



# Public Child Welfare Training Academy Newsletter

## Editor's Notes

**Summer  
2017**

We hope you all are enjoying your summer. We just finished up a very busy fiscal year here at PCWTA. We accomplished a lot this year and are meeting in September to celebrate many of those milestones – completion of the pilot of the Cultural Responsiveness Academy, the first round of implementation of Common Core 3.0, and many more.

Tragedy, trauma and strife seem to abound in the world around us.

Dawn reflects on the events in Charlottesville on page 6. I encourage you to read it. We have also included information on how to aid victims of Hurricane Harvey. These times also serve as a reminder of the importance of Social Work and the work we all do in the Southern region. Thank you for your dedication to quality workforce development, children and families.

Your Editor,  
Jenee

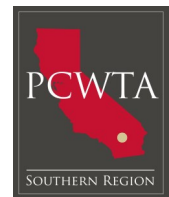


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# TRAINER'S CORNER

## TRAINER TIPS: OVERCOMING RESISTANCE

This is an ongoing series of excerpts taken from a book titled "The Trainer's Handbook for Participative Learning" by Fredric Margolis and Bonnie Swan (1999) HDR Press, Amherst, MA, 115-119

In most situations, people come into the training room to learn, willingly and eagerly. But sometimes a participant may be resistant and act in a way that creates a negative climate. This may be demonstrated in a variety of ways such as side conversations, questions aimed at trapping or baffling the trainer, trainees appearing bored or tired or disruptive and/or inappropriate behavior.

When you encounter resistance, your first task is to discover its cause. Common reasons for resistance to a training program are the reliance of the program to the trainees, misunderstanding of the nature or purpose of the program, outside demands, trainer behavior or the trainee's special needs. The cause is likely to have little to do with you and instead relates to experiences outside the training. If you do experience resistance in the training room, we suggest following this process for dealing with resistance.

1. Look inward. Ask yourself the following questions:

- Could anything I am doing or saying be construed as controlling?
- Is my attitude supportive?

Once you are relatively sure that you are not creating the resistance yourself through your attitude and behavior, consider the trainees' point of view.

2. Consult and negotiate

- Find out why the trainees think they are present.
- Find out what would make the training useful.
- Find out what is not meaningful to them.
- Offer opportunities for the trainees to react to the training or other issues connected with the training
- Provide an opportunity to vent fears, frustrations, anger, and so on.
- Elicit the trainees' help in determining how the

learning could be made more meaningful.

3. Take action

- Give the resistant trainee extra attention. If this is what that person wants, it may be enough to stop the negative behavior. If it is not, it may encourage more bad behavior.
- Give the trainee less attention. You are not supporting or rewarding the bad behavior with attention and the negative behavior may diminish. From this point on, if the behavior continues you will conduct your efforts to overcome this individual's resistance in private.
- Confront the behavior, not the person. Take the trainee aside and explain the effect of his or her behavior on the class.
- Confront the person. Describe what you think may be motivating the trainee's behavior. For example, "When you refuse to participate in the discussions or activities, it is disruptive to everyone in the class. It seems that you feel that this training is irrelevant to your position." If you cannot reach any agreement about whether and how this trainee will participate positively in the training, it may be time to let him or her go.
- Request that the person leave. This is not a punitive action, but a solution to a very difficult situation. Your action will protect the other trainees and yourself and allow the training to continue.

When problems arise, they always create difficulty for the trainer. No trainer has the definitive answer for how to handle the problems. The material here will help you select actions to take. Your experience will do the rest.

## TRAINER'S CORNER, CONTINUED

### KUDOS



- Thank you **Peter Dahlin** for managing some materials challenges recently and always staying in touch with PCWTA to relay concerns and successes in the classroom. Kudos to you Peter for your flexibility!
- Big kudos to **Rhonda Brown** for being flexible while we made some trainer changes to

accommodate requests in Ventura.

