

Title IV-E Child Welfare Training Program
BASW Child Welfare Learning Agreement Addendum
Fall & Spring 2022 - 2023

Student Name: _____
 Field Placement Agency: _____
 Task Area: _____
 Field Instructor Name: _____ Agency Phone: _____
 Email Address: _____

Throughout the Bachelor of Social Work Program (i.e. field placement, coursework, and seminars), students are exposed to nine content areas covered by the Curriculum Competencies for Public Child Welfare in California. **The Addendum to the Learning Agreement** assists the Title IV-E Program in monitoring the Curriculum Competencies for Public Child Welfare knowledge and skills attained in field practice and seminars.

Please read over the competencies listed and indicate a rating based on the chart below.

RATINGS FOR TITLE IV-E BASW INTERNS:

Level 4 (CC)	The student is able to perform the practice behavior <i>with many client types</i> and situations and with minimal direction needed.	Consistently Competent
Level 3 (C)	The student is able to perform the practice behavior <i>with some client types</i> and situations and with some direction needed.	Competent
Level 2 (AC)	The student is <i>sometimes able to perform</i> the practice behavior when considerable direction is provided.	Approaching Competency
Level 1 (NC)	The student is <i>not able to perform</i> the practice behavior at all. <i>*Comments are required if this rating is used.</i>	Not Competent
NR	Use this rating if you had insufficient evidence to rate this competency. <i>*Comments are required if this rating is used.</i>	Not Rated

Addendum to be turned in with the “ Fall and Spring “ semester evaluation

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

CW1.1 Guided by ethical reasoning and self-reflection, demonstrate adherence to child welfare-related laws, policies, and procedures.

Rating

Review the NASW Standards for Social Work Practice in Child Welfare.	
Examine the value base of the agency culture and your own biases and personal values.	
Adhere to the NASW Standards for Social Work Practice in Child Welfare when planning, making decisions, and delivering services to clients.	
Other	

CW1.2 Engage in active dialogue with field faculty/instructors regarding child welfare field placement agency policies and culture around behavior, appearance, communication, and the use of supervision.

Rating

Discuss with field instructor/supervisor reflection and feelings.	
Verbally identify practice related skills and articulate own level of skill & plan to improve.	
Develop questions of personal emotions and values to discuss during weekly supervision.	
Communicate respect for cultural background and client dignity when working with clients.	
Other	

CW1.3 Develop and sustain respectful and effective collaborative relationships with colleagues and community stakeholders, including those with lived experience within the child welfare system.

Rating

Demonstrate ability to work with colleagues, paraprofessionals, and other service providers.	
Other	

CW1.4 Effectively manage professional boundary issues and other challenges arising in the course of child welfare work, particularly ambiguities presented by home visits, support at visitation centers, transportation of children, youth, and families, and other highly involved and potentially emotionally triggering situations.

Rating

Verbally identify the use of boundaries and social work roles.	
Learn appropriate professional boundary setting with colleagues and clients/consumers by observing staff during their contacts with clients & agency personnel.	
Other	

CW1.5 Develop and sustain relationships with interdisciplinary team members, including social workers, placement settings, primary care doctors, psychiatrists, behavioral health specialists, substance abuse treatment staff, Tribes, Tribal agencies, Tribal Courts, state court systems, and others, that reflect clear understanding of their roles in public child welfare settings.

Rating

Know the roles and expected conduct of persons in court: judge, attorneys, social workers, CASA volunteers, witnesses, etc.	
Learn the referral process in public child welfare and with service providers.	
Other	

CW1.6 Demonstrate both knowledge of the history and evolution of child welfare practice in the United States and California, and a commitment to lifelong learning around this practice.

Rating

Read and review public child welfare history.	
Discuss current public child welfare practice and changes with field instructor.	
Other	

CW1.7 Follow all ethical guidelines and legal mandates in the use of technology in order to maintain the confidentiality of all personal, child welfare-related, and health-related information.

Rating

Discuss confidentiality in working with public child welfare with field instructor.	
Review the NASW Code of Ethics on technology.	
Discuss with field instructor/supervisor on appropriate use of technology.	
Other	

COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors, including, but not limited to, age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and Tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

CW2.1 Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in public child welfare.

Rating

Identify the effects of bias, social inequality, and institutional racism in practice and discuss with field instructor.	
Other	

CW2.2 Evidence respectful awareness and understanding of the challenges of being a member of a marginalized class within the context of child development and child welfare settings.

Rating

Discuss with field instructor/supervisor how cultural brokers may be used in decision-making.	
Discuss with field instructor/supervisor a culturally sensitive intervention and apply to an assigned case.	
Verbally identify the importance of engagement and cultural humility in working with clients and discuss with field instructor/supervisor.	
Other	

CW2.3 Adhere to relevant laws, policies, procedures, and government-to-government relationships with Tribes when serving American Indian/Alaska Native children and families.

Rating

Discuss cultural competence/diversity and its relevancy to practice with field instructor/supervisor.	
Review ICWA and discuss with field instructor.	
Other	

CW2.4 Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which children, youth, and families interact, including, but not limited to, family systems, community systems, public child welfare systems, school/educational systems, Tribes, Tribal agencies, and Tribal Courts, juvenile justice, criminal justice, and court systems, integrated behavioral health care systems, and medical systems.

Rating

Discuss with field instructor/supervisor best practice techniques and identify skills of best practice social work.	
Become familiarized with the child welfare, school/educational, Tribal, juvenile/criminal, and health care/medical systems in working with individuals and families.	
Be exposed to or observe the court process at least one time.	
Other	

COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

CW3.1 Clearly articulate the systematic effects of discrimination, oppression, and stigma on the quality and delivery of child welfare services, and identify and advocate for policy changes needed to address these issues.

Rating

Attend a training that addresses human rights, social justice and oppression.	
Attend a staff /unit meeting and observe the openness of the organization for internal/external feedback and discuss with field instructor.	

Other	
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CW3.2 Advocate for a social justice practice framework in public child welfare, and support self-advocacy for children, youth, young adults, and families receiving child welfare services.

Rating

In view of advocacy, seek out suitable client services and ensure client access to those services.	
Other	

CW3.3 Integrate into all aspects of policy and practice sensitivity to the reality that fundamental rights, including freedom and privacy, may be compromised for children, youth, and families who are receiving services within the child welfare system.

Rating

Demonstrate knowledge by applying one of the components of the NASW Standards and Values for Social Work Practice in Child Welfare.	
Other	

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

CW4.1 Demonstrate the ability to understand, interpret, and evaluate the benefits and limitations of various evidence-based and evidence-informed treatment models as they influence child welfare practice.

Rating

Review, evaluate, and apply evidence –based and other knowledge in making assessments and service planning.	
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Discuss evidence-based practices with field instructor/supervisor addressing a case or situation of an individual or family.	
Understand the concept of “theory to practice” and discuss with field instructor/supervisor theories applied in child welfare practice.	
Other	

CW4.2 Engage in critical analysis of research findings, practice models, and practice wisdom that inform child welfare practice, including how research practices have historically failed to address the needs and realities of exploited and/or disadvantaged communities, and how cross-cultural research practices can be used to enhance equity.

Rating

Discuss with field instructor completed assessments in which evidenced-based knowledge, practice principles, and cultural considerations are applied.	
Other	

CW4.3 Clearly communicate research findings, conclusions, and implications, as well as their applications to child welfare practice across a variety of professional interactions with children, youth, young adults, families, and multidisciplinary service providers.

Rating

Identify child welfare and child protection programs and models & describe appropriate implementation.	
Identify behaviors and milestones to support children/youth with their development and discuss related research.	
Other	

CW4.4 Apply research findings to child welfare practice with individuals, families, and communities and to the development of professional knowledge about the field of child welfare.

Identify one agency policy that addresses research evidence for child welfare practice.	
Seek and locate additional data when needed to make professional decisions.	
Other	

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

- CW5.1 Demonstrate familiarity with relevant statutes and civil codes, and the roles of relevant policy entities, including, but not limited to:
- Child welfare-relevant California Welfare and Institutions Code
 - Children’s Bureau Policy Manual, Child and Family Services Review process, and other child welfare-relevant Children’s Bureau policy guidance
 - Continuum of Care Reform efforts authorized through Senate Bill (SB) 1013 (Statutes of 2012)
 - Indian Child Welfare Act of 1978
 - Other current child welfare-relevant legislation and policies

Identify major relevant federal, state, & local policies, and describe the effects on PCW practice. (CCR, RFA, CPM, and CFT etc.)	
Review and identify Welfare and Institutions Codes (WIC) applied to referrals/cases and discuss with Field Instructor/Supervisor.	
Read and review Division 31, state regulations related to your task area and discuss policy with Field Instructor /Supervisor.	

Review Continuum of Care Reform (CCR), Core Practice Model (CPM), Resource Family Approval (RFA), and Child & Family Teams (CFT) etc.	
Participate in an inquiry regarding application of ICWA.	
Other	

CW5.2 Understand and adhere to local policies and procedures that influence child welfare practice.

Rating

Identify the influence of local agency policy on practice.	
Identify agency policies and procedures that develop coordinated plans.	
Other	

CW5.3 Engage with the political and legislative arena of public child welfare through involvement with relevant activities, including, but not limited to:

- Maintaining ongoing familiarity with changes to child welfare-related legislation and the rationale for such changes, including reviewing recent All County Letters (ACLs) and All County Information Notices (ACINs) on the California Department of Social Services (CDSS) website;
- Reading, analyzing, and communicating in speech and writing about proposed legislation relevant to the field of child welfare; and

Attending Legislative Lobby Day events in Sacramento.

Rating

Discuss with your field instructor/supervisor the new trends of service delivery in the agency.	
Other	

CW5.4 Utilize policy knowledge to effectively develop, implement, and/or evaluate agency, local, state, and federal policies in the course of child welfare practice.

Rating

Read and adhere to agency, local, state, and federal policies and discuss with field instructor.	
Other	

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

CW6.1 Appropriately engage children, youth, young adults, families, other care providers, Tribes, and communities in the development and coordination of case plans oriented toward safety, permanency, and well-being.

Rating

Identify skills and techniques used to engage all systems.	
Use engagement and collaboration skills in service delivery and advocacy.	
Shadow Emergency Response social worker(s) at least two days and discuss process with Field Instructor/Supervisor.	

Shadow Family Maintenance/Family Reunification units at least two days and discuss Process with Field Instructor/Supervisor.	
Shadow worker(s) in other units related to Permanency Planning. (ex. kinship/guardianship, aging out youth for at least one day.	
Other	

CW6.2 Effectively utilize interpersonal skills to engage children, youth, young adults, families, other care providers, Tribes, and communities in culturally responsive, whole-person, consumer-driven, and family-oriented care that addresses mutually agreed upon service goals; employ differential engagement techniques considering the voluntary/involuntary nature of the family members' interactions with the agency; and other factors such as trauma experiences.

Rating

Visit and meet providers of out-of-home placement types at least one time: (resource families, kinship care, tribal placement, residential treatment center, and/or Supported Independent Living Placement (SILP, etc.)	
Learn and apply interview tools (Motivational Interviewing etc.) for rapport and relationship building.	
Other	

CW6.3 Recognizing the complex nature of concurrent planning in child welfare, ensure that communications regarding mutually agreed upon case plans with children, youth, young adults, and families are both sensitive and transparent.

Rating

Shadow social worker(s) in practice settings relevant to public child welfare, (e.g., school, mental health, substance abuse, domestic violence) at least one day.	
Attend and /or participate in a concurrent planning meeting.	
Other	

CW6.4 Manage affective responses and exercise good judgment around engaging with resistance, traumatic response, and other potentially triggering situations in children, youth, young adults, families, and other care providers.

Gain an understanding of a person’s environment and how it effects their behavior and development while in child welfare practice.	
Discuss with field instructor/supervisor the detriment of a client’s behavior when providing services.	
Gain trauma informed practice knowledge and skills.	
Other	

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

CW7.1 Identify, understand, and implement appropriate child welfare screening and assessment tools.

Demonstrate knowledge of assessment tools used by the agency to develop intervention plans for clients [Structured Decision Making (SDM and/or Child Adolescent Needs and Strengths (CANS)].	
Experience completing Risk and Safety assessment at least one time.	
Discuss with field instructor/supervisor techniques used when assessing client’s strengths and needs.	
Other	

CW7.2 Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment of intervention needs, while considering the voluntary/involuntary nature of family interactions. Relevant parties/systems may include, but are not limited to, children, family systems, community systems, public child welfare systems, school/educational systems, juvenile justice, criminal justice, and court systems, Tribal systems, behavioral health care systems, and medical care systems.

Rating

Attend staff meetings, observe, and document.	
Attend a Team Decision Making (TDM) meeting, Child Family Team (CFT) and/or SIP workgroup: observe and discuss with field instructor.	
Meet at least one CASA worker and become familiar with the role of CASA in Public Child Welfare.	
Other	

CW7.3 Engage in effective and ongoing critical analysis of child welfare assessment data that:

- Reflects child, youth, young adult, family, and support systems’ strengths and desires;
- Acknowledges the effects of intervention on family and community members;
- Addresses the impacts of trauma, adverse health conditions, and co-occurring disorders; Culminates in assessments that incorporate principles of safety, permanency, and well-being within the framework of teaming and respectful engagement.

Rating

Discuss with field instructor/supervisor the engagement strategies and techniques used with a difficult client.	
Complete a family assessment and discuss with field instructor.	
Supervise a sibling or family visitation and discuss with field instructor/ supervisor.	
Gain knowledge and practice skills regarding assessing for behavioral health concerns and needs.	
Other	

CW7.4 Document and maintain all child welfare assessment data responsibly and balance the need for such data with child, youth, adult, and family privacy concerns, recognizing the nature of mandated services and the need for accurate assessment data.

Rating

Conduct client assessments after completing home visits.	
Complete the write up of at least one court report.	
Review case notes, narratives, progress reports, and other forms of writing for style and content and discuss with field instructor/supervisor	
Other	

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

- CW8.1 In partnership with children, youth, young adults, families, and Tribes, develop appropriate case plans based on key principles and contemporary theories/models of child welfare with a focus on safety, permanency, and well-being. Plans should:
- Reflect cultural humility and acknowledgement of individualized needs;
 - Incorporate child and family strengths;
 - Utilize community resources and natural supports;
 - Incorporate multidisciplinary team supports and interventions;
 - Focus on permanency and concurrent planning; and
- Consider multiple systems interactions and complex family relationships involving the maltreatment that initiated the family’s involvement with the child welfare system.

Rating

Review with field instructor on the development of a case plan.	
Conduct home visit to develop case plan based on needs and strengths identified from assessment with child/family.	
Develop and use planning strategies and interventions that recognize and address barriers to equality and reduce service disparities.	
Other	

CW8.2 Apply the principles of teaming, engagement, inquiry, advocacy, and facilitation within interdisciplinary teams to the work of supporting children, youth, young adults, family members, and service providers to accomplish intervention goals.

Rating

Observe interactions and meeting with clients, social workers, and service providers to acquire knowledge and practice skills	
Develop working knowledge of signs of substance abuse & its effect on family functioning.	
Other	

CW8.3 Demonstrate effective case management skills with families with the goals of safety, permanency, and well-being. This may include referring families to services, preparing for and participating in judicial determinations, supporting safe visitation, developing effective case plans and case plan updates, and the development of concurrent plans for permanency. When necessary, this may include demonstrating knowledge and sensitivity around the process of terminating parental rights.

Rating

Under supervision, manage at least one basic case from beginning to end.	
Identify a minimum of three intervention techniques that are used in assessing client strengths.	

Discuss with field instructor/supervisor how strength-based and solution focused practice is applied in social work practice.	
Under supervision, implement crises intervention services and strategies.	
Other	

CW8.4 Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that families' needs for support may continue beyond these time periods.

Rating

Identify a minimum of two termination techniques.	
Demonstrate sensitivity during service transitions, interruptions, and terminations during home visits.	
Other	

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

CW9.1 Record, track, and monitor assigned cases accurately and according to field education agency policies and guidelines in Child Welfare Statewide Automated Child Welfare Information System (SACWIS).

Rating

Identify reliable & valid methods for evaluating practice by: 1) describing what makes an evaluation method reliable & valid, and 2) give at least one example of a reliable & valid evaluation method.	
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Learn about the CWS/CMS system used to document, record, track, and monitor cases.	
Other	

CW9.2 Conduct accurate process and outcome data analysis of engagement, assessment, and interventions in child welfare practice.

Rating

Evaluate one's own practice at least one time using reliable & valid methods of evaluation and discuss with field instructor/supervisor.	
Review and build on case management skills.	
Other	

CW9.3 Use evaluation results to develop recommendations for improved interdisciplinary team coordination, as well as agency and community-level policies to best support families and the systems that serve them.

Rating

Demonstrate knowledge of agency's method of tracking outcomes.	
Evaluate if services are culturally appropriate and beneficial in meeting client needs.	
Other	

CW9.4 Share both the purposes of such data collection and the overall results of data analysis with children, youth, young adults, and families whenever possible, with the goal of engaging them more meaningfully in the evaluation process.

Rating

Discuss social work practice with Field Instructor/Supervisor	
Review outcomes of cases/referrals making note of strengths and challenges with clients and Field Instructor/Supervisor	
Discuss program evaluation process with Field Instructor/Supervisor	
Other	

Final Evaluation Signatures:

Student Signature: _____ Date: _____

Field Instructor: _____ Date: _____

Title IV-E Field Liaison: _____ Date: _____

Title IV-E Coordinator: _____ Date: _____

Comments:
