

California Social Work Education Center

C A L S W E C

**DEVELOPMENT OF COMPETENCIES
FOR THE CALIFORNIA PUBLIC
CHILD WELFARE CURRICULUM
THROUGH EVALUATION AND
PARTNERSHIP**

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INTRODUCTION

The California Social Work Education Center (CalSWEC), a partnership of 13 graduate schools of social work, 58 counties, and the California Department of Social Services, seeks to reprofessionalize public social services in California. Beginning with a start-up grant from the Ford Foundation in 1989, CalSWEC, under the direction of Dr. Bart Grossman, accessed Title IV-E training funds to secure and develop stipends for MSW education for the public child welfare services.

This monograph reports on the development and uses of competencies, the programmatic foundation of CalSWEC's child welfare services effort, for public child welfare graduate social work education. The competencies are expectations for what graduate social work specialists in child welfare need to know and be able to do in order to provide professional services to disadvantaged families and children. In addition to their use in differentiating the knowledge, skills, and values to be learned by graduate social work students, the competencies have been used successfully:

- To enhance collaboration between university-based MSW programs, county agencies, and the state;
- To provide a set of learning objectives for field placement contracts and a means for evaluation of student learning;
- To apply classroom learning to field practice;
- To develop empirically-based curriculum; and
- To develop curriculum for continuing education of public child welfare workers in the state.

A statement of goals and principles accompanies the competencies. The final statement of principles reflects not only the child protective services viewpoint, but a broader child welfare and child and family services perspective. It includes ideas suggested by the *Family Support Principles* developed by the National Association of Social Workers' Commission on Families. Taken as a whole, the goals, principles, and set of competencies are intended to address the needs of both professional graduate social work education and professional child welfare services.

This monograph is divided into two parts. The first section describes the collaborative methods used to develop the competencies in four distinct phases. The second section contains the goals, principles, and competencies for public child welfare social work practice. For each competency, there is: a) an objective, b) a recommendation for the setting where the competency can best be learned (field/classroom), c) associated activities for use in the classroom and field, and d) suggested methods of student evaluation.

A competency-based learning experience assumes that the conditions and outcomes of learning are specified in advance, that they are observable, and that levels of accomplishment to be achieved are specified (Gambrill, 1983). Initial development and revision of the CalSWEC competencies are supported both by empirically-based studies and expert knowledge of public child welfare (Lauderdale, Grinnell, & McMurtry, 1980; Wiltse, 1981; Freisen, 1989; Hughes & Rycus, 1989; Tabbert & Sullivan, 1988; Pecora et al., 1990; LeCroy, 1990; Cheung, Stevenson, & Leung, 1991; NAPCWA, 1991; Maine Child Welfare Training Institute, 1991; Albers, Reilly, & Rittner, 1993).

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PART I

COMPETENCY DEVELOPMENT

COMPETENCY DEVELOPMENT

Sources

The results of a national survey of collaborative efforts of public child welfare agencies and social work schools encouraged joint development of competency-based practice (NAPCWA, 1991). In order to develop curriculum, the authors of the NAPCWA study recommended agency-school collaboration and specificity of curriculum elements as primary goals.

The CalSWEC collaboration of graduate schools of social work and state and county departments of social services wanted a competency-based curriculum for educating public child welfare social workers. By identifying the competency elements themselves, no presumption was made about what was or was not already being taught.

The main source for the original MSW student competency list was the Institute for Human Services (IHS) in Columbus, Ohio (Hughes & Rycus, 1989). Additional primary sources were lists of:

- Inservice training competencies developed for child protective services workers by the State of California Emergency Response Training Project at California State University at Fresno (Tabbert & Sullivan, 1988).
- Fieldwork competencies for graduate social work students developed at California State University, Long Beach (Black, Hughes, & Crose, 1990).

CalSWEC Action

Early in 1991, CalSWEC modified, supplemented, and categorized the competencies in the three lists, which resulted in a proposed list of 126 competencies.

Competencies on ethnic sensitive practice, workplace management, and child welfare administration were added. An advisory group of 30 culturally diverse stakeholders, representing public and nonprofit social services and university faculty, were polled by mail for their opinions about the proposed competencies. A mail poll was chosen to keep travel and time burdens to a minimum and to give equal weight to all respondents' opinions (Delbeq, Van Den Ven, & Gustafson 1975; Lauffer, 1984).

To reduce the number of competencies, all those that had been nominated as necessary for beginning child welfare practice by at least two thirds of the advisory group were retained. (The advisory group rated less than 2% of the competencies as unnecessary. The rest were rated as desirable, but not necessary for beginning practice.) They were then grouped into six sections or domains.

- Ethnic Sensitive Practice
- Core Child Welfare Skills
- Social Work Skills and Methods
- Human Behavior and the Social Environment
- Workplace Management
- Child Welfare Policy, Planning and Administration

After grouping the competencies, CalSWEC held a statewide conference in December 1991 for 100 stakeholders who represented the universities, county public social services departments, nonprofit child welfare organizations, and the California Department of Social Services (CDSS). Participants made recommendations about locating the competencies within the Council on Social Work Education's [CSWE's] (1982) accreditation requirements for the graduate social work curriculum. This process served the purposes of: a) reminding the faculty and practitioners that social work education was already addressing these foundational areas, b) informing faculty about

the specialized structure of public child welfare, and c) familiarizing the practitioners about the structure of the graduate social work curriculum. CalSWEC provided a forum for empirically-based curriculum development by identifying specific areas for research in public child welfare services which could be translated into new curricula with child welfare content (Clark & Grossman, 1992). CalSWEC has taken a leading role in promoting practice improvements through action research and curriculum development.

Regional groups of practitioners, administrators, and faculty reviewed the competencies and recommended revisions. In addition, each region agreed to collaborate among themselves on curriculum improvement in at least three critical areas where competencies were lacking in child welfare social work education. Although the content was similar, the regional priorities differed slightly due to regional variations in school and county resources (see Table 1).

Table 1. The Top Competencies Lacking in Child Welfare Social Work Education in California by Region—December 1991

NORTHERN/BAY REGION

- Cultural understanding and use of supports.
- Working with nonvoluntary and hostile clients.
- Understanding the policy and legal basis for child welfare services.
- Understanding the goals of public social services.

MOUNTAIN VALLEY REGION

- Understanding cultural differences needed for assessment and practice.
- Understanding policy and legal requirements for implementation.
- Evaluating abuse and neglect while taking into account the trauma of separation on children and families.

SOUTHERN REGION

- Working with nonvoluntary and hostile clients.
- Adapting the casework plan to a cultural perspective.
- Out-of-office interviewing (home visiting).
- Empowering families.

IMPLEMENTATION OF THE COMPETENCIES

Regional Implementation Process

During this phase, university faculty responsible for children and families field placements were appointed to coordinate the IV-E projects for each school. These project coordinators were deliberately chosen to be boundary spanners who had teaching responsibilities in the university and practice experience in public child welfare (Scott, 1987). Most were able to work in, speak the language of, and, most importantly, discern the superordinate goals shared by the agencies and the universities. The project coordinators' first two curriculum implementation tasks were:

- Development of appropriate field placements in which students could use the competencies as learning objectives, and
- Assistance to students in the application of what they learned in the classroom to what they encountered in the field.

Classroom Instruction

Resources for competency-based curriculum implementation varied by region. As a first step, project coordinators took note of what was already in place in their regions for students; they identified and located the competencies within the learning objectives of existing courses.

Field Instruction

Some project coordinators used the competencies as learning objectives in the students' contracts. Additional CalSWEC-sponsored curriculum development activities directed to the field faculty during the academic year 1993-1994 included several development workshops for regional field faculty. The universities organized these

workshops to familiarize stakeholders with the goals and principles of the CalSWEC project and with the competencies.

Curriculum Development

To encourage curriculum innovation, the CalSWEC Board took on a number of specialized curriculum development projects. The Curriculum Committee of the CalSWEC Board funded a number of grants whose purpose was to assemble existing best practice learning tools and to organize them for the graduate social work curriculum. The Resource and Development Committee (R&D) also sent out requests for proposals, which funded research on public child welfare practice. The purpose was to identify gaps in knowledge about children in foster care/kin care and create empirically-based curricula addressing the gaps. The curriculum modules funded by both committees are listed on the CalSWEC website (<http://calswec.berkeley.edu>).

These curriculum development modules list the competencies that apply to each module. They also recommend the level of education to which the competencies best apply. Initially, priorities for development were drawn from the list of regional gaps and the areas of needed research identified in the December 1991 conference. As CalSWEC examined the values, skills and methods provided the professional basis for public child welfare practice. We identified additional specialized areas essential to modern public child welfare practice that were not covered in depth, such as the dependency court, parental substance abuse, and kinship care.

EVALUATION

The Snapshots

Since June 1993, at the end of each academic year, the project coordinators submit a curriculum snapshot; this is an inventory and point-in-time evaluation of each school's curriculum and is done to assess whether the schools are implementing the program as intended. The evaluation process showed that, in spite of uneven curriculum development across regions, there was progress toward integration of the field and classroom experiences.

The purpose of the snapshot is to evaluate three primary areas:

- The expansion of field placements applicable to public child welfare and the population of IV-E eligible clients,
- The depth of the school/agency partnership by asking about shared activities such as research projects, committee membership, and joint program development, and
- The types of gaps in the curriculum and collection of information about actions planned to fill the gaps, both in the field and in the classroom.

A sample of the current curriculum snapshot form can be found in Appendix A.

Student Focus Groups: Rationale

The curriculum snapshots, as informative as they are, do not solicit valuable information from students in the programs. Consequently, CalSWEC staff and the Curriculum Committee obtained feedback from the graduating IV-E students to augment the curriculum development process. To gather as much variation and complexity in student experiences as possible, focus groups were used (Morgan, 1988; Magill, 1993).

Student Focus Groups: Process

The Curriculum Specialist conducted 1-2 hour focus group interviews with graduating IV-E students at each participating school. These sessions were audiotaped with the students' understanding that, although they personally would not be identified, they might be anonymously quoted for purposes of example. Focus group questions, which the students received ahead of time, were designed to cover all areas of the competency-based curriculum, both in the classroom and in the field. Students commented on:

- Areas in which they thought they were taught well,
- The gaps occurring in fieldwork,
- The quality of the field supervision,
- How they were received at the agencies,
- Suggestions for how the schools could support students in the field, and
- Remarks about how schools introduced specialized public child welfare topics and practice examples in classes.

The taped sessions were transcribed at CalSWEC. A graduate student researcher and the Curriculum Specialist reviewed the transcriptions. In several cases, especially when students had the chance to compare fieldwork opportunities, they made recommendations for changes in the programs (Clark, 1995). The process of meeting as a group helped them solidify their knowledge. Some students had not met together before, especially in the early years of the project. That problem has been addressed by most of the schools now with the inception of the integrated field seminars for IV-E

students. Information from the snapshots as well as the student focus groups influenced changes in the program delivery.

REVISIONS

Conference Preparation

In 1996, 5 years after the initial development process, research in child welfare practice and populations had been generated concerning the effects of public child welfare policy on families. In addition, new public policies created new practice emphases. As a result, after successfully applying the competencies for public child welfare practice in California, CalSWEC convened stakeholders for a second statewide conference in January 1996 to review and revise the competencies.

Emphasizing collaboration, conference goals were to:

- Review the adequacy of the competencies based on
 - The fit of existing CalSWEC child welfare competencies with the snapshot and student focus group evaluations,
 - The community focus group summaries,
 - New policy requirements, and
 - Practice experience;
- Operationalize the competencies by developing better descriptions of what the student will learn, at what level, and in which setting;
- Make connections explicit between learning in the classroom, practice in the classroom and field, and application of learning to actual situations in the field;
- Begin to define:
 - What level of learning should be included in the graduate program for students with and without child welfare experience, and
 - What skill building should be addressed in inservice education?

In the fall of 1995, the project coordinators held community focus groups, comprised of stakeholders in the child welfare community (workers, former IV-E students, supervisors, foster parents, and members of the legal profession), to discuss concerns about educational preparation for MSW level practice in public child welfare services. Participants were asked the following questions:

- What are the most important things a beginning MSW level child welfare worker needs to know?
- What are the most important things a beginning MSW level child welfare worker needs to be able to do?

Conference Process

Conference participants included classroom faculty, field faculty, field supervisors, line workers, public child welfare staff developers, public child welfare administrators, and students from each school. In preparation for the conference, each participant received:

- The community priorities from the focus groups,
- Summaries of the 1995 student focus groups and curriculum snapshot,
- Staff recommendations about changes, and
- Reference information about writing learning objectives.

There were four tasks:

- Review and revise the competencies,
- Identify and eliminate duplications,
- Recommend learning modalities for each competency, and
- Define the pre-service to post-MSW continuum.

The first day, participants revised the competencies using ideas from the snapshot and focus groups, a list of advanced competencies, and their experience with current child welfare practice. Participants also reviewed the goals and principles of the competency-based curriculum for clarity and relevance. Using the revised competencies, the second task was to identify the competencies which were duplicated in or which crossed over into another section. By developing behavioral descriptions, they operationalized the competencies.

Participants then focused on making the classroom/field connection. Each work group's task was to discuss where the competency could be learned best: in the classroom or in the field. They also addressed the issue of how the competencies could be learned and created a list of learning modalities and activities to connect knowledge development, understanding, and skill acquisition for each competency. Participants' final task was to define the continuum between pre-service MSW education and post-MSW continuing education. Additional products and topics for discussion grew out of the work groups (Table 2).

Table 2. Work Group Products

- A revised list of competencies,
- A list of competencies found in more than one section which could be eliminated (called “crossovers”),
- A set of recommendations about the context and operationalization of learning the competencies,
- A list of recommendations for continuing education, and
- Recommendations for evaluating student learning for each set of competencies.

Other work group recommendations consisted of:

- Suggestions for university-agency mutual support,
- Suggestions for field instructor encouragement and support,
- Identifying types of field experiences and supervisors who serve as models of *best practice*,
- Addressing the special needs of employee students, and
- Documenting gaps and barriers to learning experiences in the curriculum.

All groups acknowledged that learning does not stop at graduation. Accordingly, several recommendations were made about post-MSW continuing education. Since the coordinators of the newly formed public child welfare training academies attended the conference, a great deal of positive networking in this area occurred.

Later, CalSWEC’s Curriculum Committee reviewed the products. Staff made additional recommendations for consistency. These were sent to each school for the teams to meet together and critique the revision of the entire list of competencies, goals, and principles as to feasibility and relevancy for their local area. The revised product, including the advanced competencies was published in June 1996 and is included here as Part II.

CURRICULUM INTEGRATION: APPLYING THE COMPETENCIES

Specialized Competencies

The public child welfare competencies have been used as the context for transforming knowledge acquired in the classroom to developing skills in the field. They have also been used in a number of ways to direct students to appropriate electives, to create field learning objectives, and for learning from their own case material.

Classroom Instruction

The information summarized in the snapshots and student focus groups helped facilitate communication between agencies and schools about desired changes in the educational program. Each section of the competencies presented a slightly different implementation challenge, which will be described in this section.

Ethnic Sensitive and Multicultural Practice is a primary requirement for graduate social work programs. Social work programs expect competency in respecting differences and understanding that a person's well-being is influenced by his or her culture. Public child welfare departments serve a very diverse group of disadvantaged persons. One rationale for the CalSWEC public child welfare project is to increase the number of workers of diverse ethnicities, which are underrepresented in the agencies. Because there has been a shortage of ethnically diverse child welfare workers, the challenge has been that once agencies have students of color or bilingual students, they are likely to be assigned to clients of their own ethnic group, but not to others.

The specialized competencies in ***Core Child Welfare Skills and Methods*** are taught in the integrative field seminars. The curriculum evaluation process helped

individual project coordinators identify topics needing special attention because they were not covered in the classroom curriculum and all students did not have the opportunity to learn them in their field placements. Therefore, in order to give all students equal opportunity to learn about topics such as substance abuse, HIV, and ethnic sensitive practice and child welfare, the project coordinators expanded the integrative field seminars to cover these topics. In addition, in order to prepare students for their year of fieldwork in public child welfare, these integrated field seminars included modules on the structure of public child welfare and the legal system.

The challenge presented by ***Social Work Skills and Methods*** is that, although schools felt that area of the curriculum was covered fairly well, agencies noted that these methods did not work. Interviewing skills, which assume a voluntary client, are not useful in this field for example. Feedback from the students about their placements facilitated communication about why the methodology they were being taught was so difficult to implement in the field. Consequently, more schools added case management methodologies and crisis intervention with special attention to practice working with nonvoluntary clients.

Human Development and the Social Environment is covered in the social work foundation. All students have at least one survey class in human development, from birth to death. The challenge was finding opportunities to focus on children, adolescents, and family development. Project coordinators were able to direct students to appropriate elective classes in their programs. Deciding how to effectively disseminate the results of empirically-based research products about the connection

between development and decision making in child welfare services came as another challenge. For example, Jill Duerr Berrick gave several videoconference presentations on *Kinship Care In California: An Empirically-Based Curriculum* (Berrick, 1995). This was an effective way to reach the students at several of the CalSWEC schools.

When students question agency and organizational policies, procedures, or resources, they are often dealt with in field supervision as problems. The purpose of these two competency sections is to enhance students' knowledge of the organizational complexities of public child welfare work prior to placement to avoid problems. The competencies about the workplace, organizations, and communities (***Workplace Management*** and ***Child Welfare Policy, Planning, and Administration***) have been customarily offered in management services tracks. How to offer them to direct service students presented a challenge for some schools. This was an area of separation between the competencies and the curriculum, which CalSWEC addressed directly.

Curriculum Development Projects

As a result of identified gaps in the curriculum, CalSWEC authorized a series of curriculum development grants on which faculty from several different schools have worked. To address the gaps in ***Workplace Management*** and ***Child Welfare Policy, Planning and Administration***, curriculum development modules were developed for CalSWEC students. These curricula address what the direct services practitioner should know about staff relations and leadership skills, social advocacy within a cultural context, and program planning (Rubin, Norman, & Black, 1994). Additional curricula on interprofessional collaboration and legislative advocacy have also been developed

(Hardina, 1997; Garcia & Rector, 1997; Black, 1998). These may be used for daylong workshops or may be incorporated into existing practice courses.

Other examples include a curriculum entitled, *Assessment and Case Management of Domestic Violence in Public Child Welfare* (Friend & Mills, 1997), in which the authors organized delivery of the content in three different ways, depending on the audience's level of knowledge and skill. Kristen Rogers developed a review of the empirical literature on family support and family preservation. This curriculum comes with a database and instructions for using it with SPSS (Rogers, 1998). The project coordinators in Fresno, where there is a large immigrant population from Asia, collaborated with a mental health practitioner to develop *Child Welfare Skills with Southeast Asian Families* (Himes, Lee, Foster, & Woods, 1995).

The syllabi for the integrative seminars either specify which competencies are being addressed, or the students have assignments using the competencies. All of the curricula produced under CalSWEC auspices contain references to the competencies. Gaps in individual schools' coverage of the competencies have led to reactive applications such as the *Critical Issues Log* (Appendix B) from CSU Stanislaus and creation of new courses which integrate the competencies in new ways. An example of this is a course on the vulnerable child (Terri Fong, San Diego State University. Also in CSWE's 1998 book on model child welfare syllabi), which combines the developmental perspective and family systems theory with specific issues relevant to child welfare, such as trauma, family violence, learning difficulties, and shaken baby syndrome.

Classroom Electives

Student advisors have used the competencies to pinpoint gaps and/or weaknesses in students' personal education programs and to direct them to appropriate electives. Although the graduate social work curriculum is suffused with requirements set by the Council on Social Work Education, schools do have the option of allowing students to take one or two electives. For example, after taking a general social policy course, some schools allow students to pick a second course that relates to the general area of interest, such as health policy or policy relating to children and families. Permission to take outside electives is especially important for students when the department does not have the resources to offer the courses itself. Employees who are returning to school may use electives to their advantage to tailor a program to their needs. The competencies have also been used to direct students away from electives that look good but are not as relevant to child welfare practice as others, such as from an advanced psychotherapy class to an advanced child development class, or to a class on legal issues with children and families.

Applying the Competencies in the Field

Most schools have concluded that the students benefit by having their required year of public child welfare field experience in their second year because they can practice their specialty having at least one year of graduate social work education.

An important use of the competencies in the field is to have a means for clarifying the responsibilities between learning in the classroom and in the field. The competencies provide one connection between classroom learning, which tends to be

theoretically oriented, with applied learning that takes place in the field. Different activities can address the same competencies, thereby enhancing learning. For example, reading about the Adoption and Safe Families Act is one way to learn, attending a workshop on concurrent planning is another, and being assigned a family whose child has been placed in foster care is yet another way of learning what is needed for public child welfare practice.

The students' learning contracts for the field use operationalized versions of the competencies as learning objectives with different activities. Case discussion in the integrated field seminar and using the students' case material from the field helps the students connect the two. Furthermore, the field seminar can be used by the classroom faculty/project coordinators to cover specialized competencies not covered elsewhere in the graduate curriculum, such as working with the legal dependency system and substance abuse.

Those students who have had experience in child welfare services and who are returning to school for an advanced degree benefit from this type of system by being able to combine the competencies they are particularly interested in acquiring in the field and designing personalized advanced field experiences.

Principles of Regional Differences

Regional differences afford students different opportunities to learn and apply the competencies. Since the organization of the work varies by region, the opportunities for field placements vary by the nature of the population and by the structure of service delivery.

This presents an ongoing challenge for the project coordinators who have to “make up the difference” in order to cover all the competencies in their curricula. Having a set of competencies, rather than a preset curriculum gives the schools and students the opportunity to design their own programs by covering the material in unique ways relevant to their particular area.

Continuing Education

One of the goals of MSW education is to create professionals who are highly motivated to continue their education. The hope is that the CalSWEC students will also use the competencies to define where their learning gaps are and seek out educational opportunities to fill them. Two schools are experimenting with a career development portfolio system, which among other things provides a place for the graduates to collect the materials from continuing education workshops they have attended.

