

TITLE IV-E BASW AND MSW CHILD WELFARE PROGRAM

Student Manual 2021-2022



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Title IV-E BASW and MSW Student Manual

2021-2022

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Preface

The Title IV-E Child Welfare Student Manual provides the mission and goals which serve to guide child welfare training for Title IV-E undergraduate students in the Bachelor of Arts Degree and for Title IV-E graduate students in the Master of Social Work Degree in the Social Work Education Program at Fresno State. In addition, it contains a brief background of the historical development of the Title IV-E Master of Social Work Child Welfare Training Program and how it led to the addition and development of the Title IV-E BASW Child Welfare Training Program, implemented August 23, 2004. Sections of the manual address the BASW and MSW Competencies that are integrated into the BASW and MSW curriculum, the roles and responsibilities of CalSWEC, the Public Child Welfare Directors, Title IV-E faculty and staff, the child welfare agencies, and the policies that direct the participation of students selected into the Title IV-E Child Welfare Program.

Section I consists of the background of the Title IV-E MSW and BASW Child Welfare Programs including a brief summary of how and why the California Social Work Education Center (CalSWEC), a valuable child welfare program was created, and the process involved in the establishment of competencies and curriculum; and provides a summary of the Continuum of Care Reform, a signed legislation that comprehensively reforms placement and treatment options for youth in foster care.

Section II consists of a CalSWEC overview, including their mission statement and goals. It summarizes the SERVE Program Indigenous Community Social Workers for Change (formerly the American Indian Recruitment Program), which supports the title IV-E Schools of Social Work. It outlines the required Title IV-E Competencies, and the Child Welfare Social Work Curriculum in California, the Statement of Principles for California's Child Welfare Curriculum, the Child Welfare Competencies, and includes a brief summary of the required integrative seminar and training process and sequence. This section will afford the content which will be integrated during the internship process, not only in the learning agreement, but also in the field experiences and field instruction.

Section III consists of the roles of the Title IV-E Coordinator, Title IV-E Faculty/Liaisons, and the Title IV-E Administrative Staff. This information will assist with becoming more familiar with the Title IV-E Program, and the value that each role brings within the scope of this program.

Section IV consists of the policies and procedures that guide all selected students participating in the Title IV-E Child Welfare Training Program. These policies cover attendance in field internship, integrative seminars, CalSWEC, University, Agency, and student responsibilities. This section will clarify the critical role and responsibilities all parties have in the provision of professional education, focused on child welfare practice.

Section V consists of documents and agreements pertaining to Title IV-E Full-Time and Part-Time students including: agreements, Federal Code Section 45, Student Information Forms, and Employment Search Form, etc. These are examples of the documents you will utilize throughout your Title IV-E BASW and MSW Program, and as you graduate and enter or re-enter public child welfare services.

This manual is intended to be utilized by Title IV-E Students, Field Instructors, Field Agencies, DSWE Faculty, and Child Welfare Administrators. It is important to remember that the enclosed listing of competencies represent a basic model of undergraduate and graduate social work practice with emphasis in child welfare and whose general purpose is to provide culturally sensitive, effective social work services for children and families in the community.

Letter to Title IV-E Students



July 2021

Dear Title IV-E student:

Congratulations and welcome to the California Social Work Education Center's (CalSWEC's) Title IV-E Program! You are joining over 9,500 students who have received Title IV-E stipends and tuition support since 1992, many of whom have gone on to impressive and fulfilling careers serving the children and families of California.

CalSWEC, located at Berkeley Social Welfare at the University of California, Berkeley, is a partnership of California schools of social work, public human service agencies, and other related professional organizations that works to facilitate and support the education and training of social workers to ensure culturally responsive, effective, and high-quality health and social service delivery to the people of California. The intent of the Title IV-E Program is to increase the number of specially trained social workers in public child welfare agencies serving California's most vulnerable children and families. For more information about the CalSWEC and the Title IV-E Program, please visit [our website](#).

As a CalSWEC Title IV-E student, you will be signing a detailed contract with the requirements and terms of participation in the program. You also have access to the [CalSWEC Title IV-E Program Student Handbook](#), which contains comprehensive information and supportive resources for each stage of the program. Please take the time to review the student contract and the Student Handbook thoroughly. Throughout undergraduate and/or graduate school and your employment obligation period, please reach out to the cadre of support at your program, including your dean/director, project coordinator, classroom and field instructors, and administrative staff, both proactively and responsively to ensure your successful completion of the program and transition to the public child welfare workforce.

Another unique opportunity that may be available to you as a CalSWEC Title IV-E student is participation in the [CalSWEC Title IV-E Summit](#). Sponsored by the National Association of Social Workers (NASW) California Chapter and the California Department of Social Services (CDSS), this event will provide opportunities for CalSWEC Title IV-E students to attend workshops on current practices and policy in child welfare and to network with professionals and other students from around the state.

CalSWEC will also offer professional development opportunities to Title IV-E students who are in the planning

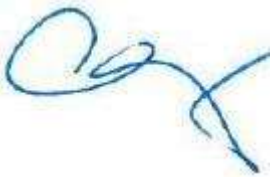
process and/or attending the event as a participant, please reach out to your project coordinator for more information.

CalSWEC's central office also includes a staff of professionals who work together to manage, administer, and evaluate the program on behalf of the state. You can find an updated [staff contact list](#) on our website. You may receive communications and requests from some of these staff during and after your time in the program. We thank you in advance for your timely responsiveness.

CalSWEC also coordinates and maintains California's common core curriculum for public child welfare in-service training. CalSWEC's Child Welfare In-Service Training Program works closely with the five regional training academies (RTAs) to coordinate these efforts and provide new worker and ongoing training to public child welfare workers. As you enter the public child welfare workforce upon graduation, your relationship with CalSWEC will continue with opportunities for professional development through your RTA.

With that, I join with all the voices wishing you the best of luck in pursuing your degree and thank you for your commitment to the profession of social work and the field of public child welfare.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Carolyn Shin', with a stylized flourish at the end.

Carolyn Shin, LCSW Director
Title IV-E Program



August 8, 2021

Dear Title IV-E Student:

On behalf of the Title IV-E faculty and staff, I would like to congratulate you on your admission into the BASW and MSW Programs. Faculty and staff take great pride in the vision and mission of our undergraduate and graduate programs. I also welcome you to the Title IV-E Bachelor of Arts and Master of Social Work Child Welfare Training Program, a value added program of the Department of Social Work Education, Fresno State University.

I encourage you to familiarize yourself with the academic support provided through the University, Department of Social Work and the Title IV-E program. Review all the materials in this manual and get to know your Title IV-E Faculty and Field Liaisons. The linkages and support provided through both the Department of Social Work and Title IV-E offices will assure the successful integration of the Title IV-E Bachelors of Arts and Master of Social Work curriculum into your professional practice. Internship settings and field instructors have been carefully selected to assure successful integration of the BASW and MSW and Title IV-E BASW and MSW Competencies. Take full advantage of this support system during your graduate studies program at Fresno State University.

The California Social Work Education Center, (CALSWEC) Curriculum Competencies are in alignment with CalSWEC's Educational Policy and Accreditation Standards (EPAS) guidelines found throughout all coursework at both the graduate and undergraduate social work programs levels of practice. The field of public child welfare is certainly challenging, but the work can be extremely rewarding. We recognize that a dedicated and adequately trained and supported workforce is critical to effectively supporting vulnerable children, youth and families. The Title IV-E Program is an excellent stepping stone into the public child welfare arena and career advancement. Social workers in child welfare use a restorative approach, where the goal of intervention is to keep children united with their families as long as the child's safety is ensured.

During the course of your studies you will have numerous experiences that will challenge you both personally and professionally. Remember, we are here to provide additional education and to support and direct your field internship experience in the child welfare practice arena. Always bear in mind that the ultimate goal of this program is to more effectively serve our children and families in need.

Please feel free to visit our offices should you have any questions or need any additional information. I also have an open door policy, so don't hesitate if you feel the need to "drop in". Best wishes for a successful academic year!

Sincerely,

Cheryl Whittle

Cheryl Whittle, Ph.D., LCSW
Title IV-E Child Welfare Program Coordinator

Title IV-E Child Welfare Program Background Information

The movement to advance social work's commitment to the poor and the provision of services was led by Dr. Harry Specht, the Dean of the School of Social Welfare at the University of California, Berkeley from 1977 to 1995. Dean Specht's vision led to the creation of California Social Work Education Center (CalSWEC) in 1990. The state's then-10 graduate schools of social work, the county departments of social services and mental health, the California Department of Social Services (CDSS), and the California Chapter of the National Association of Social Workers (NASW) formed this consortium to create a unique partnership dedicated to improving the education and training of social workers for all of the state's publicly supported social services, resulted in CalSWEC. More than 8,500 graduates have made careers in child welfare and mental health since CalSWEC's inception over 30 years ago.

Emulated by many during its ground-breaking thirty plus years, CalSWEC today remains the largest coalition of its kind in the nation with 21 participating universities. The California Social Work Education Center (CalSWEC) is unique in the annals of both social work education and the public social services, in the state and the nation. Before its founding, never before had the entire social work academic community and the public social services joined forces to improve the education and training of social workers, for all the publicly supported social services. (Taken in part from CalSWEC website,)
https://calswec.berkeley.edu/sites/default/files/25-year_booklet_0.pdf

CalSWEC Mission

CalSWEC facilitates and supports statewide partnerships for the education and training of social workers to ensure culturally responsive, effective, and high-quality health and social service delivery to the people of California.

Goals

CalSWEC's Mission is supported by the following Goals:

- Prepare a diverse group of social workers for careers in human services, with special emphasis on child welfare, integrated behavioral health, and aging fields
- Define and operationalizes a continuum of social work education and training
- Engage in evaluation, research, and dissemination of best practices in social work

Your participation in this program affirms your commitment to the re-professionalization of child welfare services. During this collaborative process, student, university, and agencies will promote the development of competent, capable, child welfare practitioners and administrators. Toward this goal, the following responsibilities are as follows:

Student Responsibilities: Includes internship in a public child welfare agency (a minimum of one to two years, depending on your program), attendance at required Integrative Seminars and trainings, maintaining "good standing" in the BASW or MSW Program, BASW students complete the child welfare course as an elective, MSW Students complete a Thesis/Project related to child welfare practice, and complete the Advanced Child Welfare Track Courses . All students complete all requirements for either BASW or MSW Degree, then secure or return to employment after graduation, in public child welfare, California State Adoptions or Indian Reservations/ Rancheria, and render either one (BASW) or two(MSW) years of employment in public child welfare.

University Responsibilities: Provide agency internship for students, maintain formal contact with agency throughout the internship process via IV-E Faculty Liaison. Provides Full-Time BASW Students with \$15, 000 paid for a maximum of one year of participation as a full-time student and Full-time MSW Students with an \$18,500 annual stipend, paid each semester, for a maximum of two years of participation as a full-time student. Provide Part- Time BASW Students with full tuition, fees, books expenses and a travel allowance up to \$14, 164 per year for a maximum of two years of participation as a part-time student and MSW Students with full tuition, fees, books expenses and a travel allowance up to \$14, 164 per year for a maximum of two three years of participation as a part-time student. The University will also assist all students with securing and monitoring employment in a California County Child Welfare Services Agency, California State Adoptions or Indian Reservation/Rancheria employment.

Child Welfare Agency Responsibilities: Provides appropriate field instructor responsible for student's field internship experience, adequate space, one hour of formal supervision per week, and appropriate learning assignments for multi-stage development of students, leading to autonomous practice in the child welfare arena.

OVERVIEW OF KEY POLICIES

Policies and Procedures outlined in the BASW or MSW Field Manual apply to IV-E BASW or MSW students as they do all BASW or MSW students. The following are additional policies that affect only IV-E supported students. What is described below is a supplement to the CALSWEC Student Agreement.

STUDENT CONTRACT AND REPAYMENT AGREEMENTS

All Title IV-E students receiving stipends or educational reimbursements must sign the Title IV-E Social Work Student Contract and CalSWEC Repayment Agreement Title IV-E Program issued by the California Center for Social Work Education and abide by its requirements. Title IV-E students will also sign an Employment Obligation "Payback" Agreement Plan issued by the CSU, Fresno Foundation with an understanding that the payback plan takes effect if the student is terminated, suspended, voluntarily withdraws, or fails to meet the requirements of the program.

CalSWEC STUDENT INFORMATION SYSTEM (CSIS)

Effective fall of 2018, all Title IV-E Students are expected to participate in the CalSWEC Student Information System (CSIS). Information will be collected and stored on a cloud- based database named Salesforce. All Title IV-E students will be provided a personalized link to complete a student profile form to enter for example; demographic and contact information, previous education and work experience, current enrollment information, language, employment obligation, or monetary repayment status.

MAINTENANCE OF GOOD STANDING

As a participant in the Title IV-E Program, students must meet requirements beyond those expected of non-IV-E students. Students are required to maintain good standing in the BASW or MSW programs and the Title IV-E Program. In addition, students in the IV-E Program must receive credit in the field internship in order to continue in the program and receive funding.

Students in poor standing will be mailed a letter by the IV-E Program Coordinator to be informed of a probationary status or suspension of their stipend/educational reimbursement support. The student will be asked to meet with representatives of the IV-E faculty and his or her academic advisor to discuss the problem and take corrective action. A termination or suspension letter automatically activates the Employment Obligation "payback agreement", and students are required to begin paying back the amount of money received within six (6) months of notification. If a student is disqualified from the BASW or MSW program by the Department of Social Work, he or she is terminated from the IV-E program and payback of funds received is required. It is in the interest of the student that they discuss difficulties in the program early with the IV-E Program Coordinator or any other IV-E faculty member to prevent the need for suspension or termination from the program.

ATTENDANCE

Students are required to attend all classes, including meeting field internship hours, field seminars, IV-E Integrative Seminars, trainings, participate in periodic surveys necessary for the IV-E program evaluations, and other requirements as necessary. Students must attend all scheduled Title IV-E Integrative Seminars and trainings and are required to inform the IV-E liaison/faculty or program coordinator when an absence cannot be prevented. A make-up assignment will be required for an absence. Any incomplete make-up assignments beyond one month can result in suspension of stipend or reimbursements. Students who have more than two excused absences per year will be asked to discuss their inability to meet the requirements of the program and may be disqualified.

INCOMPLETE AND WITHDRAWALS

An Incomplete is granted by a professor primarily for family and personal emergencies, which interfere with a student's ability to meet the full requirements of a class. Students must follow DSWE policies to remain in "good standing" in the Title IV-E Program.

Withdrawal from a class constitutes a decision by the student to interrupt or delay their MSW program. A plan to delay or change the completion date of graduation will affect the student's status with the IV-E program. IV-E students are required to inform the University and the IV-E Program Coordinator in writing about any planned changes in their program.

Any decision to withdraw from a class or from the program entirely must be submitted in writing to request a "hardship exemption" that defers repayment for no more than one year, or repay the stipend according to repayment procedures. The student will be in jeopardy for termination or suspension from IV-E support if these conditions are not met and the Employment Obligation "Payback" agreement will take effect. (See section of Request for Delay of Employment Obligation "Payback".) It is in the interest of the student that they discuss difficulties in the program early with the IV-E Program Coordinator or any other IV-E faculty member to prevent the need for withdrawals.

GRIEVANCE PROCEDURES

All BASW and MSW students must follow Grievance Procedures as outlined in the **BASW and MSW Field Manual**. If a Title IV-E student has a grievance with the Title IV-E Program and its requirements; the student must submit this grievance in writing to the Title IV-E Program Coordinator, Cheryl Whittle, Ph.D., LCSW, Department of Social Work Education. The student will be asked to meet with the Program Coordinator, the Program Director and Department Chair, Dr. Iran Barrera and/or designated IV-E faculty members to discuss the grievance and find an agreeable solution to the problem, a copy of the student's grievance may also be sent to the CalSWEC office.

IV-E FIELD REQUIREMENTS

Title IV-E BASW and MSW students fulfill field requirements as described in the BASW and **MSW Graduate Field Manual**. Any questions or concerns about their field placements should follow appropriate field procedures. Students should discuss problems with their field instructor, faculty field liaison, IV-E Coordinator and finally, if unresolved, with the Department of Social Work Field Coordinator and the chair, in that order. Title IV-E students in both years of field have **hours** every month for Child Welfare Integrative Seminars which are not counted as field internship hours per field policy.

FISCAL RESPONSIBILITIES

The CSUF Foundation is the fiscal agent for the Title IV-E Program and all check disbursements will be issued out via the Title IV-E Program on designated dates. The Foundation will not respond to students who make requests to them directly without prior approval from the IV-E Program Coordinator or Director. Stipend checks will be available on a scheduled set by the Title IV-E Office. Reimbursement checks for Part-Time students are mailed approximately 3-4 weeks after claims are submitted. Students should not rely on stipend checks as their sole source of income because of the possibilities of abrupt termination or suspension.

TUITION PAYMENTS

Tuition payments are made directly by the IV-E program office through a Fee Authorization Process provided the student is in "good standing" before the end of the current semester and has a current CalSWEC Contract and repayment agreement signed.

FOR PART-TIME IV-E STUDENTS ONLY (EDUCATIONAL REIMBURSEMENTS)

Students must submit a Title IV-E claim form for timely reimbursements. At the beginning of each semester claims must be submitted with proper receipts in original receipts attached for texts, research software field fees, graduation fees, textbooks and parking reimbursements. Mileage is claimed on a monthly basis at a rate established by CSU Fresno Foundation based on the number of miles driven to class and/or internship from work or home. You must submit a Google map each month with your travel form and the miles on the google map must match the miles on the travel claim, that you are requesting reimbursement for. Your mileage will not be processed if it does not have a map attached to it. Reimbursement forms are available via Title IV-E Canvas and are required to be submitted no later than the fifth of each month

COMMUNICATION IN WRITING

IV-E students are required to inform the IV-E Program office in writing of any changes in personal data including name, address and phone number, etc. for the duration of the program and for five years after graduation. In addition, any plans to change their program must be put in writing. Any policy clarifications, “special requests”, delays in employment obligation “payback or forgiveness in meeting obligations must also be in writing. The IV-E Program office is required to respond to any requests in writing, as well. There are some policy questions and requests that must be sent to CalSWEC for clarifications and final decisions.

EMPLOYMENT OBLIGATION

IV-E students entering their last year of the Title IV-E Program are responsible for applying for jobs in a California county or state department of social services. They should notify the IV-E Program office of their plan/interest to apply for a County Public Child Welfare or Tribal Social Service position. For most county employment, application forms should be filled out during the Winter Break. An informational meeting will be included during a Job Readiness Seminar which will include having county personnel representatives meet with students to provide application forms and agency information. The employment obligation “payback” requirement calls for satisfactory employment for either one (BASW) or two (MSW) years. Because the Title IV-E Program is also essentially a BASW and MSW employment training program, if at any time in their graduate program an IV-E student decides they cannot fulfill their work requirement, they need to inform the IV-E Program Coordinator immediately.

PROFESSIONAL ATTITUDE AND BEHAVIOR

The Title IV-E support is not considered a right, but an opportunity for those who agree to its mission, goals and requirements. This is a professional development program with the expectation that students who agree to participate will understand and know where they are going in their public child welfare career, and how they will achieve it. Attitudes and behaviors which communicate the respect of the policies and procedures of both the Department of Social Work Education and the Title IV-E Program are expected. Integrity with oneself and others is highly valued and expected. The Title IV-E students have a greater responsibility to fulfill and a broad responsibility to children and families in the community. It is hoped that a positive attitude and a cooperative spirit will guide the Title IV-E student towards successful completion of their program and ultimately, the enhancement of services to the community.

We look forward to productive collaboration and the development of qualified competent child welfare practitioners dedicated to the children, families and communities they serve. We hope that this Title IV-E Student Manual will facilitate our collaborative effort by providing you essential information about our program. Should you desire further information or have questions, please feel free to contact any of the IV-E faculty and staff. We wish you a successful year in collaboration with the Title IV-E Child Welfare Program!

Section I

- Background of the Title IV-E Master of Social Work
- Continuum of Care Reform (CCR)

Background History

In 1989, the County Welfare Directors Association (CWDA) joined with the deans and directors of the then “ten” graduate schools of social work in California to form the California Social Work Education Center (CalSWEC). The mission of CalSWEC was and still is to re-professionalize public child social services by 1) providing financial support to MSW students (and effective 2004 includes BASW students) enrolled in an MSW or BASW program designed for public child welfare practice competence, and 2) facilitating efforts that encourage the retention of professionals in public social service agencies.

In January of 1993, the California Department of Social Services entered into a contract with CalSWEC (California Social Work Education Center, UC Regents) to provide federal Title IV-E money for stipends for fulltime MSW students and for staff to implement the program. Sixteen (16) half-year stipends of \$6,250 were available in each of the then ten participating graduate schools of social work; however, in the academic year beginning September 1993, a provision was made for additional twenty two-year stipends of \$12,500 per year at each school.

