



Public Child Welfare Training Academy Newsletter

Editor's Notes

Winter
2017

Happy Holidays from everyone at PCWTA! We hope you have the opportunity to take time at the end of this year to relax and reflect on 2017. We hope you have the chance to spend time with friends and family. This has been a very busy year at PCWTA and December has been no exception. Our team is taking the week off starting on December 22nd and we will return to the office on January 2nd, 2018. Please note this means our San Diego and Riverside locations will be closed during this time. Thank you for all of your partnership, contributions, and for your dedication to child welfare in 2017. We look forward to working with you all beginning in January of 2018!

Your Editor,
Jenee



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TRAINER'S CORNER

TRAINER TIPS: EVALUATION FORMS

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, 121-126

The last activity in most training programs is the completion of some type of evaluation form. Evaluations assess participants reactions to the content, specific reactions to what they felt was useful or valuable, what was not useful and general feelings about the training.

Whenever possible allow at least ten minutes in class for trainees to complete the evaluation forms at the end of the class. If the trainees are rushed or must complete the evaluation after the class, they may do a perfunctory job and omit valuable information.

Filling our evaluation forms should be handled as a neutral, natural outgrowth of the session. The way that you introduce the evaluation can affect the information you get. If you introduce it by saying, “We really want your feedback, so we can improve this course,” the trainees are likely to overemphasize their perception of the less perfect areas and ignore much of what was right about the course. On the other hand, a properly introduced evaluation activity can help prepare the trainees to evaluate the training honestly, providing you with useful information on what worked and what did not. We suggest you use a four-step process used in giving task instructions. An example follows—

“We have discussed a great deal of information, and you have had a chance to improve your skills. I hope you have found the program meaningful. We want your reaction to the experience. In a moment you will have an opportunity to complete an evaluation. These evaluations are anonymous so please be as candid and descriptive as you can. Take ten-minutes working on your own to complete the evaluation.”

Completed evaluations require interpretation to be useful. You should not accept trainee reactions as “fact.” These reactions are simply opinions that must be examined and compared with your own reactions to put them into proper context. It is important to remember that the trainees’ immediate reactions are subjective and that they should be tempered by your own observations and judgement. Use trainees’ evaluation for gaining understanding that can help in delivering future sessions more effectively.

Do not be devastated by a few extremely negative evaluations. One or two people in the room may be angry about being in the session, for one reason or another, and

angry people sometime evaluate negatively. On the other hand, if the evaluations are more negative than positive, you must face the fact that something went wrong. One or more of the following factors could have contributed to the problem:

- Inappropriate Content: The trainees did not need the training or did not perceive a need for it.

- Inappropriate timing for the session: The trainees needed the training, but they should have been doing something else at the time.

- Outside Factors: For example, an upheaval in the organization may have interfered with people’s learning.

- Inappropriate Selection of trainees: For example, the group may have been composed of people for whom the training is not appropriate, either because they know the content already or see no value in the training for themselves.

- Inappropriate design: Simplistic activities, poor content, organization or the overuse of lecture may have seriously reduced the effectiveness of the program.

- Inappropriate delivery: It is possible that you may have interfered with learning by dominating the trainees, exhibiting poor delivery skills, preparing inadequately, or being insensitive to the needs of people.

If the evaluations are negative, you should analyze them to identify what factors, or combination of factors, led to the problem. It is important to consider the implications of a sizable proportion of unsatisfactory evaluations. Discounting such responses will not help you grow as a trainer. It is also a good idea to remember that the trainees’ reactions are immediate ones and that they probably will change somewhat in the future. You will have the opportunity to correct any of the problems you identify the next time you deliver the session. You may want to keep the evaluations and read them again just before the next session as a reminder of what to avoid.



TRAINER'S CORNER, CONTINUED

KUDOS

- Kudos to **Kendrick Dial!** He stepped in to train a class with a couple of days notice. The topic *Impact of Historical Trauma on African American Families* is challenging to train, and he agreed to step in and do the extra day when the assigned Trainer was unable to. He trained 2 back to back days and was able to maintain the energy level in the classes and remain present and available on both days. Great job Kendrick!
- **Sue Mahoney** and **Mark Miller** just wrapped up 10 days of Supervisor Core. Sarah Devore says they were both super supportive, flexible, understanding, and went the extra mile to make this Supervisor Core a success! They went above and beyond to answer trainee questions during breaks.
- Carl says, "I would like to give kudos to **Diana Shreckengost** for her recent facilitation of the

Advanced Simulation: Quality Supervision for Child Welfare Leaders, held on December 6th and 13th at the Polinsky Children Center in San Diego. Diana also developed the curriculum for this training in addition to facilitating. Simulation, as a training modality, is new to the field of Child Welfare. Simulations are on the cutting edge and provide participants a safe opportunity to test out new skills. The layout of the curriculum and how Diana manages the day leads to a positive and safe environment that is conducive to learning. Trainees are given the opportunity to discuss what learning objectives they would like to focus on most. Diana makes sure that these learning objectives are a focus for the day and that participants come away with these skills. Also, having the trainees have time for preparation for their roles beforehand and time to debrief afterwards in small groups sets the tone for a safe learning environment." Way to go, Diana!

TRAINER OF THE QUARTER: DORA SAENZ-BELDEN

Dora Saenz-Belden received her BS in psychology from University of La Verne in 1997 and her MSW from the University of Long Beach in 2000.

Dora Saenz-Belden began working in the field of social work 1986 as a Domestic Violence Advocate in a non-profit catholic agency in the San Fernando Valley. Ms. Saenz-Belden continued her passion and interest in working with families by working as an In home support Worker for CAAN (Child Abuse and Neglect). This work eventually led Ms. Saenz-Belden to her 17 year old partnership with the County of Ventura, Children and Family Services as a Child Welfare Social Worker.

Prior to her work in social worker Ms. Saenz-Belden also has an interesting perspective of having worked in law enforcement for 10 years for a police department which allowed her to understand the law enforcement perspective as well as relate to some of the social issues involved with incarceration. Additionally, Ms. Saenz-Belden has participated in various work groups in the County of Ventura County. Ms. Saenz-Belden has previously presented before large groups such as, the Law Enforcement Peer Support Conference on Domestic Violence. She has also presented at the Carpe Diem Conference on Mental Illness in the Family. Ms. Saenz-Belden has been a trainer for the County of Ventura, Children and Family Services on; Placement program, ICPC, ICT, Time in Care, Group Home Staffing, CLETS, Mandated reporting. In addition, Ms. Saenz-Belden has created curriculum, written policy and a grant for the County of Ventura. She also trained the San Diego and Fresno Academy on Criminal Background for Relative Caregivers.

Ms. Saenz-Belden has been a strong advocate throughout her career to help increase knowledge social workers and be a support for families in the community. Ms. Saenz-Belden hopes that she can continue to be of assistance to child welfare as she shares her passion, experience and knowledge.



TRAINER'S CORNER, CONTINUED

TRAINING SCHEDULE

Advanced Training

Imperial County

SOP: Interviewing for Safety and Danger and Three Questions to Organize Your Practice (1/9)
SOP: Small Voices, Big Impact: Keeping Children at the Center of Our Work (1/23)

Los Angeles County

Strategies to Support the LA Core Practice Model 3 Day Overview (1/16, 1/18, 2/14)
Coaching Fundamentals for Child Welfare Field Advisors (1/11, 2/15)
LADCFS Manager Core Mods 2, 3, and 4 (1/18, 1/30, 3/29)

San Bernardino

Advanced SDM for Supervisors (1/24, 1/31)
Level of Care (1/8, 1/9, 1/16, 1/18, 1/31, 2/5, 2/8, 2/13, 2/15, 2/20)

San Diego County

Advanced Simulation: Quality Supervision for Child Welfare Leaders (1/17)
Advanced Simulation: SDM for Child Welfare Leaders (12/20, 1/10)
Understanding and Managing AWOL Behaviors (1/16)
Integrating SOP into Supervisory Practice (1/16)
Advanced SDM for Supervisors (Mod 4) (1/17)
SOP: Summary and Looking to the Future (1/18)
SOP: Safety Networks (1/18)

Ventura County

Level of Care (1/9)
Sexual Abuse Case Considerations and Planning (1/25)

Lineworker Core

San Bernardino (2/6-4/18)
San Diego (1/25-3/9)
Riverside (1/2-1/30, 1/18-2/20)

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.



Congratulations to recent our T4T Graduates!

Kimberly Carter

Patrizia Estrada-Batres

Patricia Patty Low

Rose Woods

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

Day 3: Training for Trainers' Presentation and Facilitation Skills—This class will focus on effective presentation and facilitation skills necessary for working with adult learners. It will include preparing and delivering a presentation with a focus on integrating adult sensory and learning styles, as well as practice in facilitating groups who come to the classroom with different learning needs.

2/2/2018 at our Academy Training Room in San Diego

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

WELCOME, HANNAH SARAI SCOTT!

Dawn's been busy attending to her newest priority, Baby Hannah Sarai Scott, born 11/6/2017 at 8:19 am, weighing 7 lbs. 10 oz, 20 inches long. We wanted to be sure you were all aware of Dawn's wonderful news. She will be returning from leave in February 2018. In the meantime, [Jennifer Tucker-Tatlow](#) and PCWTA's Leadership Team ([Jennifer AhSing](#), [Renee Duci](#), [Anzette Shackelford](#) and [Nancy Satterwhite](#)) are working diligently to ensure all of our counties' workforce development needs are being met.



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. 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!

SAVE THE DATE!

PCWTA Trainer's Forum is coming in April 2018!

April 13th, 2018: San Diego

April 20th, 2018: Riverside

More details coming soon!

**IMPORTANT
ANNOUNCEMENT**

Please check out the current Tribal Star Enewsletter. It includes exciting updates and information from our sister program, Tribal Star.



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 second cycle of the Cultural Responsiveness Academy (CRA) in San Diego began in September, and there are currently 59 participants. This year we also increased representation in the Support Staff group to include Foster Care Eligibility and Clerical Staff which gives an added perspective in the classroom discussions and also fulfills the expectation of including all CWS staff in the program. We again have several project ideas and the participants will also have the opportunity to partner with the previous year graduates and either expand those projects to other Regions, or provide additional support to sustain the projects long term. This upcoming year we are also working on developing curriculum for the Native American population and plan to offer the classes next fiscal year. We are in the initial stages of reaching out to the Native American community and Child Welfare staff to hear from them the key areas that need to be focused on in the curriculum. Also this year, the CRA is being extended to San Bernardino County and we are in the preliminary stages of building the structure of their program, and plan on hiring a CRA Consultant based out of San Bernardino to manage the program there.

I'm looking forward to another exciting year of the CRA!

Wanjiru



COMMON CORE 3.0 UPDATE

Common Core 3.0 continues in its first year of implementation across the state. Common Core 3.0 curriculum is designed to help newly hired child welfare staff develop the knowledge and skills needed to work in the field. Common core 3.0 training is comprised of a series of eLearning's, in class courses and field activities to assist with transfer of learning and address a variety of adult learning styles. The Common Core 3.0 courses are standardized across the state around 6 content blocks with content at the 100 and 200 level. Since the content of the 200 level curriculum has been released PCWTA is currently in the process of working with each of the Southern counties to schedule the 200 level series which includes 2 eLearning's and 7 in person classes that are associate with the 6 Core content blocks of Foundation, Engagement, Assessment, Case Planning and Service Delivery, Monitoring and Adapting and Transition. There is an end of block exam/assessment at the close of each 200 level in person course that serves as an evaluation tool for Common Core 3.0.

Reminder: In order to train within the Core 3.0 structure, Trainers statewide are required to complete a 1 day in person Facilitator Led Skills Based T4T training and 3 brief webinars. PCWTA will be scheduling another session of the 1 day Course sometime in March 2018.

If you have already trained a Core 3.0 course and would like to provide feedback to the state please submit your feedback at the following link [here](#).

Supervisor Core 3.0

The state is currently in the process of developing standardized core training for Child Welfare Supervisors throughout California. The process is currently on hold as the state works with partners and county stakeholders to identify a Leadership Model and develop ways to include concepts utilized throughout California such as CPM, SOP, etc. in the standardized training. The original plan was for implementation of the standardized Supervisor Core 3.0 structure early in the next fiscal year (July/August 2018), however due to delays in the process the roll out date will be pushed out. Please stay tuned for additional information. If you have any questions regarding Common Core 3.0 and/or Supervisor Core 3.0 please contact Anzette at ashackelford@mail.sdsu.edu or (619) 594-3296.



COACHING CORNER



The two sisters, ages 9 and 11, had a story to tell. Social Worker, Raaya Harris, Riverside County, not only recognized the importance of eliciting the children's voice in assessing danger and creating safety; she recognized the potential impact of trauma in telling their story as well. As she looked around the room in which she was meeting with the sisters at their school, she spotted a white board and realized it provided an opportunity for the sisters to tell their story through both pictures and words through the safety house. The sisters loved the idea of drawing on the whiteboard and immediately engaged in the activity. They became so engaged in the activity that they asked Ms. Harris to join them and draw her house as well.

Ms. Harris found that the children's ability to use the whiteboard to erase and add to their story was an additional venue for their narration of what was going on in the home. As the sisters engaged in drawing their safety houses, they individually and together told their story. Upon reflecting on the activity, Ms. Harris said that she learned more from the children than should have during her standard interviews.

Though they drew individual houses, the sisters story was the same.

She drew their father yelling at his girlfriend, as she leaves either from the upstairs window or front path. As they drew, they talked. Their father and his girlfriend verbally fight in front of them. The girlfriend would either leave or call the police. This impacted the children, and they just wanted the girlfriend to leave so the fighting would stop.

The sisters both placed their birth mother outside the home. After their drawings were complete, Ms. Harris gained permission from the girls to share the drawings with their father and they agreed. To date, their father has demonstrated minimal changes in the behavior that is presenting danger to the children, and this is a significant worry. Ms. Harris's next steps will be to share the drawings with their father. It is her hope, that the next step of sharing the drawings, surfacing the impact of his behavior on the children, will provide a space for a hard conversation about the next steps their father needs to take to create and maintain child safety.



The Contribution Of A Parent and Youth Partner In

“Taking Simulation To The Next Level”

We would like to take this space to acknowledge the beautiful contribution the voices of JoDean Waggoner, Parent Partner, and Brianna Crone-Roberts, Youth Partner of Riverside County brought into the PCWTA & Master Southern Regional Simulation Convening: “Taking Simulation To The Next Level.”

JoDean and Brianna participated in one of the key learning activities of the day, “The Fishbowl Conversation About Simulation.” Through their voices, we heard the passion and dedication to children, youth and families as well as to the Child Welfare Social Workers with whom they work. This brought a level of depth, insight and authenticity that could not be paralleled by anyone else. We were most impressed with the level of professionalism, confidence, authenticity and humbleness they both demonstrated not just in this activity, but throughout the conversations of the day.

Thank you for helping to make this day a success JoDean & Brianna.

We look forward to working with you in the future as we all work together to..... Take Simulation To The Next Level.



SOP IMPLEMENTATION

Safety Organized Practice Resources at Your Fingertips

We have revamped our [Safety Organized Practice \(SOP\) page](#) on our Academy Website to allow our partners to have easy access to SOP tools and examples. The revised page contains several tools that we have created and/or collected over the years. Additionally, we have added some electronically fillable tools and samples for people to utilize. So, if you are looking for a standard “Safety House Tool” or a document that helps your SOP practice move forward you can look [here](#). Our collection is quite diverse, and we will keep adding as it grows. So have fun with shopping for SOP tools and if you have a coach in your county, feel free to reach out for guidance if needed!

SOP Backbone Committee Reconvening

The Safety Organized Practice (SOP) Backbone Committee is a statewide committee that initially formed in early 2014 to help support SOP in California around implementation and standardization across the state. The committee was comprised of Regional Training Academies, CALSWEC, CDSS and Casey Family Programs. The committee sunset in August 2015 after the committee achieved their goal of providing guidelines around curriculum, coaching and training of SOP. SOP is in the process of being implemented in all 58 of California’s counties and SOP as a practice has been identified in CA’s new SIP. The SOP Backbone Committee has decided to re-convene. The committee’s partners have come back together. We are currently tasked with looking at membership to see if new partners can be added, doing a needs assessment to see how this committee partner and support counties with their ongoing implementation and creating goals such as looking at how SOP plays a role in newer practice approaches, such as the Core Practice Model. Stay tuned for updates in future articles!

SIMULATION

This fiscal year, San Bernardino, Riverside, San Diego and Ventura counties invested in advanced simulation practice to support the development of the current workforce. Some advanced practice topics include Case Consultation and Safety Planning for Supervisors, Engagement of CSEC Youth, Safety Planning, and Court Testimony and Trial Preparation. To support trainers with building capacity to develop simulation curricula to support these efforts, PCWTA will host an introductory webinar on January 3, 2018.

This webinar will allow learners to practice developing learning objectives; practice writing instructions for simulation actors and facilitators; and integrate facilitation techniques that challenges learners critical thinking. For more information on this webinar please contact Practice Consultant Supervisor, Bill James.



CCR AND RFA UPDATE

The statewide Resource Family Approval curriculum was updated in June of 2017. PCWTA created a recorded webinar to support Southern Region trainers for the upcoming regional RFA Academies. If you are using the statewide RFA training and are interested in viewing this webinar please contact Audrey Tousant Shelby at atousant@mail.sdsu.edu for more information.

As part of CCR, the Level of Care (LOC) rate protocol was developed for use by county child welfare and probation departments. The protocol uses a tool that summarizes youth needs from five separate domains: physical, behavioral/emotional, health, education, and permanency/family domains. These domains are assessed with a strengths based perspective and intended to support the board and care rate for all home based family care settings. Implementation starts December 1, 2017 through February 1, 2018 and many counties are in the process of arranging for training for staff.

County Spotlight - San Diego

San Diego County Coaching Team

CWS implemented their internal coaching team in May 2015. As a team of 9, all Senior PSW's, and led by Supervisor Javier Perez, the coaches are assigned to cover a specific region and/or program in supporting the implementation and sustainability of Safety Organized Practice (SOP). As a waiver county, SOP is one of their anchoring initiatives. The team has made incredible strides over the past 2 years in developing the coaching unit/program, growing their skills, building relationships with their programs/regions, and infusing themselves into the office culture. Holding over 7,116 coaching sessions to date, they have been creative in supporting worker's skill development through various platforms, to include: 1:1 coaching in the office and/or field, unit coaching, group coaching (new staff development groups, learning circles, skills labs, boot camps), not to mention being the voice of SOP in case consultations, CFT's, mappings, and program/regional meetings. Likewise, with the roll out of CORE 3.0, the coaches have been instrumental in facilitating 529 field activities for new staff. More recently, the coaching team has partnered with the CQI case reviewers to identify practice trends in need of attention, which the coaching team then turned into 'coaching themes of the month' and coached to these themes systematically throughout the county as a way to provide targeted intervention in a consistent manner. The team's efforts with line-level staff are supported and paralleled with coaching for Supervisors and Managers/Directors by PCWTA contract coaches, Laurie Fortin and Peter Dahlin. The San Diego coaches have become such experts in their work, that several of them have also provided contract coaching to other counties through PCWTA, as well as have become PCWTA contract trainers. KUDOS to the great work that San Diego County has done with embedding coaching into their everyday operations!



From left to right: Jerelyn Bourdage, Abbie Brack, Maria Araiza, Javier Perez, Mary Beth Hadaway, Christian DeVito, Jen Whitton, Ariel Pearson, Luck Luckey, and Jenni Collins)

Microlearnings

PCWTA offers microlearning courses to child welfare social workers as a way to provide training content and learning support in short, targeted segments.

What is a microlearning?

Microlearning refers to micro-perspectives of learning, education, training and skill development. The approaches followed for assessment of microlearning are multidimensional and holistic in nature and need based in particular cases. Microlearnings are ideal for when learners need extra time spent on a step of a process or additional development in a specific area. Please check out our microlearnings page [here](#).



DV/IPV and SOP

PCWTA, in collaboration with Casey Family Programs, recently offered a training through NCCD with special permission from Safe and Together that focused on partnering with survivors of Domestic Violence to keep children safe. This training included several southern county attendees, as well as attendees from the Northern and Central training academies. Many in attendance commented on the seamless integration of SOP, SDM and Safe and Together. There were several key takeaways that benefit all SOP trainers which has been provided by Luck Luckey. While some of this is not new, presented in this way helps SOP practitioners maintain rigor and balance to partner with survivors while holding perpetrators accountable and keeping children's safety at the center of planning. We hope you find this information helpful to you in the training room. If you would like to learn more about this training, feel free to contact Amy Jaffe at ajaffe@mail.sdsu.edu.

Definition of Domestic Violence (or Intimate Partner Violence) for Child Safety

Domestic violence (DV) perpetrators, in the context of the child welfare system (CWS), are parents/caregivers who engage in a pattern of coercive control against one or more intimate partners. This pattern of behavior may continue after the end of a relationship or when the couple no longer lives together. The perpetrator's actions often directly involve, target, and impact any children in the family.

This is not to be confused with common couple violence, which involves minor forms of violence with rare occurrences of injury and neither partner attempting to coerce or control the other.

Purpose of utilizing Safety Organized Practice, Structured Decision Making and Safe & Together principles and best case practice when assessing domestic violence and partnering with families

1. Assess for safety and risk to the children by partnering with the survivor to explore harm and danger to him/her and the children by the abusive partner;
2. Gather information on perpetrator's behavior pattern of coercive control while documenting all the survivor's courageous actions to protect the child and the actions of those of who have supported the survivor in keeping the child safe; and
3. Keep children safe and together with the survivor by making a detailed plan, with the survivor and their support network, to ensure the child's future safety and well-being.

Key Core Principles:

- Source of the Harm and Danger is 100% Perpetrator Pattern Based
- It is not the fault of the couple for kids' exposure to violence; it is the fault of the parent who chooses to use violence and coercion
- Separation does not always equal Safety
- Both the social worker and the survivor want the same thing; "The abuse to stop and the children to be safe"
- "Failure to protect" is an insufficient explanation of victims actions towards the children
- Effectively and efficiently partnering with the non-offending parent through solution focused engagement, exploring all of survivor's strengths and efforts to protect can increase safety and stability for the child
- A partnership with the survivor is jeopardized when there is victim blaming (e.g., "she is failing to protect" or "she is hitting him too") or victim-centered practices (e.g., "she picks these partners" or "she keeps letting him back in").
- Ensure child's voice is at the forefront when we obtain details about the impact of violence and when developing future safety
- Survivor must be reassured that the agency will hold the perpetrator accountable for the harm they caused and to equal parenting standards

Provided by: Luck Luckey, BA, San Diego County Social Worker and PCWTA Trainer; Heather Meitner, MSW, Senior Program Specialist NCCD

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 move on to our largest department, our Training Operations Team. There are many members of this team, but we will begin by highlighting the Training Operations Manager and the Training Coordinators.

Training Operations Manager—Renee Duci

Renee Duci manages training operations for PCWTA. She provides oversight and management of the operations team and expertise regarding the flow of work and processes within PCWTA. Renee started at PCWTA in August 2013 as the Coastal Training Coordinator and was promoted on September 1, 2014 into the Training Operations Manager role. She was the first person to hold each of these positions!



Training Coordinators—Michelle Hofer, Frances Arnal, and Michele Darden

The Training Coordinators are responsible for scheduling and coordinating training deliverables, including contracting with trainers, acquiring locations, marketing and advertising trainings, and assisting in the development of needs assessment processes. Our three Training Coordinators are responsible for scheduling and securing over 800 training days a year! They are truly the puzzle masters here at PCWTA.



Michelle Hofer, our Coastal Training Coordinator, started at the Academy in May 2016.

Frances Arnal, our Regional Training Coordinator, started at the Academy in August 2016.



Michele Darden, our LA/Ventura Training Coordinator, started at the Academy in January 2017.

UPCOMING CONFERENCES

[SSWR 22nd Annual Conference](#)



2018 Annual Conference
Achieving Equal Opportunity, Equity, and Justice
January 10-14, 2018
Washington, DC

Save The Dates!



Continuous Quality Improvement Conference for Child Welfare/Probation

*UC Davis Campus
March 28-29, 2018*



Sponsored by the California Department of Social Services, California's regional training academies, Casey Family Programs, Chapin Hall at the University of Chicago and the University of California, Berkeley

Intended for child welfare and probation county teams, including social workers, probation officers, case reviewers, CQI staff, analysts and those working to support their county's CQI system

Watch for more information in the near future, and please contact the Northern California Training Academy at (530) 757-8725 or Academy@ucdavis.edu if you have any questions.

[2018 Title IV-E Summit](#)

April 19-20, 2018; San Mateo, CA



**INTERNATIONAL
CONFERENCE
AND EXPOSITION**

[ATD International Conference and Exposition](#)

May 6-9, 2018; San Diego, CA

WHO DOES WHAT AT PCWTA?

PCWTA ONLINE

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

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. **Jenni Ahsing** is our Practice Consultant Manager and manages the coaching teams.

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. **Adam Renteria** is our Workforce Development Coordinator. He reviews existing curricula and training tools for PCWTA and helps implement best practice for workforce development.

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), **Christine Zamudio-Snow** (Orange), **Carl Deertz** (San Diego and Training Operations Assistant Lead), **Sarah Devore** (San Diego) and **Shaundrea Jones** (Riverside).

Practice Consultants coach and mentor staff in counties and in the field. The Supervising Practice Consultant is **Bill James**. **Wayne Rutledge**, **Lilli Miles**, **Kate Bedwell**, **Nichole Diggs**, **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 **Adam Renteria** as our new Workforce Development Coordinator! We say goodbye to **Candice Kimberll-Awoleye** as she moves on to other opportunities, but fortunately she will stay on with us as a Contractor.



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.

