The course examines strategies for using data proactively to improve performance and help supervisors prevent non-compliance from occurring.

Topics include:
- Review basic and advanced navigation
- Learn how to use SafeMeasures reports proactively
- Develop a customized usage plan

Each supervisor will develop his/her own usage plan for SafeMeasures. These plans, typically based on the county’s SIP goals, identify about 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.

After completing this two-day training, participants will be able to:

- Differentiate between access levels
- Identify the documents available within InfoView
- Save a copy from the shared or corporate reports folders
- Copy, delete and move objects
- Refresh data
- Use operators, operands, toolbars and tables
- Understand presentation styles
- Format reports
- Analyze the cube (data) using Count, Count All, Sums, Filters and Variables
- Create a time encapsulation report
- Review report query filters for the time encapsulation report
- Send reports

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-permanent plan hearings.

Topics include:

- Legal mandates governing the court’s decisions on permanence for dependent children
- Implementation of best practice social work theory in relation to the legal requirements for each type of report
- Recording information in CWS/CMS and creating the next hearing
- Noticing requirements for WIC 366.26 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.

After attending this training, participants will be able to:

- Use the CWS/CMS application to comply with Division 31 regulations and mandatory provisions of the Welfare and Institutions Code
- Prepare and generate jurisdiction and disposition reports in CWS/CMS
- Record information and generate notices related to jurisdiction and disposition

Further, successful 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.

Topics include:

- Purpose and nature of the status review report
- Generating and writing the status review report
- An introduction to the legal authority of status review hearings

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.

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

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Please contact the training coordinator in your county to enroll.

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