To recruit more CWS employees into this program, in fall of 1994, the amount of the stipend for full time MSW students increased to \$15,000, and a part-time option for county employees of departments of social services was added. In the fall of 2000, the amount of the stipend for full-time students was increased to \$18,500. Further, the contract was expanded to include employees of the California Department of Social Services. Priority for these slots is given to CWS employees who qualified for admission and to applicants who reflect the diverse client populations currently served by public child welfare in California.

Beginning fall of 2004, stipends in the amount of \$15,000 were offered to students currently enrolled in a BASW or BSW program and/or employed in public child welfare services, CDSS, or DSS programs.

The contracting and funding agencies—the California Department of Social Services and the federal Region IX Office of Health and Human Services—have firm project expectations. They anticipate that;

1. Students will be selected according to the priorities they agreed upon
2. The educational competencies will be delivered, and
3. Project money will be accounted for as it would be for any public social service program.

Continuum of Care Reform (CCR)

On October 11, 2015 Governor Edmund G. Brown Jr. signed legislation that comprehensively reforms placement and treatment options for youth in foster care. Assembly Bill 403, (Stone D-Monterey) sponsored by the California Department of Social Services, builds upon years of policy changes to improve outcomes for youth in foster care.

The effort known as the Continuum of Care Reform draws together a series of existing and new reforms to our child welfare services program designed out of an understanding that children who must live apart from their biological parents do best when they are cared for in committed nurturing family homes. AB 403 provides the statutory and policy framework to ensure services and supports provided to the child or youth and his or her family are tailored toward the ultimate goal of maintaining a stable permanent family. Reliance on congregate care should be limited to short-term, therapeutic interventions that are just one part of a continuum of care available for children, youth and young adults.

The Fundamental Principles of CCR ARE:

- All Children deserve to live with a committed, nurturing and permanent family that prepares youth for a successful transition into adulthood.
- The child, youth and family's experience and voice is important in assessment, placement and service planning. A process known as a "child and family team," which includes the child, youth and family, and their formal and informal support network will be the foundation for ensuring these perspectives are incorporated throughout the duration of the case.
- Children should not have to change placement to get the services and supports they need. Research shows that being placed in foster care is a traumatic experience and in order for homebased placement to be successful, services including behavioral and mental health should be available in a home setting.
- Agencies serving children and youth including child welfare, probation, mental health, education and other community service providers need to collaborate effectively to surround the child and family with need services, resources and supports rather than requiring a child, youth and caregivers to navigate multiple service providers.
- The goal for all children in foster care is normalcy in development while establishing permanent life-long family relationships. Therefore, children should not remain in a group living environment for long periods of time.

Section II

- What is CalSWEC
- CalSWEC's Mission and Goals Statement
- Title IV-E Program Goals
- SERVE Program's Mission and Vision Statement
- Competencies for Child Welfare Practice
- Required Field Competencies
- Title IV-E Integrative Seminar Sequence

What is CalSWEC?

Created in 1990, the California Social Work Education Center (CalSWEC) is the nation's largest state coalition of social work professionals from the field and from academia providing education, student support, in-service training and workforce evaluation research – all directed toward developing effective, culturally competent public service delivery to the people of California.

CalSWEC's consortium includes:

- The state's 21 accredited social work graduate schools
- All 58 county departments of social service and local mental health departments
- The California Department of Social Services (CDSS)
- The California chapter of the National Association of Social Workers
- The County Welfare Directors Association (CWDA) of California
- The County Behavioral Health Directors Association of California
- Foundations

The Regents of the University of California, Berkeley administer the program of CalSWEC.

CalSWEC's Mission Statement

The California Social Work Education Center (CalSWEC) facilitates and supports statewide partnerships for the education and training of social workers to ensure culturally responsive, effective, and high-quality health and social service delivery to the people of California.

CalSWEC's Goals

CalSWEC's mission is supported by the following goals:

1. Prepare a diverse group of social workers for careers in human services, with special emphasis in the fields of child welfare, integrated behavioral health, and aging fields.
2. Define and operationalize a continuum of social work education and training.
3. Engage in evaluation, research, and dissemination of best practices in social work.

Title IV-E Program Goals

The goals of the Title IV-E Stipend Program are:

- To increase the number of PCW workers in California with BASW and MSW degrees
- To prioritize the enrollment of current state/county/Tribal social services staff
- To prioritize the enrollment of students who reflect the diversity of California's child welfare population
- To provide specific program support through the provision of monetary support to students
- To provide specific program support through a specialized competency-based child welfare curriculum

SERVE: Indigenous Community Social Workers for Change

SERVE: Indigenous Community Social Workers for Change (formerly the American Indian Recruitment Program) supports the [Title IV-E schools of social work](#) (link is external) in CalSWEC's Consortium. Its goals is to support the Title IV-E graduate and undergraduate social work programs currently operating within the CalSWEC consortium, by assisting with capacity and relationship building with Tribal entities and organizations within each region.

Eligible American Indian students can receive financial support as full or part-time social work students with an emphasis on children and families in the **Title IV-E Program**.

SERVE's Mission

SERVE is committed to full equity, justice, well-being, and cultural preservation of American Indian/Alaska Native children and families by:

- Increasing the numbers of Indigenous social work graduate
- Fostering inclusive leadership development
- Developing partnerships between Tribal sovereign nations, indigenous communities, and other stakeholders; and
- Implementing decolonizing social work curricula to reflect community-based, culturally appropriate Indigenous values and the promotion of Indigenous sovereignty and self-determination.

SERVE's Vision

SERVE envisions Tribal sovereign nations and Indigenous communities as sustainable healthy communities that use healing interventions to provide empowerment, mentorship, and leadership development; to promote cultural preservation and appreciation of Indigenous cultures by recognizing and supporting Tribal sovereignty, and protecting cultural rights and identity of Indigenous peoples.

SERVE's Project Coordinators

SERVE has three designated project coordinators at universities in California's Northern, Central and Southern regions who work in collaboration with the Title IV-E project coordinators at 21 universities statewide with Title IV-E Programs (see below for map and interactive list of universities). Please contact your regional SERVE project coordinator for more information.

- Northern: [Humboldt State University](#)(link is external)
 - Project Coordinator: [Michelle Rainer](#)(link sends e-mail)
- Central: [Fresno State University](#)(link is external)
 - Project Coordinator: [Zachary Zukovsky](#)(link sends e-mail)
- Southern: [San Diego State University](#)(link is external)
 - Project Coordinator: [Tamara Strohauser](#)

Required Title IV-E Competencies

Participation in the Title IV-E Master of Social Work Training Program is Child Welfare Services requires integration of the competencies identified as the California Social Work Education Center Competencies for Public Child Welfare. Title IV-E Competencies are organized according to the EPAS.

Title IV-E students will receive directions for the IV-E Addendum at the Fall Integrative Seminar. This listing of Title IV-E Competencies are required competencies Title IV-E students must incorporate into the learning agreement thereby assuring integration into their field experience. In addition to your Learning Agreement, BASW and 1st year MSW students will be asked to complete an additional Title IV-E Addendum of required competencies. These will be attached to your Learning Agreement and monitored throughout your field internship by your IV-E liaison. This addendum will be reviewed during agency visits with your IV-E Liaison. Your IV-E liaison will assist you in completing your learning agreements as well as monitoring your field internship.

As a Title IV-E MSW student you may also have a year of internship in a non-profit setting, which serves child welfare related Title IV-E eligible youth, adults and families. This internship will be identified as your Generalist Internship Year for purposes of integrating IV-E Generalist Competencies.

As a critical component of participation in the Title IV-E Program you are required have a minimum of one year of internship in a public child welfare agency. This year will be identified as your Public Child Welfare or Concentration Internship year for the purpose of integrating IV-E Specialized competencies into your MSW Learning Agreement and Title IV-E Specialized Learning Agreement Addendum which has been combined into one document effective academic year 2021-2022 This addendum will be reviewed during agency visits with your IV-E Liaison. Your IV-E liaison will assist you in completing your learning agreements as well as monitoring your field internship.

CalSWEC Curriculum Competencies for Public Child Welfare in California & CalSWEC Behaviors for Specialized Practice Competency

CalSWEC Curriculum Competencies for Public Child Welfare were created for use by [California's schools of social work](#) to prepare their child welfare students for work in the field. These competencies, revised periodically to reflect current practice, serve as a model for collaborative curriculum development across the nation. CalSWEC underwent a revision process to reflect the 2015 [Council on Social Work Education \(CSWE\) Educational Policy and Accreditation Standards \(EPAS\) in its current version](#) of child welfare competencies which were updated and released in 2017.

A copy of CalSWEC's Curriculum Competencies and

Behaviors for Specialized Practice Competencies are Included in Section V.

INTEGRATIVE SEMINAR & TRAINING PROCESS AND SEQUENCE

In addition to the elective course in Child Welfare Practice (mandatory for BASW and MSW Title IV-E Students), and the practice courses that accompany the field internship, students will participate in scheduled seminar and training sessions that will focus on content specific to Child Welfare practice. Part of our philosophy is that learning should be stimulating, challenging, and fun. Our hope is that this will allow for more in-depth discussion, training, and sharing of information among the Title IV-E student population and others who wish to join. The Title IV-E Field Liaisons will facilitate the guided exercises to be provided to students, field instructors, field liaisons, and county directors during seminars. Content may be provided by a combination of delivery strategies, i.e., presenters, films, panel discussions, role plays, student reports, and assigned tasks.

Participation in the scheduled integrative seminars and trainings is **mandatory** for all BASW and MSW Title IV-E students. These seminars are open to non IV-E students and field instructors who wish to participate. If a seminar is missed by a Title IV-E student, a **4 to 6 page paper** is due in lieu of the absence to cover the assignment for that week. This paper is due within a two-week time frame from the missed absence. Failure to make-up the missed integrative seminars could result in not passing field and/or a delay of your stipend or support award until all work is completed. **Title IV-E student seminar hours do count toward field.** In the interest of keeping the cohort of the Title IV-E BASW Class of 2021-22 together, the bi-monthly integrative seminar format was designed to accomplish a number of things; (1) first and foremost, to address child welfare content in more depth (curriculum competencies), (2) to foster positive bonds among the selected students, (3) to promote a better connection between the students, liaisons, field agencies, and faculty, (4) to encourage student sharing of field experiences, and (5) to offer a forum where you can share opinions related to the overall process.

Integrative Seminar Evaluation Form

Title IV-E Bachelors and Masters of Social Work Training Program California State University, Fresno 2021-2022

Date: _____

Seminar Topic: _____

Presenter(s): _____

Instructions: Utilizing the following rating scale from one to five, 1) strongly disagree; 2) disagree; 3) agree; 4) strongly agree; 5) very strongly agree, please answer the following questions by placing a circle around the number that best reflects your opinion of the workshop stated above. Your evaluation is very important to us. It is not necessary to disclose your name unless you desire to do so.

- | | |
|---|-------------------|
| 1. Seminar presenter(s) was/were well organized and prepared. | 1 2 3 4 5 |
| 2. The content or material was presented in a clear & understandable manner | 1 2 3 4 5 |
| 3. The seminar presenter was sensitive to questions and able to give direct and relevant answers. | 1 2 3 4 5 |
| 4. Students had ample opportunity to express their viewpoints. | 1 2 3 4 5 |
| 5. The objectives for attending this seminar were met. | 1 2 3 4 5 |
| 6. Handouts contained information that was useful and valuable to me. | 1 2 3 4 5 |
| 7. I left the session with some specific skills, tools and a beginning knowledge from which I can build on. | 1 2 3 4 5 |
| 8. The duration of the seminar was long enough to cover the content. | 1 2 3 4 5 |
| 9. I would highly recommend this seminar to others. | 1 2 3 4 5 |

Comments:

Section III

- Title IV-E Directory of Faculty and Staff
- Role of the University, College and Department
- Role of the Title IV-E Coordinator
- Role of the Title IV-E Faculty Liaisons
- Role of the Title IV-E Administrative Coordinator
- Role of the Title IV-E Administrative Assistant

- Role of the Title IV-E Administrative Assistant (part time)

Title IV-E Program Faculty and Staff Directory

Title IV-E BASW Child Welfare Program Faculty & Staff

Iran Barrera, Ph.D., LCSW
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Daniel Espinoza,
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IV-E Liaison/Faculty
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Role of the University, College and Department

The university, as an urban and rural-regional institution, is dedicated to the development of competent students, citizens, and leaders through the provision of comprehensive bachelor's and master's degrees programs. As a publicly supported institution, the university also has a special mission to serve students from groups that historically have not participated in university education, whether because of age, socioeconomic background, physical disability, or geographic location.

Fresno State's mission is: **To boldly educate and empower students for success.**

Vision: Students prepared to become our next generation of leaders.

Values: Discovery, Diversity, & Distinction.

Similarly, the College of Health and Human Services seeks to provide professional education in health and human services for students pursuing either bachelor's or master's degrees and for those professionals in the community who have continuing educational needs. The mission of both the university and school includes the recognition of the unique service area within which they are located. Thus, the primary institutional effort is directed to the higher education needs of the county regions of the San Joaquin Valley.

The Department of Social Work Education, in subscribing to the aforementioned purposes of the university and the school, is specifically committed to the education of social workers at the bachelor's and master's level who will provide social welfare services and leadership within the central San Joaquin Valley. Graduates of both programs intervene with individuals, families, groups and other small systems as well as with human service agencies, voluntary organizations, neighborhoods, and communities. The department is committed to enhancing both the quality of life in the region and the capacity of citizens to identify and address their own social welfare and social justice concerns and needs.

To fulfill its mission in the region, the department prepares students for service and leadership in the Central Valley and globally in order to dismantle systemic oppression through relationship building, dialogue, advocacy, and empowered collective action. The vision and values of the department are as follows:

Vision: We seek a society that is respectful, culturally inclusive, compassionate, and just.

Values: We commit to prioritizing and modeling the following values and have them guide our interactions with our colleagues, students and communities, how we carry out our mission and vision, make program decisions, and the curriculum we teach:

Social Justice: To engage in and promote fair and equitable treatment of all people, all the time, in all places.

Diversity: To demonstrate respect for differences and practice inclusion.

Empowerment: To leverage shared resources to facilitate capacity building and promote human rights.

Leadership: To promote forms of leadership that practice the qualities of humility, integrity, teamwork, respect, pro-action, critical thinking, and empathy.

Dialogue: To facilitate interactions in which individuals and communities are invited to listen and speak authentically, respectfully, and boldly.

BASW (Undergraduate Program): To prepare baccalaureate level students for beginning generalist social work practice in public and private agencies. The goal of the graduate program is to prepare students for advanced, autonomous social work practice with a special focus on practice roles and inventive modes. Both programs provide preparation for service in a region characterized by enormous demographic diversity, widespread poverty, population growth, changing and growing service needs, and the presence of oppressed groups, including women and growing ethnic populations (particularly Hispanics, African-Americans, and Southeast Asian refugees: Hmong, Laotian, and Vietnamese).

The context for this practice is a unique urban-rural configuration of people, agri-business, social- political institutions in transition and a host of social service needs. Accordingly, the department educates beginning and advanced practitioners who can meet complex needs, perform a multiplicity of social work roles, promote institutional change, and enhance the problem-solving capacities of individuals, families, groups, organizations, and communities.

Role of the Title IV-E Coordinator

The general description of the Title IV-E Coordinator Duties and Responsibilities include the following:

1. General policy implementation of the IV-E Program with the School.
 - Student recruitment, screening and selection, and tracking
 - Awards and Stipends Committee
 - Job placements and retention support
 - Management of Title IV-E MSW & BSW Program
 - Manage Student Employment Obligation “Payback”
2. Develops policies and procedure integrating the IV-E Program with the School's program.
 - Curriculum Development
 - Student Support and Advisement
 - Development of Integrative Field Seminars related to practice in public child welfare
 - Development of IV-E Thesis Library and Child Welfare Resource Library
3. Oversees fiscal and programmatic accountability of IV-E Stipend program.
 - Curriculum Evaluation
 - Fiscal Accountability
 - Budget Development
 - Match Documentation
 - Subvention Reports
4. Works with field liaisons and/or agency representatives to develop and oversee appropriate field placements and experiences for IV -E students.
 - School and local community involvement
 - Administrative Review with field agencies administrators
 - Participation in Curriculum Committee
 - Participation in Admissions Committee
 - Participation in California Welfare Directors Regional Meetings
5. Represents the School at statewide CalSWEC meetings for Project Coordinators, as we as regional committee meetings.
 - Responsibilities to CalSWEC
 - Attendance at quarterly statewide project coordinator meetings
 - Monitor timely completion of student tracking information and curriculum evaluation reports
 - Student tracking through graduate school and employment obligation “payback”
 - Reports to Chair of the Department of Social Work Education and The Dean of College of Health and Human Services
 - Participation in Child Welfare Partnership Committee
 - Participation in CalSWEC Curriculum and Child Welfare Committee
 - Participation in Regional CWDA Committee
 - Attendance at Foster Care Oversight Committee
6. Coordinates Community Partnerships
 - Southeast Asian Partnership
 - Immigration Community Partnership

- Tribal Community Partnership
- Foster Youth Child Welfare Partnership

Role of the Title IV-E Faculty Liaison

The general description of the Title IV-E faculty Field Instructor/Liaison duties and responsibilities include the following:

1. Assists in implementation of the IV-E Program with the School.
 - Assists in the recruitment of culturally diverse students for the Title IV-E Program.
 - Provides field and/or classroom instruction to graduate students participating in the Title IV-E Program.
 - Works with Project Coordinator and Field Coordinator in the integration of the Title IV-E Competencies in the field internships.
 - Assists in Development of IV-E Thesis Library & IV-E Resource Library
 2. Contributes to policy and procedure development regarding the integration of the IV-E Program with the School's Program.
 - Provides feedback to PC on Curriculum Development
 - Student Support and Advisement
 - Assists in Development of Integrative Field Seminars
 3. Provides feed back into the fiscal and programmatic realm of IV-E Stipend Program.
 - Curriculum Evaluation
 - Feedback into Fiscal Accountability
 - Feedback into Budget Development
 4. Monitors IV-E field placements and experiences for IV-E stipend students.
 - Provides a minimum of two formal agency visits per semester with assigned MSW field instructor
 - Provides training for IV-E Field Liaison around competencies
 - Reviews all final field evaluations and submits to Field Coordinator
 - Assists IV-E students and MSW field instructors in the integration of IV-E Competencies into learning contract and field experiences
 - Confers with Project Coordinator and Field Coordinator on progress of IV-E students in placement
 - Assists in the development of Thesis/Projects related to Child Welfare and may be selected as Reader in Thesis/Projects
 - Takes lead and in development and implementation of IV-E Integrative Seminars
 - Monitors attendance of assigned IV-E students at all required Integrative Seminars and develops a "make-up" plan when deemed appropriate
 - Coordinates monthly integrative sessions at public child welfare sites
 - Assists in the development of In-Agency Proposals
 - Assists with Student Outreach and Recruitment into the Title IV-E Program
 5. Provides feedback to IV-E Coordinator as it relates to CalSWEC initiatives and activities.
- In addition to the roles of IV-E Field Liaison, the IV-E Field Instructor/Liaison encompasses a broader

scope of involvement. This role includes recruitment at an assigned public child welfare agency and leadership in the child welfare symposium.