The Curriculum Committee of the Board is in the process of conducting a project, which on the one hand looks at the continuum of educational preparation for public child welfare work from the baccalaureate degrees (BAs and BSWs) and master’s degrees (MAs and MSWs) to continuing education and agency inservice training. On the other hand, they are also studying the continuum of child welfare work itself, ranging from simple tasks to complex casework. The trick will be to match the work continuum and what the positions require with the educational preparation continuum and what the curriculum provides. Competencies can bridge this gap.

The Child Welfare Training Academies

Five regional training academies in California now provide continuing education

to child welfare workers throughout the state. A partial set of CalSWEC competencies is being proposed as the basis for their core training. The Academies, along with the Children's Committee of the County Welfare Directors' Association have approved a set of standards for practice for child welfare workers, supervisors, and administrators.

SUMMARY

In summary, the set of competencies can be used several ways. Besides using the competencies to design the students' learning experiences, they have also been used to develop curriculum. They have been used as the basis for field-university faculty development meetings around the state. They have been used as the basis for proposals that have produced several empirically developed curricula. They have also been used to demonstrate that the field curriculum need not be completely separate from the classroom curriculum, except for the activities used to learn. Finally, they have been used to help graduates define their needs for continuing education and for the agencies to develop training academies for inservice opportunities for their workers. In Part II of this monograph, there are many suggestions for activities, which can help teach and evaluate the student's learning. The way competencies are combined varies by region.

A caution: Although the competencies can be put together in different ways to customize learning experiences depending on the region's needs, the school's capacity, and the student's experience, it is the goals, principles, and complete set of competencies, taken together as a whole, that constitute the domain of knowledge, skills, and values necessary for entry level child welfare practice.

PART II

THE CALIFORNIA COMPETENCIES FOR GRADUATE SOCIAL WORK CURRICULUM FOR PUBLIC CHILD WELFARE PRACTICE

INTRODUCTION

Part II of this monograph contains the goals, principles, and competencies for the child welfare social work curriculum in California. Professional competency as well as ongoing collaboration between the academic and practice community are the goals of the project. The principles emphasize safety and permanency for children and families and respectful, professional treatment.

For each competency, there is listed:

- A learning objective,
- A recommendation as to where it can be taught, and
- Suggested activities for the field and the classroom, if appropriate.

Additionally for the child welfare specific competencies in Section II: Core Child Welfare Skills, activities are arranged from beginning to advanced level and are designed to teach the student to manage increasingly complicated conditions and skill building.

There are recommendations for methods to evaluate the students' progress at the end of each section.

GOALS FOR THE CHILD WELFARE SOCIAL WORK CURRICULUM IN CALIFORNIA

1. To educate professionals who will be able to advocate effectively for the needs of minority and disadvantaged children and families.
2. To maintain and enhance a collaborative partnership among schools and agencies. The document is an ongoing workbook that can adapt to change as needed in the field of child welfare.
3. To encourage common definitions of problems facing children and families in order to focus research and develop programs and services that work to alleviate negative human conditions, such as racism and poverty.

STATEMENT OF PRINCIPLES FOR CALIFORNIA'S CHILD WELFARE CURRICULUM

1. Every child has the right to a permanent home for his or her care and upbringing.

Explanation: Recent child welfare policies reflect societal judgments that the system of temporary foster homes and institutions is not generally a desirable environment for raising children. Furthermore, research has indicated that children are harmed emotionally by a lack of permanency in their lives.

2. A caring family is the best and least restrictive environment for raising children.

Explanation: NASW defines the family as “two or more people who consider themselves ‘family’ and who assume obligations, functions, and responsibilities generally essential to healthy family life.”

3. A wide range of parenting practices, varying as a result of ethnic, cultural, community, and familial differences, can provide adequate care for children.

Explanation: The ideal of the *least restrictive environment* includes respecting families' choices in parenting style, so long as children's basic needs are met. The value of respecting diversity includes recognition that a diverse society can enrich all of us and should enhance, rather than restrict, individuals' freedom of choice.

4. The goal of child welfare is to promote the health and safety of children and their development toward a positive, productive adulthood.

Explanation: While priority is given to the protection of children in imminent danger, child welfare services should also promote the development of healthy families and communities and work to prevent family dysfunction.

5. In the circumstance of danger to a child, the state has a right to intervene in family affairs to protect the child. In such a circumstance, the safety of the child takes precedence over the rights of the parents.

Explanation: Under existing law in California, the state may intervene to protect children in circumstances when they are in imminent danger of abuse or neglect. The State of California vests the power to intervene on behalf of the child in county departments of social services. Parents and children are entitled to legal due process with regard to the removal of children.

6. Every reasonable effort should be made to preserve and strengthen a child's existing family before an alternative placement is considered.

Explanation: County departments of child welfare are required to make *reasonable efforts* to preserve or reunify existing families, unless a court determines that a child's health or safety would be in jeopardy.

7. Services must be available, accessible, timely, and effective.

Explanation: Services must be accessible and timely, avoiding long waits and other barriers that would restrict clients' access to services. Services must undergo regular evaluation and modification with the goal of making the most efficient and effective use of agency resources. Program development efforts should be sensitive to community and ethnocultural factors in relation to effectiveness and accessibility.

The child welfare worker should advocate for his or her clients' service needs, especially when appropriate services are not available in the community.

COMPETENCIES FOR PUBLIC CHILD WELFARE

SECTION I ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE

This section includes essential knowledge, values, and skills for culturally competent child welfare practice. A comprehensive understanding and sensitivity to the dynamics of ethnic and cultural differences within the context of oppression and racism are at the core of child welfare services. Culturally competent practice acknowledges that an individual's culture is an integral part of the physical, emotional, intellectual, and overall development and well-being of that individual and strives to use concepts of culture in a manner that empowers the individual and enhances family functioning. Given the increasingly diverse service population, cultural competency and understanding of the cultural norms and values of the major client ethnic populations in the State of California should be criteria for competent performance in all sections of this document for a graduate of this program.

It is recommended that these competencies be taught in the classroom as well as in the field. Appropriate activities for each site are noted.

1.1 Student understands and is sensitive to cultural and ethnic differences of clients.

Objective: ▪ Demonstrate understanding and sensitivity to cultural and ethnic similarities and differences of families assigned.

Activities: *In the classroom:*

- Classroom presentations, readings, class assignments to develop the knowledge of different cultures.

In the field:

- Interview and assess a culturally different (from the student) family to perform a risk assessment that considers cultural and ethnic factors.

1.2 Student considers the cultural norms, beliefs, values, language, race, ethnicity, customs, family structure, and community dynamics of major ethnic groups in the State of California in assessments and continues training to increase knowledge in this area.

- Objective:
- Demonstrate working knowledge of major client ethnic groups including history, customs, beliefs, values, language, race, ethnicity, family structure, and community dynamics.

Activities: *In the classroom:*

- Complete readings, written assignments, research papers, and journals. Participate in class discussions, role plays, research, and extracurricular cultural and educational activities.

In the field:

- Work as a liaison with natural support/community liaisons, groups for the benefit of clients.

1.3 Student is able to develop an ethnically sensitive assessment of a child and the child's family and adapt casework plans to that assessment in the provision of child welfare services, while demonstrating an understanding of the continuum from traditional to acculturated values, norms, beliefs, and behaviors of major ethnic groups.

Where:

- Field

Objective:

- Develop ethnographic assessment and appropriate casework plan for at least one family.

Activities:

- Work with a culturally different family; develop an ethnographic assessment and adapt family case plan, which is culturally and ethnically sensitive.
- Conduct culturally and ethnically sensitive interviews.
- Conduct ethnographic assessments and adapt casework plans based on the ethnographic assessments.

1.4 Students can develop relationships, obtain information, and communicate in a culturally sensitive way.

Objective: ▪ Develop culturally and ethnically diverse professional relationships using appropriate communication skills.

Activities: *In the classroom:*

- Build professional interviewing skills through journals, feedback, self-evaluation, role plays, case vignettes, and videotapes.

In the field:

- Accept feedback from supervisor about interactions with clients and through process recordings, case conferences, and supervision.

1.5 Student considers the influence of culture on behavior and is aware of the importance of utilizing this knowledge in helping families improve parenting and care of their children within their own cultural context.

Objectives: ▪ Develop a case plan that reflects the services and objectives that are appropriate to a specific family, while supporting the client family's own plan to bring about appropriate change.
▪ Strengthen awareness of student's own cultural/family identity and how that identity affects his or her view of American society.

Activities: *In the classroom:*

- Written and oral assignments utilizing research, readings, journals, case presentations, and discussion of behaviors in cultural context.
- Family of origin exercise.

In the field:

- Carry an assignment of a culturally different family from the student's own background.
- Develop casework plan with appropriate assessment and interviewing of key family members on parenting practices.
- Accept feedback from supervisor about interactions with clients and through process recordings, case conferences, and supervision.

1.6 Student has knowledge of the legal, socioeconomic, and psychosocial issues facing immigrants/refugees.

Objective: ▪ Demonstrate working knowledge of laws, policies, systems operation and how these elements impact the immigrant/refugee family.

Activities: *In the classroom:*

- Write research policy papers or special populations class assignments.
- Read about and analyze immigration policies.
- Listen to expert presenters.
- Participate in community activities related to new immigrants/refugee communities.

In the field:

- Attend inservice trainings; conduct visits to courts and the immigration service.
- Link with community agencies involved in resettlement work, immigrant aid programs, schools, etc.

1.7 Student is able to evaluate models of intervention such as family preservation, family centered services, and family centered crisis services for their application, possible modification, and relevance to cultural and ethnic populations.

Objective: ▪ Demonstrate how to tailor intervention and casework plans to a particular client's needs.

Activities: *In the classroom:*

- Research papers, analysis papers, journals.
- Case presentations.

In the field:

- Complete ethnographic assessment as part of risk assessment.
- Participate in supervision to evaluate practice.

1.8 Student understands the importance of client's individual language and its use in assessment and treatment of children and families in child welfare services.

Where: ▪ Field

Objectives: ▪ Be able to obtain necessary information from and respond appropriately to a client who speaks a different language.

Activities: ▪ Practice working with interpreters/cultural experts/native speakers.
 ▪ Attend inservice on significance of language and culture (possibly learn language).
 ▪ Conduct interviews, communicating verbally and nonverbally, with monolingual non-English speakers.
 ▪ Role play cross-cultural assessment issues.
 ▪ Use cross-cultural consultation, creative problem solving, advocacy.
 ▪ Develop resources to meet the needs of new/emerging groups with limited English.
 ▪ Create linkages with community groups for client's benefit.
 ▪ Complete process recording and discuss in supervision.

1.9 Student understands and uses knowledge in the provision of child welfare services to cultural and ethnic populations.

Objective: ▪ Develop culturally sensitive casework plans.

Activities: *In the classroom:*

- Learn to construct genograms/ecomaps and ethnographic assessments.
- Include cross-cultural considerations in case presentations and journal writing.

In the field:

- Show case plan development using ethnographic assessments with the assignment of a culturally different family.
- Conduct home visits, neighborhood walks.

1.10 Student can distinguish diagnostically between the traditional culturally-based disciplining and childrearing practices of cultural and ethnic families and those of the dominant society and will be able to differentiate "culturally different" from "abusive" behavior.