- Bravo to **Daniel McKinnis** for managing a non air conditioned training room on a particularly hot day and still receiving high satisfaction scores. **Great job Daniel!**

## TRAINER OF THE QUARTER: NICOL STOLAR-PETERSON

Our Trainer of the Quarter is Nicol Stolar-Peterson. Nicol has been training with PCWTA for several years and has taken on many responsibilities, including writing her own curriculum and training Common Core 3.0. Nicol Stolar-Peterson, LCSW, BCD has over 20 years experience working with children and families. She worked for Child Protective Services for over 11.5 years as a child abuse investigator, forensic interviewer and adoptions social worker. Nicol was licensed in 2009 and began her work as a child custody evaluator shortly thereafter. Nicol became a Board Certified Diplomat of Clinical Social Work in 2015. Nicol is an expert witness and her areas of expertise include child abuse, sexual abuse, child protective services and child custody. Nicol coaches her fellow colleagues on court related matters and consults with attorneys on a regular basis. Nicol is also contracted as an expert to BBS.



Nicol's practice is located in Murrieta, CA. Nicol is also the founder and director of Kids Court & Counseling Center, a non-profit that helps children prepare for court testimony and appearances if they are victims of crimes, witnesses to crimes, in foster care and/or going through a litigious custody battle where testimony occurs.

Carl recently supported Nicol in the training room. Of Nicol, he said "She has a lot of experience working with diverse populations dealing with a variety of issues. The anecdotal stories that Nicol tells gives insight to the training subjects and brings practical examples that are relatable. Nicol keeps trainee's engaged through humor and her enthusiasm."

# TRAINER'S CORNER, CONTINUED

## TRAINING SCHEDULE

### Advanced Training

#### Regional

Facilitator Simulation Day (8/28)  
T4T: Facilitation Skills for Those with Lived Experience (9/22)  
Field Advisor Training and Coaching Fundamentals for Child Welfare Field Advisors (9/27, 9/28)  
Facilitator-Led Skills Based T4T (10/13)  
CFSR 4 Day Case Reviewer Certification (10/16-10/19)  
RFA (11/30 - 12/7)

#### Los Angeles County

Field Advisor Training (8/16, 8, 30)  
Coaching Fundamentals for Child Welfare Field Advisors (8/17, 8/31, 9/14, 10/19, 11/16)  
Learning Styles (8/30)  
Coaching Fundamentals for Managers (10/18, 11/15)  
Cultural Humility (11/30)

#### Ventura County

Case Plan Field Tool (8/1)  
Advanced SDM for Supervisors (10/26, 10/27)  
SOP and Substance Abuse Advanced (11/16)

### Lineworker Core

San Bernardino (8/29-10/11)  
San Diego (10/16 - 12/1)  
Orange County (10/31 - 12/12)

### Regional Supervisor Core 2018

1/9, 1/10, 2/13, 2/14, 3/13, 3/14, 4/9, 4/10, 5/8, 5/9



# A VERY SPECIAL T4T SERIES

Public Child Welfare Training Academy is pleased to announce a certificate program for those wishing to develop knowledge and skills in the art of training.

If you have expertise in a subject matter, and you wish to learn or enhance your training skills, so that you can more effectively train on your subject matter, this series of Training for Trainers classes can help you achieve your goal.

Periodically, a full day class will be given that covers the spectrum of classroom training. Take all four, and you can obtain a certificate in completing the Training for Trainers program at the Public Child Welfare Training Academy.



**Day 1: Training for Trainers' Skill Development: Training and Adult Learning Theory** This class introduces participants to the role of training in an organization, training theory and adult learning theory. It also provides the foundation for understanding how training fits into the "big picture" as well as knowledge needed in engaging adult learners in the classroom setting.

**10/18/2017 at our Academy Training Room in San Diego**

**Day 2: Training for Trainers' Skill Development: Curriculum Design** This class introduces basic and advanced curriculum design. Features such as developing assessment of training needs, developing learning objectives, sequencing of content, researching for your topic and developing activities for individuals, small and large groups will be explored. Additionally, information on selecting multimedia to complement your training will be discussed.

**12/1/2017 at our Academy Training Room in Riverside**

10/18/17	Adult Learning Theory	San Diego
12/1/17	Curriculum Design	Riverside
2/2/17	Presentation and Facilitation Skills	San Diego
4/6/17	Evaluation and Transfer of Learning	Riverside

# DISCUSSION WITH DAWN

## The Results We Are Getting

I hope this issue of the PCWTA Newsletter will share updates about the work we have been doing in the Southern region of late. We are proud of the many ways we support child welfare workforce development and we have pushed ourselves to continue innovating in these last few months with things like advanced simulations and other training deliveries. The rest of the newsletter will share more about these training-based updates.