6. Participate and/or provide leadership to the regional and community partnerships.

Role of the Administrative Support Coordinator

The general description of the Administrative Support Coordinator Duties and Responsibilities include the following:

1. General administrative functions related to implementation of the IV-E Program with the School
 - Coordinates and makes arrangements for student screening, selection, and tracking
 - Makes arrangements for Awards and Stipend Committee
 - Assists students in providing materials for job placement
 - Prepares and submits Student Data Base Information to UC Berkeley
2. Prepares materials for service delivery of IV-E Program
 - Receiving and screening mail, personal visitors, and telephone calls
 - Coordinates arrangements for IV-E seminars, meetings, conferences and business trips
 - Attends and prepares for IV-E faculty meetings
 - Prepares all correspondence, and documents from rough draft to final form
 - Oversees reimbursements to part-time students and disbursement of stipends for full-time students
 - Requisitions materials, supplies, and equipment.
3. Assists and provides input into documents relating to fiscal and programmatic materials
 - Assists in providing input into the Match, Budget, Re-budget and Curriculum Snapshot
 - Reviews budget on a quarterly basis
 - Maintains Employment Obligation "Payback" files
4. Provides clerical support to IV-E faculty relating to field placements.
 - Provides clerical support with field agency reports, final evaluation, and journals.
 - Assists IV-E students in delivery of field materials to assigned IV-E Liaison
5. Provides administrative assistance to Title IV-E Coordinator in preparation of materials, communication, and travel arrangements to statewide CalSWEC meetings.
 - Makes travel arrangements for PC meetings for Coordinator, Director and designated IV-E Liaisons
 - Consults with Title IV-E Coordinator and prepares Student Data Base updates for CalSWEC Reports
 - Assists Title IV-E Coordinator in student tracking of graduate school progress.
 - Tracking of Title IV-E Students in Employment Obligation "Payback".
 - Coordinates with our Fiscal and Foundation Office
 - Maintains timely written documentation of student files

Role of the Administrative Assistant

The general description of the Administrative Assistant's duties and responsibilities include assisting the Program Coordinator and the Administrative Support Coordinator in the following:

1. General clerical and office functions related to implementation of the IV-E Program with the school.
 - Coordinates and makes arrangements for MSW student screening, interviews, selection and tracking
 - Prepares material and paperwork for MSW student tuition and stipend processing
 - Research and prepare material for MSW student payback files
 - Research, review, and update CSIS MSW Quarterly GSR and SIU Reports for CalSWEC
 - Prepares materials for IV -E faculty classes, as needed
 - Assists students in providing materials for job placement.
 - Assists IV-E students in delivery of field materials to assigned IV-E Liaison. (I.e. final evaluations and journals)
2. Prepares materials for service delivery of IV-E Program.
 - Receiving and screening mail, personal visitors, and telephone calls.
 - Assists with arrangements for IV-E seminars and meetings.
 - Attends and takes minutes of IV-E joint program and faculty meetings.
 - Prepares correspondence, and documents from rough draft to final form.
 - Requisitions materials, supplies, and equipment.
 - Assists with coordinating materials in IV-E Library.
 - Maintains upkeep of general office and conference room.
 - Provides clerical support with field agency reports, final evaluation, and journals.
3. Assists with making arrangements for IV-E Integrative Seminars.
 - Make room reservations and equipment requests
 - Prepare flyers and distribute to faculty
 - Coordinates set up for IV-E Seminars with Administrative Support Coordinator
 - Maintains attendance records and evaluations relating to IV-E seminars
4. Provides clerical assistance to Title IV-E Administrative Support Coordinator and IV-E Program Coordinator in preparation of materials, communication, and travel arrangements to statewide CalSWEC meetings for the Title IV-E Coordinator.
5. Assists Title IV-E Program Coordinator and Administrative Coordinator in student tracking of integrative seminars, job readiness and graduate school.
6. Provides support to Administrative clerical and/or student assistants

Role of the Administrative Assistant (part time)

The general description of the Administrative Assistant's duties and responsibilities include assisting the Administrative Coordinator in the following:

1. General clerical and office function related to the implementation of the IV-E Program with the school.
 - Coordinates and makes arrangements for BASW student screening, selection and tracking
 - Prepares material and paperwork for BASW student tuition and stipend processing
 - Research and prepare material for BASW Student payback files
 - Research, review and update CSIS BASW Quarterly GSR and SIU Reports for CalSWEC
 - Prepares materials for IV-E faculty
 - Assists students with employment updates
 - Assist IV-E students in delivery of field materials assigned to IV-E Liaison
2. Prepare materials for service delivery of the IV-E Program
 - Receiving and screening mail, personal visitors and telephone calls
 - Prepares correspondence and documentation from rough draft to final form
 - Maintains upkeep of general office and conference room.
3. Assist the Administrative Assistant with arrangements for IV-E Integrative Seminars
 - Make room reservation and equipment requests
 - Prepare flyers for posting and distribute to faculty
 - Maintains attendance records and evaluations relating to IV-E Seminars
4. Provides Clerical assistance to the IV-E Coordinator, faculty and Administrative staff

Section IV

Policies and Procedures Regarding the Title IV-E Program

Policies Regarding Responsibilities

CALSWEC, UNIVERSITY, AGENCY AND STUDENTS

Policies Regarding the Responsibilities of CalSWEC

1. CalSWEC will serve as a primary contractor, responsible for education oversight and coordination of this project with the participating graduate social work program in California.
2. CalSWEC will provide assistance to the schools in development of appropriate curriculum and field work.
3. CalSWEC will provide IV-E money to the subcontracting schools as soon as the money is available.
4. CalSWEC will provide California Department of Social Services (CDSS) with information on curriculum competencies.
5. CalSWEC will provide CDSS annual statistical reports on the stipend students.
6. CalSWEC will provide CDSS with an annual program report. Policies Regarding the Responsibilities of the University
1. The participating graduate social work program will seek to admit master's applicants in line with the federal policies and priorities of this project.
2. Each participating graduate school will develop and awards committee consisting of local county public Child Welfare Services agencies toward the stipends to admitted students.
3. Each school will develop a curriculum directed at the outcomes defined by the California Competency-based Child Welfare Curriculum.
4. Each school will provide an annual stipend to each full-time student.
5. Each school will provide Part-Time students with reimbursements for tuition, text, and mileage.
6. Each school will work with counties to ensure that (1) one year of field placement will be in a county public child welfare agency working with IV-E children and families; and (2) one year of field placement will be in a county or non-profit agency serving IV-E clients.
7. Each school will assist its students in satisfying the requirements that they secure employment in a county public CWS or in CDSS/CWD within six months of graduation.
8. Each campus will develop, according to CalSWEC guidelines, appropriate mechanisms to monitor student compliance with stipend requirements and Employment Obligation "Payback" demands pursuant to 45 Code of Federal Regulations Section 235.63.

Policies Regarding the Responsibilities of Participating County Agencies

1. Participating county agencies will apprise employees of this project and develop educational leave policies permitting current non-MSW staff to participate.
2. Participating county agencies will agree to re-employ trainees at the appropriate CWS staff level, as long as positions are available.
3. Participating county agencies must provide appropriate fieldwork experience with MSW supervision or assigned IV-E supervision. Students will work with IV-E eligible clients during their internships. It is recommended that Agency field instructors be provided release time from other duties to instruct students and to participate in program-required training activities.
4. When school and agencies have negotiated a fieldwork plan for a student, the agency will not alter the assignment without permission from the school.
5. Participating county agencies will seek to give hiring preference to graduates of this program, will advise CalSWEC and local school of staff openings, and will seek to schedule civil service exams and hiring procedures to permit graduates to obtain employment within six months of completion of the program.

Policies Regarding the Responsibilities of Student

1. Students who are admitted to the program agree to complete their educational requirements within the normative time limits specified by their school of attendance and to comply with stipend requirements as specified in the Title IV-E Master of Social Work Agreement. This agreement meets and exceeds the general requirements of 45 Code of Federal Regulations 235.63.
2. Title IV-E Students will attend and participate in all required Title IV-E Integrative Seminars. Should absences occur due to compelling reasons, IV-E students will immediately initiate arrangements with their Assigned Title IV-E Liaison to “make-up” missed seminar. Stipends and reimbursements can be held if absences occur until make-up assignments are submitted to Title IV-E Office.
3. Attendance at IV-E Seminars should reflect professionalism; therefore tardiness or leaving early will result in incomplete attendance and a written make-up assignment. Keep in mind that IV-E faculty and guest speakers have invested considerable time and commitment in the preparation of each seminar and punctuality, attentiveness and professionalism is expected.
4. Title IV-E Students will submit Learning Agreements, Field Journals and Final Evaluations on a timely basis. Failure to submit required field documents on a timely basis can result in stipend or reimbursements being held until required documents are submitted.
5. All second year IV-E MSW students are required to enroll in Child Welfare Track Courses. . These courses will afford a comprehensive overview of child welfare policy and practice and are directly correlated with IV-E Competencies.
6. Title IV-E/PPSC DUAL ENROLLMENT for MSW Students: The Title IV-E Program supports early prevention and intervention in the public schools system, however, we currently do not allow for dual enrollment.
7. Thesis/Projects Title IV-E MSW Students will submit a Thesis/Project proposal during the fall semester of their second year for approval of subject matter related to the child welfare practice. All Title IV-E MSW students will complete a Thesis/Project related to the child welfare arena. The topic selected will need to meet approval of your Title IV-E Liaison and Coordinator. Title IV-E students will submit one soft bound copy of their completed Thesis/Project to the IV-E office.
8. TITLE IV-E INTEGRATIVE SEMINARS: Title IV-E students are required to attend Integrative seminars scheduled monthly during the first and second year of field internship. These hours are scheduled on field days and are counted towards field hours. Part-time students are required to attend a total number of seminars comparable to full time students of seminars designated in the Title IV-E Integrative Seminar Sequence unless an exception is given with permission from the Program Coordinator

Policies Regarding Student Selection OF TITLE IV-E CANDIDATES

References: Title IV-E Bachelors of Arts and Master of Social Work Training Program Agreement, Title IV-E Subcontract between Regents of the University of California and Participating Campuses.

The CalSWEC program seeks to increase the number and diversity of well-trained and highly committed BASW graduates and MSWs in California county child welfare services. Recruitment is targeted at (in order of priority):

- Current staff members of county public social service agencies and employees of the California Department of Social Services who are qualified for admission to an MSW program.
- Applicants who reflects the diverse client population currently served by public child welfare in California.
- Other qualified individuals with demonstrated commitment to careers providing high quality, culturally competent practice in public child welfare services.

Support for participation in part-time educational programs is limited to current staff members of county public social services agencies and employees of the California Department of Social Services (CDSS).

Section V

- Integrative Seminar Schedule
- Title IV-E Student Contract
- CSU, Fresno Foundation Repayment Agreement
- Title IV-E Generalist (MSW1) Learning Agreement Addendum
- Title IV-E Specialized (MSW2) Learning Agreement Addendum
- Title IV-E Generalist (BASW) Learning Agreement Addendum
- Federal Code Section 45
- Notice of Taxation Form

- Employment Job Search Forms
- Release of Information Form
- Employment/Non-Profit Verification Form
- Employment Completion Form

Title IV-E Seminar Schedule for Fall 2021**

2021-2022 Manual

1st Year MSW FALL 2021

Topic	Date	Time	Link	Meeting ID	Passcode	Speaker
Title IV-E Orientation* (Review & Integration of Addendum & Competencies)	Wednesday, August 18, 2021	9:00 am to 4:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Whittle/Espinoza/Saldivar/Speakes and Zukokovsky
CMS/CWS - (Students Only w/Terri Luna)	August 19 or 20, 2021	9:00 am to 4:00 pm	TBD	TBD	TBD	Terri Luna
Title IV-E Colloquium	Friday August 27, 2021	8:30 am to 12:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Whittle/Espinoza/Saldivar/Speakes
Utah University (VHS Program)	Friday August 27, 2021	2:00 pm to 4:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	C. Benson/Utah University Team
Understanding the Application of Division 31-CA Code of Regulations	Friday, September 24, 2021	8:30 am to 12:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Whittle
Application of Theoretical Frameworks for Practice to Engage & Assess for Child Abuse & Neglect	Friday, September 24, 2021	1:00 pm to 4:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Whittle
Understanding Alcohol & Other Drugs (AOD) Issues, Treatment & DSM-V Application	Friday, October 22, 2021	8:30 am to 12:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Espinoza
Safety Organized Practice (SOP)	Friday, October 22, 2021	1:00 pm to 4:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Speakes
Case Management & Documentation	Friday, November 19, 2021	8:30 am to 12:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Speakes
Core Practice Model/Continuum of Care Reform	Friday, November 19, 2021	1:00 pm to 4:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Speakes
Fall Semester Reflections	Friday December 10, 2021	9:00 am to 12:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	All

2nd Year MSW FALL 2021

Topic	Date	Time	Location	Meeting ID	Passcode	Speaker
Title IV-E Orientation- Welcome New Title IV-E Students*	Wednesday, August 18, 2021	9:00 am to 12:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Whittle/Espinoza/Saldivar/Speakes and Zukokovsky
CMS/CWS - (Students Only w/Terri Luna)	August 19 or 20, 2021	9:00 am to 4:00 pm	TBD	TBD	TBD	Terri Luna
Utah University (VHS Program)	Friday August 27, 2021	2:00 pm to 4:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	C. Benson/Utah University Team
Working from a Cultural Humility Perspective	Friday, September 10, 2021	8:30 am to 12:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Whittle
Anti-Oppressive Social Work Practice & Case Planning	Friday, September 10, 2021	1:00 pm to 4:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Whittle
Child Development & the Impact of ACES	Friday, October 15, 2021	8:30 am to 12:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Espinoza
Educational Advocacy & School Collaboration with Foster Youth & Families	Friday, October 15, 2021	1:00 pm to 4:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Speakes
Sexual Abuse/Forensic Interviewing	Friday, November 05, 2021	8:30 am to 12:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Espinoza
Commercially Sexual Exploited Foster Youth (CSEC)	Friday, November 05, 2021	1:00 pm to 4:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Espinoza
Fall Semester Reflections	Friday, December 10, 2021	9:00 am to 12:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	All

BASW FALL 2021

Topic	Date	Time	Location	Meeting ID	Passcode	Speaker
Title IV-E Orientation*	Wednesday, August 18, 2021	9:00 am to 4:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Whittle/Espinoza/Saldivar/Speakes and Zukokovsky
CMS/CWS - (Students Only w/Terri Luna)	August 19 or 20, 2021	9:00 am to 4:00 pm	TBD	TBD	TBD	Terri Luna
Title IV-E Colloquium	Friday August 27, 2021	8:30 am to 12:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Whittle/Espinoza/Saldivar/Speakes
Utah University (VHS Program)	Friday August 27, 2021	2:00 pm to 4:00 pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	C. Benson/Utah University Team
Title IV-E Addendum and Competencies	Friday, September 10, 2021	8:30 am to 12:30 pm				Saldivar
Foundation of Division 31 Regulations	Friday, September 24, 2021	8:30am to 12:30pm				Saldivar
Indicators of Abuse	Friday, October 8, 2021	8:30am to 12:30pm				Saldivar
Trauma in Foster Care	Friday, October 22, 2021	8:30am to 12:30pm				Saldivar
Intro to Assessment and Case Planning	Friday, November 5, 2021	8:30am to 12:30pm				Saldivar
ICWA	Friday, November 19, 2021	8:30am to 12:30pm				Saldivar/Zukovsky
Semester Evaluation	Friday, December 3, 2021	10:00am to 12:00pm	https://fresno.zoom.us/j/9201111111	560 680 2848	4EFA21	Title IV-E BASW

* Joint Seminar

**SCHEDULE SUBJECT TO CHANGE revised 8/10/21



**CALSWEC TITLE IV-E SOCIAL WORK
STUDENT CONTRACT
YEAR 2021-2022**



FISCAL

THIS CONTRACT between California State University, Fresno (hereinafter "University") and
(University's full name)

(hereinafter "Student" or "Graduate") is effective per the

(Student's first and last name)

California Social Work Education Center (CalSWEC) Title IV-E Stipend contract between the California Department of Social Services (CDSS) and CalSWEC at the University of California, Berkeley, and sub award agreement between CalSWEC at the University of California, Berkeley and University.

By entering into this Contract, Student attests to the following:

- 1) agrees to participate in the Title IV-E Social Work Training Program (hereinafter "Program") offered under the auspices of the California Social Work Education Center (hereinafter "CalSWEC").
- 2) acceptance in and pursuit of the degree in social work/social welfare at University as selected in Table 1 below. *(Student must make selections / enter information in each of the four boxes in Table 1.)*

Table 1

Check one of the following <input type="checkbox"/> BASW degree <input checked="" type="checkbox"/> MSW degree	Check one of the following <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time
Check any of the following that apply (leave blank if none apply) <input type="checkbox"/> Pathway (part-time only) <input type="checkbox"/> CSU Long Beach Distance Education (part-time only) <input type="checkbox"/> Advanced Standing	Program Start Date [MM/DD/YYYY] 08/17/2021
	Estimated Graduation Date [MM/DD/YYYY]
	Today's Date [MM/DD/YYYY]

CalSWEC Title IV-E Qualifying Agency (hereinafter "Qualifying Agency") means public child welfare services (CWS) agencies that operate child welfare services in California through receipt and administration of Title IV-E funds. These agencies include county public child welfare agencies/departments; California Department of Social Services (CDSS) programs providing child welfare services; Tribal agency or urban Indian agency providing child welfare services.

Federal and State regulations governing the use of Title IV--E funds for education under the CalSWEC Title IV-E Social Work Training Program can be found in the Code of Federal Regulations (CFR) (Title 45 CFR Sections 1356.60 and Title 45 CFR Sections 235.60 through 235.66) and CDSS County Fiscal Letter (CFL) No. 91/92-01.

Obligations of the University and of the Student under this contract are as follow.

Article I. OBLIGATIONS OF UNIVERSITY

A. Participation Prerequisites

- a. University will inform Student of required submission to and satisfactory completion of:
 - i. criminal background prescreening pursuant to Department of Justice and
 - ii. other applicable requirements for field placement and/or employment in a Qualifying Agency, as permitted by law.
- b. University will ensure that criminal background prescreening and other background checks as required by the prospective public child welfare field placement agency are completed within the first semester of enrollment. Criminal background prescreening and other background checks shall be at the expense of the student unless otherwise determined by the prospective field placement agency.
 - i. In the event that Student is employed by the field placement agency and has completed criminal background prescreening and other applicable requirements, University must inform Student of their ongoing duty to disclose any previously undisclosed or subsequent crime that would disqualify an individual from working in a Qualifying Agency.

B. Instruction

- a. University will assign Student to required field placements in child welfare and related services.
- b. University will provide educational content specialized in public child welfare per the CalSWEC Curriculum Competencies for Public Child Welfare.

C. Monetary Support

- a. University will provide Student with monetary support not to exceed the amount based on Student enrollment as selected in Table 2, contingent upon Student's good academic standing and availability of Title IV-E funds. *(Student must initial in applicable row and check the box corresponding to number of years of monetary support, indicating agreement to enrollment status and corresponding monetary support.)*

Table 2

[Student to initial in applicable row]	Program	Degree Type	Enrollment Status	Monetary Support	# of years of monetary support (check one)
	MSW	MSW	Full-Time	Stipend of \$18,500 per year for up to two years	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2
	MSW	MSW	Part-Time	Reimbursement of tuition, fees, books, and travel, up to \$14,164 per year for up to three years	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
	BASW	BASW	Full-Time	Stipend of \$15,000 for final year of study	<input type="checkbox"/> 1
	BASW	BASW	Part-Time	Reimbursement of tuition, fees, books, and travel, up to \$14,164 per year for up to two years	<input type="checkbox"/> 1 <input type="checkbox"/> 2
	Pathway	MSW	Part-Time	Reimbursement of tuition, fees, books, and travel, up to \$14,164 per year for up to three years	<input type="checkbox"/> 1
	Pathway	BASW	Part-Time		<input type="checkbox"/> 2 <input type="checkbox"/> 3
	CSULB Distance Ed	MSW	Part-Time	Reimbursement of tuition, fees, books, and travel, up to \$14,164 per year for up to three years	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

FOR PART-TIME STUDENTS ONLY: Part-time Student reimbursement is for the actual cost of tuition, fees, books and travel up to the maximum of \$14,164 per academic year. Students will be reimbursed for actual expenses incurred for the daily round-trip from the student's residence/work to campus or field placement. Mileage will be reimbursed at the School's established per mile rate. Trips to and from the student's home to work are considered standard commuting and cannot be reimbursed. In the event that the student's field placement is at the same location as the worksite, and the field placement day occurs on the same day as a work day, travel to and from the student's home to the worksite cannot be reimbursed.

- b. Renewal of monetary support is not automatic. University will contract with Students on a year-by-year basis, and Student and University will retain signed copies of Student contracts and any other required documents. University will review the progress of current Students. Students who are out of compliance with program requirements should not receive additional monetary support. Students who are out of compliance and placed on probation or equivalent from the Title IV-E program must work closely with their Project Coordinator to determine if a CalSWEC Title IV-E petition is required to be reinstated and receive continued monetary support, or be officially terminated from the program and begin monetary repayment.

D. Monetary Repayment and Petitions

- a. In the event of unsatisfactory performance in or failure to complete any portion of the Program (e.g., academic probation, failure to be selected to and/or maintain satisfactory performance in Program eligible field placements, termination from school or employment, being placed on

involuntary leave, etc.), University will first communicate with Student to determine a course of action and notify Student of the possibility of suspension of and/or required repayment of monetary support. University may suspend monetary support at any point for unsatisfactory Program performance with written notice.

- i. If Student resolves Program performance issues to University's satisfaction, University may reinstate monetary support.
- ii. If Student is unable to resolve Program performance issues to University's satisfaction, University must administer the process for monetary repayment for support received or administer the CalSWEC petition process.
- iii. If Student is required to make monetary repayments
 - 1. University and Student shall agree upon the terms of a monetary repayment plan that includes the expected period to full repayment, and interest and additional fees, if applicable, as soon as possible or no later than one year from date of breach. In the event University and Student do not agree on terms of monetary repayment, student shall be required to immediately repay all funds received.
 - 2. University must oversee and report monetary repayment collection efforts for the period to full repayment and per all other monetary repayment agreements established between the parties.
 - 3. University and Student must adhere to all other terms of monetary repayment set forth in Article II.G

E. Employment Obligation

- a. University will assist Graduate in securing employment in a Qualifying Agency by providing information about applicable job openings and application processes.
 - i. Graduates who are Native Americans with Tribal rights as specified under the laws of the State of California may complete their employment obligation in a Tribal agency providing CWS in another state.

