



# Child Welfare Development Services Newsletter

## Editor's Notes

**H**appy summer! As we enter a new fiscal year, we reflect on all we accomplished this last year, including managing many changes and transitions in recent months. We are making plans to be prepared for what new opportunities and challenges lie in fiscal year 20/21. One of these changes will be updating how we send you our Newsletter, so stay tuned for updates. We thank our partners for their flexibility and innovation and look forward to facing the future together.

Best,  
Your Editor,  
Jenee

Summer 2020



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## TRAINER TIPS: Organizing your Workspace

This is an ongoing series of excerpts taken from a book titled “2000 Tips for Trainers and Staff Developers” by Phil Race, 193-194

People often sit at a computer for hours at a time and are surprised when they feel tired and have aches and pains afterwards. If you find you are unexpectedly tired or stressed after each session with your computer, take steps to put things right before they worsen. Most desks and chairs are designed for writing and are at the wrong height for computer use. If you choose your furniture, bear in mind the points below. If, like most people, you have to use the desk and chair you are given, take steps to adapt them as far as possible.

**Make sure your monitor is at a suitable height.** As a general guide, the top should be slightly below eye level. Working with the monitor too low is very common and results in back and neck strain due to the weight of the head being unbalanced.

**Looking down at the keyboard causes neck and back strain.** If it is a serious problem, try to learn to touch type. There are computer programs available to help you with this, and the time spent learning will soon be repaid.

**The keyboard should be the correct height.** When you are typing, your forearms should be at about right angles to your upper arms and your wrists should be straight. An adjustable height chair can help achieve this. If you use a mouse, make sure your hand is relaxed when you use it. Ergonomic mice are available to help with this.

Repetitive strain injuries (RSI) can result from working with bent wrists for prolonged periods. These injuries can be disabling and should be taken seriously.

**Your arms should be supported when you are typing.** This can be done by an adjustable wrist rest. If you haven't got one experiment with a piece of wood wrapped in some toweling or other thick material. If it helps, buy a proper rest.

**Make sure your feet are flat on the floor.** If your knees are lower than your hips when the chair is at the correct height for everything else use a footrest.

**When copying from a source document, have it in a good position.** Have it at the same level and distance as the screen to avoid looking up and down and refocusing all the time. Document

holders are available for this purpose.

**Minimize eyestrain problems.** If you have headaches, blurred vision or itchy eyes, see your optician. Contact lens wearers should make a conscious effort to blink, as computer use encourages staring at the screen, which can dry lenses out.

**Take care with reading glasses and bifocals.** These can cause problems with focusing on the screen. Bifocal wearers may suffer neck strain from tilting their heads. Your optician will be able to advise you and possibly prescribe special glasses for computing.

**Lighting is very important.** You must have good lighting to work effectively, but there mustn't be any glare on the screen. Situate your computer so that you avoid reflections, or use screens to block light from the screen. Anti-glare screens are available to fit to the front of a monitor. A desk lamp can be useful, as it can be adjusted according to your needs.

**Take plenty of rest breaks away from the computer.** Make sure you rest your eyes and body. Some simple stretching exercises can help. Try to plan your work to incorporate a variety of tasks and to avoid long, continuous spells at the keyboard.

# KUDOS

- Kudos to **Rachel Swakos**, Child Welfare Supervisor at the County of San Diego, for writing her first microlearning curriculum for *Using CFTs as an Engagement Tool*. This microlearning is designed to teach child welfare social workers how to engage the Child and Family Team before, during, and after the CFT meeting to improve outcomes for families and enhance working relationships with the family and support network. Rachel did a great job writing and organizing the content for the microlearning. It includes a helpful downloadable resource handout on the *Three Phases of CFT Engagement* that social workers can keep for reference and use in their practice.
- Kudos to **Christina Beck**, Policy Analyst at the County of San Diego, for writing her first microlearning on *Highly Vulnerable Children*. This microlearning is designed to provide an overview for social workers on how to identify cases and referrals that require the HVC designation, as well as special considerations and case management requirements that social

workers need to be aware of for this population. Christina did a great job translating the county's HVC policy guidance that includes the categories requiring an HVC designation and how to assess for additional HVC risk factors, into a well-organized and engaging microlearning

- **We want to extend a special Kudos to all of our trainers who have made the transition to virtual training. We quickly had to transition our Common Core 3.0 deliveries as well as many advanced deliveries and you stepped up, were innovative, collaborative and flexible. Thank you so much!**



# CANS

CFT and CANS implementation has progressed there has been a statewide committee charged with developing tools and resources to support implementation. CFPIC was asked to help provide support for the implementation of CANS and CFTs through the development of Regional Convenings where counties could share their successes and barriers to help explore how to best implement these strategies and help build their AB 2083 practices. CPOC (via Rosie McCool and Stephanie Anderson), has asked that we continue to include Probation involved even though they will not be implementing CANS, since they have their own assessment and can explore how these assessments should inform CFTs as a parallel to how CWS and BH are using CANS in CFT's.