Objective: ▪ Correctly recognize child abuse in one or more diverse cultures.

Activities: *In the classroom:*

- Study the differences and similarities of child rearing practices transculturally.
- Complete research papers, written assignments, case presentations, role play, journals.

In the field:

- Assignment of a culturally different family; incorporate issues into assessment/casework plans through interviews and researching.
- Use expert consultation, process recordings, and supervision for developing case plans and evaluation of practice.

1.11 Student is able to advocate for equity in availability of resources and services.

Objective: ▪ Identify gaps, analyze policies and programs, and advocate for culturally-appropriate resources and services for families of different cultures

Activities: *In the classroom:*

- Be able to conduct a policy analysis and tell whether/how the policy impacts non-majority families differently.
- Discuss system/agency programs and tell whether they impact non-majority families differently.
- Participate in advocacy role play, debate of positions.
- Collect research data/reports on resource availability.

In the field:

- Know agency policies (policy manual) and procedures.
- Attend agency orientation.
- Know community resources and understand barriers to resource access.

- Analyze service delivery and service accessibility for clients and community groups.
- Consult with cultural experts.
- Practice various advocacy activities.

1.12 Student has knowledge of and applies the Indian Child Welfare Act.

Objective: ▪ Identify issues, understands, and applies knowledge of the Indian Child Welfare Act requirements to an appropriate case plan.

Activities: *In the classroom:*

- Read/review/discuss the ICWA and Indian Registration documents.
- Learn to construct genograms.
- Participate in case presentations; listen to and consult with expert guest lecturers; conduct research.

In the field:

- Screen all children referred according to the provisions of ICWA.
- Apply ICWA knowledge in assessment/casework plans that meet the legal requirements.
- Use expert consultation, BIA resource supervision.
- Appropriate referrals, advocacy and evaluation.
- Visit or have a placement in Indian Child Welfare agency.

1.13 Student participates in community outreach activities and develops and maintains collaborative relationships with individuals and groups in community agencies and organizations.

Where: ▪ Field

Objective: ▪ Demonstrate collaborative relationships with persons in community agencies.

Activities: ▪ Make visits to community agencies, schools, churches, and organizations.

 ▪ Attend board meetings; participate in case conferences and collaboration meetings.

 ▪ Attend community events planning committees and participate in cultural events.

1.14 Student has knowledge of and applies the Multiethnic Placement Act and related federal and state child welfare legislation.

Objective: ▪ Apply Multiethnic Placement Act requirements to an appropriate case plan.

Activities: *In the classroom:*

- Read/review/discuss the Multiethnic Placement Act.
- Attend lectures and conduct research.

In the field:

- Learn how to construct genograms, and present cases and research papers.
- Attend guest expert lectures.
- Apply knowledge in assessment/casework plans, which meet the legal requirements.
- Use expert consultation/supervision.
- Learn how to make appropriate referrals, advocacy, and evaluation.

Evaluation for Section I: Ethnic Sensitive and Multicultural Practice

These competencies are basic to all other areas of child welfare social work practice. Their evaluation involves examining the students' values and attitudes. Self-examination and evaluation of practice is the highest priority. In the classroom, evaluation could involve specific paper assignments, exams, and research projects. Journals and field process recordings may be used in field seminars to help integrate the knowledge obtained in the practice arenas with concepts learned in practice, human behavior, and policy classes. Other important tools for self-examination include staging role plays of actual client-student interaction and examining videotapes of student-client interviews. This is an area in which client feedback is an important evaluation tool. Casework plans can be evaluated for inclusion and thoroughness of assessments

related to culture. In addition, specific assignments to culturally different (from the student) families can also enhance learning; the student's responses can be evaluated in supervision and in the field evaluations. Community feedback is also useful. For some of the more complicated competencies, effectiveness of outcomes and process recordings should be evaluated in the field in supervision for cultural competence.

SECTION II CORE CHILD WELFARE SKILLS

This category includes all assessment items necessary to the practice of child welfare such as adoption, permanency planning, foster care, child abuse, family life, separation, and placement. In context, the competencies also identify four key target populations: the ethnic minority, the low income, the single parent, and the nontraditional family; and three key problem areas: substance abuse, family violence, and HIV-affected children and families. Knowledge about the legal basis for intervention and working with the legal system are desirable competencies for graduate school and essential for postgraduate practice.

Competencies in this section can be taught both in the classroom and in the field. Because this is one of the most specialized sections of the competency-based curriculum, and because the social work curriculum is foundational in the first year of graduate school, first year students need to acquire a great deal of background knowledge to accomplish the core child welfare skills objectives expected in the second year of graduate school. As a result, activities are suggested for different levels of

students ranging from the general to the specialized and from beginning to advanced student.

2.1 Student understands that child abuse and neglect are presenting symptoms of social and family dysfunction.

Objective: ▪ Demonstrate how a child abuse or neglect referral is symptomatic of social or family dysfunction in one case.

Activities: *For the beginning student:*

- Participate in classroom instruction on the generic concepts of assessment and risk.

For the advanced student:

- Produce written assessments that include accurate identification of: contributing factors to child abuse and neglect; indicators of maltreatment, including what injuries look like; family dynamics and dysfunctions; cultural issues; and parenting abilities.

2.2 Student is able to assess the interaction of individual, family, and environmental factors, which contribute to abuse, neglect, and sexual abuse, and identifies strengths that will preserve the family and protect the child.

Objective: ▪ Write a case plan based on a family's strengths.

Activities: *For the beginning student:*

- Participate in classroom instruction on the generic concept of assessment and the strengths-based approach to social work.
- Observe the development of an assessment in the field placement including a home visit by accompanying a caseworker.

For the middle level student:

- Receive risk assessment training in the field as part of the agency orientation or training.
- Be stationed at the hotline and complete at least one emergency response protocol.

For the advanced student:

- Produce written assessments that include accurately identifying: parenting abilities; family social support networks; available resources; as well as factors and indicators that contribute to maltreatment; injuries; family dynamics, and dysfunctions.

2.3 Student recognizes and accurately identifies physical, emotional, and behavioral indicators of child abuse, child neglect, and child sexual abuse in child victims and their families.

- Objective:
- Identify specific physical, emotional, and behavioral indicators of child abuse, child neglect, and child sexual abuse.

Activities: *For the beginning student:*

- Read examples of case material (files) for assessment and correctly identify concepts and indicators used in an assessment of neglect, and sexual and physical abuse.
- Receive classroom instruction on the indicators of abuse.

For the middle level student:

- Receive risk assessment training in the field as part of the agency orientation or training.
- Staff the hotline and complete at least one emergency response protocol.
- Conduct solo home visits, including: Documenting the contact in writing; attending to appropriate indicators; establishing rapport and use of authority; identifying family dynamics, attachment issues, and parenting abilities.

For the advanced student:

- Produce written assessments that include accurately identifying: Contributing factors, maltreatment indicators, injuries, family dynamics and dysfunctions, parenting abilities, and family support networks.

2.4 Student gathers, evaluates, and presents pertinent information from informants, case records, and other collateral sources to support or refute an abuse or neglect allegation.

Objective: ▪ Distinguish between facts and opinions the information gathered from informants, case records, and other collateral sources to support or refute an abuse or neglect allegation.

Activities: *For the beginning student:*

- Receive classroom instruction in interviewing methods.
- Role play interviewing an informant in the classroom.
- Conduct an interview under the observation of field instructor or liaison.
- Receive classroom instruction on the indicators of abuse.

For the middle level student:

- Conduct an interview with an informant about a case of alleged abuse/neglect in the field.
- Extract pertinent information from a case record supporting or refuting an allegation of abuse or neglect.

For the advanced student:

- Produce concise written assessments using information from informants and/or records that include accurately identifying: Contributing factors, maltreatment indicators, injuries, family dynamics and dysfunctions, parenting abilities, and family support networks in order to support or refute an allegation of abuse or neglect.

2.5 Student has knowledge of the special characteristics and situations of the low income family and the single parent family.

Objective: ▪ Demonstrate skills and values needed to work with low income and single parent families.

Activities: ▪ Take policy course on the history of social welfare in the United States.
 ▪ Assignment of cases working with low income and/or single parent families.
 ▪ Make neighborhood visits.

2.6 Student understands the dual responsibilities of the child welfare caseworker to protect children and to provide services and support to enable families to care for their children.

- Objectives:
- Be able to distinguish between safe and unsafe environments for children and to act accordingly.
 - Write a case plan that addresses the need to protect children and, at the same time, provide services and support to enable families to care for their children.

- Activities:
- Ongoing seminar discussions in school over both years of the curriculum.
 - Discuss student's feelings about the dual responsibilities in supervision on a regular basis.

2.7 Student recognizes signs and symptoms of drug and alcohol abuse in children and adults and assesses the impact on families and children; understands individual and family and cultural dynamics in substance abuse.

- Objective:
- Write a service plan for addressing drug and alcohol use in families in at least one case.

- Activities:
- Take an elective course on substance use.
 - Attend at least one inservice workshop in the field on substance use and how it affects child welfare families.

2.8 Student understands the dynamics of family violence, including spouse abuse, and can develop appropriate culturally sensitive case plans for families and family members to address these problems.

- Objective:
- Develop appropriate culturally sensitive case plan for a family experiencing family violence.

- Activities:
- Attend a workshop on the job about domestic violence.
 - Take an elective course on family violence.
 - Attend an inservice education workshop in the field.

2.9 Student accurately assesses the initial and continuing level of risk for the abused or neglected child within the family while ensuring the safety of the child.

- Objective:
- Write a risk assessment for an abused or neglected child within one family while ensuring the safety of the child.

Activities: *For the middle level student:*

- Receive classroom instruction in the concept of risk assessment.
- Receive risk assessment training in the field.
- Staff the hotline and complete an emergency response protocol.
- Use the appropriate risk assessment tool with an initial case.
- Conduct solo home visits, including:
 - Documenting the contact in writing; attending to appropriate indicators; establishing rapport and use of authority; identifying family dynamics, attachment issues, and parenting abilities.

For the advanced student:

- Produce written assessments that include accurately identifying: Contributing factors, maltreatment indicators, injuries, family dynamics and dysfunctions, parenting abilities, and family support networks.
- Choose and use the appropriate risk assessment tool with a continuing case.
- Demonstrate the use of two or more rapid assessment tools (e.g., a family functioning scale, depression scale, safety assessment, marital satisfaction scale, etc.) to assess a continuing case.

2.10 Student understands policy issues and legal requirements affecting child welfare practice, including confidentiality, worker liability, reasonable effort requirements, minimum sufficient level of care, least restrictive environment, permanency planning, establishment of paternity, and knows how to implement these requirements in practice.

Objective:

- Demonstrate knowledge of the definitions of the terms listed above.

Activities:

- Attend agency's core training/orientation.
- Take an elective in social work and the law.

2.11 The student understands the mission and goals of public departments of social services and the network of community-based child welfare services.

Objective:

- Know and discuss the similarities, differences, and connections between the programs of the public child welfare agency and the network of community-based child welfare services.

Activities: *For the beginning student:*

- Read the department's policy and procedure manual.
- Attend core/orientation agency training.
- Rotate through different units in order to learn about agency resources, receive an overview of the agency, and gain familiarity with staff roles.
- Receive training in use of available community resources.
- Develop an up-to-date resource manual for use with families living within the student's geographical assignment (neighborhood, county).