I wanted to focus my portion of the newsletter on the recent acts of violence that occurred in Charlottesville. I typically share about the work our exceptional team is doing but with all that has transpired I feel as if this is a more appropriate emphasis. This is not because events such as these are unusual or unexpected, because racially-based acts of violence and hate occur every single day in our country highlighting ongoing systemic oppression and racism. However, given our role in the field of child welfare and social work, it feels as if we cannot produce this issue of our newsletter without commenting on these things.

Our Director, Jennifer Tucker-Tatlow, has set an example for our organization by engaging in open dialogue and encouraging us to consider our role as social workers in light of these events. As an organization we have created space to discuss the recent violence in Charlottesville and the impact that these things have on the families we serve, ourselves as individuals and our profession as a whole. Jen has modeled the kind of leadership that creates an open dialogue as well as a space to process emotions and consider how we can take action.

As social workers we have guidelines in the National Association of Social Worker (NASW) Code of Ethics which call us to action when it comes to participating in this dialogue and engaging in a response. One of the NASW core values is, “Social workers challenge social injustice.” The Code of Ethics describes this principle in the following way: “Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity.”

I have been considering W. Edwards Deming’s concept that, “Every system is perfectly designed to get the results it gets.” I have been thinking and talking with coworkers about what in our system is designed to get these results. These conversations have been about both the child welfare system (in which we regularly see the effects of racism and oppression on families of color) as well as in the broader system within our nation (which results in this kind of violence being repeated over and over in a myriad of ways). As an organization we are working to observe, listen and assess so that we can continue to act on the call in our NASW core values to challenge social injustice and speak out on behalf of others. Please join us in continuing to consider what steps we can take to take care of one another, process, listen and respond.

Take good care of yourselves and one another,

Dawn

As social workers we are inundated with heavy material and often exposed to traumatic events in our work. With the events in Charlottesville and now the crisis in Texas with Hurricane Harvey, we wanted to provide some helpful resources. Please be mindful that whether it is through direct practice or through watching images in the news, we are all being impacted by the current events in our world. Please take good care of yourselves. If you would like to support the families displaced by Hurricane Harvey, please see the following opportunities: [How to Help](#)



**DAWN SCHOONHOVEN SCOTT**

# IMPORTANT INFORMATION FOR TRAINERS

## **CONTRACTS WILL BE SENT BY EMAIL!**

Most of you have received contracts via email. Contracts/scopes will be emailed to you by Jose Refuerzo at [jrefuerzo@mail.sdsu.edu](mailto:jrefuerzo@mail.sdsu.edu). Please make sure Jose is on your "safe senders" list, so your contract doesn't wind up in your spam folder. We are unable to accept e-signatures at this point in time due to changing policies and procedures. We are working with our fiscal agent to develop an authentication of the signatures in hopes of utilizing electronic signatures soon. Please continue mailing your contract documents to:

Academy for Professional Excellence  
6505 Alvarado Road, Suite 107  
San Diego, CA 92120-5010  
(Attn: Jose)

Let us know if you have any questions!

## **GET PAID FASTER! GO DIRECT**

**DEPOSIT!** Trainers can now have payments directly deposited in your bank account. Download this form and fax it to the Foundation, per the instructions on the form. Payment is often faster when you do this, as no mailing is involved. **TRAINERS NO LONGER HAVE TO SIGN INVOICES!** This means you can email your invoice to us as you sign and mail your contract back. Since we submit your signed contract with your invoice for payment, the Foundation concluded that your signature on the contract was sufficient, and didn't need to also be on the invoice. So, save a tree and start emailing!



## **MEGA CONTRACTS**

Many of you were on mega consulting agreements last fiscal year, if you trained or coached regularly, and exceeded a certain dollar amount. We will be more slowly implementing mega consulting agreements in the new fiscal that started in July. The Foundation is currently setting up various funds and fund numbers, and we are concurrently conducting internal contract meetings to identify service needs and who may warrant a mega consulting agreement. Some other unknown factors include the full implementation of Common Core 3.0, who will be training what classes, and how this factors in. So, thanks for your patience while we figure all of this out. As we identify those trainers who need to be on mega consulting agreements for this fiscal year, we will reach out to you individually. In the meantime, you will most likely receive individual contracts for the fabulous services you provide.