The group discussed a virtual meeting alternative approach for the convening. Which will consist of three sessions. The CFT/CANS Regional Convenings tentative agenda is in final review/ edits phase. The committee has outlined the following:

Objectives

TENTATIVE AGENDA

Session. 1: Statewide Zoom Meeting 7/22 9:30-12pm

Regional Inter-Sessions – week of 7/27

# TRAINING SCHEDULE

*Due to Covid-19, all of our deliveries are still virtual at this time.*

## **San Diego**

7/14/20 - 8/31/20 & 7/28/20 - 9/22/20 Line Worker Core  
7/30/20 Facilitation Skills for Learning Circle Facilitators

## **Riverside**

7/27 /20– 9/4,/20– Line Worker Core



# CONVERSATIONS WITH DAWN

Hello CWDS Partners,

A few years ago our Academy Leadership Team was participating in a strategic planning session with an outside consultant, Dr. Lyn Corbet, and he shared a quote from Martin Luther King Jr. with us: “One of the great liabilities of history is that all too many people fail to remain awake through great periods of social change. Every society has its protectors of status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. Today, our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change.”

This quote became the anchor for us as we were digging into, updating, and reengaging our team in our organization’s mission, vision, and values. As we crafted our “why” or the reason we do the work we do at the Academy, we kept coming back to this idea of revolution and facing the challenge of change. At the Academy, a part of our mission and vision is to revolutionize the way people work to ensure the world is a healthier place. We do this by inquiring with humility, inspiring with heart and impacting mindfully as we provide transformational workforce development services.

Inquire.  
Inspire.  
Impact.  
Transform.  
Revolutionize.

These are lofty goals. They are also empty words if they are not accompanied by consistent, visible action. I want to acknowledge that there has been a series of acts of racial violence and murder of Black and African American people. While these types of events are not new (or tragically even uncommon) these recent events have gained National attention which has resulted in higher visibility, growing momentum and a call to address racism. Members of the Asian community are experiencing an increase in hate speech and violent threats related to COVID-19 which threatens physical, psychological and emotional safety. We are all impacted negatively by racism, but the toll these things take on members of these communities are significantly greater. Racism is a public health crisis that impacts the hearts, minds, bodies, and spirits of people of color. The current context we are living in has me reflecting in a different way on our goal to revolutionize the way people work to ensure the world is a healthier place.

As a leader, it is imperative that I am doing my own work to explore how a history of white supremacy and racism have influenced the way I operate. I acknowledge the impact racism has had and is having on our employees, partners, and customers from these communities, although I cannot fully understand it. I acknowledge that I am both a part of the problem of racism and a part of addressing it. I am doing my own work and I invite all of our partners and colleagues to do their own work. I am creating space for and following the lead of individuals who are Black, African American, Asian or people of color without expectation that they will educate me. I am reinforcing our Academy commitment to diversity, equity, and inclusion. As partners who represent the Academy when you deliver services on our behalf, I ask that you also reinforce and demonstrate your commitment to diversity, equity, and inclusion. This work is not comfortable or easy and we have a responsibility to continue to do it.

We will be working to support our team and our trainers, facilitators, coaches and curriculum writers in developing skills of anti-racism so that we can truly revolutionize the way people work to ensure the world is a healthier place. We will not always get this right and when we misstep, we will listen to feedback and continue doing the work. Thank you for your partnership as we learn, grow, and change.

