

Child Welfare Development Services Newsletter

Editor's Notes

Welcome to Fall! Let's hope if we keep welcoming the cooler weather, it will show up. CWDS is now in the full swing of Fiscal Year 19-20. We have scheduled an unprecedented amount of COREs and Advanced Trainings and are preparing as much as we can now to ensure a smooth year ahead. This edition is one of our longest yet, with information about upcoming convenings, state-wide updates and even original articles.

Best,
Your Editor,
Jenee

Fall 2019



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

TRAINER TIPS: GETTING THE MOST OUT OF DEBRIEFING

This is an ongoing series of excerpts taken from a book titled *Hints and Tips for Trainers, Instructors, Professors and Lecturers* by Gerard A. Prendergast, pgs. 81-82, 89-93

Learning activities and exercises can be helpful in engaging the learner and if done correctly, they can link the knowledge directly to the work practices and in some instances, can build skills by allowing the participants to practice what has been taught. However, too many trainers run activities and fail to debrief or debrief in an ineffective manner. By debriefing exercises and activities, the trainer takes the opportunity to get the groups to reflect on the topic in a structured way. Participant centered learning activities encourage the groups to engage with one another and share their personal experiences that relate to the subject at hand. They also can share their level of understanding of the subject. When the trainer effectively debriefs the subject, groups can share their feeling and understanding of the material and the trainer can correct any misunderstandings. The debriefing allows time for reflection of the subject and reinforces the learning in the most effective way. When carrying out the debriefing of an exercise or activity, it is important that the trainer uses skilled questioning techniques. It is essential to get active involvement of the participants and it is also critical that the trainer employs effective listening skills.

In order to conduct an effective debrief, trainers should use the following three stage system – the 3 “Whats?”

1. “What?”

It is usual to start with questions like: “What did you consider was the cause?” or “What happened?”

This stage allows the groups to explain what they saw or heard as the issues. It also allows for participants to express their feelings and reactions to what they are considering. These feelings and reactions will affect their judgement. It is important to allow the participants to share their feelings about what they saw, heard or read. Be sure to listen fully to what is being said. This will allow the trainer to correct any misunderstanding of the facts. This stage needs to be fully debriefed if the process is going to work effectively.

2. “So What?”

The questions in this stage usually start with “So what was the result of this happening?”, “What caused this to happen?” or “What lesson might we learn from this?”

This stage forces the participants to draw conclusions. It links the activity to their own experience and the if done effectively, should underline the importance of knowledge being studied. Such questions should identify any mistakes made by the participants during their discussion and what

mistakes the participants uncovered. When debriefing of this stage is conducted effectively, it will help participants gain a greater understanding of the issues and help to keep them motivated.

3. “What Now?”

Common questions in this stage are: “How will you use the information in your job?” or “As a result of what you have found out, what will you change when dealing with similar issues in the future?”

This stage of the debrief should get the participants to consider how they might include the new knowledge into their work. It will have them to link the knowledge to past experiences. This final stage is where the new information transfers from knowledge into action and ultimately change in practice.

Notice that all the questions in each of the stages are open or probing questions. This is to encourage learners to think through their answers. Like with any skill, asking these questions take practice. This is also true for debriefing.



TRAINER'S CORNER

KUDOS

- Michele Darden says of **Taryn Massey** “during a very full training in an undersized room, we had an unusual number of late participants...Taryn moved through the room re-directing the attention of those already seated and continued the training without losing momentum. As this was only a three hour training

those early moments were critical to delivering the full content of the curriculum.” **Great job managing the room Taryn!**

- Kudos to **Kathy McCarrell** for always willing to take on training new Common Core 3.0 trainings! We appreciate your flexibility and eagerness, Kathy!



TRAINER OF THE QUARTER: KRISTIE CAMPBELL, MS

Kristie Campbell has over 32 years of experience working with Children and Families. She began her career in 1987 as a primary counselor at New Alternatives, Diversion Program in San Diego. From 1987 through 2007 she continued her work as a Facility Manager and Facility Administrator with various Residential and Group home facilities. In 2007 she joined Child Welfare Services in San Diego County.

Ms. Campbell has experience working in the Emergency Response Investigations, Court Intervention, Indian Specialty, and Continuing Services units. She also served as the Continuous Quality Improvement Senior Protective Services Worker, reviewing the work of direct service social workers to ensure that quality case management and investigations are being done, and analyzed data and outcomes in Child Welfare Work, providing strategic input for practice changes and implementations of new policies and systems. She also has in depth experience as a Team Decision Making Meeting (TDM) Facilitator. In her role of the lead TDM Facilitator she piloted the early Safety Organized Practice Mapping program in Central Region, facilitating Family Centered Meetings and coaching facilitators on the use of Safety Mappings and Road mapping tools. She served 3 years as a Protective Services Supervisor in Child Welfare Services at Polinsky Children's Center, supervising the night and overnight operations and supervising the Child Abuse Hotline during the overnight hours. Ms. Campbell retired in April of 2018 as a Social Services Manager from Solano County Child Welfare Services. She has returned to southern California to enjoy training with CWDS and consulting in Child Welfare Services.



Ms. Campbell was an early adopter of Safety Organized Practice (SOP) in San Diego County training and implementation. She continues to be an SOP champion and coach. Carl says of Kristie “There are so many qualities that I like about Kristie but the one that stands out most is how flexible she is. She makes scheduling easy as she is responsive to all requests and always gets back within the next day or sooner! Kristie regularly takes trainings last minute in any county that we have an opportunity, ensuring that classes are not cancelled. In fact, Kristie has trained in all of our Southern counties including Imperial, Los Angeles, Orange, Riverside, San Bernardino, San Diego and Ventura. Kristie regularly tells me how much she enjoys training so her work with CWDS is a perfect match! Kristie has a quote in her emails that I think is a perfect representation of her “Be the change you want to see!” The way Kristie communicates and treats others shows that she lives by that creed.”

TRAINER'S CORNER, CONTINUED

TRAINING SCHEDULE

Regional

8/20/19 – 12/18/19	Supervisor Core
10/8/19	Sexual and Reproductive Wellness for Youth in Foster Care
10/17/19	Substance Abuse and Child Welfare Planning
10/21 – 10/24/19	CFSR 4 Day Case Reviewer Certification Training
10/22/19	CPM Convening
10/23/19	Psychotropic Medication in Foster Care
11/15/19	T4T Day One: Adult Learning Theory
11/18/19	Sexual and Reproductive Wellness for Youth in Foster Care
11/18/19	Field Advisor Training
11/19/19	Coaching Fundamentals for Child Welfare Field Advisors
11/19/19	CANS Convening
11/20/19	Family First Prevention Services Act Convening
11/21 & 11/22/19	Healing the Healer
12/9/19	Psychotropic Medication in Foster Care
12/11/19	Southern CFSR Reviewer Convening
12/16/19	CPM Convening
12/19/19	A Safety Organized Approach to Domestic Violence: Partnering with the Survivor

San Diego

7/23/19 – 12/19/19	200 Series
8/8/19 – 1/9/20	200 Series
10/1/19	Advanced Simulation: Quality Supervision for Child Welfare Leaders
10/14/19	Sexual and Reproductive Wellness for Youth in Foster Care
10/15/19	Supervising for Safety Advanced Simulation
10/30/19	Secondary Trauma – Portraits of Professional Caregivers: Their Passion. Their Pain.
11/1/19	LGBTQ+ Youth in Foster Care
11/12/19	Advanced Simulation: Quality Supervision for Child Welfare Leaders
11/20/19	Interviewing for Safety Advanced Supervision
12/3/19	Sexual and Reproductive Wellness for Youth in Foster Care
12/9/19	Sustainability as a Child Welfare Worker: Building Resiliency
12/10/19	Interviewing for Safety Advanced Supervision
12/16/19	Secondary Trauma – Portraits of Professional Caregivers: Their Passion. Their Pain.
12/17/19	Supervising for Safety Advanced Simulation

Orange County

10/2 /19– 12/4/19	Lineworker Core
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Riverside

10/23/19 - 11/21/19	Lineworker Core
11/20/19 - 12/19/19	Lineworker Core
11/12/19 – 2/11/19	200 Level



TRAINER'S CORNER, CONTINUED

TRAINING SCHEDULE

San Bernardino

11/1 /19– 11/15/ 19 Lineworker Core
10/11/19 – 9/10/20 SOP Modules 1 -12
11/ 22/19 - 04/30/20 200 Level
12/11 & 12/12/19 Advanced SDM for Manager/Supervisors

Los Angeles

10/3/19 Sexual Abuse Case Considerations and Planning
10/3/19 Having Real Conversations with Staff & Parallel Process Implications
10/15/19 Teaming the Way to Better Time Management
10/22/19 Cultural Humility
10/23/19 Working with Traumatized Children/Families
10/29/19 Time Management
11/5/19 Manager Core Cohort 7 - Mod 1
11/7/19 Coaching Fundamentals for Field Advisors
11/12/19 Working with Traumatized Children/Families
11/12/19 Learning circle Cohort 5&6
11/14/19 Substance Abuse
12/10/19 Manager Core Cohort 7 - Mod 2
12/11/19 Power and Authority

Ventura

10/8/2019 Healing the Healer
10/22/2019 Fatherhood Engagement
11/6/2019 SOP 2-Day Orientation
11/6/2019 SOP 2-Day Orientation
10/24/2019 CFT Simulation



CONVERSATIONS WITH DAWN

Hello Academy Partners,

I hope this newsletter finds you enjoying the end of summer and the start of fall, although judging by our weather here in Southern California lately, you might not know it is fall. Our CWDS team has been hard at work moving forward our services and support of the Southern region during the first quarter of this year.

Our team is planning our first in a series of regional convenings on the topic of the Family First Prevention Services Act (FFPSA). The purpose will be to bring together child welfare leaders to discuss the details and potential implications of FFPSA, discuss and strategize next steps to prepare for it, and to engage in regional planning. To learn more about FFPSA, check back on our website as we will be sharing resources and information in preparation for this series.

We have been hosting a series of CANS convenings to support our region in planning for ongoing implementation of CANS as well as to enhance the quality of CFTs through the inclusion of the CANS tool in meetings. Our county partners have shared challenges, successes and strategies related to implementation. We have seen incredibly rich discussion and exchange of ideas in order to move this work forward.

Lastly, planning for our Developing Future Excellence conference is underway. This event will bring together child welfare professionals and other key partners in order to collaborate and engage in learning and networking. Child welfare leaders, training and staff development representatives, key initiative and special project leads and university and state partners will have the opportunity to participate in workshops and learning activities. We will explore the latest trends and gain insights and skills related to the best workforce development practices for recruitment and selection, developing and deepening organizational skills and promoting leadership. This conference will be held for the first time on February 18, 2019 but we anticipate that it will become an annual event moving forward.

We are excited about some of these new offerings. We are always looking for ways to better support our region and to revolutionize practice in our field! Thanks for your partnership in this work!

Dawn



IMPORTANT INFORMATION FOR TRAINERS

Upcoming Conference:

**15th Annual TCOM Conference
October 2-4, 2019
Palm Springs, California**

The theme "Culture and Community: Sharing Stories from the Collaborative" is incredibly timely. As TCOM approaches continue to spread across the globe, it is our job to acknowledge the cultures and communities represented by those we serve. The Child and Adolescent Needs and Strengths (CANS) as is a strategy to meet the Integrated Core Practice Model's (ICPM) vision for creating behavioral objectives with the Child and Family Teams (CFT). The CANS is a multi-purpose tool; a collaborative assessment process that supports care planning and decision-making. CANS is a state mandate for professionals working in Child Welfare.

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

The logo for Tribal STAR features the words "Tribal STAR" in a stylized, outlined font. The background is a circular emblem with a sunburst pattern and a central figure, possibly a Native American, in a dark silhouette.

MICRO-LEARNINGS

CWDS continues to develop microlearning courses for child welfare social workers as a way to provide training content and learning support in short, targeted segments. We completed 2 new microlearning courses in the last quarter of FY18-19:

Introduction to Supporting LGBTQ+ Youth: Designed for San Diego County Child Welfare Services, this microlearning teaches social workers about their role as a child welfare worker when working with LGBTQ+ youth and how they can best support them.

From No One to Network: Designed for Ventura County Children and Family Services, this microlearning is designed to show social workers how to talk with parents and families to identify networks of support.

You can view all of our microlearnings on the [CWDS Microlearnings webpage](#).

Website Update! You may have noticed our [website](#) has a new look! Please note we will be making ongoing changes to make the website friendlier, more efficient and more comprehensive.



COACHING CORNER

The Path to Permanency is Not Always a Straight Line: One youth's story towards finding her family

“Julie” (11 years) had been in foster care almost three years when her social worker, Nelly Zambrano (Desert Region), decided to meet with a Coach to improve her newly trained skills in Safety Organized Practice. Ms. Zambrano shared her worries, which was that Julie was lying, stealing, and sneaking around to have phone conversations with her birth mother. Ms. Zambrano was desperate to find permanency for Julie and her foster parents were having reservations about adoptions because of her behavior and Julie did not want to be adopted by them either. Julie had been to two adoption matching events with no success and the only option seemed like Legal Guardianship with her current foster parents. Every time the Social Worker met with Julie, Julie would ask, “Have you talked to my mom?”. It was the only thing Julie wanted to talk about. The Coach asked one question that changed the direction of the case and the path of Julie’s permanency. “Why doesn’t Julie see her mother?” Ms. Zambrano’s response: “Because she can’t test clean,” mid-sentence Ms. Zambrano’s words slowed as she began to consider approaching her case in a new and different way than was traditional, which at the time was to deny parent visits when they tested positive for drugs. It was true that Julie had come to the attention of Child Welfare because her mother struggled with drug addiction. So much so that she allowed unsafe people in her home, around Julie, and that resulted in Julie being hurt by some of those individuals. Julie’s mother could not remain sober long enough to provide a clean drug test to be allowed to see her daughter, so the visits were non-existent and had been that way for a year. The coach and the Social Worker began to discuss what the true Danger was in the case which was that when Julie’s mom used drugs, she allowed unsafe people

around who could hurt Julie. It was decided that this danger could be mitigated in a controlled, supervised, and safe environment, so Ms. Zambrano set up supervised visits between Julie and her mother. At the first visit, Julie’s mom came with gifts. It was apparent that she had been collecting toys from garage sales or even collecting toys that had been discarded by others as old and no longer needed. As Julie’s mom gave her gifts, Julie’s smile grew. The toys appeared to be for a child younger than Julie, but she did not care, nor did it bother her that some of the items were old or broken. The gifts were from her mom. Ms. Zambrano worked with the foster mother so that she was able to supervise the visits with Julie’s mom which allowed them to continue their relationship in a safe environment. They spoke on the phone regularly and Julie’s mom would even come over and help Julie with her homework. Julie stopped lying, stopped stealing, and stopped sneaking around to contact her mom and her grades improved in school. Julie began to talk about her mom and her mom’s family with Ms. Zambrano, indicating that while she loved her mom and her mom’s family she did not want to be “like them.” Fast forward to three years later and Julie decided that she did want to be adopted by her foster parents and her foster parents expressed that they loved her and wanted to adopt her. Julie needed to first learn about her mom and where she came from so that she could understand why she was not with her mom, and that her foster family was right for her. In Child Welfare, we often worry that connecting children with their birth family may confuse children when we are heading towards adoption. In this case, it allowed Julie to connect with her mother, gain clarity, heal, and create a permanency plan that worked for her. Julie’s adoption was finalized, she still has contact with her mom, although sporadic at times, and her mom supports her relationship with her adoptive parents. Julie’s path to permanency may have had a few unexpected turns along the way but it was her unique path to her forever home and Ms. Zambrano was willing to walk that path with her.

CANS

The revised CANS curriculum is complete and is scheduled for pilot the week of 10/7/2019 - 10/10/2019 in LA county. Any necessary edits will be made upon completion of the pilot training, and then finalized and sent to the State for final approval. There will be booster training sessions on the revised/finalized curriculum offered in Southern California - one of the sessions will be hosted by LA County in November and one hosted by The Academy in December. Additional information will be provided to all certified CANS trainers once logistics are finalized. Each of our county partners will receive the same number of training days this fiscal year as last year. There are learning objectives for three distinct modules of training:

Overview & Case Planning

Module A is a 1-day training module for those counties who are relying on partners in behavioral health to complete the CANS. It does not include explicit instruction on completing the tools.

Module B is a 2-day training module for those counties who are asking the child welfare social worker or CFT facilitator to complete the CANS. This module includes instruction and practice completing the CANS tool. This module is longer to allow time for additional instruction and skill practice.

Supervisor

Module C is a 1-day training module for supervisors to support child welfare social workers, mental health plan clinicians, and CFT facilitators in their use of the CANS in child welfare practice.

For child welfare social workers, mental health plan clinicians, and CFT facilitators these modules are not intended to be a sequence; participants take only one, depending on whether or not they will complete the CANS. For supervisors, there is a sequence in that they will take either Module A or Module B with their staff and will follow that with Module C which focuses on supervision.

Creating a Trauma-Informed Learning Environment

In Social Work, we often speak of Trauma-Informed Practice in the context of working with families, however, the practice reaches much further to include how we establish our internal systems, how we interact with other professionals, and how we operate in learning environments such as training, coaching, and supervision. The Substance Abuse and Mental Health Services Administration (SAMHSA) summarizes a trauma-informed approach with the four R's. These standards can be used when looking at our approach in the learning environment as well.

1. Realizes the widespread impact of trauma and understands potential paths for recovery. SAMHSA reports that, in the United States, 61 percent of men and 51 percent of women report exposure to at least one traumatizing lifetime event. Knowing this, we can make the assumption that more than half of the learners we work with have a history of trauma. To remedy this, make group agreements early on that addresses trauma and how to handle if someone is triggered by some material that is presented during training, coaching, supervision, or in other learning environments.

2. Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system. Have you ever had that difficult learner? The one that seems to overreact during a coaching session or disengages in training by using their phone every 30 minutes. Our natural reaction is to think, "What is wrong with this learner?", "Are they not taking their training or career seriously?" Instead, just as we do with the families we work with, we need to shift our internal dialogue to "What has happened to this person?", "Is there something in the content of the material or in the group dynamics that is causing a trauma trigger somehow?" You may want to check in with the group around your group agreements to see if anything needs to be changed to make the learning environment better.

3. Responds by fully integrating knowledge about trauma into policies, procedures, and practices. How does the larger system or organization respond to ensure that we approach the training room in a trauma-informed way? This is an area where many may feel that they do not have control over the larger system issues and how they align with trauma-informed

practice. This may be because the curriculum we train is standardized and we feel we have little control over the content. Our that our coaching sessions are only a microcosm of the larger county or state child welfare system. So, how do we respond to this to create a trauma-informed learning environment? We can do this by thinking of the language that we use in supervision, coaching, and training room interactions. Is there a less traumatizing approach we could use? How about the material that is being presented. Is there something that we are about to embark on that we need to warn our learners about and allow them time for self-care if needed? Is there a portion of the standardized curriculum that you regularly see causing a reaction in the training room and despite your adjustments continues to trigger the learners? Do you roll this information up to the larger Academy so it can be addressed in the curriculum if and when possible?

4. Resists re-traumatization. Many of the topics that we cover in the Child Welfare learning environment can be traumatizing. If we have worked in the field for a long time, we can become desensitized and find it commonplace to speak of child abuse and neglect in the same matter of fact tone as we discuss what we had for dinner last night. This can be triggering and can re-traumatize our learners. When preparing for a topic, think through if it may trigger someone, remembering that over half of your learners likely has a history of trauma. How might you prepare and approach the topic in a manner that will reduce the likelihood of retraumatization?

With a few extra steps and a little bit of effort, a trauma-informed learning environment can be easy to create. For more information about Trauma-Informed Care, visit [SMSHA's website](#) or [The National Child Traumatic Stress Network's \(NCTSN\) Website](#).

California Statewide Curriculum Updates

Common Core 3.0 | Supervisor Core | CWS Cares

Core 3.0. The statewide Curriculum Development Oversight Group (CDOG) continues to work on a revision plan for Core 3.0 curriculum for new child welfare staff. There are currently plans to review and revise content to avoid repetitive content and ensure content is streamlined and meets the needs of the learning and development needs of new social workers in child welfare. Due to the ongoing revision process the ongoing quarterly revision process is currently on hold. Subgroups are working on reviewing the content and identifying areas to incorporate content related to the practice including the Integrated Core Practice Model (ICPM), Child and Adolescent Needs Assessment (CANS), etc. The ICWA core course content is also in the process of being revised. The overarching goal for Core training remains identifying a process for paring down the number of e-learnings, classroom courses, and field activities while also maintaining content relevant and essential for newly hired child welfare staff. The current plan is to have the revision and updates completed and ready for implementation in 2020.

CalSWEC, in conjunction with CDSS and CDOG, is also in the process of developing and deploying a Request for Proposal (RFP) to identify an Instructional Designer with knowledge of Child welfare to review the existing curriculum and incorporate suggested revisions.

Important Reminders:

All updates to Core 3.0 curriculum are processed by CalSWEC. Once the updates are made and we are notified by CalSWEC the updates/revisions are shared with trainers for that topic/course and posted on the CWDS curriculum page within a 6 week timeframe to allow ample time for printing and review. CWDS does not revise any Core 3.0 curriculum content or identify which documents are printed for each course. If you identify issues, challenges, or gaps with the materials or content in Core 3.0 courses please send your feedback and concerns directly to CalSWEC via this link [Common Core 3.0 Quarterly Updates Form](#)

Contractors who train Core 3.0 will need to complete a 1 day classroom course entitled: **FACILITATOR-LED SKILLS BASED T4T** in order to facilitate training Core 3.0 topics. CWDS is in the process of scheduling a delivery of this course this fiscal year for those contractors who have not had an opportunity to complete it. Please look out for the flyer for date,

location, and registration information.

Contract Trainers also need to complete 3 brief webinars in order to train Core 3.0 content. These webinars are available via the Academy LMS and they include:

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

An optional webinar is also available on the following topic:

- 4) **CC3 T4T: n Introduction to Core 3.0 and the CA Core Practice Model (CPM)**

CWS Supervisor Core California Department of Social Services (CDSS) and CalSWEC along with the statewide SupDog committee continue to work on the development and implementation of the statewide, standardized Supervisor Core curriculum. Per the Supervisor Core ACIN which was posted on September 5th, 2019 the new curriculum is scheduled to be implemented in all Supervisor Core training deliveries after January 1, 2020.

A content overview to build trainer capacity throughout the state is in the process of being developed and will be scheduled sometime in January 2020. Information about the required qualification for trainer's and criteria for selection to facilitate Supervisor Core training are still in development at the state level. The California statewide Supervisor Core will include 10 full days of classroom training and an online resource portal for Supervisors.

CWS-CARES No updates at this time.

The Academy CWDS Program continues to develop curriculum for e-learnings, micro-learnings, simulations, etc. for counties and the region as needed and/or as per request.

If you have any question about any of the information regarding statewide curriculums listed above please contact ashackelford@sdsu.edu or (619) 594-3296.

Learning Labs:

In Innovative Strategy to Support the Diffusion of Practice

SOP Learning Lab Series first began April of 2017 in all three of the regional offices in Ventura County. This was around the 2 year mark from the beginning of SOP implementation for Ventura. The SOP Lab Series was created by social workers who participated on the implementation team to give other social workers the opportunity to embrace the SOP mindset, engagement tools, and practice techniques.

The Labs were an innovative approach and Ventura demonstrated a continuous quality improvement (CQI) mindset by experimenting, listening to feedback and adapting as needed to support the ultimate goal which was to provide opportunities for development around SOP.

Initially, the SOP Lab Series, were “Social Worker Only” and focused on an individual strategy, but quickly it was discovered that supervisors and managers could benefit. So, over the past year Lab Series in all are “Open to All”, including Clerical and their Field Based Case Aids.

Currently the SOP Lab Series are divided into two parts, SOP Strategy Lab Series and Case Presentations, alternating once per month. Recently, the SOP Lab Series structure was shifted and programs were identified to have the opportunity to facilitate Lab Series and Case Presentations with the help of their SOP Coach on their chosen topics in each office. The SOP-IT Tri-Chairs support the identified programs by identifying a social worker and supervisor team and connecting them to the

SOP Coach for preparation.

During a Case Presentation, the identified social worker and/or supervisor conduct a mapping of a current case or referral in order to have the opportunity to gain support of other social workers, supervisors and managers from a variety of different programs and to brainstorm how to support and address what’s working well, worries and develop next steps. Not only do case presentations create an opportunity for learning, it also supports the social worker in an actual “live” referral or case that they may have hit a “road block” and could use support.

During a Lab Series, the identified social worker and/or supervisor will pick an SOP topic such as harm and danger statements, safety goals, safety plans, solution focused questions, establishing and strengthening safety networks, behaviorally-based case plans, and court reports, engagement tools such as the three houses, wizard tool, fairy tool, safety house, genograms, etc. and will facilitate open conversation in a safe space in order to provide social workers, supervisors and managers an opportunity to “try it on”. Most Lab Series also have a “take away” to remind social workers, supervisors and managers of the topic as a reminder to implement it in daily practice.

The SOP Implementation Team is committed to a continuous quality improvement and is currently exploring the idea of holding mappings in each office to explore the future of the SOP Lab Series and what role the SOP Implementation Team will have in the next year to support further integration of SOP.

Resource Family Approval

Recently the CalSwec updated the RFA Academy training materials to reflect the updated written directives. The trainer and trainee guide and all 4 days of the power points were updated. RFA trainers should be sure to look at the CWDS website for the most up to date training material.



UPCOMING CONFERENCES

Society for Social Work and Research Annual Conference Washington DC January 15-19, 2020

38th Annual Protecting Our Children National American Indian Conference on Child Abuse and Neglect March 29–April 1, 2020 Denver, Colorado



Global Social Welfare Digital Virtual Summit Feb 25-28, 2020

Visioning an Integrated Future – 2020 Partnerships for Well-Being Institute Garden Grove CA June 3-5, 2020



WHO DOES WHAT AT CWDS?

CWDS ONLINE

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

For contact information about CWDS staff, who does what at CWDS 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 CWDS.

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. CWDS County Consultants are **Nancy Satterwhite** (Riverside), **Erika Tucker** (San Bernardino and Orange Counties), **Cristina Padilla** (San Diego County) 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 Orange County. **Michelle Hofer** does the same for Regional, San Diego, and Imperial, and **Michelle Darden** covers training for Los Angeles and Ventura counties. **Jenee-Maree Northcutt** does onboarding of new contractors 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 CWDS sites and will be the people trainers will see most. They include **Cynthia Ebron** (CWDS Riverside Training Site Coordinator), **Michelle Adair** (Regional Inland), **Kendall Yamane** (Riverside), **Marina Cunningham** (Riverside) (**Chrystine Zamudio-Snow** (Orange), **Adrian Gomez** (San Diego), **C.C. Baker** (San Diego) . **Carl Deertz** is the Assistant Training Coordinator (CANS and CRA)

Practice Consultants coach and mentor staff in counties and in the field. The Supervising Practice Consultants are **Nicole Heesen** and **Kate Bedwell**. **Wayne Rutledge**, **Lilli Miles**, **Stacy McGee Thomas**, **Nichole Diggs**, **Anna Meyer**, **Janice Boafo**, and **Laurie Fortin** are our Practice Consultants on staff. If you are interested in contract coaching opportunities in one of our counties, please contact Jenni. **Mechelle Robinson** is our CANS Practice Implementation Consultant.

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 **C.C. Baker**, **Janice Boafo**, **Kendall Yamane**, **Marina Cunningham**!

We say goodbye to **Adam Renteria** and **Bill James** and thank them for their many contributions to our vision and mission.



CWDS 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.