2.12 Student understands the process of the court system and the role of social workers in relation to the courts.

Objective: ▪ Demonstrate the ability to write court reports and testify in court.

Activities: *For the beginning student:*

- Classroom content on dependency court language and process, the law and regulations governing children and families in the court dependency process, and how social work practice differs from legal practice.
- Observe court appearances and identify processes and factors involved in outcomes.

For the middle level student:

- Produce a petition for court.
- Assist in the writing of a court report for an actual family assigned to the student in the field.

For the advanced level student:

- Produce a complete court report for an assigned family. Make an appearance in court presenting own court reports.

2.13 Student understands the potentially traumatic effects of the separation and placement experience for the child and the child's family and the negative effects on the child's physical, cognitive, social, and emotional development.

Objective: ▪ Distinguish between the possible positive and negative effects on the child's physical, cognitive, social, and emotional development

of a separation and placement experience for one child and his or her family.

Activities: *For the beginning student:*

- Take a required human development class. Receive classroom instruction on attachment and separation.
- Make a supervised visit to home to observe family dynamics and attachment issues with both biological and foster children.

For the middle level student:

- Elect to take a child development class.
- Demonstrate the ability to use the risk assessment tool with an initial case.

For the advanced level student:

- Carry case(s) involving separation and attachment issues and evaluate practice using supervision.

2.14 Student recognizes the sign of institutional abuse in foster care, residential care, and other institutions in which children are placed and can report evidence to appropriate child welfare personnel.

- Objectives:
- Recognize the signs of institutional abuse in foster care, residential care, and other institutions in which children are placed.
 - Report evidence to appropriate child welfare personnel.

Activities: *Across levels:*

- Classroom instruction on behaviors and signs that indicate abuse/neglect.
- Classroom instruction on group home/congregate care.
- Presentation to students by Continuing Care Licensing.
- Assign student cases in a range of out-of-home placements.
- Visit group/foster homes and interview administrators and staff.
- Attend provider meetings.
- Read articles on neglect/abuse in out-of-home placements.

For the middle level student:

- Classroom instruction on the indicators of abuse in foster care and residential care.
- Visit a foster home, group home, and residential facility.

2.15 Student understands the principles of permanency planning and the negative effects that inconsistent and impermanent living arrangements have on children.

Objective: ▪ Acquire knowledge of the negative effects that inconsistent and impermanent living arrangements have on children.

Activities: *All levels:*

- Assign cases involving permanency planning.
- “Shadow” workers in permanency planning visits and meetings.
- Receive classroom instruction in permanency planning theory, laws, policies and procedures.
- Participate in classroom role-playing.
- Invite foster youth to present to the class.

2.16 Student understands the importance of the biological parent maintaining contact with the child in placement, of encouraging parents when appropriate to participate in planning, and of regular parent/child visitations.

Objective: ▪ Arrange for appropriate and regular parent/child visitation in at least one case.

Activities: ▪ Participate in classroom discussion and field experience that encourages a practice based on joining with the child rather than working on him/her. For example, help the child establish contact with parents through letter writing, art, etc.

2.17 Student understands the medical, legal, and social management needs of children with special medical needs such as HIV disease, drug dependency, and the medically fragile child. The student helps foster and birth families in meeting those needs, and in coping with the stresses of such care.

Objective: ▪ Help foster and birth families in meeting those needs, and to cope with the stresses of such care.

- Activities:
- Assign cases involving children with HIV, drug withdrawal, and developmental disabilities.
 - Work with interdisciplinary team to develop case plans for the children, including foster parents, teachers, medical, and legal personnel.

2.18 Student works collaboratively with foster families and kin networks, involving them in assessment and planning and supporting them in coping with special stresses and difficulties.

- Objective:
- Develop collaborative working relationships with foster families and kin networks.

Activities: *For beginning student:*

- Receive specialized instruction in kinship and foster care in the classroom and/or as a result of a first-year nonprofit placement in a foster care agency.

For middle level student:

- Attend an orientation session for prospective foster-adopt families.
- Receive an assignment of a foster-adopt family in the field.

Evaluation of Section II: Core Child Welfare Skills

The competencies in this section address the special needs of children who are in danger of removal or who have already been removed from their families of origin. Since social work students have one or two electives in their graduate program, it is recommended that the advisors direct the students to electives that will help fulfill the specialized requirements of this section in order to have the knowledge that will prepare them for their experiences in the field. Moreover, without placements in which the students work with children in foster care and their families, competency in core child welfare skills is difficult to attain. The primary source of evaluation of competency in the section, therefore, comes from the field instructor's assessment of the student's

performance on these specific competencies in the learning contract. In order to cover some of the more specialized competencies, the student advisor may be in a position to strongly suggest that students choose appropriate electives.

This section highlights the often contradictory responsibilities of the child welfare social worker: child safety, preserving families, and the right of the state to intervene when the child's safety is threatened. It may be difficult for students to discuss these issues with their field supervisors. Consequently, the recommendation is that the field seminars in graduate school treat this as an ongoing issue, providing many opportunities for students to develop their self-awareness as child welfare social workers. The evaluation of core child welfare skills depends on the student knowing whether to remove a child or not and to have the skill to do so. Knowing how to use supervision for practice evaluation (addressed in Section V) is also an important skill that can support the student in this effort.

SECTION III SOCIAL WORK SKILLS AND METHODS

This section encompasses essential social work skills, including family, child, and adolescent interviewing, management, and relationship building. It includes such diverse topics as intervention strategies, knowledge of special techniques, and values in child welfare social work. Additional special techniques, such as crisis intervention, are also included.

Except for three competencies, these can all be accomplished either in the classroom or in the field with activities designed for both places.

3.1 Student demonstrates social work values and principles; this includes self-determination, respect for human dignity and worth, and respect for individual differences.

- Objectives:
- List the core values of the profession.
 - Distinguish between ethical and unethical behavior.

- Activities:
- Assign cases in field. Discuss issues with field instructor.
 - Produce a classroom paper utilizing the NASW Code of Ethics.
 - Choose a practice issue to discuss with a professional in the field in terms of the values and ethics of the profession. Complete the values section of the Critical Issues Log (See Appendix).

3.2 Student conducts effective, ongoing case assessment and planning.

- Where:
- Field

- Objective:
- Conduct adequate assessments and case plans.

- Activities:
- Assign families requiring assessments and case plans.
 - Observe field instructor conducting an assessment.
 - Write up an assessment based on observation.

3.3 Student demonstrates the ability to evaluate and incorporate information from others, including family members and professionals, in assessment, treatment planning, and service delivery.

- Objective:
- Write a treatment plan that evaluates and synthesizes information/data collected from others.

- Activities:
- Interact with clients and client systems.
 - Develop treatment plans, process recordings, and process in the field using supervision (individual or group).

3.4 Student conducts effective casework interviews.

- Where:
- Field

- Objective:
- Demonstrate the skills of effective interviewing.

- Activities:
- Practice/role play interview with field instructor, in field seminar, or in practice classes.
 - Accept assignment of a variety of clients in field.

3.5 Student understands the importance of and demonstrates the ability to work with the client in the community, including home, school, etc.

Objective: ▪ Demonstrate the ability to work with clients in various environments.

Activities: ▪ Read source information regarding the importance of out-of-the-office contacts with clients.
 ▪ Discuss with field instructor/supervisor.
 ▪ Have contact with client at home, school, medical facility, etc.

3.6 Student is aware of his or her own emotional responses to clients in areas where the students' values are challenged and is able to utilize the awareness to effectively manage the client-worker relationship.

Objective: ▪ In an emotionally safe environment, demonstrate how students' values may impact case outcomes.

Activities: ▪ Using case vignettes which present ethical dilemmas, conduct values exercises in practice classes.
 ▪ Role-play values issues using assigned cases in the field and discuss with field instructor/supervisor.
 ▪ Participate in field seminar group discussion.

3.7 Student assesses family dynamics, including interaction and relationships, roles, power, communication patterns, functional and dysfunctional behaviors, and other family processes.

Objective: ▪ Conduct a multidimensional assessment.

Activities: ▪ Use practice vignettes and written classroom assignments.
 ▪ Document and complete assessments, treatment plans, and case plans for clients assigned in the field.

3.8 Student understands crisis dynamics, identifies crises, and conducts crisis intervention activities.

Objective: ▪ Demonstrate ability to provide crisis counseling.

Activities: ▪ Attend lectures, and read about and write a paper on crisis intervention theory.
 ▪ Role-play crisis intervention techniques in class.
 ▪ Discuss assigned clients with field instructor during supervision, using process recordings.

- Staff the emergency hotline at the public child welfare agency or answer the information and referral line.

3.9 Student uses a variety of methods and strategies to interview and elicit information from children and adolescents that are age appropriate and consistent with social work values and ethics.

Objective:

- Choose appropriate interviewing techniques with a child and an adolescent.

Activities:

- Role-play a variety of methods to demonstrate how to conduct actual interviews with clients.
- Accept case assignments of a variety of different-aged clients.

3.10 Student has knowledge of how clients are nonvoluntarily referred to public child welfare.

Objective:

- Describe why the predominance of public child welfare clients are nonvoluntarily referred to public child welfare.

Activities:

- Invite guest speaker/practitioner to class to talk about the CPS reporting process.
- Observe the intake process.
- Discuss process in agency orientation and in supervision.
- Complete a referral to child welfare services while in the nonprofit agency field placement.

3.11 Student can engage clients, especially nonvoluntary and angry clients.

Objectives:

- Be able to distinguish between voluntary, nonvoluntary, and mandated clients and apply these definitions to situations in child welfare (Rooney, 1992).
- Demonstrate skills to engage involuntary clients.

Activities:

- Read in class and practice interviewing using different engagement strategies with different client situations. For example, use motivational interviewing with substance-abusing clients (Miller & Rollnick, 1991; use task-centered casework with nonvoluntary clients (Reid & Epstein, 1972).
- Role-play and discuss potential clients with field instructor in supervision.
- Conduct client interviews and complete process recording.
- Use supervision/consultation to demonstrate/discuss engagement strategies.

3.12 Student engages families in problem solving strategies and assists them with incorporating these strategies.

- Objectives:
- Demonstrate the ability to access information from and respond to the client.
 - Demonstrate the ability to help the client prioritize problems and strategize ways to problem-solve.

- Activities:
- Complete readings, role-play/vignettes. Write practice paper.
 - Complete process recording.
 - Supervision/consultation.

3.13 Student has knowledge of and understands how to work collaboratively with other disciplines that are routinely involved in child welfare cases.

- Objectives:
- Work collaboratively with professionals from other disciplines on one case.
 - Be able to obtain and understand information from different professionals involved with the public child welfare client.
 - Be able to establish professional relationships based on trust with other professionals.

- Activities:
- Panel presentation on various professional roles and responsibilities with the public child welfare client.
 - Write a paper describing various professionals/roles involved with a child welfare referral and treatment.
 - Attend multidisciplinary team meetings.
 - Obtain supervisor input on interdisciplinary work.

3.14 Student can produce concise, required documentation.

- Objective:
- Demonstrate the ability to communicate complex information clearly in writing in a timely fashion.