F. Information Tracking and Updating

- a. University will track Student/Graduate progress in completing the academic program, securing qualifying employment after graduation, completing the employment obligation, and/or making monetary repayments if necessary, and ensure that records are updated in the CalSWEC Student Information System (CSIS) database.

Article II. OBLIGATIONS OF STUDENT

A. Participation Prerequisites

- a. Student will disclose to University any previous or subsequent conviction of any crime. If the crime disqualifies the individual from field placement or employment at a Qualifying Agency, University shall terminate Student from the Program.
- b. Within the first semester of Program enrollment, Student will complete:
 - i. criminal background prescreening as required by prospective field placement agency and
 - ii. other applicable requirements for field placement and/or employment in a CalSWECE Title IV-E Qualifying Agency, as permitted by law.
 - iii. Criminal background prescreening and applicable requirements shall be at the expense of the student unless otherwise determined by the prospective field placement agency.
- c. Student will disclose prior receipt of Title IV-E Social Work Training Program support in the State of California and:
 - i. supply documentation that any monetary repayment or employment obligation associated with that support has been satisfactorily discharged or
 - ii. request a formal deferral of the employment obligation to the end of the course of study.
- d. *FOR PART-TIME STUDENTS ONLY:* Part-time Student must be a current Qualifying Agency and/or other public/Tribal social/human services agency employee upon application and acceptance into the Program. Part-time Student must submit statement of support from Qualifying Agency for Program participation. Part-time student must maintain continuous employment with Qualifying Agency. Should student no longer be employed by Qualifying Agency before completing the educational program, University shall immediately apply Article I.D above regarding monetary repayment and petitions.
- e. *FOR FULL-TIME STUDENTS ONLY:* Full-time students may not be active Qualifying Agency employees during the regular academic year, but may be employed during a period when they are not taking classes (summer and vacation periods).
- f. Unless specifically waived by the University in writing, Student agrees to use a personal automobile as necessary for field placement and to maintain a valid driver's license and auto liability insurance.

B. Satisfactory Performance and Interruption of Studies

- a. Student will maintain satisfactory performance in and complete courses, trainings, seminars, and field placements designated by University as the requirements of the Program.
- b. Renewal of monetary support is not automatic. University shall contract with Student on a year-by-year basis, and Student and University shall retain signed copies of Student contracts and any other required documents.
- c. If Student fails to complete or to maintain adequate performance in any aspect of the Program as designated by University, including but not limited to selection to and performance in field placements, degree program completion and graduation, Program funding shall be suspended and/or monetary repayment may be required, but continuing participation is expected. If Student is not fully reinstated in Program within University's designated review period, Program participation

shall end and repayment of monetary support received will be required.

- d. In the event that a Student requests an interruption of studies or delay of graduation
 - i. Student must notify the University and discuss options prior to taking action.

- ii. Student must submit a CalSWEC petition to request leave from the Program. Leave may not be granted for more than one year.

- 1. If the petition is denied, Student and University must establish terms of a monetary repayment agreement that includes the expected period to full repayment, and interest and additional fees, if applicable, and adhere to all other terms of monetary repayment set forth in Article II.G.

- e. *FOR PART-TIME STUDENTS ONLY:* University will consider Student's request for interruption or delay in completion of studies only if the agency director or designee has approved the interruption/delay.

C. Employment Eligibility

- a. Student will maintain the status of a citizen or permanent resident of the United States, or hold a work permit and driver's license under federal Deferred Action for Childhood Arrival (DACA) rules throughout Program participation including the employment obligation period. Student/Graduate holding DACA status may disclose this status to prospective employers and determine whether the agency has a prohibition against hiring a person with DACA status.
- b. In the event a Student/Graduate with DACA status is unable to secure qualifying employment and complete the employment obligation, Student/Graduate may be liable to repay all or a portion of monetary support received.

D. Employment Obligation

- a. Student will complete the degree program prior to beginning the employment obligation.
- b. Student commits to work for a Qualifying Agency in a position at a level at least appropriate for the degree received (hereinafter "qualifying position") for a period of time based on Student enrollment as selected in Table 3. (*Student must initial in applicable row, indicating agreement to enrollment status and corresponding employment obligation.*)

Table 3

[Student to initial in applicable row]	Program	Degree Type	Enrollment Status	Years of monetary support	Length of continuous and satisfactory full-time equivalent, post- graduation Qualifying Agency employment required
	MSW	MSW	Full Time (Advanced Standing)	One year	12 months
	MSW	MSW	Full Time	Two years	24 months
	MSW	MSW	Part Time	Up to three years	24 months
	BASW	BASW	Full Time	One year	12 months
	BASW	BASW	Part Time	Up to two years	12 months
	Pathway	MSW	Part Time	Up to three years	24 months
	Pathway	BASW	Part Time	Up to three years	24 months
	CSULB Distance Ed	MSW	Part Time	Up to three years	24 months

- c. *FOR STUDENTS ADMITTED TO A IV-E MSW PROGRAM DIRECTLY FROM A IV-E BASW PROGRAM ONLY:* If Student does not complete the BASW employment obligation prior to applying to a IV-E MSW program, Student must provide written notification of this status to the BASW Program and the MSW Program(s) to which the student is applying. If both IV-E BASW and MSW Programs allow enrollment without completion of the IV-E BASW employment obligation, the BASW and MSW employment obligations will be fulfilled after completion of the IV-E MSW program. The BASW employment obligation will be credited first, followed by the MSW employment obligation.
- d. *FOR STUDENTS ADMITTED TO AN IV-E MSW PATHWAY PROGRAM DIRECTLY FROM AN IV-E BASW PATHWAY PROGRAM ONLY:* Student/Graduate may fulfill their Pathway BASW employment obligation concurrently with participating in the MSW degree program. All other part-time employment obligation terms and conditions apply.
- e. *FOR PART-TIME STUDENTS ONLY:* Student/Graduate agrees to return to agency of employment immediately after program completion or no later than six months after graduation and per all other terms of the agency statement of support in a position at a level appropriate for the degree received. Appointment to and continuation in employment shall be subject to all applicable county civil service rules and departmental policies.
- i. For Student/Graduate whose previous position was not at least at a level appropriate for the degree received, credit toward employment obligation completion will begin once s/he

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- begins a position at least at a level appropriate for the degree received.
 - ii. In the event that Student/Graduate does not secure a position at a level appropriate for the degree received at their agency of employment within six months of graduation, Article II.D.f.i-v. Shall apply.
 - f. *FOR FULL-TIME STUDENTS:* Student must secure qualifying employment within one year of graduation. Student/Graduate agrees to make reasonable efforts to apply for and accept employment in a Qualifying Agency in a position at a level appropriate for the degree received. Reasonable efforts will include but are not limited to
 - i. Making applications to all open positions commensurate to degree level at public county child welfare agencies in California. Student/Graduate may also make applications to open positions commensurate to degree level at CDSS programs and/or Tribal/urban Indian agencies providing child welfare services.
 - ii. Pursuing such employment in good faith.
 - iii. Responding to communications regarding the application process
 - iv. Completing interviews and other screening procedures.
 - v. Keeping satisfactory documentation of the employment search, application, and interview process.
 - g. In the event Student accepts and begins employment before graduation
 - i. Student must notify University of the days/hours to be spent in qualifying employment prior to taking action.
 - ii. Any paid work scheduled for common business hours on days included in the academic Program will be deducted from the monetary support received on a per diem basis.
 - iii. Credit toward satisfying the employment obligation will begin upon graduation.
 - h. Unpaid leave and temporary disability leave will not be credited toward satisfying the employment obligation.
- E. Satisfactory Performance and Interruption of Employment
- a. In the event that Graduate fails to complete or to maintain adequate performance in any aspect of the Program as designated by University, including but not limited to obtaining qualifying employment and completing employment obligation, monetary repayment may be required, and continued engagement with University is required. If Student is not fully reinstated in Program within University's designated review period, Program participation shall end and repayment of monetary support received will be required.
 - b. In the event that Graduate anticipates interruption or delay of the employment obligation, or interruption or delay of employment obligation has occurred
 - i. Graduate must notify the University and discuss options as soon as possible and/or prior to taking action.
 - ii. If necessary, Graduate must submit a CalSWEC petition
 - 1. If the petition is denied, Graduate must
 - a. Complete employment obligation OR
 - b. Graduate and University must establish terms of a monetary repayment agreement that includes the expected period to full repayment, and interest and additional fees, if applicable, and adhere to all other terms of monetary

repayment set forth in Article II.G.

- c. In the event that Graduate leaves a qualifying position prior to employment obligation completion, and plans to complete employment obligation
 - i. Graduate must notify the University and discuss options as soon as possible and/or prior to taking action.
 - ii. If Graduate plans to secure another qualifying position, graduate must fulfill all job search requirements set forth in Article II.D.e.i-vi.
 - iii. Graduate must secure qualifying employment within six months of the end date of the previous qualifying employment.
 - iv. Graduate will inform the University of any Changes in employment obligation per CalSWEC Student Information System (CSIS) database policies and procedures.

F. CalSWEC Petition

- a. In the event that Student/Graduate requests an exception from standard completion of the Program, Student/Graduate must complete a CalSWEC petition.
- b. A petition for exemption from fulfilling Program commitments may be approved due to death, disability, employment in a financial assistance program in a public assistance agency in another State, or other emergent circumstances determined by CalSWEC to be valid for exemption.

G. Monetary Repayment

- a. Student will repay to University or its fiscal agent the amount of any monetary support (stipend award or educational reimbursement) received under this contract in the following events and if a waiver for monetary repayment is not approved through the CalSWEC petition process.
 - i. Student's enrollment in the degree program at the University is terminated prior to graduation for any reason.
 - ii. Student's participation in the Program is terminated for any reason prior to completion for any reason.
 - iii. Student fails to complete the employment obligation for any reason.
- b. Should Student become obligated to make monetary repayment, Student and University must establish terms of a monetary repayment agreement that includes the expected period to full repayment, and interest and additional fees, if applicable, within one year from date of breach. If Student and University do not agree on terms of monetary repayment, Student shall be required to immediately repay all money received.
- c. In the event that Student fails to make timely payments of any scheduled installment owed pursuant to the established monetary repayment agreement
 - i. Student's total monetary support remainder shall become immediately due and owing.
 - ii. University or its fiscal agent is authorized to undertake all lawful collection efforts, including but not limited to:
 - 1. Withholding student grades and diplomas pursuant to University regulations.
 - 2. Contracting with external collection agencies to recoup outstanding monetary repayments
 - 3. Intercepting Student's tax returns and applying funds towards any amounts owed.
 - 4. Reporting delinquent repayment status to the IRS and available credit bureaus.

- iii. Student may be required to reimburse University or its fiscal agent any costs or attorney's fees incurred in securing repayment.

H. Updating, Disclosure, and Release of Information

- a. Student will authorize any Qualifying Agency to which student has applied for an employment obligation qualifying position to release any and all records related to employment application, employment status (including but not limited to changes in employment status and related reasons), dates of hire and termination, and other relevant employment information to University. Student releases and holds harmless any employment obligation agency and their employees and agents from any liability for providing records or information to University pursuant to this paragraph.
- b. Student will inform the University of any changes in name and contact information, including but not limited to phone number(s), home and mailing address(es), and email address(es), per CalSWEC Student Information System (CSIS) database policies and procedures for a minimum of five years following graduation or Student/Graduate's separation from the IV-E program.
- c. Student is notified that student information will be disclosed to CalSWEC and kept in the CSIS database. CSIS information may be used for, but is not limited to, the following purposes:
 - i. Information may be disclosed to CDSS in the event of student/graduate termination from the Program or other failure to fulfill Contract requirements as agreed. In the event of monetary repayment process, CalSWEC may provide CDSS with information including, but not limited to, amounts owed and paid, transaction/account history, and all known contact information.
 - ii. Data may be used for program evaluation purposes. Program evaluation reports will be presented in aggregate.
 - iii. Contact information may be used to communicate with Students/Graduates for employment obligation and monetary repayment tracking, program evaluation, and alumni relations purposes.

I. Post-Graduation Contact and Participation

- a. Student/Graduate agrees to be contacted for and participate in
 - i. employment obligation and/or monetary repayment processes and tracking
 - ii. reasonable program evaluation activities including, but not limited to, surveys and records review
 - iii. reasonable alumni relations activities

Article III. ADDITIONAL LEGAL TERMS

- A. Legal Waiver. Any failure of University at any time, or from time to time, to enforce or require the strict keeping and performance by Student/Graduate of any of the terms or conditions of the Contract shall not constitute a legal waiver by the University of such a breach of any such terms or conditions and shall not affect or impair such terms or conditions in any way, or the right of the University at any time to avail itself of such remedies as it may have for any such breach or breaches of such terms or conditions.

- B. Severability. In the event any portion of this Contract is declared void by a court of competent jurisdiction, such portion shall be severed from this Contract, and the remaining provisions shall remain in effect, unless the effect of such severance would be to substantially alter the Contract or obligations of the parties, in which case the Contract may be immediately terminated.
- C. Disputes. Any disputes or disagreements arising under this Contract shall be governed exclusively by procedures established by the University and by CalSWEC as set forth in the CalSWEC Title IV-E Program Guide and relevant University regulations. In cases involving Student petition to CalSWEC from University decision regarding Program administration, CalSWEC decision shall be final.

ACKNOWLEDGMENTS AND SIGNATURES

I hereby attest that I am authorized to work in the United States of America.

I hereby attest that I have never been convicted of a felony or misdemeanor crime that would disqualify me from field placement or employment in a Qualifying Agency.

I hereby attest that I have never been discharged from employment at a county or other social services agency due to violation of county code/merit system rules or violation of agency or professional codes of ethics.

I hereby attest that I have reviewed and understand this Contract and agree to be bound by its provisions.

Student Signature

Student Name

Date

Project Coordinator or other authorized University official Signature

Project Coordinator or other authorized University official Name

[Title, if other authorized University official]

Date

Repayment Agreement

REPAYMENT AGREEMENT

Title IV-E Master of Social Work Program

(Student Name)

This agreement is entered into between _____ and the
Fresno State _____
(University Name) for the purpose of arranging for repayment of the total amount
of a stipend award or educational reimbursement received from the Fresno State
(University Name) Title
IV-E Master of Social Work Program. This agreement will be executed in the event that
the above-named student fails to meet the requirements of the program as determined by the Master
of Social Work under the guidelines established by the California Social Work Education Center
and stipulated in the Title IV-E Master of Social Work Student Agreement.

The total amount of stipend award or educational reimbursement received; by the above-
named student at the time this repayment plan becomes effective, collections costs, attorney's
fees, plus interest on the unpaid balance at the rate of six per cent (6 %) per annum are payable
to Fresno State Foundation _____ in sixty (60) equal monthly installments,
(University Name)
commencing no later than the fourth calendar month following the date of termination from the
program. Failure to execute this repayment agreement will cause the total amount owed to
become immediately due and payable. Payments are to be mailed to the Title IV-E BSW
Program California State University, Fresno Foundation, 4910 N. Chestnut Ave, Fresno, CA 93726
(University Name and Address)

The above-named student may at their option, prepay all or part of the principal at any
time. If the above-named student fails to make timely payments of any scheduled installment or
fails to submit the appropriate amount on time, then the total stipend or educational
reimbursement amount still owed becomes immediately payable.

In the event of default, Fresno State Foundation will obtain such total due
(University Name / Foundation)
by any means provided by the law and in its sole discretion may charge the above-named student
for attorney's fees and all costs to collect the total stipend or educational reimbursement amount
due and the above-named students shall pay Fresno State Foundation such
(University Name / Foundation)
collections as determined by the Fresno State Foundation.
(University Name / Foundation)

The undersigned acknowledges and agrees to the above arrangements.

Student Signature

Date

Project Coordinator Signature
Child Welfare Training Project

Date

CALSWEC Project Director

Date

University / Foundation

MSW 1st Year (Generalist) Child Welfare Learning Agreement Addendum Academic Year 2021-2022
Fall and Spring Semesters

Instructions for Comprehensive Skills Evaluation

Student Name: _____

Field Placement Agency: _____

Field Instructor Name: _____ Agency Phone: _____

Fall Semester Students should be at **Level 2** or **Level 3**. Please contact Field Liaison immediately if student is at **Level 1** in any objective before you submit this evaluation.

Spring Semester Students should demonstrate skills at **Level 3** or **Level 4**. Please contact Field Liaison immediately if student is below **Level 3** in any objective before you submit this evaluation.

NARRATIVE SECTIONS:

Please comment on areas that need work as well as strengths. It is essential for both Students and the School to have this section completed. Comments are **required** when using N/A or **Level 1**.

Please complete a narrative for the **Summary Assessment** for each **Semester** (located at the end of this document).

INSTRUCTIONS FOR RATING TITLE IV-E MSW 1 INTERNS:

Level 1 = **Inadequate performance:** Student demonstrates an inadequate understanding of the concept and has little to no ability to recognize the knowledge, values, skills, cognitive and affective processes related to the practice behavior.

Level 2 = **Developing performance:** Student understands the concept and applies the knowledge, values, skills, and cognitive and affective processes related to the practice behavior but performance is uneven. Needs time and practice.

Level 3 = **Competent performance:** Student demonstrates competent application of the knowledge, values, skills, cognitive and affective processes related to the practice behavior, and performance is consistent.

Level 4 = **Highly competent performance:** Student is skilled and demonstrates full application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

N/A = Not Addressed: Student has not had the opportunity to demonstrate the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

Competency 1: Demonstrate Ethical and Professional Behavior	
Behaviors	
<p>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 life-long 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. Social workers:</p> <ul style="list-style-type: none"> - make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; - use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; - demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; - use technology ethically and appropriately to facilitate practice outcomes; and - use supervision and consultation to guide professional judgment and behavior. 	
Activities	Rating
Discuss with field instructor an ethical dilemma and identify the principles, values, and the components of the NASW Standards for Social Work Practice in Child Welfare.	
Discuss with the field instructor the use of the tools of Structured Decision-Making (SDM), Division 31 of the Welfare and Institution Codes (WIC), and any other models of ethical decision-making in Child Welfare practice.	
During supervision, review agency's professional expectations regarding conduct, dress, service delivery, cultural humility, and boundaries with clients, colleagues, community partners, and the community.	
The student will consult with other social workers in other disciplines (such as medical social work, school social work, hospice, etc.) by engaging with these social workers as to how they are able to use self-reflection and self-regulation in their practice and discuss with their field instructor.	

The student will utilize some of the information gained from consulting with others and discuss with their field instructor their personal values and reflections that impact their own practice.	
In supervision, student will identify an ethical dilemma student has observed in their internship and discuss personal values, client's values, societal values or agencies policies that could be in conflict. Discuss with field instructor power and authority differences within the agency and in practice.	
Become familiar with and attend a child family team or interdisciplinary team meeting and discuss with field instructor the roles of interdisciplinary team members and collaboration within the child welfare decision-making process.	
Discuss and review federal, major state, local, and agency policy and procedures related to child welfare service delivery in supervision.	
Use technology ethically and appropriately to facilitate practice outcomes. Review and use confidentiality policies/ laws that govern service delivery and documentation with field instructor.	
Discuss required documentation (narratives, safety assessments, court reports, forms) and confidentiality policies with Field Instructor.	

Competency 2: Engage Diversity and Difference in Practice	
Behaviors	
<p>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. Social workers:</p> <ul style="list-style-type: none"> - apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; - present themselves as learners and engage clients and constituencies as experts of their own experiences; and - apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	
Activities	Rating
Self-reflect and discuss during field supervision analysis of causes and effects on disproportionality, disparities, and inequities in the agency or public child welfare.	
<p>Read the agency's policy on discrimination and discuss questions/concerns with field instructor during weekly supervision.</p> <p>Discuss self-awareness and take responsibility for own biases, missteps, and mistakes, when assessing and working with diverse populations in supervision with Field Instructor.</p>	
<p>Discuss experiences with diverse populations with field instructor.</p> <p>Interview at least two agency staff about their practice methods that acknowledge, respect, and address individual and cultural values, norms and differences impact the various system with which children, youth and families interact.</p>	
Research a group served by the Agency/ Public Child Welfare that the student has little knowledge about and discuss how newfound knowledge will impact services provided by student during supervision.	

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
Behaviors	
<p>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. Social workers:</p> <ul style="list-style-type: none"> - apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; - engage in practices that advance social, economic, and environmental justice. 	
Activities	Rating
<p>Review a case and determine how discrimination, oppression, and stigma may affect the services the client(s) receive and review with field instructor.</p> <p>Engage in a discussion around system issues in the agency and institutional power on the delivery of child welfare services.</p>	
Incorporate the family's strengths, resources, cultural perspectives, and solutions in all casework.	
Discuss in supervision ways to engage in activities/tasks designed to promote social, environmental and economic justice in working with all client populations at the micro, mezzo, and macro level.	