## **BEING GREEN**

The Academy for Professional Excellence is working towards being more GREEN as an organization, exploring ways to decrease waste and our environmental footprint, as well as increasing efficiency, demonstrating excellence and trying to be good neighbors.

What do these efforts mean for Trainers? For Common Core 3.0 and all other standardized training's hosted by PCWTA, be informed that we will only print and provide the materials that are required for the training delivery. All other materials will be available to participants via the [website](#). Please be advised that additional copies of materials requested by trainers on the day of training will not be provided unless a necessary item is identified as missing from the materials. If you have any questions or need additional information about materials that are printed for each training or to verify what will be printed and provided in the training room please contact the Curriculum Coordinator, Jenee Northcutt.



# CULTURAL RESPONSIVENESS ACADEMY NEWS

The pilot program of San Diego County's Cultural Responsiveness Academy (CRA) ended on June 30<sup>th</sup> with a huge celebration for the 47 graduates who successfully completed the yearlong program. The event was well attended and included representation from County leadership, trainers, and workgroup participants that congratulated the participants on their achievement. There were 27 practicum projects developed that ranged from addressing policies and procedures that impact the African American community, to having discussions in the workplace regarding individual biases and the impact on the families involved with CWS. The participants had an opportunity to present their projects at the ceremony and received praise for their creativity and commitment they put into developing them. Several of the projects are long term and will have an impact in making noticeable changes in best practice, and addressing the issue of the disproportionate number of African American children involved with CWS.

Here are some quotes from the participants:

"The most positive result I am seeing for myself as a result of participating in CRA is that I am more sensitive to other's cultural makeup, whatever that culture may be - military culture, specific racial culture, religious culture etcetera. I am asking more questions of my clients in regards to how their specific cultural background might influence or be a component of the case."

"I am more passionate about the need to develop a work force that appreciates differences, that is non judgmental towards African American families and the need for everyone to be aware of their biases coming into this work, so that they are able to rely on standardized measures, consultation and other objective tools to offset their biases."

"The most positive result I am seeing for myself... is that I am more sensitive to other's cultural makeup... I am asking more questions of my clients in regard to how their specific cultural background might influence or be a component of the case."

"Getting the conversation started and making it open... the topic of race and social issues have become a taboo, especially in the workplace. This training definitely helped in breaking that barrier and silence on the topic and allowing for the conversation to begin on how we plan to make a change and a difference in what is taking place in our Agency."

"Trainers encouraged us to come to our own conclusions and talk through issues, and challenged our thinking."

"The most successful component of the CRA has been the practice activities in the classroom. They have allowed me to do a deeper self-examination and then be open to hearing feedback and input from others. "

"The most successful component of CRA is having different levels of the organization participate... making sure that everyone in our organization is addressing bias and being culturally responsive makes a difference."

"The most positive impact the CRA has had on the participants is that it has opened up new conversations and a new honesty about the ways our biases impact our workforce and the families we serve."

I'm looking forward to another successful year as we run another cycle of the African American population in San Diego, develop curriculum for the Native American population, and begin working with San Bernardino County to develop the program for their County.

Wanjiru





# COACHING CORNER



## **Proof that coaching is a process... that progress requires attention, commitment, and accountability, and that in the end...everyone wins!**

I have had the opportunity to coach Child Welfare Hotline Supervisor s for many months to support their implementation of SOP. In doing so, I learned that they had little idea about the quality of the work performed by their screeners, other than reviewing the call narrative. Reading about the call is remarkably different than listening to the call –

What techniques/skills did the screener use to engage the caller?

- Were they strength-based?
- Did they take time to listen to the caller’s concerns?
- Did they ask that imperative follow up question(s)?
- Was their customer service where we’d like it to be?
- Did they ask about possible support/safety network people?

All calls are recorded and there is a screener evaluation form for Supervisor s to use in evaluating their screeners across several realms of quality assurance. However, wait times, staff shortages, and volume kept getting in the way of Supervisor s, despite the desire to do so.

