



Common Core 3.0 Content Overview

This Content Overview provides information about the content for each practice area, including timeframes and a brief paragraph and/or bullet list about each online module, classroom training, and field training activity. This document includes a survey link for feedback on the Content Overview. The Content Overview is intended for child welfare agency staff, stakeholders and other partners (e.g., social work supervisors, probation partners, courts, youth, parents, caregivers, service providers) who wish to provide feedback on the content but do not need to review specific learning objectives for each class.

Impetus for the Revision

The decision to undertake a large scale revision of Common Core arose from an effort to ensure that Core provides new social workers with key information in a format that streamlines knowledge acquisition and facilitates skill building. Although evaluation of the current version of Common Core shows that trainees gain knowledge, we received feedback from trainees and supervisors trainees struggled to transfer training to practice because the curriculum offered few opportunities for trainees to carry classroom activities into a field setting and receive the feedback necessary for skill development.

In addition, since the initial development of Core, training has evolved to include more technology and more innovative ways to support transfer and skill development. The field has also evolved, as we are moving toward (but have not yet settled on) a practice model that applies statewide. As we complete the revision process concurrently with the evolution of the practice model, Core will be better situated to support the transition to a statewide model.

In order to address these concerns, Common Core 3.0 will:

1. Align training and curriculum to foster critical practice skills
2. Be consistent with the emerging statewide practice model
3. Emphasize evidence-based and promising practices
4. Train streamlined content organized by practice areas
5. Expand in-service training through field-based coaching to bridge knowledge and skills
6. Maximize use of available technology and diverse training modalities based on county resources and appropriateness of course content
7. Identify methods to support development of existing staff

Common Core 3.0 Concept and Content

Concept

The concept for Common Core 3.0 involves three key components:

1. Practice Areas - we divided training content into 6 practice area blocks (Foundation, Engagement, Assessment, Service Planning, Monitoring and Adapting, and Transition). These practice blocks mirror the Katie A. Core Practice Model, are congruent with the CAPP Practice Model, and allow for a focused exploration of knowledge and skills in key practice areas providing a natural framework for field activities and skill development.
2. Sequence - in order to improve trainee retention of training material we identified a training process that introduces knowledge, allows for skill practice and then reinforces knowledge and skills through additional classroom reflection and refinement. For Common Core 3.0 this means that within each practice block we have identified 100 level content (knowledge and skills new social workers need as soon as possible after hire), Field Activities (to be completed after the 100 level content), and 200 level content to be completed after the field

activities. In addition, in some content areas there is specific sequencing for online modules and classroom training as the online modules are prerequisites for the classroom experience.

3. Modality - in an effort to maximize the limited training time available, we identified knowledge based content that can be provided via online training. This will allow for classroom time to focus on interactional skill building activities between trainees and trainers and among trainees. In addition, we identified specific skills for further development through field activities and field based training and coaching with field advisors.

For more information about the Common Core 3.0 concept, please follow the link below to an online presentation: [Common Core 3.0 Concept](#).

Content

Within each practice area in the tables below, content is identified by modality (online, classroom, and field). Please note that timelines for eLearning modules are estimates and some participants may complete them more quickly while others may require more time.

Foundation Block

The foundation block content provides key foundational information that is carried forward in the remaining blocks. This includes practical content introducing trainees to the common core, legal content about the laws governing child welfare intervention, and practice related content regarding trauma and teaming.

There are 13 e-learning modules, 9 skills-based classroom modules, 2 field activities, plus a 200-level knowledge and skills reinforcement classroom lab and 2 eLearning in this block.

Block 1 – Foundation		
100 Level eLearning	Federal and State Laws <ul style="list-style-type: none"> • Purpose of laws and regulations specific to children and youth placed in out-of-home care • Primary goals of child welfare practice in CA (ASFA): Safety, Permanency, and Well-being 	60 minutes
	Legal Procedures <ul style="list-style-type: none"> • Legal overview of dependency cases • Purpose, standard of proof, time frames for each hearing, and providing information to the families about the legal proceedings 	90 minutes
	Time and Stress Management <ul style="list-style-type: none"> • Strategies for managing time • Exploration of secondary traumatic stress and stress reduction techniques 	60 minutes
	Social Worker Safety <ul style="list-style-type: none"> • Assessing social worker safety in the field • Avoiding and mitigating danger 	60 minutes
	ICWA Introduction <ul style="list-style-type: none"> • Tribal sovereignty • Basic provisions of the law 	60 minutes
	Documentation Practice and Report Writing <ul style="list-style-type: none"> • Tips and practice writing case notes, case plans, and court reports. 	120 minutes
	Key Issues in Child Welfare: Behavioral Health <ul style="list-style-type: none"> • Factors influencing the behavioral health functioning of family members • Recognize there is a range of functioning/living with behavioral health issues • Commonly occurring behavioral health issues that impact families in a child welfare setting 	60 minutes
	Key Issues in Child Welfare: Substance Use Disorders <ul style="list-style-type: none"> • Levels of treatment and case planning • Indicators of substance use disorders and relapse • Dynamics of substance use disorders and impact on families in a child welfare setting 	60 minutes
	Key Issues in Child Welfare: Intimate Partner Violence <ul style="list-style-type: none"> • Definitions of Intimate Partner Violence • Intervention Strategies • Impact of Intimate Partner Violence on children in a child welfare setting 	60 minutes

	<p>Introduction to Child Development 60 minutes</p> <ul style="list-style-type: none"> • Ages and stages milestones • Red flags • Connection to CWS and need to engage with the family
	<p>Introduction to Trauma Informed Practice 60 minutes</p> <ul style="list-style-type: none"> • Key terms related to childhood traumatic stress • Traumatic responses at developmental stages and chronological ages • Healing support and recovery of youth experienced trauma
100 Level Classroom	<p>Orientation to Child Welfare Practice and Common Core 3.0 ½ day</p> <ul style="list-style-type: none"> • Introduction to SW practice in CA • NASW Code of Ethics • Social Workers role and responsibility in advocacy • Overview of the core practice blocks, modalities, and sequence
	<p>Values and Ethics in Practice ½ day</p> <ul style="list-style-type: none"> • Practice related vignettes with ethical dilemmas • Awareness of personal values and their possible influence on casework
	<p>Teaming, Collaboration, and Transparency 1 day</p> <ul style="list-style-type: none"> • Collaboration basics (who to collaborate with, their role, your role and why this collaboration is important) • Interdisciplinary collaboration [mental health], sharing roles [adoption social worker, etc.]
	<p>Trauma-informed Practice 1 day</p> <ul style="list-style-type: none"> • Introduction to trauma-informed practice (including secondary traumatic stress/stress management)
	<p>Fairness and Equity ½ day</p> <ul style="list-style-type: none"> • Intro to cultural humility, disproportionality and disparity
	<p>ICWA and Working with Native American Families and Tribes 1 day</p> <ul style="list-style-type: none"> • History and culture • Overview of the ICWA law and requirements (Spirit of the Law)
	<p>Intro to CWS/CMS ½ day</p> <ul style="list-style-type: none"> • Basic CWS/CMS training including terms, commands, navigation, notebooks, reports
	<p>Key Issues in Child Welfare: Social Worker as Practitioner 2 days</p> <ul style="list-style-type: none"> • Stages of change and strategies for engaging and motivating family members experiencing intimate partner violence, substance abuse and/or mental illness • The role of the child welfare practitioner • Practice case plan interventions used by child welfare workers to engage children, youth and families.
	<p>Legal Procedures and Responsibilities 1 day</p> <ul style="list-style-type: none"> • Legal procedures, responsibilities, and preparing for appearances and testifying in court
Field	<p>ICWA and Working with Native American Tribes 1 hour</p> <ul style="list-style-type: none"> • Identify local tribes and best practices for connecting with Tribal representatives
	<p>Cultural Responsiveness 1 hour</p> <ul style="list-style-type: none"> • Reflection on bias and cultural humility
200 Level	<p>Trauma Informed Practice and Key Issues in CWP Knowledge and Skill Reinforcement Lab 1 day</p>
	<p>eLearning - Child Welfare Services Outcomes 60 minutes</p> <ul style="list-style-type: none"> • Using data in practice • Intro to CFSR and outcomes
	<p>eLearning - ICWA Review and Expert Witness 60 minutes</p> <ul style="list-style-type: none"> • Review of legal procedures related to ICWA • Expert witness requirements

Engagement Block

The Engagement Block content focuses on engagement and interviewing. This includes topics such as use of authority, strength-based interviewing, and learning how to talk to families about concurrent planning.

There are 3 e-learning modules, 1 classroom module, 2 field activities, and two 200-level knowledge and skills reinforcement lab in this block.

Block 2 – Engagement		
100 Level Elearning	Respect, Courtesy and Skillful use of Authority <ul style="list-style-type: none"> • Appropriate use of authority and respect • Voluntary and involuntary clients • “Customer” service 	60 minutes
	Interviewing <ul style="list-style-type: none"> • Phases of the interview • Types of questions • Strength-based interviewing strategies 	90 minutes
	Concurrent Planning Introduction <ul style="list-style-type: none"> • Basic definition • Family Finding (CWS/CMS Integration Point) includes family finding and connectedness 	90 minutes
100 Level Classroom	Engagement and interviewing <ul style="list-style-type: none"> • Communication and framing your message • Strategies to employ “in the moment critical thinking” about what facts are needed, what doesn’t add up, how to get at the key information 	1 day
Field	Interviewing <ul style="list-style-type: none"> • Observe investigative interview 	2 hours
	Exploring Family, Extended Family, Community and Tribal Connections and Relationships <ul style="list-style-type: none"> • Develop genograms, eco-maps or safety circles • Identify connections that provide support, safety and permanency 	2 hours
200 Level	Knowledge and Skill Reinforcement Labs: <ol style="list-style-type: none"> 1. Cultural Humility in Child Welfare Interviews: Ethnographic Interviewing [6 hours] 2. Interviewing Children [5 hours] 	2 days

Assessment Block

The Assessment Block content focuses on critical thinking, standardized assessment, and child maltreatment identification. This includes identification of a critical thinking process; information about assessment policy and practice; and tips and practice for identifying neglect, physical abuse, emotional abuse, sexual abuse, and exploitation.

There are 2 e-learning modules, 4 classroom modules, 2 field activities, and a 200-level knowledge and skills reinforcement classroom lab this block.

Block 3 – Assessment		
100 Level Elearning	Overview of Assessment Procedures <ul style="list-style-type: none"> • The difference between safety and risk • Protective capacity (including operationalizing protective capacity in teams) • SDM policies and procedures 	120 minutes
	Child Maltreatment Identification <ul style="list-style-type: none"> • Types of maltreatment • Recognizing neglect 	90 minutes
100 Level Classroom	Critical Thinking and Assessment <ul style="list-style-type: none"> • Information analysis and synthesis • Fact checking • Supervisor consultation 	½ day
	SDM Skills Lab <ul style="list-style-type: none"> • SDM tools throughout the life of the case • Practice completing assessment tools 	1.5 days

	Assessing for Key Child Welfare Issues <ul style="list-style-type: none"> Special issues in assessment (Intimate Partner Violence, Mental Health, Substance Abuse) Assessing for well-being factors (health, education supports, mental health) Understanding the purpose of using mental health screening tools 	½ day
	Child Maltreatment Identification Skills Lab <ul style="list-style-type: none"> Skills practice identifying neglect, physical abuse, sexual abuse, neglect using a framework 	1 day
Field	Collaborative Assessment, Planning and Support: Safety and Risk in Teams <ul style="list-style-type: none"> Observe safety and risk case presentation in a team setting Practice completing a safety plan with a team 	2 hours
	Completing SDM Assessment Tools <ul style="list-style-type: none"> Practice completing safety and risk assessment tools 	2 hours
200 Level	Structured Decision Making Knowledge and Skill Reinforcement Lab	1 day

Case Planning and Service Delivery Block

The Service Planning Block content focuses on working with families to develop behavior based case plans. This includes information about case planning policy and practice, writing case plan objectives, and the role of visitation in positive outcomes for families.

There are 2 e-learning modules, 2 classroom modules, 1 field activity, and a 200-level knowledge and skills reinforcement classroom lab this block.

Block 4 – Case Planning and Service Delivery		
100 Level Elearning	Case Planning Basics <ul style="list-style-type: none"> Focus on case planning as a path to permanency DIV 31 Requirements Identifying safety linked behaviors to use in case plan development Intro to SMART objectives 	90 minutes
	Purposeful Visitation and Family Time <ul style="list-style-type: none"> Importance of documenting visit activities and link to case plan objectives Using visits to support case plan monitoring 	90 minutes
100 Level Classroom	Behavioral Objectives <ul style="list-style-type: none"> Writing behavior based objectives (CWS/CMS Integration point) Behavioral case planning based on assessment of identified family strengths and needs 	½ day
	Case Planning in a Team Setting <ul style="list-style-type: none"> Case planning and concurrent planning in a team setting including culturally specific, coordinated, family-driven teaming processes Use of community services including Linkages, formal and informal supports Relationship building between birth and foster families 	½ day
Field	Collaborative Assessment, Planning and Support: Initial Case Plan <ul style="list-style-type: none"> Case planning with the family 	3 hours
200 Level	Case Planning and Concurrent Planning Knowledge and Skills lab	1 day

Monitoring and Adapting Content

The Monitoring and Adapting Block content focuses on measuring case plan progress and adjusting service planning to meet families’ needs as they work their case plans. This includes information about measuring progress, placement policy and practice, and placement stability.

There are 2 e-learning modules, 1 classroom modules, 1 field activity, and a 200-level knowledge and skills reinforcement classroom lab this block.

Block 5 – Monitoring and Adapting		
100 Level Elearning	Monitoring and Adapting: Supporting Safety, Permanency and Well-being <ul style="list-style-type: none"> Maintain the focus of MSLC by addressing identified safety and risk concerns Consideration of relevant laws, practices and policies 	60 minutes

	<ul style="list-style-type: none"> Utilization of appropriate Structured Decision Making tools 	
	Placement <ul style="list-style-type: none"> Identify supports to help resource families maintain safety, permanency and well-being in placement Research based factors associated with increase stability in out-of-home placements Guidelines, placement assessment process, and placement options of Resource Family Approval process and Continuum of Care Reform 	60 minutes
100 Level Classroom	Managing the Plan: Supporting Safety, Permanency and Well-being <ul style="list-style-type: none"> Bias (personal standards vs. community standards, MSLC) Collaboratively (re)evaluating the effectiveness of the plan Achieving Safety Goals Collaboration and teaming to enhance well-being and placement stability Support healing in children and families who experience trauma following child welfare placement 	1 day
Field	Collaborative Assessment, Planning and Support: Case Plan Update <ul style="list-style-type: none"> Case planning with the family 	3 hours
200 Level	Managing Change Knowledge and Skills Reinforcement Lab	1 day

Transition Content

The Transition Block content encompasses the typical transitions social workers facilitate with families, including reunification, placement changes, and After 18. This includes development of a trauma-focused transition practice.

There are 2 e-learning modules, 1 classroom module, 1 field activity, and a 200-level knowledge and skills reinforcement classroom lab this block.

Block 6 – Transition		
100 Level Elearning	Case Closure and After Care Plans for all Transitioning Cases <ul style="list-style-type: none"> Assessing for risk and safety as cases are closing, and developing aftercare plans for all types of case closures Continuing to create, develop and support Circles of Support for families, children, youth, and NMDs at case closure 	60 minutes
	After 18 <ul style="list-style-type: none"> Understanding eligibility and Extended Foster Care basics Engaging and working with young adults (rights, role changes, self-determination) 	60 minutes
100 Level Classroom	Transition practice <ul style="list-style-type: none"> Planning transition with families Minimizing trauma in placement changes and transitioning to permanency Case management during transitions Managing transition within teams 	1 day
Field	Collaborative Assessment, Planning and Support: Transition Case Plan <ul style="list-style-type: none"> Case Planning with the family 	3 hours
200 Level	Managing Transitions Knowledge and Skill Reinforcement Lab	1 day

Summary of August 2015 edits:

Foundation Block

- Changed title from Orientation to Common Core to Orientation to *Child Welfare Practice and Common Core 3.0*
- Deleted eLearning: Values, Ethics and Confidentiality
- Changed time for eLearning from 90 minutes to 60 minutes for:
 - Legal Procedures
 - Federal and State Laws
 - ICWA and Expert Witness (200 level eLearning)
- Added an additional day to Key Issues in Child Welfare Practice: Social Worker as Practitioner
- Increased from a half day to a full day:
 - Legal Procedures and Responsibility (with pre/post test)
 - ICWA (with pre/post test)
- Moved field activity: Exploring Family, Extended Family, Community, Tribal Connections and Relationships from Engagement Block. Re-titled: *Identifying Permanent Connection Through Case Mining*
- Moved Child Development eLearning from Assessment Block

Engagement Block

- Changed title of eLearning: Engagement, Authority and Courtesy to *Respect, Courtesy and Skillful Use of Authority*
- Moved field activity: Exploring Family, Extended Family, Community, Tribal Connections and Relationships to Foundation Block Engagement Block. Re-titled: *Identifying Permanent Connection Through Case Mining*

Assessment Block

- Moved Child Development eLearning to Foundation Block
- Renamed Assessment Skills Lab to *SDM Skills Lab*
- Increased SDM Skills lab to 1.5 days.
- Decreased Assessing for Key Child Welfare Issues to .5

Service Planning Block

- Changed name of block to *Case Planning and Service Delivery*

Monitoring and Adapting Block

- No noted changes

Transition Block

- Broadened title of eLearning to be more inclusive of all transitioning cases: *Case Closure and After Care Plans for All Transitioning Cases*

Summary of November 13, 2015 edits:

Foundation Block

- moved Orientation to Child Welfare Practice and Common Core 3.0 from eLearning to ½ day classroom
- Field Activities approved. Need Learning Objectives

Summary of January 8, 2016

Engagement Block: Directors approved two 200 level Skills Reinforcement days:

- Cultural Humility in Child Welfare Interviews: Ethnographic Interviewing [6 hours]
- Interviewing Children [5 hours]

Summary of May 13, 2016

Monitoring and Adapting Block:

- Classroom Curricula: Managing the Plan and Placement Safety, Stability and Well-being will be combined into 1 full day = Managing the Plan: Supporting Safety, Permanency and Well-being.