Competency 4: Engage in Practice-informed Research and Research-informed Practice	
Behaviors	
<p>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 multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:</p> <ul style="list-style-type: none"> - use practice experience and theory to inform scientific inquiry and research; - apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and - use and translate research evidence to inform and improve practice, policy, and service delivery. 	
Activities	Rating
Using the California Evidence-Based Clearinghouse for Child Welfare (www.cebc4cw.org), review two evidenced-based and/or evidenced-informed treatment models/practices utilized in in your agency placement and discuss the benefits and limitations of each in child welfare practice during supervision.	
Access Kidsdata.org and review Foster Care data, Adverse Childhood Experiences (ACEs) data and discuss policy implications for your host/local County agency within supervision.	
Discuss how research findings, from Kidsdata.org, Foster Care data, Adverse Childhood Experiences (ACEs), or agency data for example, can be applied to enhance services and improve outcomes.	
<p>Discuss with field instructor completed assessments in which evidenced-base knowledge, practice principles, cultural considerations and the impact of trauma were applied.</p> <p>During supervision, student will discuss agency and/or county policies, practices and services that address the needs of disadvantaged communities and those that may have failed to do so. Describe how additional research might assist in bridging the gap.</p>	

Competency 5: Engage in Policy Practice	
Behaviors	
<p>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. Social workers:</p> <ul style="list-style-type: none"> - Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; - assess how social welfare and economic policies impact the delivery of and access to social services; - apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	
Activities	Rating
Review relevant statutes and civil codes as they pertain to the field placement and present a summary to field instructor.	
Access and review agency or Public Child Welfare policies and discuss during supervision their understanding and how to adhere to the policies through child welfare or agency practice.	
Participate in one event or activity in which he or she can engage in political and legislative arena of child welfare (e.g. Lobby Days Events).	
Begin systematically collecting and analyzing knowledge and experiences to identify, formulate, and advocate for policies that advance social and economic well-being and discuss with field instructor.	

Competency 6: Engage at Multisystem Levels	
Behaviors	
<p>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. Social workers:</p> <ul style="list-style-type: none"> - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and - use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	
Activities	Rating
<p>Attend an orientation for new services to implement the engagement phase, which could include attending a parenting class, AOD orientation, agency class or resource, etc. Student will identify knowledge learned and discuss with field supervisor.</p> <p>Conduct an assessment that includes the safety planning and/or other related practices for the children and families being served.</p>	
<p>Observe or Co-facilitate a meeting with community partners to review strengths, concerns/needs, and develop goals for the action plan process.</p> <p>Observe a meeting with facilitator, parent/caregiver, and identified child to review what is working well, challenges, supports needed and next steps/follow up.</p>	
<p>Discuss with field instructor the engagement strategies and communication techniques related to case planning with children, youth, young adults, and families.</p> <p>Become familiar with the role of CASA in public child welfare and discuss in supervision.</p>	
<p>Review trauma informed care practices during supervision and identify challenges related to application of the skills.</p>	

Competency 7: Assess at Multisystem Levels	
Behaviors	
<p>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. Social workers:</p> <ul style="list-style-type: none"> - collect and organize data, and apply critical thinking to interpret information from clients and constituencies; - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; - develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and - select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	
Activities	Rating
<p>Review agency policy about the use of screening and assessment tools and be able to articulate in supervision.</p> <p>Discuss understanding and use of screening and assessment tools during field supervision.</p> <p>Develop working knowledge of signs of substance abuse and its effect on family functioning and discuss in supervision.</p>	
Review and discuss in supervision how social workers gather qualitative and quantitative data from a variety of sources, form an assessment from the data, and use the resulting information to make recommendations to address intervention needs.	
Discuss in supervision, how mutually agreed on intervention goals and objectives were developed based on a critical assessment of a client.	
Discuss understanding and use of screening and assessment tools during field supervision used by the agency and its documentation in CWS/CMS or agency data system.	

Competency 8: Intervene at Multisystem Levels	
Behaviors	
<p>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. Social workers:</p> <ul style="list-style-type: none"> - critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; - use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; - negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and - facilitate effective transitions and endings that advance mutually agreed-on goals. 	
Activities	Rating
<p>Observe meeting with facilitator, parent/caregiver, and/or identified child to review concerns, identify strengths, community resources and natural supports, and support needs.</p> <p>Attend and observe an IEP (Individual Educational Plan) or meeting with the multidisciplinary team that includes the client and/ or family to review strengths, concerns/needs, and develop goals for the action plan process through assessment and safety planning.</p>	
<p>Observe meetings with community partners to review strengths, concerns/needs, and develop goals for the action plan process through assessment and safety planning.</p>	
<p>Assure that all student intervention will be for learning as an observer or co-facilitator.</p> <p>Establish role as observer and learner with the consent of the child/youth, parent/caregiver so there is shared decision-making regarding all team's members.</p>	

<p>Discuss in supervision, the importance of understanding the transition & termination processes, and demonstrate the capacity to sensitively terminate work.</p> <p>Prior to transitioning a case, the student will engage the parent, child or caregiver in a discussion about what worked well, what the student could have done better, and what the next steps are. Student will use this as a learning opportunity and discuss with Field Supervisor during supervision.</p> <p>If possible, arrange a joint home visit with the newly assigned worker to make introductions to help the family adjust to the upcoming change.</p>	
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Competency 9: Evaluate Practice at Multisystem Levels	
Behaviors	
<p>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. Social workers:</p> <ul style="list-style-type: none"> - select and use appropriate methods for evaluation of outcomes; - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; - critically analyze, monitor, and evaluate intervention and program processes and outcomes; and - apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	
Activities	Rating
Review with field instructor agency policies and practices for recording, tracking and monitoring assigned cases; and if possible enter required case information in the agency's case file or data system.	
During supervision, discuss family, agency and community factors that may impact service delivery and outcomes.	
<p>Select a reliable and valid method for monitoring and evaluating practice interventions and use the results to recommend improvements child welfare policy and practice and discuss in supervision.</p> <p>In supervision, verbally identify practice related skills and articulate own level of skill & plans to improve.</p>	
<p>At least once per semester, have a discussion with a youth, adult or family about case goals, current outcomes and efforts to improve practices that support families.</p> <p>Seek input from the youth, adult or family in terms of outcomes and practices.</p>	

Fall Semester Evaluation Signatures:

Student: _____ Date: _____

Field Instructor: _____ Date: _____

Title IV-E Field Liaison: _____ Date: _____

Title IV-E Coordinator: _____ Date: _____

Comments:

Spring Semester Evaluation Signatures:

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Title IV-E Field Liaison: _____

Date: _____

Title IV-E Coordinator: _____

Date: _____

Comments:



Social Work Education

MSW II SWRK 282 – Fall
Semester 2021-2022
Advanced Field Instructed Practice
Child Welfare Track

Advanced Learning Agreement

Student Information:

FIRST NAME	LAST NAME	
STREET ADDRESS	CITY	ZIP CODE
PREFERRED PHONE NUMBER		@mail.fresnostate.edu CAMPUS E MAIL ADDRESS
FIELD PLACEMENT SCHEDULE		WINTER BREAK SCHEDULE
ACADEMIC ADVISOR	PHONE	E MAIL ADDRESS

Agency Information:

AGENCY NAME		
STREET ADDRESS	CITY	ZIP CODE
FIELD INSTRUCTOR (M.S.W.)	PHONE	E MAIL ADDRESS
AGENCY SUPERVISOR (non-M.S.W.)	PHONE	E MAIL ADDRESS
FACULTY LIAISON	PHONE	E MAIL ADDRESS

Field Supervision:

DAY AND TIME OF SUPERVISION

Format (Minimum Requirement: 1 hour per week – individual

NAME OF BACKUP EMERGENCY SUPERVISOR OR PLAN

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

Agency Overview:

BRIEFLY DESCRIBE THE AGENCY'S ORGANIZATIONAL STRUCTURE AND THE AGENCY SERVICES AVAILABLE

Competency 1: Demonstrate Ethical and Professional Behavior	
Behaviors	Learning Agreement Assignment
1. Demonstrate understanding of policies, laws, regulations, and ethical guidelines to guide their practice.	Apply relevant federal, state and county child welfare related laws, policies and procedures in the provision of child welfare services with 2 cases.
2. Demonstrate the ability to make sound ethical decisions, using professional and peer consultation as needed.	Identify an ethical dilemma in your child welfare practice. Present a summary of the situation in both field supervision and field seminar, by engaging in critical analysis and consultation to demonstrate sound decision-making.
3. Use reflexivity and anti-oppressive strategies to maintain awareness of how practice at one level impacts practice at other levels.	Shadow social workers in 2 child welfare task units different from assigned field internship unit such as Emergency Response, Family Maintenance, Family Reunification and Permanency Planning (e.g., kinship/guardianship, aging out youth etc.).
4. Participate collaboratively as a member of inter-professional teams.	Collaborate with other social workers in 2 other disciplines such as medical, school or behavioral health by engaging with these social workers on behalf of foster children who are receiving services.
5. Apply the values of social justice and dignity and worth of the person in oral, written, and electronic communication to support practice outcomes.	Complete oral, written and electronic communication and record keeping in accordance with child welfare agency's policy and procedures to promote client/constituent safety and to protect confidentiality.
Competency 2: Engage Diversity and Difference in Practice	
Behaviors	Learning Agreement Assignment
1. Recognize the social, historical, and cultural context and their positionality when working with clients and constituencies.	Work with 3 clients/constituents culturally different from yourself. Discuss in supervision your understanding of identified differences, including sexual orientation, gender identity, and gender expression (SOGIE) and their impact on your practice through the application of cultural humility.
2. Demonstrate commitment to engaging clients and constituencies as experts of their own experiences.	Apply and discuss in supervision knowledge of historical, legal, socioeconomic, and psychological forms of oppression and the ability to develop culturally sensitive interventions within that understanding with 3 clients/constituents.

3. Choose practice models at all system levels that incorporate a critical understanding of intersectional identities in shaping life experiences	Provide trauma-sensitive child welfare services at the micro and mezzo levels. Discuss in supervision the practice models used and how your understanding of intersectionality influenced your practice.
4. Analyze the complex life stories of clients and constituencies using the lens of intersectionality and other critical theories.	Complete an assessment of 2 clients/constituents within your assigned task area and discuss intersectionality and other critical theories in supervision.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
Behaviors	Learning Agreement Assignment
1. Understand the impact of unjust distribution of resources on the social, political, environmental, and economic conditions in their communities.	Attend a Board of Supervisor's or similar meeting in person or online. Identify and discuss in supervision a social justice issue impacting the clients/constituents involved in child welfare services at your agency.
2. Demonstrate that their practice is grounded in the belief 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.	Review and discuss in supervision knowledge of historical, legal, socioeconomic, and psychological forms of oppression and the ability to provide culturally sensitive services within the core values of social work practice.
3. Choose practice models based on a critical understanding of social, economic, and environmental justice to advocate for human rights at multiple system levels.	Advocate for a minimum of two clients/constituents to effectively address a human rights concern. Address these concerns in supervision and discuss ways to intervene.
4. Apply up-to-date theories and strategies geared toward today's globalized, digital environment to advance social, economic, and environmental justice at multiple system levels.	Apply social work knowledge and skills to identify trends and promote social and economic justice at the micro, mezzo, and macro levels in child welfare in effective and culturally competent ways.
Competency 4: Engage in Practice-informed Research and Research-informed Practice	
Behaviors	Learning Agreement Assignment
1. Demonstrate advanced understanding of research ethics as relevant for social work inquiry.	Addressed in SW 292.
2. Conduct research that is grounded in a commitment to social work values including dignity and worth of the person, social justice, diversity, and empowerment.	Addressed in SW 292

3. Use interdisciplinary practice experience and theory to inform scientific inquiry and research.	Complete an assessment and case plan on a case utilizing client/constituent feedback and research findings to support the intervention(s) selected, presenting the plan and justification of the plan, including outcome evaluation in supervision.
4. Evaluate the relative merits of research evidence and apply research knowledge to inform and improve practice, policy, and service delivery.	Choose one area of child welfare services to assess, identify recommendations for improvement based on research, which is evidence based, or informed and share the findings in supervision.
Competency 5: Engage in Policy Practice	
Behaviors	Learning Agreement Assignment
1. Identify social policy strengths, weaknesses, and unintended consequences with regard to local and regional needs, politics, and opportunities.	Attend a Child and Family Team (CFT), Team Decision Making Meeting (TDM) or similar meeting. Discuss in supervision the benefits and unintended/negative consequences of child welfare laws and policies at multisystem levels.
2. Demonstrate leadership grounded in humility, integrity, teamwork, and respect.	Participate in a CFT, TDM or similar meeting. Identify practices that demonstrated the use of cultural humility, integrity, teamwork and respect and discuss in supervision.
3. Think broadly and critically about how proposed policies impact human rights, economic equity, and social and environmental justice.	Explore California Department of Social Services website (CDSS) http://www.cdss.ca.gov . Read 5 of the most recent County Letters (ACLs), available on the CDSS website that impact the client's/constituent's assigned program. Discuss in supervision any social justice issues that you identify.
4. Demonstrate the ability to work with diverse stakeholders at the local, state, and/or federal level to develop, advocate for, implement and evaluate policies that promote human well-being, improved social services, and a more equitable society.	Explore the Continuum of Care Reform (CCR) on the California Department of Social Services website (CDSS) https://www.cdss.ca.gov/inforesources/Continuum-of-Care-Reform Review the impact of Continuum of Care Reform (CCR) on social workers, children and families, and community partners (i.e. Court Appointed Special Advocates (CASA), substance treatment, behavioral health agencies, regional centers, or schools. In supervision, present at least one way this new approach to child welfare in California has

	impacted local child welfare practice or policy (i.e. New Resource Family Approval (RFA) or Child and Family Team processes).
Competency 6: Engage at Multisystem Levels	
Behaviors	Learning Agreement Assignments
1. Demonstrate advanced understanding of the main components of the engagement process by attending to non-verbal and verbal communication and relevant cultural factors when using appropriate interviewing approaches.	<p>Review the Child and Family Team Meeting (CFTM) or other collaborative meeting referral, noting invitees and description of meeting purpose/goals in preparation for attending a case planning on a family familiar to intern.</p> <p>Complete 2 process recordings based on interaction with new child welfare referral that demonstrate your engagement skills and application of growth and development factors. Review the process recording in supervision for feedback.</p>
2. Engage with diverse clients and constituencies utilizing core social work values to build rapport and trust and enhance motivation.	During the CFTM, or other collaborative meeting the intern will actively discuss family strengths, agency concerns, and help brainstorm case plan goals/options with other team members.
3. Critique the strengths, weaknesses and assumptions of engagement approaches in terms of their practical applicability for engaging diverse clients and constituencies.	Discuss 2 parent/caregiver engagement strategies and techniques for working with a child, youth, or young adult, about long-term goals for the safety and well-being of the child/children and discuss outcome with Field Instructor.
4. Facilitate the joining process through interactions in which clients and constituents are invited to share and listen authentically.	After the CFTM, or other collaborative meeting, complete a process recording about your affective/emotional responses to the meeting and teaming process.
Competency 7: Assess at Multisystem Levels	
Behaviors	Learning Agreement Assignments
1. Demonstrate advanced understanding of the relevance of multiple dimensions of experience in formulating an appropriate assessment.	<p>In preparation of accurately completing an assessment tool to ensure the safety and well-being of a child, include family members and other relevant parties in discussions/interviews to assist in the process of completing a comprehensive assessment.</p> <p>Write and enter descriptive contact narratives in the CWS/CMS Delivered Service Log, or as directed by Field Instructor, documenting interactions and discussion with family members</p>

	and pertinent parties; contacts will be reviewed by the Field Instructor for accuracy and details.
2. Assess clients and constituencies in a manner that conveys empathy.	<p>Demonstrate knowledge of assessments by completing a Risk and Safety (i.e. Structured Decision Making (SDM), Family Strengths and Needs and Child Strengths and Needs, Child and Adolescent Needs and Strengths (CANS) assessment or similar tool for 3 cases and discuss in supervision.</p> <p>Demonstrate knowledge and complete a mock or actual court report and discuss in supervision.</p> <p>Discuss in supervision how empathy was conveyed.</p>
3. Critique the strengths, weaknesses and assumptions of models of assessment in terms of their practical and cultural applicability with diverse clients and constituencies.	Review 2 different assessment models in supervision (DSM 5, PIE, CANS, Family Strengths, Needs, and Child Strengths and Needs assessment tools or similar tools) to identify the strengths and needs of all family members and discuss their applicability with diverse youth and families.
4. Conduct multidimensional assessments and develop appropriate and effective strength-based, mutually agreed upon intervention goals.	Formulate a multidimensional assessment for 3 clients/constituents and collaborate to establish a clear service or case plan for all agreed upon intervention goals. Document in CWS/CMS or as directed the completion of assessment tools used, including an analysis of the assessment tool outcome, which will be reviewed by the Field Instructor.
Competency 8: Intervene at Multisystem Levels	
Behaviors	Learning Agreement Assignments
1.Demonstrate advanced understanding of the impact of trauma and other lived experiences on the intervention process	Provide trauma-sensitive, developmentally appropriate, evidence informed strategies to provide interventions at the individual and family levels.
2. Select culturally responsive, evidence-informed intervention strategies in response to the assessment, values and preference of clients and constituencies.	Discuss in supervision the practical and cultural applicability of intervention strategies and develop a list of the most useful and appropriate interventions.
3. Critique the strengths, weaknesses and assumptions of intervention strategies in terms of their practical and cultural applicability with diverse clients and	Discuss in supervision the advantages and disadvantages of 3 different approaches to intervention with diverse clients/constituents in the public child welfare setting.

constituencies.	
4. Provide advanced interventions at multiple system levels to address the identified needs of diverse clients and constituencies.	Provide advanced trauma sensitive child welfare intervention services that include case management, collaborative consultation, motivational interviewing, advocacy, family/community support systems during the case planning process in the development of interventions.
Competency 9: Evaluate Practice at Multisystem Levels	
Behaviors	Learning Agreement Assignments
1. Demonstrate advanced understanding of tools of practice evaluation.	Identify 3 tools to evaluate child welfare practice at the micro and mezzo levels and discuss in supervision.
2. Select culturally responsive evaluation strategies based on assessment, values and preference of clients and constituencies.	Research child welfare agency protocol for selecting culturally responsive evaluation strategies. Discuss your findings in supervision to inform selection.
3. Critique the strengths, weaknesses and assumptions of models and tools for evaluation in terms of their practical and cultural applicability for evaluating practice with diverse clients and constituencies.	Discuss in supervision the advantages and disadvantages of 3 different approaches to evaluation with diverse clients/constituents in the public child welfare setting.
4. Critique the strengths, weaknesses and assumptions of models and tools for evaluation in terms of their practical and cultural applicability for evaluating practice with diverse clients and constituencies.	Use quantitative and qualitative data and feedback from clients, caregivers, family supports, and other providers to evaluate practices and modify approaches as needed.

1. Appropriate learning assignments as required for SWRK 282.
2. A minimum of one hour of weekly supervision with the M.S.W. field instructor.
3. Adequate space and resources to complete agency related assignments.
4. Other:

Signatures:

STUDENT SIGNATURE

DATE

M.S.W. FIELD INSTRUCTOR SIGNATURE

DATE

FACULTY LIAISON SIGNATURE

DATE

FIELD COORDINATOR SIGNATURE

DATE

MSW II SWRK 283 –
Spring Semester 2021-2022
Advanced Field Instructed
Practice
Child Welfare Track

Advanced Learning Agreement

Student Information:

FIRST NAME	LAST NAME	
STREET ADDRESS	CITY	ZIP CODE
PREFERRED PHONE NUMBER		@mail.fresnostate.edu CAMPUS E MAIL ADDRESS
FIELD PLACEMENT SCHEDULE		WINTER BREAK SCHEDULE
ACADEMIC ADVISOR	PHONE	E MAIL ADDRESS

Agency Information:

AGENCY NAME		
STREET ADDRESS	CITY	ZIP CODE
FIELD INSTRUCTOR (M.S.W.)	PHONE	E MAIL ADDRESS
AGENCY SUPERVISOR (non-M.S.W.)	PHONE	E MAIL ADDRESS
FACULTY LIAISON	PHONE	E MAIL ADDRESS

Field Supervision:

DAY AND TIME OF SUPERVISION

Format (Minimum Requirement: 1 hour per week – individual

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

BRIEFLY DESCRIBE THE AGENCY'S ORGANIZATIONAL STRUCTURE AND THE AGENCY SERVICES AVAILABLE

Competency 1: Demonstrate Ethical and Professional Behavior	
Behaviors	Learning Agreement Assignment
1. Demonstrate understanding of policies, laws, regulations, and ethical guidelines to guide their practice.	Apply relevant federal, state and county child welfare related laws, policies and procedures in the provision of child welfare services, including the application of Child & Family Services Reviews (CFSRs).
2. Demonstrate the ability to make sound ethical decisions, using professional and peer consultation as needed.	Identify an ethical dilemma in your child welfare practice. Use consultation in supervision to discuss the application of relevant policies and models for ethical decision making to demonstrate sound decision-making.