## **In coaching with one particular Supervisor , barriers were explored as well as what variables would need to be in place to allow him to listen to his screeners calls, utilizing the screener evaluation form.**

- What time of the day were call wait times the lowest?
- What day of the week the slowest/busiest?
- What time of the day did he/she have back up vs. flying solo?
- What did he need from his fellow Sup’s to be able to preserve the time and space to do this?
- What did he need/want from his manager to be successful?

A Goal Attainment Scale (GAS) was utilized to help the Supervisor set goals for the upcoming month. Through coaching the Supervisor was able to critically think through what needed to be done to prepare his screeners for what was to come since this was a new (or rather, dormant) practice for the Hotline. He knew he needed to communicate the purpose of the evaluation tool and his intent in using it as an opportunity for learning, growth, and being strength-based vs. as punitive. He decided in this first round that he would focus his feedback solely on “what worked well” and the strengths of the call, to facilitate screeners trust in his stated purpose and intent. This was very strategic and thoughtful because the current office climate was one of low morale at this time.

**Coaching follow-up one month later - progress and success has been made!** The Supervisor reported that after months of listening to no calls, he had successfully now listened to two calls, filled out the evaluation form and emailed it to his two screeners. Overall, the screeners described this as a positive experience. The Coach used this coaching session to challenge and guide the Supervisor to think through how he could take this to the next level, increasing the value to both him and the screeners. The Supervisor decided in the next month he would listen to one call for each of the seven screeners in his unit; and to increase the

learning and impact for the screener, have them listen to the same call and fill out the same evaluation form, on themselves. Then they would use some of their individual supervision to discuss. For visual positive reinforcement for the Supervisor , the Coach suggested he use his wall calendar to mark the days that he is able to listen to a recorded call with a big red star! In wrapping up this session, the Sup expressed that his main worry centered around the in-person discussion/feedback session to come. He was hesitant to have to be critical of a screener’s work in the midst of the low morale.

The Coach introduced the “Feedback Frame”

- What did you do well?
- What would you upgrade?
- Is it okay if I share my observations with you?
- How was it to receive/hear my observations/feedback?

The beauty of the Feedback Frame is it creates a path for the worker self reflects and often self-identifies their own wells and worries, thus relieving the Supervisor from having to provide this feedback. The Supervisor can join them in their self-observations and/or share differing observations as afforded in question three. The Supervisor thought this was a great idea to address his worry.

## **Coaching follow up one month later - the Supervisor met ALL of his goals!**

- Listened to a recorded call for all seven of his workers
- Marked on his calendar in red the dates he observed; emailed them and asked them to also listen to the their call and fill out the review form and met in person with his screeners to discuss
- Used the Feedback Frame and in a majority of the discussions, the screener self-identified their own areas for improvement. In fact, screeners shared with him what an eye-opening experience it was for them to even listen to themselves, to hear their ‘um’s’, to hear themselves interrupting, to hear the ‘dead time/pause’ when they knew they were on their computer looking up CWS history and how the caller probably perceived this as them not being engaged or paying attention.

While debriefing with the coach, the Supervisor explored the process to help surface the value for him and for his screeners, he reported how his thinking went from ‘I have to do this’ to ‘I want to do this’. It was a valuable experience that allowed him to have a better understanding about the quality of his screener’s work. It was also a very fulfilling process because of the screeners level of responsiveness. They learned a lot about themselves and their own work, as well as appreciated Supervisor’s feedback.

## **Coaching follow up - How to sustain the progress and successes?**

The coaching and SOP tools that made this process successful included: relationship building and engagement of the Supervisor, using critical thinking/solution-focused questions, developing a GAS, utilizing the Feedback Frame, and developing/reviewing action steps each session. Outcome: Win - win!

# Common Core 3.0 Update

Common Core 3.0 implementation across the state of California began on February 1, 2017. This curriculum is provided to staff hired to work in child welfare throughout California. Common core 3.0 for line worker staff includes a variety of training modalities to increase transfer of learning and address a variety of learning styles. The Common Core 3.0 courses are standardized across the state around 6 content blocks; Foundation, Engagement, Assessment, Case Planning and Service Delivery, Monitoring and Adapting and Transition. Each block includes 100 level e-learnings to provide baseline knowledge of content, 100 level classroom trainings that provide opportunities for enrichment of knowledge and skill building activities, and field activities that offer opportunities to put newly learned knowledge and skills into practice. Common Core 200 level curriculum was released as of July 1, 2017 and it consist of 2 eLearning's and 7 in person classes associated with the aforementioned content blocks. Training academies across the state have begun providing 200 level courses for all cohorts that began Core 3.0 after February 1, 2017. There is an end of block exam/assessment at the close of each 200 level in person course.