- Activities:
- Complete short concise writing assignments in class.
 - Review good examples of written documentation practice writing: assessments, treatment plans, service plans, and court reports.

3.15 Student understands group process theory and can develop and implement small groups.

- Objective:
- Develop and work with one small group, identifying the type of group it is and the stages of its development.

- Activities:
- Complete group theory readings, papers, and exams. Observe group, articulate dynamics observed (verbal/written).
 - Lead or co-lead a group (e.g., student support group, a treatment group, a case conference, a unit meeting).

3.16 Student knows and demonstrates appropriate parenting strategies.

- Objective:
- Distinguish between appropriate and inappropriate parenting strategies for various situations common in child welfare.

- Activities:
- Develop knowledge of parenting strategies through readings, papers, discussions with field instructor, attending training, conducting parenting course, and observing supervised parent/child visitation.

3.17 Student assesses the family from a person-in-environment (PIE) perspective.

- Objective:
- Write an assessment based on the person-in-environment approach.

- Activities:
- Complete reading for foundation of social work courses.
 - Use process recording or journal entries to evaluate practice of assigned cases in terms of an ecological perspective and discuss in supervision.

3.18 Student develops and implements the case plan based on the assessment.

- Objectives:
- Be able to access and organize information from several sources (written and verbal), including student's interviews of the client in order to develop and implement a case plan.
 - Demonstrate steps to implement an appropriate case plan.

- Activities:
- Complete foundational reading, write a paper, develop vignettes, assess assigned clients, review case records.
 - Have field instructor review and evaluate written case plans.

3.19 Student understands and utilizes the case manager role in creating and sustaining a helping system for clients.

- Objectives:
- Develop an ecomap or social network map for at least one assigned family, identifying gaps and proposing solutions.
 - Demonstrate skills as a case manager with at least one family in the public child welfare system.

- Activities:
- Complete foundational reading, write a paper, develop vignettes, assess assigned clients, review case records.
 - Have field instructor review and evaluate written case plans.

3.20 Student understands and knows how to plan for and implement home-based services whenever possible to prevent removal of children from their homes.

- Objective:
- Make at least one appropriate referral to a community-based agency for home-based prevention services for a family in crisis.

- Activities:
- Conduct classroom discussion about the service delivery system in child welfare to promote safe and stable families.
 - Learn about the various kinds of family reunification, family preservation, and family maintenance activities and differentiate among them in terms of the families who are most appropriate for referrals.
 - Read about empirical studies/evaluations of family support/family preservation programs (Rogers, 1998).
 - Make appropriate community-based agency referrals for assigned families to appropriately prevent removal of children from their homes.

3.21 Student effectively and appropriately uses authority, while continuing to use supportive casework methods to protect children and engage families.

- Objective:
- Demonstrate self-awareness and comfort with the authority of the child welfare social worker.

- Activities:
- Case assignments in the field and discussions about the role of the child welfare social worker in supervision as well as in the field seminars.

3.22 Student is able to evaluate the need for removal and placement of a child by weighing the risk to the child of continuing to remain in the home against the potential trauma of separation and placement.

- Objectives:
- Perform professional assessments of child safety and family behavior.
 - Distinguish between safe and unsafe underlying family conditions.

- Activities:
- Child development elective.
 - Take a specialized child and families practice course or cover the material in the field seminar.

- Use appropriate risk assessment tools to assess child safety. Have student find two rapid assessment instruments that apply to a family in terms of reliability, accessibility, and reading level and apply them in the field to a family needing assessment.
- Accept assignment of cases in the field involving children who have been or who are in danger of being removed from their homes.

3.23 Student understands and conducts an ongoing process of reassessments and makes appropriate modifications to the case plan.

Objective: ▪ Respond to changes in the family's and/or child's situation and change case plans appropriately.

Activities: ▪ Carry ongoing cases in at least one field placement.
 ▪ Learn the point in time when assessments and reassessments are required by the state's interpretation of the Adoptions and Safe Families Act of 1997.
 ▪ Learn the conditions for providing or not providing reasonable efforts to reunite families and make appropriate modifications to a case plan.

3.24 Student understands the strengths and concerns of diverse community groups and is able to work with community members to enhance services for families and children.

Objective: ▪ Use appropriate community support networks for families and children.

Activities: ▪ Attend neighborhood meetings.
 ▪ Study the service delivery system within and outside of the public child welfare system.

3.25 Student understands how to plan and conduct appropriate placement activities for children, using the concepts of concurrent planning.

Objective: ▪ Apply the concepts of concurrent planning to achieve legal permanency for children.

Activities: ▪ Conduct a classroom policy analysis, for example, of the Adoptions and Safe Families Act of 1997 and the state's interpretation of that law.
 ▪ Attend concurrent planning training at the field placement.

- Carry out a concurrent treatment plan with a child welfare family while in field placement.

Evaluation of Section III: Social Work Methods and Skills

The majority of the competencies in this section are covered in practice classes and are basic to learning in the field. Evaluation of knowledge occurs using papers and exams in the classroom. Skill evaluation occurs by using the competencies as learning objectives for the field placement and field supervisor evaluation.

SECTION IV HUMAN DEVELOPMENT AND THE SOCIAL ENVIRONMENT (HBSE)

The competencies in this section concern child and adolescent development, human sexuality (including normal development of children and adolescents), and how child abuse, neglect, and sexual abuse alter that development. Aspects of adult mental illness, normal adult development, and childhood developmental delays are also covered.

4.1 Student understands children's developmental needs and how developmental levels affect a child's perception of events, coping strategies, and physical and psychological responses to stress and trauma.

- Objective:
- Relate a child's developmental level to particular needs, crises, and responses.
 - Be able to distinguish a child's perception of child abuse and neglect from an adult's perception.

- Activities:
- Successfully complete a course in child development. Paper, final exam.

4.2 Student has a thorough knowledge of the stages, processes, and milestones of physical, cognitive, social, and emotional development of children.

- Objective:
- Describe how theories of child development apply to child welfare practice.
 - Describe at least one child in terms of his or her developmental stage, making the distinction between the child's chronological age and his or her developmental age, if appropriate.

Activities: *In the classroom:*

- Provide real case examples that could be used for instruction in the classroom.
- Cite examples of developmental milestones from field experience in child welfare in a paper or in an exam.

In the field:

- Provide a targeted field experience for the student, using this competency as one of the student's learning objectives.

4.3 Student understands the process of human sexual development and behavior.

- Objective:
- Apply the theory of human sexual development and behavior to a child welfare case.

Activities: *In the classroom:*

- Attend a class or pre-licensure workshop on human sexuality.
- Provide real case examples that could be used for instruction in the classroom.

In the field:

- Provide a targeted field experience for the student, using this competency as one of the student's learning objectives.

4.4 Student understands the potential effects of child abuse and neglect on child/adult development and behavior.

- Objective:
- Demonstrate how abuse and neglect affect human development and what some of the indicators are.

Activities: *In the classroom:*

- Provide real case examples that could be used to provide instruction in the classroom.
- Read and critically analyze empirical studies of the effect of child abuse and neglect on child/adult development and behavior in the practice, HBSE, research, and/or field seminar classes.

In the field:

- Provide a targeted field experience for the student, using this competency as one of the student's learning objectives.

4.5 Student can recognize when human development is delayed or follows abnormal patterns and can identify contributing factors.

Objective:

- Accurately describe the child(ren) in a child welfare case affected by abnormal patterns of human development.

Activities: *In the classroom:*

- Learn concepts in the classroom in the HBSE sequence.
- Use case examples from the field for presentation and discussion in the classroom.
- View videotapes of family interaction.

In the field:

- Develop basic skills through case assignments.
- Complete process recordings.

4.6 Student understands the stages of the family life cycle as they occur in a variety of familial patterns.

Objective:

- Describe the specific stage of a family life cycle apparent in a child welfare case.

Activities: *In the classroom:*

- Learn family life cycle concepts in the classroom in the HBSE sequence.
- Use case examples from the field for presentation and discussion in the classroom.
- View videotapes about family interaction.

In the field:

- Develop basic skills in the recognition of a variety of family patterns through case assignments.
- Complete process recordings.

4.7 Student understands the interaction between environmental factors especially in terms of racism, poverty, violence, and human development.

Objective: ▪ Describe the history and effect of societal environmental factors on American families and children.

Activities: *In the classroom:*

- Acquire theoretical knowledge through course work.
- Read and critically analyze empirical studies of the effect of racism, poverty, and violence on human development in the practice, HBSE, field seminar, or research classes.

In the field:

- Exposure to these issues in case assignments and discussion in supervision.

4.8 Student understands the impact of adult/parental substance abuse on child development and family functioning.

Objective: ▪ Document the effects of substance abuse on parental functioning and the child's development, including the fetus.

Activities: *In the classroom:*

- Theoretical knowledge is learned in HBSE course work, in an integrative seminar, and/or in practice classes through case presentations, vignettes, etc.
- Read and critically analyze empirical studies of the effect of substance use on human development in the practice, HBSE, field seminar, or research classes.

In the field:

- Use individual and group supervision.

- Attend county trainings focusing on substance abuse and multiagency-sponsored informational inservices about fetal alcohol syndrome, drug withdrawal, for example.

4.9 Student understands the impact of adult/parental psychopathology on child development and on family functioning.

- Objective:
- Using the DSM-IV, perform an initial diagnostic assessment of a client and determine when to refer the client out for further assessment.

Activities: *In the classroom:*

- Instruction in the use of the DSM-IV and its application in a primary child welfare setting.
- Read and critically analyze empirical studies of the effect of adult/parental psychopathology on child development and family functioning in the practice, HBSE, field seminar, or research classes.
- Use integrative field seminar as a forum to discuss diagnostic issues.
- Instruction about the types of support services or referrals that would assist the family.

In the field:

- Placement in field setting which can provide the student with a diverse caseload which includes, as much as possible, a range of cases involving mental disorders.

4.10 Student understands the dynamics of adolescent sexuality and teen pregnancy and can assist the teenage parent in understanding his or her developmental needs in assuming parental responsibilities.

- Objective:
- Discuss the long-term consequences of adolescent pregnancy on development with a pregnant or parenting teen.

Activities: *In the classroom:*

- Include in the HBSE sequence as part of adolescent development.
- Read and critically analyze empirical studies of teen pregnancy in the practice, HBSE, field seminar, or research classes.

In the field:

- Field instructor can highlight these issues in certain cases for exploration and can also provide opportunities for inservice training.

Evaluation of Section IV: Human Behavior & the Social Environment

Because social workers are expected to provide expertise on the relationship between child development and the effects of child abuse, neglect, and need for out-of-home placement. Graduate social work school should prepare students to master the knowledge of human and, especially, child development.

Students can demonstrate their knowledge in final papers and exams from HBSE courses. Some students may have to be encouraged to select a child development course in order to be fully evaluated on the skills required from this section. Others may have taken these courses as undergraduates and need to have the opportunity to apply the concepts in the child welfare field. Students can be evaluated on their ability to apply child development knowledge through use of field reports, case presentations, court reports, and reviews of their case reports by supervisors. They should be able to recall child development knowledge learned in the classroom and to show how to apply it to new situations/cases referred in the field.

SECTION V WORKPLACE MANAGEMENT

The overall objective of this section is to enhance the student's ability to respect, collaborate, and communicate with natural helping client and community networks as well as professionals. This section contains a group of competencies concerning three

important aspects of agency work. The first seven competencies address internal relations and organizational requirements (competencies 5.1 - 5.7); the next four address external relations, and interdisciplinary and community collaboration (competencies 5.8 - 5.10); two address self care and safety on the job (competencies 5.1 and 5.11).

Knowledge of the clients' communities, the roles of other professionals involved with the client, and the requirements of statutory agencies are key to public child welfare practice.

5.1 Student effectively negotiates with supervisor and professional colleagues, systems, and community resources to further accomplish professional, client, and agency goals.

- Objectives:
- Demonstrate the ability to negotiate for the legitimate needs of clients, agency, and professional self.
 - Demonstrate that he/she can work with others in the agency to serve the agency's clients.
 - Demonstrate use of supervision in the field to enhance mature self awareness regarding the child welfare field.

Activities: *In the field:*

- Develop an achievable learning contract to meet educational goals in collaboration with the field liaison and instructor.
- Attend the agency's core/orientation program to learn about agency policies and procedures.
- Seek out and use supervision regularly.
- Attend and positively contribute to staff and team meetings.
- Seek on-the-job continuing education opportunities.

5.2 Student is able to work effectively in a diverse environment.

- Objective:
- Work professionally and effectively with others, respecting cultural, learning and behavioral differences.

Activities: *In the field:*

- Attend the agency's core/orientation program to learn about agency policies and procedures.
- Seek out and use supervision regularly.

5.3 Student can understand client and system problems from the perspective of all participants in a multidisciplinary team and can assist the team to maximize the positive contribution of each member.

- Objectives:
- Develop skill as a team member and case manager for child welfare families.
 - Balance demands of individual work in the organization and collective work in the organization.
 - Demonstrate willingness to take responsibility for problem solving.

Activities: *In the classroom or field:*

- Readings
- Participate in the field or in the classroom in meetings of a community collaborative such as Healthy Start or university-county collaborative.
- Work on a multidisciplinary team and observe models of collaborative practice.

5.4 Student is able to identify the strengths and weaknesses of the organization in which he or she works.

- Objectives:
- Assess the consistency between the organization's mission and its policies and programs for the purpose of determining the impact on clients and workers.
 - Acquire knowledge of advocacy methods.

Activities: *In the classroom:*

- Practice classes should parallel field-integrated seminars. Labs should reflect issues encountered in the field such as, knowledge of local culture and how the local culture influence the organization's resources and priorities, bureaucracies as social organizations, and the impact of organizational structure and culture on human behavior.
- Complete readings on client advocacy.
- Write paper based on the documents collected at the agency (below).

In the field:

- Collect internal and external documents to assess consistency between the mission statement and the agency's actual practices, policies, and allocation of resources.
- Collect agency documents in order to learn about what information about the agency is publicly available. This information enables the student to evaluate the agency's service delivery and system for accessing information.

5.5 Student is able to identify the strengths and weaknesses of the organization's approach to cultural diversity and the development of cultural competence.

- Objectives:
- Assess the organization's capacity to effectively respond to cultural difference and conflicts within the workforce.
 - Describe effective approaches to handling cultural differences and conflicts within the workforce.

Activities: *In the classroom:*

- Complete readings on cultural diversity in the workplace.
- Attend presentations by speakers on the topic of workplace diversity.

In the field:

- Discussions with supervisors and direct line workers.
- Access information about organizational culture, decision making processes, mission of organization, civil service system, the organization's budget, and policies. Evaluate the consistency between mission of organization and policies of organization.
- Learn to overcome obstacles in obtaining information that citizens have a right to know.

5.6 Student can effectively use advocacy skills in the organization to enhance service delivery.

- Objective:
- Advocate to achieve changes in a service delivery system which negatively affects clients.

Activities: *In the classroom:*

- Complete readings about advocacy in practice/seminar classes.

- Draw the formal and informal organization charts of a field agency or a unit within the agency using personal observations of the workplace.

In the field:

- Conduct field survey of workers or supervisor on the question of who has the formal and informal sources of power in the organization.
- Identify those individuals who have the formal and informal power to change a service delivery system that negatively affects clients.
- Study and describe the professional risks and benefits of being perceived as a change agent.

5.7 Student seeks both client and organizational feedback in practice evaluation and in improving effectiveness of service delivery.

- Objective:
- Demonstrate the ability to use systematic inquiry which relies heavily on client feedback and that clearly identifies the collectors' biases and resulting limitations of the inquiry.

Activities: *In the classroom and in the field:*

- Design and conduct an evaluation of student's individual practice or of the organization.
- Conduct a needs assessment in field placement or practice course (see below).

Activity Note: Competencies 5.3 - 5.7 can be taught through one assignment: Students can design a needs assessment to gather and analyze the data to identify the strengths and weaknesses of the organization and to make recommendations for changes in service delivery. Students can then present findings in an appropriate situation, propose changes, and assess the barriers to the proposed recommendations.

5.8 Student demonstrates a working knowledge of the relationship process of accessing community resources available to families and children; utilizes them appropriately and updates as necessary.

- Objective:
- Refer all assigned clients to appropriate services and resources to carry out the goals of treatment plan.

Activities: *In the field:*

- Access agency resource guides and lists.
- Consult with other workers and supervisor as to appropriate local (to the client) service providers and services.

5.9 Student can develop a strategy to identify new agency and community resources to meet client needs.

Objective: ▪ Describe how new services and resources for clients develop.

Activities: ▪ Visit new agencies, resources, such as foster homes and report to field supervisor and/or at a staff meeting.
 ▪ Attend agency planning meetings, community boards.

5.10 Student is familiar with a range of collaborative models.

Objective: ▪ Describe the public child welfare agency's contracts with nonprofit agencies and the services provided.

Activities: *In the classroom:*

- Readings on private and public sector organizational contracting.

In the field:

- Use of supervision and team meetings to obtain information about contracts.

5.11 Student is aware of organizational policies about workplace safety and is able to develop skills at identifying and solving potentially dangerous situations on the job.

Objective: ▪ Describe potentially dangerous situations on the job and demonstrate ways to address them.

Activities: ▪ Complete readings on managing stress, burnout, and workplace safety.
 ▪ Attend agency inservice or read agency policy manual on worker safety procedures.
 ▪ Attend inservice on avoiding burnout.
 ▪ Provide the opportunity to discuss ways to balance work, home, and school in the integrative seminar.

Evaluation of Section V: Workplace Management

Supervision and the supervisor's final assessment of the student are very important for evaluating the competencies in this section. The field liaison can also be helpful to the student by modeling the most appropriate way to address problems here. Issues that are very sensitive can be discussed in field seminar. Sometimes students do not want field liaisons to discuss particular issues with their supervisors. They prefer to work them out themselves, to solve them in a venue that is distant from the field placement, such as in the field seminar. In this section, it is the process of how the student solves problems, as well as the outcome, that are important to evaluate in an ongoing way.

SECTION VI CHILD WELFARE POLICY, PLANNING, AND ADMINISTRATION

This section contains competencies that integrate child welfare policy, planning, and administration. The competencies focus on the skills and knowledge required of leaders and managers in the areas of legislative advocacy, program evaluation, and organizational change. The assumption for including this section in the child welfare curriculum is that students with masters degrees will become leaders in their agencies over time. The agency managers and supervisors are the important sources of learning by observation for the students.

6.1 The student demonstrates an understanding of the roles and responsibilities of a leader/manager in public child welfare.

Objective: ▪ Describe at least three roles and responsibilities of a public child welfare manager or administrator.

Activities: *In the classroom:*

- Provide knowledge of managerial roles and responsibilities in seminar and/or classroom. (Could be a handout, assignment, or one or more classroom lectures.)

In the field:

- Provide access to the agency's supervisors, managers, and administrators for meeting about how roles and responsibilities are interconnected in this agency structure.
- Observe a specific management function.

6.2 Student demonstrates knowledge of specific laws, policies, court decisions, and regulations essential to child welfare services.

Objective: ▪ Be able to list at least 10 ways state and federal laws, state regulations, and agency policies affect public child welfare practice.

Activities: *In the classroom:*

- Attend policy class/seminar; including a child welfare policy analysis.
- Choose a specialized child and families policy elective.
- (See CalSWEC curriculum development module: *Legislative and Political Advocacy*, Hardina, 1997, for additional activities.)

In the field:

- Attend agency orientation.
- Connect case practice to specific public laws and regulations or agency policy.

6.3 Student understands how a leader facilitates effective teamwork for the purpose of planning, formulating policy, and implementing service.

Objective: ▪ Participate on a team and observe how the leader's role facilitates teamwork.

Activities: *In the field:*

- Arrange for observation or use of teams, especially in strategic planning.
- Attend professional training.

6.4 Student understands how to use information and technology to evaluate practice and program effectiveness.

Objective: ▪ Use a CWS/CMS report to demonstrate how information enhances practice and program effectiveness.

Activities: *In the classroom:*

- Culminating experience (thesis or master's project) using research methods and database or spreadsheet programs.

In the field:

- Make sure reports are correct and link reports to use of information.
- Attend Child Welfare Services/Case Management Services training (CWS/CMS).

6.5 Student can demonstrate knowledge of how organizational structure and climate impact service delivery, worker productivity and morale, and how students can contribute to improvements.

Objective: ▪ Identify at least five ways agency structure and culture affect the delivery of services to clients.
▪ Identify at least two strategies for improving to agency culture.

Activities: *In the classroom:*

- Complete readings; discuss in seminar and in social policy classes.
- Paper assignment.

- Use a case example to demonstrate the relationship between agency structure and climate, and worker productivity and morale.

6.6 Student can demonstrate knowledge of public child welfare funding streams for public child welfare agencies and their implications for agency policy objectives and service delivery priorities.

- Objective:
- Name public child welfare funding streams and describe how they impact practice.

Activities: *In the classroom:*

- Complete readings; discuss in seminar and in social policy classes.
- Paper assignment.
- Hold discussion about the requirements of Title IV-E in orientation.

6.7 Student can identify how the legislative process impacts agency policies, procedures, and programs.

- Objective:
- Describe the impact of legislation on public child welfare programs.

Activities: *In the classroom:*

- Complete readings and discuss in seminar. Paper assignment.
- Attend NASW Legislative Days.

In the field:

- Attend orientation training on how specific laws affect agency structure, policies, and procedures.
- Attend events (supervisors' meetings, city council, advisory meetings) and participate in actions to influence legislation.

6.8 Student can demonstrate knowledge of contracting for services in public child welfare and understands how these services can be evaluated.

- Objective:
- Compare contracts for different child welfare services.

Activities: *In the classroom:*

- Understand the program development role of manager.

- Include content on managed care in child welfare services in the field seminar.
- Assign a case study paper for administration and planning class.

In the field:

- Relate contracting to worker's management of services for individual clients.
- In the nonprofit or nonpublic child welfare field placement, determine the nature and extent of services provided by that agency through contracts with the local public child welfare agency.

Advanced training:

- Learn how to develop a contract for child welfare services, including budgeting and evaluation.