3. Use reflexivity and anti-oppressive strategies to maintain awareness of how practice at one level impacts practice at other levels.	Discuss in supervision each week at least 1 example of your use of self-reflection to identify oppression and to adjust in your practice to limit its impact.
4. Participate collaboratively as a member of interprofessional teams.	Continue to collaborate with at least 2 other social workers, task forces or professional teams in other disciplines such as medical, school or behavioral health by engaging with these social workers on behalf of foster children who are receiving services.
5. Apply the values of social justice and dignity and worth of the person in oral, written, and electronic communication to support practice outcomes.	Continue to complete oral, written and electronic communication and record keeping in accordance with child welfare agency's policy and procedures to promote client/constituent safety and to protect confidentiality.
Competency 2: Engage Diversity and Difference in Practice	
Behaviors	Learning Agreement Assignment
1. Recognize the social, historical, and cultural context and their positionality when working with clients and constituencies.	Continue to work with 3 clients/constituents culturally different from yourself. Discuss in supervision the causes and effects of disparities impacting families, especially African America and Native American in the child welfare system.
2. Demonstrate commitment to engaging clients and constituencies as experts of their own experiences.	Work with a minimum of 2 youth and 2 caregivers and engage in cultural humility through on-going self-reflection, use of client/constituent feedback, supervision and evaluation.
3. Choose practice models at all system levels that incorporate a critical understanding of intersectional identities in shaping life experiences	Provide trauma-sensitive child welfare services at the micro, mezzo and macro levels. Discuss in supervision the practice models used and how intersectionality impacts your practice including your own beliefs, values, cultural norms, and gaps in knowledge surrounding sexual orientation, gender identity, and gender expression.
4. Analyze the complex life stories of clients and constituencies using the lens of intersectionality and other critical theories.	Complete an assessment of 2 clients/constituents (youth, young adult, caregiver, biological parent) within assigned task area and discuss intersectionality and other critical theories in supervision using a cultural humility perspective.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
Behaviors	Learning Agreement Assignment

1. Understand the impact of unjust distribution of resources on the social, political, environmental, and economic conditions in their communities.	Meet with a community-based provider to your agency to discuss service provision to clients/constituents. Identify any patterns of disproportionality and inequity impacting the clients/constituents involved in child welfare services at your agency. Formulate a recommendation to address one concern and discuss in supervision.
2. Demonstrate that their practice is grounded in the belief 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.	Review and discuss in supervision the challenges associated with providing culturally sensitive child welfare services within the core values of social work practice.
3. Choose practice models based on a critical understanding of social, economic, and environmental justice to advocate for human rights at multiple system levels.	Advocate for a minimum of 1 client and 1 constituent group or program to effectively address a human rights concern. Plan your intervention in supervision prior to implementation.
4. Apply up-to-date theories and strategies geared toward today's globalized, digital environment to advance social, economic, and environmental justice at multiple system levels.	Continue to apply social work knowledge and skills to identify trends and promote social and economic justice at the micro, mezzo, and macro levels in child welfare in effective and culturally competent ways.
Competency 4: Engage in Practice-informed Research and Research-informed Practice	
Behaviors	Learning Agreement Assignment
1. Demonstrate advanced understanding of research ethics as relevant for social work inquiry.	Research two evidenced-based and/or evidenced-informed treatment models/practices utilized in child welfare practice (particularly in their program) and discuss the benefits and limitations of each during supervision.
2. Conduct research that is grounded in a commitment to social work values including dignity and worth of the person, social justice, diversity, and empowerment.	Provide a critical analysis in the form of a discussion during supervision of research practices regarding their effect on addressing the needs/realities of exploited, disadvantaged communities. Also, discuss the impact of cross-cultural research practices on child welfare practice.
3. Use interdisciplinary practice experience and theory to inform scientific inquiry and research.	Use multisystem feedback and identify trends to inform research on child welfare (CW) practice & CW outcomes that impact the local community. Formulate one area for future CW inquiry.

4. Evaluate the relative merits of research evidence and apply research knowledge to inform and improve practice, policy, and service delivery.	Review data from CDSS or agency website related to performance improvement, outcomes, or CSFR. Discuss in supervision how this data can be used by a child welfare worker to improve policy and practice.
Competency 5: Engage in Policy Practice	
Behaviors	Learning Agreement Assignment
1. Identify social policy strengths, weaknesses, and unintended consequences with regard to local and regional needs, politics, and opportunities.	Attend a Child and Family Team (CFT), Team Decision Making Meeting (TDM) or similar meeting. Discuss in supervision the benefits and unintended/negative consequences for the client/family at multisystem levels.
2. Demonstrate leadership grounded in humility, integrity, teamwork, and respect.	Participate in a CFT, TDM or similar meeting. Utilize practices that demonstrate the use of cultural humility, integrity, teamwork and respect and discuss in supervision.
3. Think broadly and critically about how proposed policies impact human rights, economic equity, and social and environmental justice.	Participate in a CFT, TDM or similar meeting. Discuss in supervision your insight regarding social justice issues.
4. Demonstrate the ability to work with diverse stakeholders at the local, state, and/or federal level to develop, advocate for, implement and evaluate policies that promote human well-being, improved social services, and a more equitable society.	At a Unit or Staff Meeting or in field supervision, present and critique how a California policy has impacted a child welfare local practice/policy (i.e. New Resource Family Approval or Child and Family Team processes).
Competency 6: Engage at Multisystem Levels	
Behaviors	Learning Agreement Assignments
1. Demonstrate advanced understanding of the main components of the engagement process by attending to non-verbal and verbal communication and relevant cultural factors when using appropriate interviewing approaches.	Interview 2 new clients/constituents in the presence of your field instructor to demonstrate your engagement skills and application of growth and development factors. Debrief with your field instructor for feedback.
2. Engage with diverse clients and constituencies utilizing core social work values to build rapport and trust and enhance motivation.	Engage with a minimum of 5 diverse clients/constituents, establishing a supportive relationship, clear expectations, and facilitating opportunities for involvement in all aspects of case development.
3. Critique the strengths, weaknesses and assumptions of engagement approaches in terms of their practical applicability for engaging diverse clients and constituencies.	Discuss with Field Instructor 2 caregiver engagement strategies and techniques for re-engaging emotionally or behaviorally disconnected children, youth, or young adults.

4. Facilitate the joining process through interactions in which clients and constituents are invited to share and listen authentically.	After a CFTM, or other collaborative meeting, interact with youth, caregivers, and other relevant parties to continue to build relationships. Identify in supervision 3 examples of how these efforts supported your professional practice.
Competency 7: Assess at Multisystem Levels	
Behaviors	Learning Agreement Assignments
1. Demonstrate advanced understanding of the relevance of multiple dimensions of experience in formulating an appropriate assessment.	<p>Continue to consult with parents/caregivers, family members and other relevant parties in discussions/interviews as part of a multisystem approach to assessment.</p> <p>Write and enter descriptive contact narratives in the CWS/CMS Delivered Service Log, or as directed by Field Instructor, documenting interactions and discussion with family members and pertinent parties; contacts will be reviewed by the Field Instructor for accuracy and details.</p>
2. Assess clients and constituencies in a manner that conveys empathy.	<p>Complete a Risk and Safety assessment effectively for 3 cases using one or more of the following tools: Structured Decision Making (SDM), Family Strengths and Needs and Child Strengths and Needs, Child and Adolescent Needs and Strengths (CANS). Discuss in supervision.</p> <p>Complete a (mock or actual) court report and discuss in supervision.</p> <p>Complete a needs assessment of the local community to identify an unmet need of the families involved in child welfare. Discuss your findings and program planning with your field instructor.</p>
3. Critique the strengths, weaknesses and assumptions of models of assessment in terms of their practical and cultural applicability with diverse clients and constituencies.	Review 2 different macro assessment models in supervision and discuss their applicability to the families involved in the county child welfare community.
4. Conduct multidimensional assessments and develop appropriate and effective strength-based, mutually agreed upon intervention goals.	Formulate a multidimensional assessment for 3 clients/constituents and collaborate to establish a clear service or case plan for all agreed upon intervention goals. Document in CWS/CMS or as directed the completion of assessment tools

	used, including an analysis of the assessment tool outcome.
Competency 8: Intervene at Multisystem Levels	
Behaviors	Learning Agreement Assignments
1. Demonstrate advanced understanding of the impact of trauma and other lived experiences on the intervention process	Provide trauma-sensitive, developmentally appropriate, evidence informed strategies to provide interventions at multisystem levels as determined by identified needs.
2. Select culturally responsive, evidence-informed intervention strategies in response to the assessment, values and preference of clients and constituencies.	Utilize evidence informed intervention strategies that are culturally responsive to intervene proactively.
3. Critique the strengths, weaknesses and assumptions of intervention strategies in terms of their practical and cultural applicability with diverse clients and constituencies.	Discuss in supervision the practical and cultural applicability of intervention strategies and develop a list of the most useful and appropriate micro, mezzo and macro interventions.
4. Provide advanced interventions at multiple system levels to address the identified needs of diverse clients and constituencies.	Provide advanced, trauma sensitive child welfare intervention services that include case management, collaborative consultation, motivational interviewing, advocacy, family/community support systems during the case planning process to meet the identified needs of the client, caregiver/parent, family.
Competency 9: Evaluate Practice at Multisystem Levels	
Behaviors	Learning Agreement Assignments
1. Demonstrate advanced understanding of tools of practice evaluation.	Identify 3 tools to evaluate child welfare practice at the micro, mezzo and macro levels and discuss in supervision.
2. Select culturally-responsive evaluation strategies based on assessment, values and preference of clients and constituencies.	Research child welfare agency protocol for selecting culturally responsive program evaluation strategies. Discuss your findings in supervision to inform selection.
3. Critique the strengths, weaknesses and assumptions of models and tools for evaluation in terms of their practical and cultural applicability for evaluating practice with diverse clients and constituencies.	Discuss in supervision the advantages and disadvantages of 2 different approaches to evaluation utilized with diverse clients/constituents in your agency setting.

4. Critique the strengths, weaknesses and assumptions of models and tools for evaluation in terms of their practical and cultural applicability for evaluating practice with diverse clients and constituencies.	Understand and utilize data to conduct formal and informal evaluations of micro, mezzo and macro level child welfare intervention outcomes to inform future practices.
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1. Appropriate learning assignments as required for SWRK 283. _____
2. A minimum of one hour of weekly supervision with the M.S.W. field instructor. _____
3. Adequate space and resources to complete agency related assignments. _____
4. Other: _____

Signatures:

STUDENT SIGNATURE	DATE
M.S.W. FIELD INSTRUCTOR SIGNATURE	DATE
FACULTY LIAISON SIGNATURE	DATE
FIELD COORDINATOR SIGNATURE	DATE

Title IV-E Child Welfare Training Program
BASW Child Welfare Learning Agreement Addendum
Fall & Spring 2021 - 2022

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.

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.

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.

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.	
---	--

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:

Federal Section Code 45 235.60 - 235.63

Federal financial participation (FFP) for State and local training.

Sections 235.61 through 235.66 contain (a) State plan requirements for training programs and (b) conditions for Federal financial participation (FFP) for training costs under the State plans. These sections apply to the State plans for the financial assistance programs in all jurisdictions under Title I, IV-A, X, XIV, or XVI (AABD) of the Social Security Act.

235.60 Definition of terms

For Purposes of 235.60-235.66:

"Act" means the Social Security Act, as amended.

"A grant to an educational institution" means payments to an educational institution for services rendered under a time limited agreement between the State agency and the eligible educational institution which provides for the training of State or local agency employees or persons preparing for employment with the State or local agency.

"A training program" is the method through which the State agency carries out a plan of educational and training activities to improve the operation of its programs.

"Initial in-service training" means a period of intensive task oriented training to prepare new employees to assume job responsibilities.

"Continuing training" means an on-going program of training planned to enable employees to: (1) Reinforce their basic knowledge and develop the required skills for the performance of specific functions, and (2) acquire additional knowledge and skills to meet changes such as enactment of new legislation, development of new policies, or shifts in program emphasis.

"Full-time training" means training that requires employees to be relieved of all responsibility for performance of current work to participate in a training program.

"Part-time training" means training that allows employees to continue full-time in their jobs or requires only partial reduction of work activities to participate in a training program outside of the State or local agency.

"Long-term training" means training for eight consecutive workweeks or longer. "Short-term training" means training for less than eight consecutive workweeks. "FFP or Federal financial participation" means the Federal government's share of expenditures made by a State or local agency under a training program.

"Fringe benefits" means the employer's share of premiums for industrial compensation, employee's retirement, unemployment, compensation, health insurance, and similar expenses.

"Persons preparing for employment" means individuals who are not yet employed by the State or local agency, but who have received financial assistance from the State agency for training, and have made a legally binding commitment with the State or local agency for future employment under the conditions of these regulations.

"Stipend" means the basic living allowance paid to a student.

235.61 State plan requirements for training programs

A state plan under Title I, IV-A, X, XIV, or XVI (AABD) of the Act must provide for a training program for agency personnel. The training program must:

(a) Include initial in-service training for newly appointed staff, and continuing agency training opportunities to improve the operation of the program. The training program may also include short-term and long-term training at educational institutions through grants to institutions or by direct financial assistance to

students enrolled in institutions who are agency employees or persons preparing for employment with the State or local agency.

(b) Be related to job duties performed or to be performed by the persons trained and be consistent with the program objectives of the agency.

(c) Be described in an annual training plan prepared prior to the beginning of the fiscal year. Copies of the training plan shall be made available upon request to the Regional Office of Family Assistance for review by the Federal staff.

235.62 Conditions for FFP

(a) Who may be trained? FFP is available only for training provided personnel employed in all classes of positions, volunteers, and persons preparing for employment by the State or local agency administering the program.

(b) When FFP is available. FFP is available for personnel employed and persons preparing for employment by the state or local agency provided the following conditions are met and with the following limitations:

(1) Employees in full-time, long-term training make a commitment to work in the agency for a period of time equal to the period for which financial assistance is granted. A state agency may exempt an employee from fulfilling this commitment only if failure to continue in employment is due to death, disability, employment in a financial assistance program in a public assistance agency in another state, or other emergent circumstances determined by the single State agency head to be valid for exemption;

(2) An employee retains his or her rights and benefits in the agency while on full-time, long-term training leave;

(3) Persons preparing for employment are selected by the State agency and accepted by the school;

(4) Persons preparing for employment are pursuing educational programs approved by the State agency;

(5) Persons preparing for employment are committed to work for State or local agency for a period of time at least equal to the period for which financial assistance is granted if employment is offered within two months after training is completed;

(6) The State or local agency offers the individual preparing for employment a job upon completion of training unless precluded by merit system requirements, legislative budget cuts, positions freezes, or other circumstances beyond the agency's control; and if unable to offer employment, releases the individual from his or her commitment;

(7) The State agency keeps a record of the employment of persons trained. If the persons are not employed by the State or local agency, the record specifies the reason for non-employment;

(8) The State agency evaluates the training programs; and

(9) Any recoupment of funds by the State from trainees failing to fulfill their commitment under this section shall be treated as a refund and deducted from total training costs for the purpose of determining net costs for FFP.

Grants to educational institutions. FFP is available in payments for services rendered under grants to educational institutions provided all of the following conditions are met:

(1) Grants are made for the purpose of developing, expanding or improving training for personnel employed by the State or local agency or preparing for employment by the State or local agency administering the program. Grants are made for an educational program (curriculum development, classroom instruction, field instruction, or any combination of these) that is directly related to the agency's program. Grants are made for not more than three years, but may be renewed, subject to the conditions of this section;

-
- (2) Grants are made to educational institutions and programs that are accredited by the appropriate institutional accrediting body recognized by the U.S. Commissioner of Education. When a specialized program within the institution for which there is a specialized accrediting body is used, that program must be accredited by or have pre-accreditation status from that body. (Part 149 of this title explains the requirements and procedures for obtaining recognition as an accrediting agency or association. Lists of currently recognized accrediting bodies are published in the Federal Register periodically. See also Nationally Recognized Accrediting Agencies and Associations published by the Office of Education);
- (3) The State agency has written policies establishing conditions and procedures for such grants;
- (4) Each grant describes objectives in terms of how the educational program is related to the financial assistance programs and how it is designed to meet the State or local agency's manpower needs; and
- (5) An evaluation of the educational program funded by each grant is made no later than the close of the second year of the grant. The evaluation shall be conducted by representatives from the educational institution and the State agency to determine whether conditions and objectives described in the grant are being met. If the educational program does not meet these conditions and objectives, payment shall be terminated no later than the close of the second year of the grant.

Job Search Forms

Title IV-E Program
Graduate Employment Search

Name of County	Position applying for	Date of application	Agency Contact: Name, Phone number & Email	Response from County (test + date, response card, etc)	Test Score	Place on list	Notice from county RE: Interview	First interview date	Second interview date	Job offer? Y/N	Hire date	Comments/Explanation/ Plan for follow up
Merit System Counties												
Alpine												
Amador												
Calaveras												
Colusa												
Del Norte												
El Dorado												
Glenn												
Humboldt												
Imperial												
Inyo												
Lake												
Lassen												
Madera												
Mariposa												
Mendocino												
Merced												
Modoc												
Mono												
Monterey												
Napa												
Nevada												
Plumas												
San Benito												
Shasta												
Sierra												
Siskiyou												
Sutter												
Tehama												
Trinity												
Tuolumne												

Name:
Address:
Phone:
Email:

School:
Graduation date:

8/7/2017

Name:
Address:
Phone:
Email:

8/7/2017

Release of Information



5310 N. Campus Drive, M/S PH 102 Fresno,
California 93740-8019
Title IV-E Child Welfare Program – (559) 278-3076
Department of Social Work Education – (559) 278-3992

Release of Information

I, give permission to the Title IV-E Child Welfare Program to share the following information (please check box):

- ☐ 1. I give permission to share my email address with other IV-E Students in the program as a way of connecting with each other and as a mentor.
- ☐ 2. I give permission for the County to release employment contact information.
- ☐ 1. I give permission for CSU, Fresno to use photographs taken of myself at program events for use of program publications such as recruiting brochures, newsletters facebook.com, magazines, display boards, and any other promotional and recruitment purposes.

I give permission for this information to be released for my entire contractual period.

Signed

Date

Employment/Non-Profit Verification Form

Review CalSWEC Program Guidelines

CalSWEC will send the student an email with the EVF link. Student is required to complete the online form and submit it as per instructions, including uploading employer documents, verifying students start date of employment.

Employment Completion Form

Review CalSWEC Program Guidelines

CalSWEC will send the student an email with the ECF link. Student is required to complete the online form and submit the ECF as per instructions, including uploading employer documents, verifying student's employment dates.

Employment Obligation Tracking Form



FRESNO STATE TITLE IV-E PROGRAM

EMPLOYMENT OBLIGATION FULFILLMENT TRACKING FORM

Compilation of work in fulfillment of contracted employment obligation for the following Title IV-E graduate:

Student Name:		
Address: (Street)	(City, State)	Zip
Primary Phone:	Alternate Phone:	Work Phone:
Personal Email:	Alternate Email:	Work Email:
Work Address:		

EMPLOYMENT OBLIGATION FULFILLMENT (To be completed by Title IV-E Coordinator)

PLACE(s) of Employment	Position(s) Held	Dates of Service
Employment Obligation Fulfillment Date:		

The above information certifies that the above named individual has fulfilled the public service/child welfare employment obligation as of the indicated date.

Title IV-E Coordinator Signature

Date

Title IV-E Coordinator Name (Please print)

Phone Number

Reviewed April, 2016

NOTICE TO STUDENTS ON TAXATION OF SCHOLARSHIPS, FELLOWSHIPS, AND STIPENDS
(Reprinted with permission from the San Diego State University, Title IV-E Program)

The Tax Reform Act effective January 1, 1987, included some new provisions that impact students. The changes in brief are:

- Fellowship, scholarship or stipend payments from any sources in excess of an amount equal to tuition, fees, books and course-related expenses are considered taxable income. (Room and board are now considered taxable income.
- Any stipend, fellowship, scholarship, fee or payment received in return for any expectation of work on the part of the student is now regarded as taxable income. For example, Research Assistants, regardless of the nature of their research and its relation to their degree requirements, will have their stipends subject to taxation. The same is true for Teaching Assistants, Readers, Tutors, Interns, and other similar positions. The exemption formerly allowing exclusion from taxes of stipends earned for teaching or research in support of a degree requirement was repealed as of January 1, 1987.
- Any scholarship, grant, or fellowship awarded before August 16, 1986, may not be considered taxable under some circumstances. Thus, if you received an offer of a fellowship or scholarship before August 16, 1986, it may not be taxable even for the portion of the award you will receive after December 31, 1986.