Although our protocols are to have a trainer observe a course before their first delivery of the topic due to the fact that Core 3.0 includes all new content and trainers are getting familiarized with the materials, there are limited opportunities for observation. If you need additional assistance with prepping for a delivery there are some statewide resources listed below and/or you can contact me with any questions or concerns you may have regarding the content and delivery of a course.

CalSWEC has prepared pre-recorded webinars to assist trainers in their preparation to train



Common Core 3.0 courses. Review of these webinars are voluntary and they can be found in the [CalSWEC Trainer Development page](#). Also, please be advised that some of the 100 Level classroom training days have eLearning courses that are prerequisites. It is important that trainers are aware of the information that trainees receive in the eLearning, as these eLearning's serve as the knowledge base for the classroom content. Trainers can sign up to complete these eLearning courses in our LMS system.

Reminder: All Core 3.0 trainers are required to complete 1 day classroom course entitled: **FACILITATOR-LED SKILLS BASED T4T** in order to facilitate training in Core 3.0. PCWTA has scheduled the next course for October 13, 2017. Please look out for the flyer for registration information.

Trainers statewide are also required to complete 3 brief webinars in order to train Core 3.0. These webinars are available via the Academy LMS. Required webinars include:

- CC3 T4T: Cultural Humility
- CC3 T4T: Trauma Informed Practice and
- CC3 T4T: Assess (that includes a review of SDM and Safety Organized Practice)

An optional webinar is also available on the following topic:

- CC3 T4T: Introduction to Core 3.0 and The CA Core Practice Model (CPM)

To provide feedback on any Core 3.0 curriculum content please go to the [CalSWEC feedback form](#).

Thanks to each and every one of you for your patience and follow through with the implementation and ongoing delivery of Core 3.0 course content. We have been pleased with the feedback we have received regarding the trainings thus far. #PCWTATrainersrock!

If you have any questions please contact me at [ashackelford@mail.sdsu.edu](mailto:ashackelford@mail.sdsu.edu) or (619) 594-3296.

# PCWTA STAFF SPOTLIGHT

*We will be doing a series in our newsletter where we highlight the members of our teams/departments at PCWTA. This will help familiarize you with who-does-what as well as learn a little bit more about our staff. This edition, we start at the top with our Program Director, Dawn Schoonhoven Scott.*



Dawn Schoonhoven Scott is the Program Director of the Public Child Welfare Training Academy. She's our fearless leader and she oversees all programmatic aspects, including program planning, implementation, personnel, community interface and statewide committee representation. She directly supervises members of the PCWTA Leadership Team and works closely with the Southern Region Child Welfare Directors as well as leaders from other parts of the statewide training system in California. Dawn maintains relationships with many stakeholders at the county and state level as well as holds leaderships positions on multiple statewide child welfare workgroups.

Ms. Schoonhoven Scott has over twelve years of experience in the field of child welfare. She was a child welfare worker and supervisor with the County of San Diego Child Welfare Services for 7 years. In this time she worked and supervised several different programs and assisted with the implementation of Safety-Organized Practice. She provides consultation in the areas of workforce development, training, leadership development and coaching across the country.

## SOP IMPLEMENTATION

### **Safety Organized Practice as a Common Best Practice**

Implementation of a new practice can take between 5-7 years and that time can be extended when the practice does not align with county or statewide policy. In California, a majority of counties are in some phase of SOP implementation and there is movement at the state level to better support the implementation of Safety Organized Practice (SOP) which will help support implementation at the county level. The California Department of Social Services (CDSS) recently invited the Regional Training Academy Directors to present a general overview of SOP to their staff so that they are more informed on the practice. With the release of Core 3.0 earlier this year, new social workers are learning curriculum that has an SOP approach weaved throughout their training. While it is not called SOP in Core, the content integrates the SOP concepts and practices which allows staff coming out of Core to have some basic SOP knowledge. This integration helps because then new social workers are using SOP from the very beginning of their practice. The state is also showing support for SOP in the most recent draft of the Performance Improvement Plan (PIP). Goal one, is aiming to “increase engagement of children/youth, families and others in case planning and decision-making processes across the life of the case for safety, permanency, and well-being.” This goal parallels one of the main desired outcomes of SOP and demonstrates the states support of this practice. With all of these changes happening throughout the state, this system alignment will help support implantation at the local level and shows us that SOP is not the new shiny penny but is here to stay!