**Dawn**



# IMPORTANT INFORMATION FOR TRAINERS

## Key CWDS Updates from Dawn:

- Kudos to our CWDS team and our partners who mobilized to overhaul the way we deliver services so we could ensure that workforce development did not stop.
- We are continuing to provide only virtual services through the end of the calendar year.
- Our team has reviewed feedback from trainers, participants and staff regarding the 120 virtual trainings we have delivered so far and we are modifying our model for virtual training based on this input.
- The training for trainers webinar that was delivered to equip our partners to convert classroom content and deliver virtual training is being re-recorded to include the revised model. An overview of the changes have been shared by email with all of our trainers.
- We are exploring how we can better leverage virtual training in the future even after we can return to providing in-person classes.
- We continue to navigate the shifts related to AB5 legislation. We thank you for your flexibility and continued partnership during this time of transition.

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 word "Tribal" in a stylized, outlined font and "STAR" in a bold, outlined font. The background is a stylized sun or starburst pattern in shades of yellow and orange.

## Resources for Trainers

As we transition to virtual trainings, we have developed resources for our Trainers. Please review this [Trainer Checklist](#) to assist you with tips on virtual deliveries



**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: CONNECTION

Until recently coaching in the child welfare workforce often occurred face to face. Staff and coaches (formal and informal) had become accustomed to the routine of connecting with one another in meetings, scheduling time in conference rooms and gathering together at cubicles for check ins and debriefs. And then the whole world stopped. Well, it may have felt like it did for just a brief moment but child welfare changed lanes and got right back into the flow of traffic as “essential workers.” For some the change to remote and physically distant in office operations was easier than others, for many the shift required exercising a great deal of patience - with self and others. Amidst the chaos child welfare staff, leadership and CWDS coaches leaned into our strengths and on one another and as a result, we found ways to respond to multiple crises occurring all at once. Chaos bred innovation and amazing things began happening in ZOOM rooms.

### Connection

Supervisors balanced task and people management to provide an emotional presence to their teams and used debriefing to increase psychological safety.

Leaders started to have a regular virtual presence (either via drop in office hours or by holding routine program/unit meetings).

Teams used connecting activities at the start of meetings and at times in the place of a standard meeting to demonstrate trauma informed workforce behaviors. One social worker shared that she was having her worst week since joining child welfare years ago but gathering with her team (for their first face to face video conference meeting) was everything she needed to make it through the day.

In some instances different levels of leadership were randomly assigned to small group work with staff they had never talked to before. Breakout rooms and technological inexperience flipped the script and created learning experiences across hierarchical groups. Each challenge met and technique learned became an act of empowerment. In our distance we managed to become close in ways that we had not done before. The personal and professional collided online and colleague maps were built

when teams were able to see one another in their natural environment with an occasional cameo from loved ones and pets.

Coaches and supervisors shared that often their schedule did not allow them to connect with staff who could really use their support because they were so busy. With the transition to virtual and staff telecommuting, they were still busy but support has been more available because they do not have to factor in drive time or being located in another office. As one coach shared, “It’s really increased the amount of people that we are able to reach, and for me, its people that normally wouldn’t coach”.

For many the path from post-traumatic stress to post-traumatic growth has happened as a result of communication. Coaches have become ambassadors across whole counties by sending out regular “training nuggets”, infographics and powerful questions. It has been a way to get the highlights of coaching into the hands of everyone and keep Safety Organized Practice (SOP) concepts at the forefront.

As child welfare goes back into the office there are many questions before us all. The first and most important question is, ‘What did we learn?’ About ourselves, our teams and child welfare in general. Right now, more than ever before, we have a choice. What do we want to keep? What no longer serves us and the people whom we serve? What connections are we willing to maintain going forward? And what do we need from ourselves and others to make that happen?

Resources:

[Bessel Vander Kolk - Steering Ourselves and Our Clients Through New & Developing Traumas](#) (28 mins)

[Dr. Beth Cohen - Leading Child Welfare Through Crisis and Uncertainty](#) (1 hour)

[Tips for Coaching Someone Remotely by Ed Batista \(in Harvard Business Review\)](#)

[Top 10 Reasons You and Your Organization Need Coaching More Than Ever](#) (posted by NCWWI)



# California Statewide Curriculum Updates

## Common Core 3.0 | Supervisor Core | CWS Cares

Please be advised that as of July 1, 2020 CDSS requires that all training events delivered by RTA's identify which ICPM category the course covers. This includes Core courses and advanced deliveries. The ICPM categories are; Foundation, Engagement, Assessment, Teaming, Service Planning and Delivery and Transition. The ICPM category for each course will be listed on flyers and participants will be asked to identify the ICPM category in the evaluations for state developed content.

**Core 3.0** Core 3.0 revisions have begun. Revisions will be made to all components of the statewide Core 3.0 curriculum. The Curriculum Development and Oversight Group (CDOG) is scheduled to continue to review the curriculum and give additional feedback to the entity that was awarded the funding to revise and update most of the curriculum. A separate RFP (request for proposal) was developed for the ICWA Core training and those proposals are currently being reviewed by CDSS and CalSWEC. ICWA and other significantly revised courses will be piloted prior to implementation. The delivery schedule and content of all Core training will remain the same until revisions to curriculum have been completed and the upgraded version are ready to be fully implemented. The time frame for implementation of the fully revised Core is July 1, 2020.

**CWS Supervisor Core** Due to the implementation of the COVID-19 gathering guideline, the newly revised, standardized CA Supervisor Core curriculum is currently being

delivered virtually across the state. The Supervisor Core curriculum is designed to be delivered in 2 day modules. Data collection has been reinstated (after a brief suspension) to help inform the state of the effectiveness of the new standardized curriculum for Supervisors in Child Welfare in California. RTA's across the state are working to develop and implement a crosswalk make-up matrix from the previous versions of Supervisor Cores trainings to the newly developed content. This crosswalk will likely be made available in the next fiscal year (20-21) and County staff will be responsible for identifying which courses Supervisors will need to make up after reviewing the crosswalk.

**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. For more information about curriculum and training available through CWDS please go to: CWDS Curriculum and Training Request Page

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

## Safety Organized Practice: A tool to help during the pandemic

The recent pandemic has challenged social workers in ways that never seemed possible. Faced with assessing a home that you never set foot in or checking in on a child through a video screen would seem next to impossible at the start of 2020. However, social workers are used to working in challenging environments. Every situation is unique and we have become experts in our ability to adapt and respond. Social workers are demonstrating this adaptability and creativity. For example, playing scavenger hunts with children via video to assess the household, asking children to find something in their bedroom that gives them comfort or to find something that water comes out of. Birth parents are having more opportunities to connect with their children outside of formalized visits through things like video bedtime stories. Safety Organized Practice (SOP) is a tool we can lean into to help us adapt to the current pandemic through the three core objectives of the practice.

### 1. Good Working Relationships

*During the pandemic, we may feel that information available to assess child safety lacks accuracy. We may worry that our conversations with families and children are limited if we are not able to engage families in their living rooms. This is why the skills around engaging the families and their networks are so important. If we work hard to gain consensus with those we work with and those closest to them, ensuring that our worries are their worries too, then we strengthen our communication. It is through this strong communication we gain the information we need for our strong assessment. It is through this consensus that the family and their network are called to action to achieve the common goal or child safety.*

### 2. Use of Critical Thinking and Decision-Support Tools

*All of the tools that have been available to us in the past are still available to us during the pandemic. Mappings are being done via platforms like Zoom and WebEx, using things as simple as a Word Document to type up the results while screen sharing. People who may not have been able to attend an in-person mapping in the past are now able to join virtually, expanding the network. Children can draw while they talk to you, expressing their worries and family strengths through the drawing and screen shots can be taken to capture the image. SDM can still be used to guide our conversations and help us think through our assessments.*

### 3. Creation of Detailed Plans for Enhanced Daily Safety of Children

*SOP encourages the use of creative methods to ensure child safety. The current pandemic has forced us to relook at these plans and think outside of the box to ensure we have a fail-safe design. Network members who could be at the house often before the pandemic may no longer be able to come around. Some may have lost their jobs and no longer have the means to participate in a manner they had done before. Safety plans and case plans should be updated to adjust to the current situation.*

In Summary, pandemic or not, good practice is still good practice. It helps us to engage the family and the network, it helps us to fully assess child safety through unique ways of gathering information. We don't have the luxury of other fields where we can "make do" and "get by" during this time. We have an obligation to provide this essential support to the community and maintain child safety.



# 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. **Charmaine Utz** reviews curriculum and represents us at state meetings. **Lynette Lopez** assists with all things 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 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) (**Christine 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**. **Lilli Miles**, **Stacy McGee Thomas**, **Nichole Diggs**, **Anna Meyer**, **Janice Boaf**, **Derrin Ford**, **Ellen Perez** 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 and will be transitioning to the role of our Riverside County 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 say goodbye to **Wayne Rutledge** as he leaves us to enjoy retirement!



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.