The student recipient is responsible for determining whether the payment, in whole or in part, should be included in his/her expenses incurred on or after January 1, 1987, are in aggregate, in excess of tuition, fees, books, supplies and equipment required for enrollment or attendance at CSU, Fresno.

If you have any questions about your personal tax liability, we recommend you consult with your own tax professional.

I hereby certify that I have been notified of the potential tax liability for any amount in excess of tuition, fees, books, supplies and equipment for courses of instruction.

Student's Signature

Date

CSU, Fresno

Date

CSU, Fresno Department of Social Work Education

Date

INFORMATION ON TAXATION OF SCHOLARSHIPS, FELLOWSHIPS, AND STIPENDS

Each school should consult with their foundation or grants management office to ascertain how this issue should be treated on your institution.

Per 45 CFR 235.61, stipends means the basic living allowance paid to a student.

At UC Berkeley, stipends are not 1099—reportable payments. This is, the recipient will not receive a 1099—Misc. form at the end of the year. Recipients should consult their tax advisors regarding the taxation of Scholarship, Fellowship, and Stipends.

CalSWEC Curriculum Competencies for Public Child Welfare in California (2017)



CALSWEC CURRICULUM COMPETENCIES FOR PUBLIC CHILD WELFARE IN CALIFORNIA

2017

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INTRODUCTION

“Competence is informed by knowledge, values, skills and cognitive and affective processes that include the social worker’s critical thinking, affective reactions and exercise of judgment.”

–2015 Council on Social Work Education,
Educational Policy and Accreditation Standards

History

The [Council of Social Work Education \(CSWE\)](#) sets national standards for the identification and assessment of competencies in the education of social work students through the periodic publication of [Educational Policy and Accreditation Standards \(EPAS\)](#) for Baccalaureate and Master’s Social Work Programs, which were most recently revised at the end of 2015. A competency-based approach to professional education is focused by the establishment of standards and tools for assessing student mastery of key proficiencies specific to a profession. The goal is to be able to determine whether or not students can demonstrate the functional integration of acquired knowledge and cognitive and affective awareness of key concepts through the effective and appropriate performance of key professional skills. As noted in this revision;

In 2008 CSWE adopted a competency-based education framework for its EPAS...the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes...In social work this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy (CSWE EPAS 2015, p. 6).

The California Social Work Education Center (CalSWEC) created the first set of *Curriculum Competencies for Public Child Welfare* in 1991 for use by CalSWEC’s partner schools and programs of social work to support the thorough preparation of Title IV-E stipend recipients. In 2004 and 2005, respectively, CalSWEC developed *Curriculum Competencies for Aging and Public Mental Health*. These sets of competencies, which are revised periodically to reflect current developments in social work practice and education, serve as a model for collaborative curriculum development across the nation.

Revision Process

In response to the [2015 CSWE EPAS](#) revisions, CalSWEC began the collaborative process of revising its *Curriculum Competencies* in January 2016, with the goal of developing a clear and comprehensive set of competencies that reflect current social work practice and are focused on the demonstration of student learning outcomes. To begin the revision process, CalSWEC created two comprehensive “crosswalk” documents comparing past CalSWEC and EPAS competencies with the 2015 EPAS and current practice models. These included:

- [Integrated Crosswalk](#): A summary and comparison of information from the 2008 EPAS, 2015 EPAS, and 2011 CalSWEC competencies, with recommendations and analysis.
- [Practice Indicators Crosswalk](#): A summary and comparison of practice indicators from the 2011 CalSWEC competencies and the California Child Welfare Core Practice Model.

Based on these “crosswalks,” CalSWEC developed an initial draft of the *Curriculum Competencies for Public Child Welfare, Behavioral Health, and Aging* as a starting point for revision and adaptation.

In the summer of 2016, a large group of CalSWEC stakeholders, including representatives from university, county, Tribal, training, and other CalSWEC partner entities, with expertise in the fields of public child welfare, behavioral health, and aging, reviewed and commented on the initial draft of the *Curriculum Competencies* utilizing an online review tool, which remained open for nine weeks. CalSWEC Central staff then analyzed and incorporated the feedback received to produce the next draft of the *Curriculum Competencies*. A smaller work group of CalSWEC partners with knowledge and experience in the identified subject areas spent six weeks in the winter of 2016 redlining the document. After incorporating this workgroup’s edits, a final draft was released for a public comment period over four weeks in the spring of 2017. The Curriculum Committee of the CalSWEC Board remained involved throughout the review and revision process. CalSWEC Central staff reviewed and incorporated feedback and produced this final version for distribution in the summer of 2017, for implementation by CalSWEC Title IV-E and Mental Health Services Act (MHSA) Stipend Program schools by the fall of 2018.

Organization of This Document

As a departure from previous versions of the *Curriculum Competencies*, the 2017 *CalSWEC Curriculum Competencies* was initially formatted to include content, processes, and behaviors associated with both generalist practice and specialized practice in the areas of public child welfare, behavioral health, and aging in a single document. Upon special request from Title IV-E Project Coordinators, this document containing only the CalSWEC Public Child Welfare Competencies along with the CSWE EPAS Competencies was produced in November 2017. The CalSWEC Public Child Welfare Competencies are presented for each of the nine CSWE EPAS-identified competencies in the following format:

<p style="text-align: center;">CSWE EPAS COMPETENCY (SAMPLE)</p> <p>The 2017 <i>CalSWEC Curriculum Competencies</i> utilizes the headings from nine <u>CSWE EPAS</u> competencies and is organized to align with these general standards from the accrediting organization.</p>
<p>CSWE EPAS COMPETENCY CONTENT AND PROCESSES</p>
<p>The 2017 <i>CalSWEC Curriculum Competencies</i> includes narrative descriptions of each of the nine <u>CSWE EPAS</u> competencies that outline “the knowledge, values, skills, and cognitive and affective processes that comprise [each] competency at the generalist level of practice” (CSWE EPAS, p. 7) for all students.</p>
<p>CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY</p>
<p>The 2017 <i>CalSWEC Curriculum Competencies</i> includes lists of behaviors related to each of the nine <u>CSWE EPAS</u> competencies that “represent observable components of [each] competenc[y]” (CSWE EPAS, p. 7) and that may be regarded as indicators of competence at the generalist level of practice for all students.</p>
<p style="text-align: center;">CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE COMPETENCY (SAMPLE)</p>
<p>PUBLIC CHILD WELFARE</p>
<p>For each of the nine CSWE EPAS competencies, the 2017 <i>CalSWEC Curriculum Competencies</i> outlines a set of related behaviors focused on the specialized area of public child welfare intended to provide CalSWEC Title IV-E Stipend Program schools/departments of social work/social welfare with guidelines for indicators of students’ competency mastery in public child welfare practice. These sections also reference related practice behaviors from the California Child Welfare Core Practice Model, which are also cross-referenced in the Appendix.</p>

Evaluation Plan

Reflecting contract requirements for the CalSWEC Title IV-E and MHSA Stipend Programs, CalSWEC will continue to gather information from participating schools related to the methods used to integrate the *Curriculum Competencies* into student learning, as well as the tools used to assess competency-related student learning outcomes.

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

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.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY 1

Social work students should:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

COMPETENCY 1: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE

PUBLIC CHILD WELFARE (CW1)

Social work students should:

- CW1.1 Guided by ethical reasoning and self-reflection, demonstrate adherence to child welfare-related laws, policies, and procedures. (See related Competency 5.)
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

Related California Child Welfare Core Practice Model Practice Behaviors:

[I.2.a.b.](#); [IV.8.a.d.e.](#); [IV.9.a-f.](#); [IV.10.b.c.](#); [IV.11.](#); [V.12.d.](#) (see [Appendix](#))

COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

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.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY 2

Social work students should:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

COMPETENCY 2: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE

PUBLIC CHILD WELFARE (CW2)

Social work students should:

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

Related California Child Welfare Core Practice Model Practice Behaviors:

[I.1.b., c., e.](#); [I.2.a., b.](#); [II.4.e.g.](#); [II.6.c.](#); [III.7.f.](#); [IV.8.c.](#); [V.12.d.](#) (see [Appendix](#))

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

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

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.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY 3	
Social work students should:	
<ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • Engage in practices that advance social, economic, and environmental justice. 	
COMPETENCY 3: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE	
PUBLIC CHILD WELFARE (CW3)	
Social work students should:	
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.
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.
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.
<i>Related California Child Welfare Core Practice Model Practice Behaviors:</i> <u>II.4.g.; II.6.b.c.; IV.9.e.; V.12.d. (see Appendix)</u>	

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE	
CSWE EPAS COMPETENCY CONTENT AND PROCESSES	
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.	
CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY 4	
Social work students should:	
<ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research; • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • Use and translate research evidence to inform and improve practice, policy, and service delivery. 	
COMPETENCY 4: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE	
PUBLIC CHILD WELFARE (CW4)	
Social work students should:	
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.
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.
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.

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.

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

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.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY 5

Social work students should:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

COMPETENCY 5: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE

PUBLIC CHILD WELFARE (CW5)

Social work students should:

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

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

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.

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.

Related California Child Welfare Core Practice Model Practice Behaviors:

I.2.a.; IV.9.e. (see [Appendix](#))

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

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

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.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY 6

Social work students should:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

COMPETENCY 6: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE

PUBLIC CHILD WELFARE (CW6)

Social work students should:

- CW6.1 Appropriately engage and activate 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.
- 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.
- 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.
- 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.

Related California Child Welfare Core Practice Model Practice Behaviors:

[I.1.a.-f.](#); [II.3.a.-c.](#); [II.4.a.-g.](#); [II.5.a.-d.](#); [II.6.a.-c.](#); [III.7.a.-d.](#); [IV.8.a.-e.](#); [IV.9.b.-d.](#) (see [Appendix](#))

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

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

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.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY 7

Social work students should:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

COMPETENCY 7: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE

PUBLIC CHILD WELFARE (CW7)

Social work students should:

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

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.

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; and
- Culminates in assessments that incorporate principles of safety, permanency, and well-being within the framework of teaming and respectful engagement.

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

Related California Child Welfare Core Practice Model Practice Behaviors:

[II.5.a.-d.](#); [II.6.a.](#); [III.7.a.-f.](#); [IV.8.a.-d.](#); [IV.9.a.b.](#); [IV.10.a.b.](#); [V.12.a.b.d.e.h.](#) (see [Appendix](#))

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

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

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.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY 8	
Social work students should:	
<ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • Facilitate effective transitions and endings that advance mutually agreed-on goals. 	
COMPETENCY 8: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE	
Public Child Welfare (CW8)	
Social work students should:	
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: <ul style="list-style-type: none"> • 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.
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.
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.
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.
Related California Child Welfare Core Practice Model Practice Behaviors: II.5.b.-d. ; II.6.a. ; IV.8.a.b.c. ; IV.9.a.-f. ; IV.10.a.-c. ; V.12.a.-h. ; VI.13.a.b. (see Appendix)	

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

CSWE EPAS COMPETENCY CONTENT AND PROCESSES
<p>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.</p>

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY 9	
Social work students should:	
<ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	
COMPETENCY 9: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE	
PUBLIC CHILD WELFARE (CW9)	
Social work students should:	
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).
CW9.2	Conduct accurate process and outcome data analysis of engagement, assessment, and interventions in child welfare practice.
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.
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.
<i>Related California Child Welfare Core Practice Model Practice Behaviors:</i> III.7.a. ; V.12.h. (see Appendix)	

Appendix: CCWCPM Practice Behaviors Cross-Reference

APPENDIX



CalSWEC Curriculum Competencies for Public Child Welfare and California
Child Welfare Core Practice Model Practice Behaviors Cross-Reference



CALIFORNIA CHILD WELFARE CORE PRACTICE MODEL PRACTICE BEHAVIORS	
I. FOUNDATIONAL BEHAVIORS	
Related CalSWEC CW Bx	1. <i>Be open, honest, clear, and respectful in your communication.</i>
CW6	a. Use language and body language that demonstrate an accepting and affirming approach to understanding the family.
CW2 CW6	b. Ask people how they prefer to be addressed, and address individuals by the name or title and pronouns they request in person and in writing.
CW2 CW6	c. Show deference to Tribal leadership and their titles in written and verbal communication.
CW6	d. Be open and honest about the safety threats and circumstances that brought the family to the attention of the agency, what information can be shared among team members, and what information will be included in court reports.
CW2 CW6	e. Be transparent about the role of the court and the child welfare agency.
CW6	f. Ask family members what method of communication they prefer, use age-appropriate language that everyone can understand, and confirm with family members that your communication meets their language and literacy needs.
	2. <i>Be accountable.</i>
CW1 CW2 CW5	a. Model accountability and trust by doing what you say you're going to do, be responsive (including returning calls, texts, and emails within 24 business hours), be on time (including submitting reports on time and being on time for appointments), and follow ICWA and other federal and state laws.
CW1 CW2	b. Be aware of and take responsibility for your own biases, missteps, and mistakes.
CALIFORNIA CHILD WELFARE CORE PRACTICE MODEL PRACTICE BEHAVIORS	
II. ENGAGEMENT BEHAVIORS	
Related CalSWEC CW Bx	3. <i>Listen to the child, youth, young adult, and family, and demonstrate that you care about their thoughts and experiences.</i>
CW6	a. Listen attentively and use language and concepts that the family has used.
CW6	b. Use a trauma-informed approach to acknowledge and validate venting, expressions of anger, and feelings of grief and loss.
CW6	c. Reflect what you heard so the child, youth, young adult, and family can see that you understood.
	4. <i>Demonstrate an interest in connecting with the child, youth, young adult, and family, and help them identify and meet their goals.</i>
CW6	a. Express the belief that all families have the capacity to safely care for children and youth.
CW6	b. Use positive motivation, encouragement, and recognition of strengths to connect with youth and express the belief that they have the capacity to become successful adults.

Appendix: CCWCPM Practice Behaviors Cross-Reference

CW6	c. Reach out to children and families in ways that are welcoming, appropriate, and comfortable for them, and make a special effort to engage fathers and paternal relatives to build connections and engage them as family members and team members.
CW6	d. Affirm the unique strengths, needs, life experience and self-identified goals of each child, youth, young adult, and family.
CW2 CW6	e. Show your interest in learning about the family and their culture, community, and Tribes.
CW6	f. Ask global questions followed by more descriptive questions that encourage exchange.
CW2 CW3 CW6	g. Honor the role of important cultural, community, and Tribal leaders the child, youth, young adult, and family have identified.
	5. Identify and engage family members and others who are important to the child, youth, young adult, and family.
CW6 CW7	a. Ask questions about relationships and significant others early and often.
CW6 CW7 CW8	b. Search for all family members, including fathers, mothers, and paternal and maternal relatives through inquiry, early and ongoing Internet search, and review of records.
CW6 CW7 CW8	c. Work quickly to establish paternity and facilitate the child or youth's connection with paternal relationships.
CW6 CW7 CW8	d. Contact family, cultural, community, and Tribal connections as placement options, team members, and sources of support.
	6. Support and facilitate the family's capacity to advocate for themselves.
CW6 CW7 CW8	a. Coordinate with the family's formal and informal advocates to help the family find solutions and provide ongoing support.
CW3 CW6	b. Promote self-advocacy by providing opportunities for children, youth, young adults, and families to actively share perspectives and goals.
CW2 CW3 CW6	c. Incorporate the family's strengths, resources, cultural perspectives, and solutions in all casework.

CALIFORNIA CHILD WELFARE CORE PRACTICE MODEL PRACTICE BEHAVIORS

III. ASSESSMENT BEHAVIORS

Related CalSWEC CW Bx	7. From the beginning and throughout all work with the child, youth, young adult, family, and their team, engage in initial and ongoing safety and risk assessment and permanency planning:
CW6 CW7 CW9	a. Explain the assessment process to the child, youth, young adult, and family so they know what to expect, and check in early and often to be sure they understand.
CW6 CW7	b. Explore the child, youth, young adult, and family's expressed and underlying needs by engaging them in communicating their experiences and identifying their strengths, needs, and safety concerns.
CW6 CW7	c. Talk to children, youth, and young adults about their worries, wishes, where they feel safe, where they want to live, and their ideas about permanency, and incorporate their perspective.
CW6 CW7	d. Use tools and approaches that amplify the voices of children and youth.

Appendix: CCWCPM Practice Behaviors Cross-Reference

CW7	e. Ask the family what is working well and what they see as the solution to the circumstances that brought them to the attention of the child welfare agency.
CW2 CW7	f. Apply information to the assessment process using the family's cultural lens.

CALIFORNIA CHILD WELFARE CORE PRACTICE MODEL PRACTICE BEHAVIORS

IV. TEAMING BEHAVIORS

CalSWEC CW Bx	8. <i>Work with the family to build a supportive team.</i>
CW1 CW6 CW7 CW8	a. With the family's permission, contact family, cultural, community, and Tribal connections, and ask them to serve as team members as early as possible.
CW6 CW7 CW8	b. Ask initially and throughout the family's involvement if they would like a support person or peer advocate on their team.
CW2 CW6 CW7	c. Explore with the family how culture might affect the development of the team and the teaming process.
CW1 CW6 CW7	d. Facilitate early and frequent sharing of information and coordination among parents, caregivers and agency partners.
CW1 CW6 CW8	e. Facilitate development of a mutually supportive relationship between the parents and caregivers.
	9. <i>Facilitate the team process and engage the team in planning and decision-making with and in support of the child, youth, young adult, and family.</i>
CW1 CW7 CW8	a. Make sure team members have the information they need.
CW1 CW6 CW7 CW8	b. Facilitate critical thinking, discussion, mutual exploration of issues, and consensus building toward the goal of shared decision-making.
CW1 CW6 CW8	c. Help the team recognize that differences will occur and assist them to work through conflicts.
CW1 CW6 CW8	d. Develop a shared understanding about safety, permanency, and well-being issues to be addressed with the team.
CW1 CW3 CW5 CW8	e. Ensure that all team members understand that legal, regulatory, and policy constraints may limit shared decision-making options available to address the family members' needs, including placement options, reunification, and service options.
CW1 CW8	f. Build connections to identified services and supports by designating a team member to follow-up with that referral.
	10. <i>Work with the team to address the evolving needs of the child, youth, young adult, and family.</i>
CW7 CW8	a. Facilitate dialogue about how supports and visitation plans are working.

Appendix: CCWCPM Practice Behaviors Cross-Reference

CW1 CW7 CW8	b. Explore with team members what roles they can play over time to strengthen child safety and support the family.
CW1 CW8	c. Help the team adapt to changing team member roles.
CW1	11. <i>Work collaboratively with community partners to create better ways for children, youth, young adults, and families to access services.</i>

CALIFORNIA CHILD WELFARE CORE PRACTICE MODEL PRACTICE BEHAVIORS

V. SERVICE PLANNING AND DELIVERY BEHAVIORS

Related CalSWEC CW Bx	12. <i>Work with the family and their team to build a plan that will focus on changing behaviors that led to the circumstances that brought the family to the attention of the child welfare agency and assist the child, youth, young adult, and family with safety, trauma, healing, and permanency.</i>
CW7 CW8	a. Describe how family strengths, safety threats, and priority needs will be addressed in the plan.
CW7 CW8	b. Describe strengths in functional terms that can support the family members in completing their plan.
CW8	c. Share information about agency programs, providers, resources, and supports.
CW1 CW2 CW3 CW7 CW8	d. Encourage and support the participation of children, youth, young adults, family, Tribe, and team in identifying culturally sensitive services, supports, visitation activities, and traditions that address family members' unique underlying needs even if this means accepting practices that may be unfamiliar to the social worker.
CW7 CW8	e. Ask the family members if they need help meeting basic needs for food, shelter, and medication so they can focus on addressing the problems underlying their involvement with the child welfare agency.
CW8	f. Advocate for, link the family to, and help family members access the services, supports, and visitation activities identified in the plan.
CW8	g. Assure the family receives needed information, preparation, guidance, and support.
CW7 CW8 CW9	h. Adapt services and supports to meet changing family needs based on ongoing assessment, progress toward goals, and decisions made by the family and their team.

CALIFORNIA CHILD WELFARE CORE PRACTICE MODEL PRACTICE BEHAVIORS

VI. TRANSITION BEHAVIORS

Related CalSWEC CW Bx	13. <i>Work with the family to prepare for change in advance and provide tools for managing placement changes, social worker changes, and other significant transitions.</i>
CW8	a. Reduce the role of child welfare and professional services over time and facilitate an increased role for the family's network and natural supports to help the family build an ongoing support system.
CW8	b. Coordinate with the family's formal and informal advocates to help the family find solutions and provide ongoing support after the child welfare agency is no longer involved.