6.9 Student understands the purpose of evaluation and the use of evaluation to achieve accountability at every level of the organization.

Objective: ▪ Prepare and analyze an evaluation report.

Activities: *In the classroom:*

- Evaluate teachers, research projects.
- Learn about different kinds of evaluation, outcome measures, and performance indicators.

In the field:

- Participate in case reviews; evaluation of client progress; evaluation of students (by others and by self); development of learning plan.
- Connect with larger evaluations in the agency.
- Use evaluation tool such as the Critical Issues Log to evaluate practice on a regular basis.

6.10 Student understands the leader's responsibility to plan and develop systems that address the diversity of staff, children, and families in public child welfare.

Objective: ▪ Describe how a particular leader developed a system to address diversity in a public child welfare agency.

Activities: *In the classroom*

- Discuss topic and/or write a paper for seminar.

In the field:

- Attend staff meetings.
- Interview agency administrators.

6.11 Student understands that decision making processes in public child welfare practice require ethical reasoning that is informed by professional standards.

Objective:

- Apply ethical reasoning to a particular decision making process in child welfare practice.

Activities: *In the classroom:*

- Use the NASW Code of Ethics in the classroom/seminar, learn how to approach problem-solving and decision making, handling ethical dilemmas.

In the field:

- Process cases in relation to ethical reasoning, agency and personal ethical situations.

In the field and in the classroom:

- Use *Critical Issues Log* (See Appendix B). It is a weekly journal kept by the student and is used to connect issues in the field with content covered that week in the classroom field seminar. This tool can be used for most of the competencies that can be taught in the classroom and in the field, but is particularly useful in this instance with respect to resolving ethical dilemmas.

6.12 Student understands how managers create opportunities for collaboration with other work units, related agencies, regulatory bodies, courts, and law enforcement.

Objective:

- Participate in a collaborative opportunity with other social services units or in the community.

Activities: *In the field:*

- Attend community multidisciplinary task forces, child abuse councils, or other meetings outside the agency, which the manager attends.
- Attend city council or board of supervisors meeting when the manager presents his or her reports.

Evaluation of Section VI: Child Welfare Policy, Planning, and Administration

There are three ways to evaluate the students' progress in this area. First, supervisors' evaluations and students' participation in the field seminars addressing these issues are important ways to evaluate competency in this area. Secondly, the students' final research projects can incorporate aspects of program evaluation and/or planning. They can be encouraged to write about the implications of their project findings for social work education and practice. Third, self evaluation and practice evaluation: A tool, such as the *Critical Issues Log*, can assist students in evaluating their own progress.

CONCLUSION

Building and organizing this set of competencies in a way that makes sense for the preparation of MSWs for public child welfare practice has been the collaborative work of the California graduate schools of social work, the county welfare departments, and the state. The goals, principles, and six competency domains have been reviewed and refined by child welfare stakeholders twice formally and more frequently through the snapshot evaluations. Research has been conducted using the competencies as starting points. We have learned much. Still, this set of competencies is a work in progress. By documenting the process of competency development, providing collaborative opportunities for stakeholders to reflect on our progress (and revise what is not working), and by clarifying our assumptions and testing them through research, we have developed a system of critical inquiry for sustaining MSW education for public child welfare practice that can be duplicated in many states and locales.

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APPENDIXES

APPENDIX A: CURRICULUM SNAPSHOT EVALUATION FORM



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**School of Social Welfare
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510-642-9272
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CURRICULUM SNAPSHOT 1997-98 TITLE PAGE

Name of School _____
 Academic Year (month/year to month/year) _____
 Name of person completing questionnaire _____ e-mail address _____
 Telephone _____ Fax _____

Please list below the names of the IV-E faculty, their job titles, and indicate how long they have been with the IV-E program (estimate, if necessary).

NAME	JOB TITLE	HOW LONG WITH TITLE IV-E PROGRAM?

APPENDIX A: CURRICULUM SNAPSHOT EVALUATION FORM

CURRICULUM SNAPSHOT, 1998--PART I

References to "Public Child Welfare Agencies" mean County Departments of Social Services and the Los Angeles County Department of Children's and Family Services. "Nonprofit Child Welfare Agencies" refers to agencies that deliver social services to IV-E and IV-E eligible children. They may or may not have a formal contract with their County Department of Social Services.

1. Describe the **CalSWEC students'** field placements in **PUBLIC CHILD WELFARE AGENCIES** (Use additional sheets, if necessary) used by your school this academic year for CalSWEC IV-E field placements. Note the names of the counties in which the agencies are located. Under "**Description**" note if the field placement is in "direct services" or "indirect services" and the agency unit in which the placement is located. See examples below.

AGENCY NAME (Include the name of the county in which the agency is located)	NUMBER OF STUDENTS IN PLACEMENT (Note whether they are county employees)	FIRST YEAR, SECOND YEAR, BLOCK or OTHER	DESCRIPTION OF STUDENT LEARNING EXPERIENCE
<i>Examples:</i> 1. Modoc County Dept of SS	1. 3 students	1. 2 BLOCK PLACEMENTS 1-2nd year student	1. All direct services rotating assignments among court, emergency response, out-of-home placement, adoptions functions.
2. Los Angeles Department of Children's Services	2. 10 students (2 LADCS employees)	2. 2-first year 8-2nd year	2. Direct Serv. 1st year: Family reunification; 2nd Year: Court workers

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PUBLIC CHILD WELFARE AGENCY NAME (include the name of the county in which the agency is located)	NUMBER OF STUDENTS IN PLACEMENT (Note whether they are county employees)	FIRST YEAR, SECOND YEAR, or BLOCK	DESCRIPTION (e.g., "direct services placement in an Emergency Response Unit")

APPENDIX A: CURRICULUM SNAPSHOT EVALUATION FORM

2. Describe the **CalSWEC IV-E students'** field placements in **NONPROFIT CHILD WELFARE AGENCIES** (Use additional sheets, if necessary) used by your school this academic year for CalSWEC IV-E field placements.

Please include the names of the counties in which the agencies are located.

AGENCY NAME (include the name of the county in which the agency is located) <i>Example:</i>	NUMBER OF STUDENTS IN PLACEMENT	FIRST YEAR, SECOND YEAR, or BLOCK	DESCRIPTION (e.g., "direct services placement in an Emergency Response Unit")
<i>1. Children's Home Society of San Francisco</i>	<i>1. 2 students</i>	<i>1. 2nd year</i>	1. Student #1 Direct Services Emancipation Planning for teens. Student #2 Management, Admin, and Planning in Adoptions.

APPENDIX A: CURRICULUM SNAPSHOT EVALUATION FORM

NONPROFIT AGENCY NAME (Include the name of the county in which the agency is located)	NUMBER OF STUDENTS IN PLACEMENT (Note whether they are county employees)	FIRST YEAR, SECOND YEAR, or BLOCK	DESCRIPTION (e.g., direct services placement in adoptions")

APPENDIX A: CURRICULUM SNAPSHOT EVALUATION FORM

3. School/Agency Partnerships Which of the following activities does your school participate in with the local county (or counties) public child welfare agencies (PCWs)? Please answer these questions for this academic year only. (Use additional pages, if necessary).

- A. Does your faculty regularly **consult** with the local public child welfare agency? If so, how many faculty do this? Who are they? With whom do they consult for what purposes?

- B. Does your faculty regularly conduct **research** with the local public child welfare agency? If so, how many faculty do this? Who are they? What kinds of research do they do (e.g., evaluation)?

- C. Does your faculty regularly offer **inservice training** to the local public child welfare agency? If so, how many faculty do this? Who are they? On what topics do they provide training?

- D. Did any **PCW representatives lecture** at the university? If so, how many do this? Who are they? Do they have their own classes or do they provide occasional guest lectures? On what topics do they teach?

- E. Do any **local PCW agencies offer stipends to students** (different from CalSWEC IV-E stipends)? Do students with these programs take the CalSWEC curriculum?

APPENDIX A: CURRICULUM SNAPSHOT EVALUATION FORM

- F. Do any **local PCW agencies offer release time** to employees to attend school? If so, which ones?
- G. Are there any **PCW reps on school or department committees in addition to the CalSWEC Awards and Stipends Committee**? If so, who are they and which committees?
- H. Do any **faculty serve on PCW committees**? If so, who are they and which committees?
- I. Are any **faculty serving on PCW agency commissions**? If so, who are they and what are they doing at the agencies?
- J. Are any **new service pilots** being developed at the local PCW agency using your school's students/faculty? If so, who are they and what are they doing at the agencies?
- K. Are any **faculty on leave to work at PCW agencies**? If so, who are they and what are they doing at the agencies?

APPENDIX A: CURRICULUM SNAPSHOT EVALUATION FORM

CURRICULUM SNAPSHOT, 1998--PART II

The purpose of the following section is to determine how the competency-based child welfare curriculum is being developed and evaluated in your school and how gaps are being addressed.

1. The Classroom

- A.** List on a separate sheet the courses (or attach appropriate documentation) a CalSWEC student is **required** to take in his or her:
- First year of study
 - Second year of study
 - Third year of study (for part-time)
- B.** List below the **elective** courses your school or department is offering currently in which the subject of study is child welfare (be it the practice of public child welfare in public or contracting agencies, the administration of public child welfare or contracting agencies, research on public child welfare issues, or the study and analysis of public child welfare policy.)

Indicate which competencies are addressed. If this is a **new** course specially designed for the **CalSWEC IV-E stipended students**, please attach a syllabus:

ELECTIVE COURSE TITLE & NUMBER	COMPETENCIES ADDRESSED	NEW COURSE?

APPENDIX A: CURRICULUM SNAPSHOT EVALUATION FORM

ELECTIVE COURSE TITLE & NUMBER	COMPETENCIES ADDRESSED	NEW COURSE?

APPENDIX A: CURRICULUM SNAPSHOT EVALUATION FORM

- C. Describe your school's integrative field seminar for CalSWEC students (Or attach the syllabus)

Indicate:

Which competencies are being taught in this seminar?

Who teaches this course?

Who is responsible for revising the course? When was the last time this was done?

What has been the school's curriculum committee's involvement with this course for this academic year?

How do you ensure that learning in the classroom and learning in the field compliment each other in the seminar?

- D. Document your process for curriculum evaluation, list any gaps in the curriculum, and your plan for addressing them (See Curriculum Snapshot Policy, Section I).
- E. Describe your method giving students the opportunity to participate in the curriculum development and evaluation process (See Curriculum Snapshot Policy, Section I).

2. The Field

The goal of the following section is to determine how well the competency-based child welfare curriculum is being developed and evaluated in the field and how connected the field curriculum is to what occurs in the classroom (See Curriculum Snapshot Policy, Section II).

- A. Describe your school's policy about the timing of the public child welfare placement for CalSWEC students.
- B. Describe your method for involving the agency-based field instructors in obtaining appropriate field placement assignments and learning opportunities of students.
- C. Describe your plan for giving agency-based field instructors the opportunity for input into the curriculum development and evaluation process. (Include gaps noted by field instructors.)
- D. Have agency-based field instructors been trained in the use of the competency-based curriculum for individual students either in development of the learning agreements and/or the evaluation? If so, what is the process? If not, what are next year's plans for development of field instructor training?

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