# UPCOMING CONFERENCES



## [2017 NeuroLeadership Summit](#)

October 10-12 2017; New York, New York



[Association for Addiction Professionals \(NAADAC\) 2017 Annual Conference: Elevate Your Practice](#)

September 22-26, 2017; Denver, CO

## [5th Annual Safe and Together Symposium](#)

September 20-22, 2017; San Antonio, Texas



## [Beyond the Bench 24: Uniting for a Better Future](#)

December 19-20, 2017; San Diego, CA



# WHO DOES WHAT AT PCWTA?

## PCWTA ONLINE

For more information about PCWTA, visit the PCWTA program pages of the Academy website.

## STAFF INFORMATION AND BIOS

For contact information about PCWTA staff, who does what at PCWTA and biographical information, see the [Academy's staff directory](#).

As we have added staff and changed some roles, we thought it might be helpful to give you a "Practical Guide for Who to Contact, And Who I Might Hear From or See" in PCWTA.

Program Director: **Dawn Schoonhoven Scott** is our fearless leader.

Managers: **Anzette Shackelford**, our Training Development Manager, is responsible for ongoing trainer development, implementation of training policies, providing oversight for curriculum development, including Core 3.0, and specific special projects. **Renee Duci**, our Training Operations Manager, oversees all aspects of training operations in our counties. **Nancy Satterwhite** is our County Consultant Manager. Nancy plans, organizes and directs the work and duties of the County Consultants.

County Consultants do training needs assessment with their assigned counties and trainers may hear from them if they possess a training topic expertise that fits their county's request. PCWTA County Consultants are **Audrey Tousant** (San Bernardino), **Anzette Shackelford** (Orange and Imperial), **Nancy Satterwhite** (Riverside), **Jenni Ahsing** (San Diego) and **Amy Jaffe** (Los Angeles and Ventura).

Training and Curriculum Coordinators work on scheduling, contracting, advertising and curriculum development. **Frances Arnal** schedules for Riverside, San Bernardino and Regional needs. The Coastal Training Coordinator, **Michelle Hofer** does the same for Orange, San Diego, and Imperial, and **Michelle Darden** does the same, plus also covers training for Los Angeles and Ventura counties. **Jenee-Maree Northcutt** does orientation of new trainers and works with trainers around curriculum development and implementation.

**Val Ryan** is our eLearning development/instructional

design guru. **Erik Casas** is our IT Assistant in Riverside.

Program Coordinator **Wanjiru Golly** is our Cultural Responsiveness Academy (CRA) Coordinator.

Training Operations Assistants cover training in county or PCWTA sites and will be the people trainers will see most. They include **Cynthia Ebron** (PCWTA Riverside Training Site Coordinator), **Devin Anecchini** (Riverside), **Hayley Serrano** (San Bernardino and Training Operations Assistant Lead), **Michelle Adair** (Regional Inland), **Chrystine Zamudio-Snow** (Orange), **Carl Deertz** (San Diego and Training Operations Assistant Lead), and **Shaundra Jones** (Riverside).

Practice Consultants coach and mentor staff in counties and in the field. Supervising Practice Consultants are **Jenni Ahsing** and **Bill James**. **Wayne Rutledge**, **Lilli Miles**, **Kate Bedwell**, **Nichole Diggs**, **Candace Kimbell-Awoleye**, **Nicole Heesen** and **Laurie Fortin** are our Practice Consultants on staff. If you are interested in contract coaching opportunities in one of our counties, please contact Bill or Jenni.

Program Assistant **Leanne Thiltgen** keeps us organized and does pretty much everything to ensure we are on track and running smoothly, with all the correct materials!

We welcome **Sarah DeVore** as the newest Training Operations Assistant for San Diego County!



PCWTA is a program of the Academy for Professional Excellence at San Diego State University School of Social Work in collaboration with our university partners, CSU San Bernardino, Loma Linda University and CSU Fullerton.