Standards and Values for Child Welfare Practice

Standards and Values

*for Public Child Welfare Practice
in California*



Adopted in 2005 by the Board of Directors of the
California Social Work Education Center (CalSWEC)
in partnership with the County Welfare Directors Association
and the California Department of Social Services.*

* Partially adopted from publications of the NASW, CWLA, and the Child Welfare Training Project, and California State University, Fresno. The present version is a revision of the Standards and Values adopted in 1996.

Introduction

Standards of practice are by their nature subject to change. In view of shifting societal standards, as well as advancing knowledge about children, human behavior, and human ills, standards must be subject to continuous reflection and review. Standards can be useful in a variety of ways:

- in clarifying guidelines for professional social work practice;
- in establishing whether a particular course of action is appropriate within a professional role;
- in encouraging social workers to monitor and evaluate their practices and to use outcome data to improve their own performance and child outcomes;
- in determining the focus, substance, appropriateness, and evaluation of training;
- in planning, organizing, and administering effective and culturally sensitive evidence-based practices and services;
- in providing for administrative, accreditation, and certification bodies a clear explication of what is expected of agency personnel;
- in explaining and justifying expenditures and budget requests;

- in establishing patterns of functional discourse regarding currently accepted best policies and practice and in finding effective ways to disseminate this knowledge within the human services community, to elected officials, and to the general public; *and*
- in making it possible to compare what may exist in practice with what is considered desirable for children.

The standards listed below are presented in detail in the sections that follow. In addition, Values for Public Child Welfare Workers, Supervisors, and Administrators are provided.

- Standards for All Public Child Welfare Administrators, Social Workers, and Other Professionals in Public Child Welfare Services
- Standards for Administrators in Public Child Welfare Services
- Standards for Supervisors in Public Child Welfare Services
- Standards for Social Workers in Public Child Welfare Services

Values for Public Child Welfare Workers, Supervisors, and Administrators

1. The goal of public child welfare is to work with families and communities to protect children from abuse, neglect, and exploitation and to promote their health, safety, and nurturing so that they can grow into adulthood as healthy and positive individuals.
2. A wide range of parenting practices, varying as a result of ethnic, cultural, community, and familial differences, can provide adequate care for children.
3. A caring, protective, and effectively nurturing family with adequate resources is the best and least restrictive environment for raising children.
4. When there is danger to children, the state has the responsibility to intervene in family affairs to protect children. In such a circumstance, the safety of the child takes precedence over the rights of the parents.

5. Child welfare service should work collaboratively with the family to create a plan that emphasizes and builds on the family's and children's strengths and accesses formal and informal resources and supports on behalf of the family.
6. Families and children should participate to the greatest possible extent in planning and implementing their process for change. Children should participate in decisions regarding their care and needs.
7. Service decisions and service provision must be timely, effective, culturally sensitive and accessible, while focused on the achievement of specific outcomes for the child and family.
8. The family has the right to privacy and confidentiality and to be informed of the limits of confidentiality in public child welfare situations.
9. Every reasonable effort should be made to preserve and strengthen a child's existing family before an alternative placement is considered. The state requires an adequate, not an ideal, standard of care for children.
10. Every child has the right to a permanent home for his or her care and upbringing; appropriate legal permanency should be achieved as quickly as possible while insuring child safety.
11. Child welfare practitioners must be able to use the self skillfully, be aware of the potential impact of personal feelings upon professional decision-making, and manage those feelings appropriately.
12. Management practice must be responsive to the ways in which clients and employees are diverse in values, ethnicity, gender, disabilities, affectional preferences, age, and religion.
13. Public child welfare and the community share responsibility for providing needed services to children, and the public child welfare agency and its staff are accountable to the community when providing child welfare services.
14. Social work practice must take into account the impact of social and economic deprivation and personal problems on child abuse and neglect.

Standards for All Public Child Welfare Administrators, Social Workers, and Other Professionals in Public Child Welfare Services

Social workers and other professionals in public child welfare shall take into account and reflect in their practice the diversity of cultures and communities and work towards the elimination of service disparities affecting children and families of color within the child welfare and foster care systems. In addition, they shall:

1. Display knowledge and skill basic to the social work profession and an understanding of the social institutions, organizations, and resources serving children and families.
2. Possess and utilize specialized knowledge and understanding about children and families and about the dynamics of child abuse and neglect with the goal of insuring safety and permanence for children and youth.
3. Demonstrate skills currently deemed fundamental to the profession of social work and related disciplines.
4. Display specialized knowledge and understanding of the diversity of people within the state and region and reflect such understanding in all aspects of practice while working towards the elimination of service disparities affecting children and families of color.
5. Understand how to employ the principles of family-centered practice, including the therapeutic use of authority in child protection (or child welfare) and the worker and agency responsibility to carry out this authority.

Standards and Values for Public Child Welfare Practice in California

6. Assume responsibility for learning in supervision and demonstrate a willingness to learn and implement new skills and evidence-based practices in a continually changing profession.
7. Meet the expectations of conduct established by the NASW Code of Ethics, other professional ethics codes determined by an individual's professional affiliation, and the county's code of ethics.
8. Adhere to agency policies, procedures, and evaluations, and use constructive channels to bring about positive change in service delivery.
9. Apply results of research and evaluation to practice and collect data in support of the agency's information system.
10. Actively seek to create and enhance knowledge and provision of increasingly effective and culturally appropriate services for children, families, and communities.
11. Demonstrate, throughout all child welfare tasks and activities, acceptance of the professional Values for Public Child Welfare Practice.
12. Uphold the authority to protect the child as vested in Public Law 96-272, the Indian Child Welfare Act, the Adoption and Safe Families Act (PL-105-89), the Multiethnic Placement Act, and other federal and state laws related to public child welfare.
13. Participate in multidisciplinary teams with staff in other programs, with professional colleagues in other disciplines, and with informal and formal institutions in the community.
14. Promote collaborative working relationships among community agencies and the courts toward establishing a comprehensive public system of child welfare and family support that works to alleviate the effects of poverty and promotes social justice.

Standards for Administrators in Public Child Welfare Services

15. Consistent with current practice principles required of public child welfare professionals, provide leadership, ongoing professional training, guidance, and support to staff.
16. In accordance with legal mandates, establish the policies, procedures, and guidelines necessary for effective practice in public child welfare.
17. To the extent possible, involve staff in planning efforts, including agency procedure, policy, and program development.
18. Administer the agency so that it provides required services; establish priorities for provision of such services and insure that they are provided appropriately and without detriment to children and families.
19. Recognize community desires and preferences in improving agency and community services to children and families.
20. Work collaboratively with agency and external stakeholders to continually assess and address the needs of families and children through innovative casework and planning strategies.
21. Advocate for sufficient child welfare funding, highly effective services, professional staff development, and a professional work environment.

- 22. Demonstrate a commitment to a comprehensive system of child protective services.
- 23. Conduct management practice that is responsive to diversity.
- 24. Maintain current knowledge regarding pertinent state and federal legislation and inform staff of legislative developments.

Standards for Supervisors in Public Child Welfare Services

- 25. Provide supervision and guidance to child welfare staff; be available to staff facing crises in the field while holding staff accountable for their work.
- 26. Assume multiple professional roles, including teacher, manager, administrator, and service provider, and take responsibility for the authority that accompanies these roles.
- 27. Provide leadership through developing resources, showing willingness to respond to changing practice demands, acting as a community liaison, advocating for clients, and recruiting, selecting, and training a professional workforce that is reflective of the client service community.
- 28. Develop an understanding of and appreciation for the perceptions and strengths of a culturally diverse professional workforce and provide effective leadership for a multicultural workforce interacting with a diverse client community.
- 29. Acknowledge the validity of other professional training that applies to public child welfare and develop the capacity to supervise, collaborate, and work effectively with a multidisciplinary workforce.

- 30. Promote teamwork through the use of peer supervision, consultation, interdisciplinary training, and group process.
- 31. Use outcome performance data effectively in management and work toward the development of resources to enhance staff practice and agency services.

Standards for Social Workers in Public Child Welfare Services

- 32. Respond to reports of child endangerment, taking into account diverse cultural practices, specific language needs, and the history of the given culture's experience in the dominant culture, including racism, economic oppression, political exclusion/inclusion, immigration, and other environmental factors.
- 33. Assess parents' willingness and ability to provide adequate care, supervision, and protection for the child.
- 34. Using principles of strengths-based practice, provide direct and intensive services to families in ways that are accessible, understandable, and culturally relevant to strengthen their capacity to care for their children.
- 35. Through the entire course of the intervention, engage family in recognizing and using its own strengths and resources.
- 36. Help create a family plan for legal permanency that includes principles of family preservation and community support in ensuring a safe environment for the child.
- 37. Engage in ongoing service planning with the community and support networks as appropriate to establish and maintain an appropriate level of connection within families.

Standards and Values for Public Child Welfare Practice in California

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| <p>38. Determine the priority of service needs and monitor their provision; understand how social work performance affects child outcomes.</p> <p>39. Continually assess the presence and level of risk to all children.</p> <p>40. Be prepared to initiate and follow through on court action on behalf of the child; develop skills for preparing court testimony and court reports to ensure the safety of the child.</p> <p>41. Ensure a child's participation in planning and direction for his or her life.</p> <p>42. Pursue appropriate legal permanency; initiate termination of parents' rights as necessary.</p> <p>43. In preparing for reconnection of families or out-of-home permanency, include foster parents and relative caretakers in the planning process.</p> | <p>44. Use current best social work practices in termination of service.</p> <p>45. Manage in a professional manner personal feelings associated with providing child welfare services.</p> <p>46. Work toward promoting optimal development of the child and enhancing available resources within the agency and in the community, including resources for independent living/emancipation.</p> <p>47. Strive to prevent child endangerment by engaging resources in the community to support and strengthen families.</p> |
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Information Pertaining Strictly to Title IV-E BASW Students

- Social Work Portfolio Requirements
- BASW Building Skills Journal
- Guidelines for CalSWEC Curriculum Competencies

BASW Student Social Work Portfolio Requirements

We will provide opportunities for independent and group learning experiences throughout the integrative seminars over both semesters that we feel will serve to prepare you toward the development of your portfolio.

Introduction: Working as a social worker in the 21st Century often requires meeting and working through many professional challenges as we work with individuals, families, groups, and small and large organizations. It is imperative that we keep abreast of ever changing and always new emerging information in the areas of theoretical and empirical knowledge. To meet these challenges, social workers must demonstrate competence, continuous growth and development as professionals to be efficient and effective in all that is required. In order to accomplish this, it is important for social workers to be active, self-directed, and effective learners. Developing a “**Social Work Portfolio**,” can help you plan, assess, and document your lifelong learning activities. In social work education, the portfolio is a carefully planned and prepared collection of documents that are well organized and related to one’s readiness for professional social work practice. The portfolio reflects documentary evidence of an active, self-directed approach to learning and ongoing growth and professional development as a social work student intern or practitioner. The following are essential components and documents we want included in your portfolio, which is due at the end of your school year, (March/April 2022)

- ☐ 1. Award Letter (Letter of Acceptance into the Title IV-E Program)
- ☐ 2. Student Affirmation of Award/Acceptance Letter or Personal Statement (to include brief description of your educational goals, social work learning needs and expectations, and future aspirations toward your professional practice in the field.)
3. Resume
4. Three Letters of Recommendation (copies)
5. Field Assignment, Description of Agency, and Unit Assigned to for internship
6. Description of Relevant Social Work Courses, Classroom Work or other Seminars (See Appendix)
7. BASW Competencies - Addendum
8. List of Integrative Seminars Attended (Fall & Spring) (to include your perspective of the learning outcome gained and how this information contributes to your professional practice)
9. Completion of Assessments (Samples of Risk Assessment, Court Report, Psychosocial Assessments, etc.,)
10. Special Awards/Acknowledgements/Certificates of Completion or Appreciation
11. Copies of Field Evaluations for Fall & Spring
12. Additional Information if desire

BASW Skills Building Journal

Instructions for Using the Skills Building Journal Entry Log:

The “**Skills Building Journal** ” was developed to assist students in processing observations, experiences, information, and areas of personal growth specifically related to the development of knowledge and skills of child welfare practice.

Most of the field instructors and field liaisons will direct students to keep a journal of their experiences as stated in the above noted section of the field manual. Title IV-E students are asked to use the **Skills Building Journal** format (See sample copy of the “**Skills Building Journal**” immediately following this section) for the journaling process as a way of providing structure, organization and integration of specific content areas. Content areas consist of eight (8) categories from which students can process personal learning experiences by way of their thoughts, actions/reactions, and feelings. This information will be utilized during field internships, classes, and bi-monthly integrative seminars. Definitions of the categorical areas are as follows;

1. **Knowledge Base/Curriculum Content:**

Knowledge refers to information or things you know about; for example, you may know the steps involved in completing an interview with a client, or the principals involved within a particular theory, i.e., Developmental, Behavioral, or Learning theories.

Curriculum content refers to information you are learning within the various mandated course descriptions found in the Catalog of Classes, and more specifically, the course syllabus for each class. Your courses syllabi incorporate the 2015 EPAS Curriculum Competencies that are part of the CalSWECC Competencies. Assignments and information acquired within the classroom are to be integrated into the field experience. Students are encouraged to provide their field instructor with a copy of their course syllabus from each class.

2. **Social Work Skills and Methods:**

Skills are things you know how to do; for example; you may know how to conduct an interview with an individual or family utilizing the methods involved in completing a cultural assessment. We encourage you to use, refine, and develop new skills as you practice within the field agency and to share your experiences with your cohort.

3. **Personal and Professional Growth:**

Personal growth and evaluation refers to what you have learned about yourself, your attitudes, values, reaction patterns, personality traits/characteristics, sense of ethics, coping patterns, etc.

Professional growth and evaluation refers to what you are learning about the field of human services and how you view your “personal fit” in this area of practice. This also includes your view of professional mastery of the specific competencies you formulated within your “Learning Agreement

4. Legal/Ethical Dilemmas:

A **dilemma**, be it ethical, legal, moral, or professional, refers to a struggle that occurs among alternative courses of action that might resolve a problem, but is in conflict within one or more of its elements. There are three basic types of dilemmas;

- 1) Those that result from your own decisions, behaviors, values, or attitudes,
 - 2) Those that result from another person's decisions, behaviors, values, or attitudes, or attitudes that directly affect you, and
 - 3) Those you observed or heard about from a distance which do not directly affect you.
- Students will record his/her own exposure and struggles as it relates to dilemmas experienced during field internship and how they were able to resolve issues and concerns.

5. Administrative/Legislative/Policy Issues or Concerns:

Administrative refers to the formal aspects of the agency which includes its structure, mission, function, services provided, legislative mandates, policies and procedures, and how these important functions are carried out within a systems format. Students will become knowledgeable of the rules, how they are established, who can make changes in the rules, who enforces them, and so on. **Students are encouraged to integrate information/assignments provided or discussed in their classes to the field setting.**

6. Cultural Awareness/Competence:

Cultural awareness refers to the need to understand one's self in terms of diversity and thus developing sensitivity to the diversity of others within the helping process. This involves the active exploration of one's own ethnic and cultural heritage, which generally includes certain customs/traditions, values and beliefs in addition to acquiring a knowledge base of similar aspects involved in cultures outside of our own. The term **cultural competence** is used because it implies having the capacity to function in a particular way: the capacity to function in the context of culturally integrated patterns of human behavior as defined by the group. (Terry Cross et al, March 1989). Cultural Competence is the active process of applying our acquired knowledge base of diversity to client populations utilizing strategies that are culturally sensitive and adhere to the guidelines set forth within the NASW Code of Ethics.

7. Research/Evaluation of Practice/Outcomes:

Evaluation of practice refers to the process of active and continuous evaluation of the "self" and one's impact upon the therapeutic alliance established within client systems of practice. Within the termination process, **research and exploration** is vital as to which intervention strategies or tools

were effective and why? What aspects of the therapeutic relationship reinforced positive or negative change?

Outcomes refer to the identification of specific helping skills or tools, strategies, and/or services provided that were most beneficial to your client population.

Research activities will encompass evaluation of the child welfare competencies (incorporated into the Learning Agreement) for the purpose of exploring into the efficacy of our own practice, by looking at areas of strength and areas that require improvement or a different strategy. This process will also provide an assessment as to how well we incorporate our **mission** and **values: social justice, diversity, empowerment, leadership, and dialogue** into the learning experience.

8. Areas for Further Exploration:

This category refers to a combination of your own self-assessment and the field instructor's assessment of your learning needs and specific areas that require more exposure, research, strengthening, and so on for your own personal growth, expertise, and professionalism.

Students will be asked to identify these areas and to apply and evaluate strategies used to acquire personal awareness or competency.

Process of Journal Recordings:

- Students are to follow the instructions stated on the **Skills Building Journal Form**.
- Discuss what you did, what you learned, who did you go with, how did you feel, what would you do differently (if given the opportunity), and how was it associated to social work.

Keeping a Skills Building Journal allows you to discuss what you've learned on a continuous basis with your field instructor during supervision. It will also allow you to process your observations, give feedback, and explore emotions you may experience during internship.

The **Skills Building Journal** will provide you the opportunity to build and enhance the skills and knowledge you are learning and gaining while participating in your internship.

Special Note: *Over the course of each semester, it is important to address all of the items listed from A-H on the Journal Entry Form. This does not have to occur every week; however, you want to avoid reporting on the same issue or concern week after week.*

Review of Journal Recordings:

Students will submit their journal recordings (to include specific assignments required) to the agency/school field instructor and the Title IV-E field liaison. It will be their discretion as to how often they desire to review journal content which could occur weekly during field supervision meetings, bi-weekly, once monthly, twice during the semester (midpoint and at the end), or one time per semester, which of course would occur at the end of the semester.

It is mandatory for the Title IV-E field liaisons and students to complete all of the integrative seminars prior to the final “Student Performance Evaluation” (at the end of each semester) for successful completion of assignments and recommendation of grade to the Field Coordinator. Students are responsible to submit the all assignments to their field instructor.

Curriculum Competencies Presentations:

The purpose of the presentations is to assist students in identifying, applying, and reflecting on the competencies in activities during the course of their child welfare field internship. Students have gained knowledge through their courses and continue to apply information learned in courses and in field. SWRK 181 and 182 field courses align with your practice courses, SWRK 181 and 183. For further transfer of learning in the completion of the CalSWEC Curriculum Competencies, students will present competencies during seminars connecting them to the experiential activities taking place at their field internship. The CalSWEC Title IV-E competencies should be used as an addendum to the learning agreement with the student and as a tool for Field Instructors in the agency to guide experiences and assess student performance. With this activity, students will gain presentation skills in preparation for their child welfare practice and employment interviews.

BASW Student Skills Building Journal

Student/Intern: _____

Date: _____

Amount of time spent: _____

Staff providing activity/mentoring: _____

What activity (ies) did you do?

2. What did you learn?

3. How did you feel?

4. Would you have done anything differently? (If yes, what?)

5. How was this activity associated to social work? (If not associated to swk, why?)

Categories of Personal Learning Experiences:

- A. Knowledge base/Curriculum Content
(e.g. HBSE, Practice, Policy, Research)
- B. Social Work Skills & Methods
(e.g., Ethnographic Interviewing, assessment, & intervention planning, empowerment, and leadership)
- C. Personal and Professional Growth/Evaluation
- D. Legal/Ethical Dilemmas
- E. Legislative/Policy Issues or Concerns
- F. Cultural Awareness/Competence/Diversity
- G. Research/Evaluation of Practice/Outcomes
- H. Areas for Further Exploration

Title IV-E BASW Guideline for CalSWEC Curriculum Competencies

Introduction: This guideline was developed to assist students in identifying, applying, and reflecting on the competencies in activities during the course of their BASW field internship. Students have gained knowledge through their courses and continue to apply information learned in courses and in field. SWRK 181 and 182 field courses align with your practice courses, SWRK 181 and 183. For further transfer of learning in the completion of the CalSWEC Curriculum Competencies, students will present competencies during seminars connecting them to the experiential activities taking place at their field internship. The CalSWEC Title IV-E competencies should be used as an addendum to the learning agreement with the student and as a tool for Field Instructors in the agency to guide experiences and assess student performance. With this activity, students will gain presentation skills in preparation for their child welfare practice and employment interviews.

Directions for Use: CalSWEC Title IV-E students are expected to complete the competencies experiences/skills over the course of the program. As you complete activities/skills on your Title IV-E Learning Agreement Addendum, the student should prepare to present one of the nine competencies at each seminar (unless otherwise noticed that no presentations will take place). By the end of the program, each student will have presented on all of the competencies.

For each competency, an activity/skill covered in field internship will be presented. Apply the Skill Building Journal format for your presentation. Please indicate the competency, public child welfare behavior (CW), activity achieved, and the completion date. Turn in with your Addendum (Mid-term and Final).

Competency Experience/Skills Activities

EPAS Competency	Public Child Welfare Behaviors (CW)	Activity/Skill	Date completed
COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR			
COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE			
COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE			
COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE			
COMPETENCY 5: ENGAGE IN POLICY PRACTICE			
COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES			
COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES			
COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES			
COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES			