

CWDA Conference
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**Common Core 3.0, Supervisor
Training and the Integration of
Field Based Learning**

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Panel: Joanne Pritchard, Marcy Williamson, Nancy Satterwhite



Agenda

- Overview of Common Core 3.0
- Orientation to Field Activities
- Concept for the revision of Supervisory Core
- Link of Supervisors Role to CC 3.0
- Integration of CA Child Welfare Core Practice Model
- Panel Discussion



Acknowledgements



Common Core 3.0 will:

- Align training and curriculum to practice
- Be consistent with the emerging statewide practice model
- Emphasize evidence-based and promising practices
- Train streamlined content organized by practice areas
- Expand in-service training
- Maximize use of available technology
- Identify methods to support development of existing staff
- Be standardized across the state for all CW workers



Overview of Common Core 3.0

Foundation

- Laws, Court, Teaming, Trauma, F and E, Key Issues, ICWA

Engagement

- Engagement, Interviewing, Use of Authority

Assessment

- Critical Thinking, Assessment, CMI

Case Planning/Service Delivery

- Case Planning, Concurrent Planning

Monitoring & Adapting

- Case Plan Updates, Placement Safety and Stability

Transition

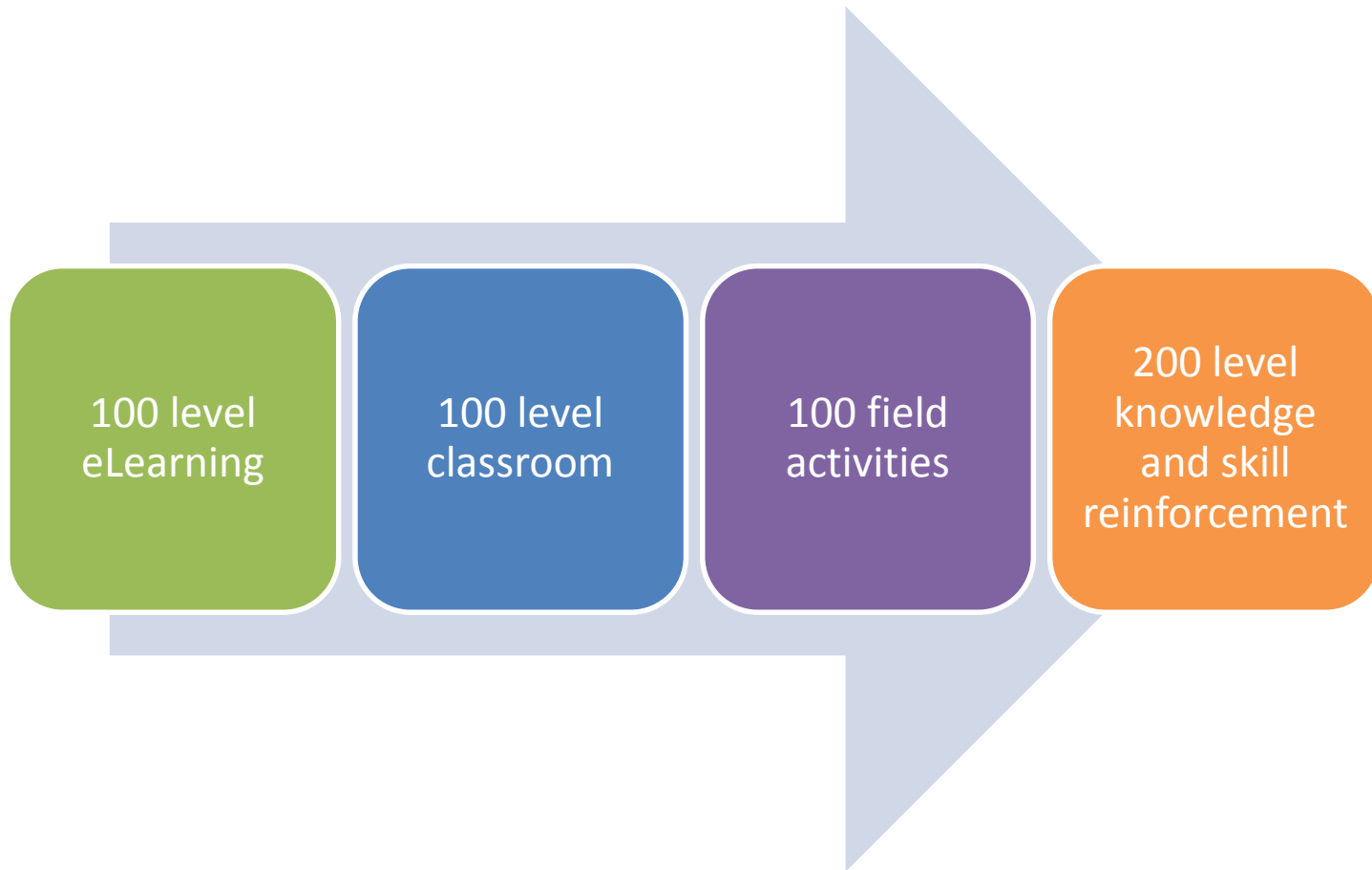
- Transition, Case Closure, After 18

Evaluation

Level	Common Core 3.0 Evaluation Plan
Level 1 - Tracking attendance	<ul style="list-style-type: none"> • Registration [Monitored by the RTAs] • Pre-Training Survey [Administered at San Diego Pilot]
Level 2 - Formative evaluation of the course (curriculum content and methods; delivery)	<ul style="list-style-type: none"> • Stakeholder Curriculum Evaluation Tool [Administered in January 2015] • Formative Evaluation [Pilot Observation Only] [Complete] • County Readiness Assessment [during pilot only] [Complete]
Level 3 - Satisfaction and opinion of the trainees	<ul style="list-style-type: none"> • Satisfaction Survey [Developed & Administered by the RTAs]
Level 4 - Knowledge acquisition and understanding of the trainee	<ul style="list-style-type: none"> • *eLearning 10-item post-quizzes (21 eLearning modules) <ul style="list-style-type: none"> • *eLearning 10-item post quiz data will not be evaluated under CC3.0.
Level 5 - Skills acquisition by trainee (as demonstrated in classroom)	<ul style="list-style-type: none"> • 100-level classroom Knowledge Testing Evaluation: <ul style="list-style-type: none"> • Trauma-Informed Practice [Foundation] • ICWA and Working with Native American Families [Foundation] • Legal Procedures and Responsibilities [Foundation] • 100-level classroom Embedded Evaluation: <ul style="list-style-type: none"> • Child Maltreatment Identification Skills Lab [Assessment] • Assessment Skills Lab (SDM) [Assessment] • Writing Behavioral Objectives [Service Planning]
	<ul style="list-style-type: none"> • End of block knowledge and/or application exam for each block: <ul style="list-style-type: none"> • Foundation; Engagement; Assessment; Service Planning; Monitoring and Adapting; and Transition
Level 6 - Transfer of learning by the trainee (use of knowledge and skill on the job)	<ul style="list-style-type: none"> • Field Advisor Trainee Rating [for trainee and field advisor]: <ul style="list-style-type: none"> • Assessment Field Activities [Assessment] • Case Planning Field Activities [Service Planning] • Trainee's Perceptions of Field Activities and Field Advisor <ul style="list-style-type: none"> • * Field activities will be evaluated.



Sequencing



Overview of Field Activities

- Field learning activities require the participation of the new social worker and a Common Core 3.0 (CC3.0) field advisor. Both participants play a vital role in the transfer of learning process.
- Support transfer of learning from eLearning and classroom for new social workers
- Provides an opportunity for new social workers to participate in case planning and service delivery activities with preparation and feedback from a field advisor



Field Advisor Role

- Promote a learning environment and utilize appropriate coaching strategies, tools, and techniques to promote desirable and sustainable growth for the new social worker
- Promote knowledge and skill development that aligns with the desired practice
- Track completion, document information needed for evaluation components of CC3.0 and provide information to CDSS, the Regional Training Academy (RTA), or enter information into a learning management system.



Field Advisor

Supervisors are well-situated
to fill the role of the field
advisor.



Field Advisor Training

- Focuses on:
 - Integrating the California Child Welfare Core Practice Model
 - Understanding of the CC3.0 Curriculum
 - Utilization of coaching techniques to support new social workers



A little more about Field Activities...

- 2 Field Activities currently implemented
- 7 Field Activities currently in the process of being piloted

CC3.0 Field Activities TOTAL FIELD HOURS: 22	
FOUNDATION BLOCK	
Field (2 HOURS)	ICWA 1 hour
	Cultural Responsiveness 1 hour
ENGAGEMENT BLOCK	
Field (5 HOURS)	Interviewing 3 hours
	Exploring Family, Extended Family, Community, Tribal Connections, and Relationships 2 hours
ASSESSMENT BLOCK	
Field (5 HOURS)	Completing Assessment Tools 2 hours
	Collaborative Assessment, Planning, and Support: Safety and Risk in Teams 3 hours
CASE PLANNING AND SERVICE DELIVERY BLOCK	
Field (3 HOURS)*	Collaborative Assessment, Planning, and Support: Initial Case Plan 3 hours
MONITORING AND ADAPTING BLOCK	
Field (3 HOURS)*	Collaborative Assessment, Planning, and Support: Case Plan Update 3 hours
TRANSITION BLOCK	
Field (3 HOURS)*	Collaborative Assessment, Planning, and Support: Transition Case Plan Update 3 hours

Objectives for Revision of Supervisors Core:

- Standardized
- Align Sup training with 3.0 for new workers
- Incorporate existing trainings



Concept for revision of Sups Core

Key Topics Needed Right Away (100 Level)

- Policy and Practice (online)
- Fiscal Essentials (online)
- SDM and Safe Measures (online)
- CWS/CMS for Supervisors (online)
- Coaching (2 days)
- Casework Consultation (2 days)
- Performance Management (1 day)

• Adaptive Leadership (2 days)

- Understanding self as supervisor
- Self-reflection
- Time & Stress Management (including secondary trauma)

Additional Topics (200 Level)

- Advanced SDM (1 day)
- Team Development (1 day)
- Putting it all together (Including presentation of out of classroom project) (1 day)



Knowledge essential to the role of Child Welfare Supervisors

- Laws and Regulations
- Policies & Procedures
- Local Community Resources and Stakeholders
- Supportive Supervision
- Resource Management
- Court Proceedings
- Time Management
- Human/Child Development
- Safety Organized Practice
- Trauma Informed Practice
- Case Conferencing
- Cultural Humility
- Experience Carrying a Caseload
- Principles of Public Administration



Skills essential to the role of Child Welfare Supervisors

- Organizational Skills / Task Management
- Teaching / Coaching Skills
- Diplomatic/ Handles Conflict
- Interviewing / Client Engagement Skills
- Listening Skills
- Clear Communication
- Observant / Responsive to Staff
- Adaptive / Flexible
- Critical Thinking
- Political Savvy / Advocacy
- Cross-Cultural Communication Skills
- Motivational Skills / Inspiring Staff
- Writing Skills



Attitudes essential to the role of Child Welfare Supervisors

Key Informant Surveys

- Workers and families should be offered empathy and compassion.
- Listening and patience are essential to leadership
- Leaders should be willing to be vulnerable and approachable
- Be consistent and dependable
- Workers opinions matter

Core Practice Model Leadership Behaviors

1. Be open, honest, clear and respectful
2. Be accountable
3. Create a learning environment
4. Engage staff in implementation and system improvement
5. Show that you care
6. Recognize staff strengths and successes
7. Seek feedback
8. Promote advocacy
9. Advocate for resources
10. Build partnerships
11. Work with partners
12. Model teaming
13. Listen and provide feedback
14. Hold each other accountable
15. Monitor organizational effectiveness
16. Monitor practice effectiveness



How does this link to Common Core 3.0 and CA Child Welfare Core Practice Model

- Supervisor as mentor, coach, trainer, and teacher.
- Supervisor as “super” social worker



Panel Discussion

- What is already going on in the regions to support supervisors as coaches and transfer of learning?
- What are you doing in your region to connect the role of the supervisor with CC3.0 and CA Child Welfare Core Practice Model?



Questions?

