

Public Child Welfare Training Academy Newsletter

Editor's Notes

Spring
2017

Happy Spring! We are rounding out a very busy fiscal year here at PCWTA. This year, we have seen many new initiatives implemented, including Resource Family Approval, Common Core 3.0 and Psychotropic Medication Training. We have worked hard to ensure effective implementation in our region and we look forward to continuing to work with our partners to provide excellent services during this busy, transitional time. Summer is always a time to reflect on the previous fiscal year. Additionally, we are planning with our counties to see what fiscal year 2017-2018 will bring. We hope each of you get a break and some time to enjoy the beautiful summer months. Thank you for everything you do to support workforce development in our region.

Your Editor,
Jenee



TABLE OF CONTENTS

Editor's Notes	1
Trainer's Corner	2
Trainer Tips	2
Trainer of the Quarter	3
Training Schedule	4
Discussion with Dawn	4
Important Info for Trainers.....	6
State Initiatives in Action.....	7

CRA/Initiative Update	8
Coaching Corner.....	9
Common Core 3.0	10
County Spotlight/SOP.....	11
Upcoming Conferences.....	12
PCWTA Contacts	13

PCWTA 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'S CORNER

TRAINER TIPS: WORKING WITH OTHER TRAINERS

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, 103-108

When two trainers work together to deliver training there can be benefits to both trainees and the trainers. The trainees can benefit from being exposed to two trainer's perspectives and styles and the trainer can benefit from the added support. Effective training teams build on each other's strengths and do not compete with each other. Before the session, you and your training partner should get together well in advance of the session to decide how you will work together and help each other prepare. Items to consider in your preparation time:

Decide who is to do what and when.

Determine which trainer will serve in the primary role and which in the secondary role for each segment of the program.

Figure out how to handle disagreements or corrections, how to accommodate differences in style and so forth.

Work out signals that clearly communicate to the other trainer such information as "I have something to add," "It's time for a break," and "Pick up the pace."

Agree on a plan to support each other if problems arise with the content and/or the group. This means working out a signal that communicates, "I need help!"

At the beginning of the training day, both trainers need to arrive to the training site early, before the trainees are expected to arrive. This is the time to establish the relationship between the trainers in the eyes of the trainees. There is no dominant trainer, nor one whose role is to be deferential. Both trainers have the responsibility to treat each other with respect and increase each other's credibility in the eyes of the trainees. If trainees witness collaboration, they will be more likely to collaborate in small-group activities. Both trainers need to act as the lead trainer early in the session. The intention is to establish the trainers as equal contributors to the training, and to satisfy the trainees' curiosity about the people who will be guiding them through the session. The role of the co-trainer is to keep track of what is happening in the training and support the lead training. Keeping track of the training means watching the trainees and following along in the

trainer's guide paying attention to:

The trainees to check the level of attentiveness and understanding.

The task instructions for accuracy and trainees understanding.

The presentations for time keeping and important points.

Occasionally, the lead trainer will forget something, or misspeak. Giving support in this case is delicate. You must help straighten out the problem without seeming to criticize or correct the lead trainer. Here are some important tips to consider to support the lead trainer:

Take an active role only with the lead trainer's permission

Never interrupt. The lead trainer may realize the mistake and correct with help from you. Wait to be acknowledged using the manner of communication that you agreed on before the training. If you do not receive acknowledgement, talk with the other trainer while the trainee are working and determine whether what you wanted to say would be helpful or additive.

When you have something to add or correct, talk to the trainees only and not to the other trainer. Do not point out what you think is wrong. Simply state your opinion, additional or correction without comment.

Talk with the lead trainer about your active interventions. Make sure the way you handled it was acceptable to him or her. As the lead trainer, it is important that you stay in charge of the session. Allow the co-trainer to contribute. Ask for help or additions when you want them. Accept corrections and additions without comment, thanks, or apology. Remember: When the co-trainer makes an addition, he or she is talking to the trainees, not to you.

After the session is over, it is important to assess the session together. You now have another source of information about the success of the training from a point of view that could be very helpful to you as a trainer.

TRAINER'S CORNER, CONTINUED

KUDOS



- **Michelle Runnels** did an excellent job training Line Worker Core: Child Maltreatment Identification (CMI) Skills Lab in San Diego on March 13, 2017. Michelle was very thorough in discussing what steps you would take in identifying child maltreatment. Michelle's insight and expertise were shown throughout the training with anecdotal stories and cases to help further explain details. Given the sensitive nature of the subject, Michelle made sure to emphasize the

importance of self-care throughout the training day. Michelle was a great facilitator of activities and discussions that took place throughout the day. CMI is a very important skill for Child Welfare Social Workers to have and I believe that the participants who took her class have the skills to make evidence based decisions when it comes to CMI. **Excellent job Michelle!**

- Kudos to **Mark Miller** for stepping in last minute to train Days 3 and 4 of Supervisor Core. **Thank you Mark** for helping out a fellow trainer in a time of need and being a true team player.

CONGRATULATIONS TO THOSE THAT COMPLETED OUR TRAINING FOR TRAINERS SERIES!

Here are the recent graduates:

KAREN QUINN

DANED ALVARADO

JENEE NORTHCUTT

MARIA ELENA AGUILAR

SHIVA MOTAHARI

MARJORIE YANEZ

MARIA ARAIZA

ELISA BARNETT

JOANNE FLORES

KELLY WOOD

JERELYN BOURDAGE

SHERRY CORTEZ-FARRIS

LESLIE GOULD

TRAINER OF THE QUARTER: TERESA SOLOMON-BILLINGS

Teresa Solomon-Billings is currently a Curriculum Specialist and Trainer with the Public Child Welfare Training Academy. Teresa has been involved with the development of Common Core 3.0, including writing curriculum, providing statewide feedback on curriculum, piloting, and implementation of the Common Core 3.0 curriculum. In addition, to writing curriculum, she trains Common Core 3.0 and Supervisor Core. Teresa will be transition from the role of a Curriculum Specialist to Trainer, effective June 30, 2017. Thank you Teresa for your devotion to child welfare, Common Core 3.0 and to PCWTA!



TRAINER'S CORNER, CONTINUED

TRAINING SCHEDULE

Advanced Training

Regional

Field Advisor Training (June 6)
Coaching Fundamentals for CW Field Advisors (June 8)
Psychotropic Medication Training (June 15)
RFA Academy (June 6, 7, 13, 14; June 20, 22, 29, 30)
Simulation Convening (June 27)

San Diego County

Facilitation Skills (June 7)
CCR Training (June 13 and June 30)

Orange County

Healing the Healer (June 8)
Helping Staff Integrate Cultural Humility into Practice (June 15)
DSM V for Social Workers (June 14)
Substance Abuse: Case Considerations (June 22)
Sustainability as a Child Welfare Worker: Building Resiliency (June 28)

Imperial County

Life in the Cycle of Poverty (June 8, 22, and 27)
Adoption Basics (June 13)

Los Angeles County

Coaching Fundamentals for Child Welfare Field Advisors (June 14, 22)
Helping Staff Integrate Cultural Humility Into Practice (June 13)
Sustainability as a Child Welfare Worker: Building Resiliency (June 23)

Ventura County

Integrating Cultural Humility Into Practice (June 29)
Case Plan Field Tool (August 1)

Lineworker Core

Riverside (July 12-August 11)
San Diego (July 18-August 17)
Orange County (July 11-August 18)

Regional Supervisor Core 2017

June 20 & 21



DISCUSSION WITH DAWN

The Heart of the Work

Several weeks ago I had the privilege of attending and presenting at the Child Welfare League of America's recent conference, *Advancing Excellence in Practice and Policy: Highlighting Successful Strategies to Address the Needs of Children, Youth and Families*. I collaborated with three other agencies across the Nation to showcase innovative training modalities in child welfare workforce development. Specifically, I shared the work we are doing through the Cultural Responsiveness Academy (CRA). I highlighted the strategies we are utilizing to deliver a learning experience that aims to create change in individual staff and throughout an organization that will lead to culturally responsive practice and reduce the impact of bias in child welfare. Our presentation was well-received and I heard feedback that continues to advance and refine the work we are doing with CRA.

In addition to presenting I attended several informative workshops and participated in efforts on Capitol Hill to advocate for specific resources for children and families. The learning was rich and the networking valuable, but the most impactful experience I had during this conference was listening to a presentation by Dr. Allison Metz of the National Implementation Research Network. As she reviewed the primary tenets of implementation science and made connections between research, evaluation and practice she made a comment that stopped everyone in the audience in their tracks. She stated that as we are looking to implement best practices we have to remember, "There are no administrative decisions. There are only decisions about children and families." I took about 15 pages of notes on my laptop as I sat in session after session during this conference but the most important moment in the three days that I spent in DC was when she made this statement.

These words have come back to me time and time again since the conference. As I find myself in meetings with statewide partners, on conference calls with child welfare leaders, and planning with my team how we will meet our responsibility of developing and equipping the workforce to do this important work this statement continues to ground me. In the midst of rolling out a new version of Common Core, supporting the massive efforts of implementing Continuum of Care Reform and Resource Family Approval, and constantly working to stay ahead of the curve in child welfare it is easy to get stuck in discussions about administrative decisions. However, this is not where the heart of the work is found. While the administrative components of this work are necessary, they cannot become the focus of what we do. I am inspired and challenged by the idea of re-calibrating all that we do at PCWTA around this central focus: How will this impact children and families? As we design and implement innovative training modalities (like advanced simulations, microlearnings or the Cultural Responsiveness Academy) we will pause and ask this question. Because while we are in the business of workforce development, the end goal is best practice and better outcomes for kids and families.

We encourage you to consider Dr. Metz's challenge in your work as well. Thanks for your continued partnership!

Dawn



DAWN SCHOONHOVEN SCOTT

IMPORTANT INFORMATION FOR TRAINERS

CONTRACTS WILL NOW BE SENT BY EMAIL!

Most of you have received contracts via email since May. 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!

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



MEGA CONTRACTS

Many of you were on mega consulting agreements last fiscal year, if you trained or coached regularly, and exceeded a certain dollar amount. We will be more slowly implementing mega consulting agreements in the new fiscal year starting 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.



STATE INITIATIVES IN ACTION REGIONALLY



Resource Family Approval

The RFA curriculum has been recently updated to reflect the newest Written Directives for the RFA program and it also includes a pre-requisite eLearning. This curriculum is up on the [Calswec Website](#) . PCWTA will begin implementing this new curriculum on 6/20/2017. PCWTA will be offering a webinar for those who have already went through the Training for Trainers in June 2016. A new Training for Trainers will be scheduled soon. If you are interested in going to the Training for Trainers, please contact Amy Jaffe ajaffe@mail.sdsu.edu.



Continuum of Care Reform

CCR implementation efforts are well underway. County Child Welfare, Probation and Behavioral Health agencies are working with providers to prepare for the new requirements as well as ramping up their general recruitment and targeted recruitment effort to increase bed capacity in family based settings. It is hoped that many families even relatives and NREFMs will be willing to be a placement resource to youth who are unknown to them. County agencies are also supporting their staff in understanding what is expected of them under CCR through internal training efforts. PCWTA has also supported these efforts through the development of a new microlearning series. This series can be found [here](#).

PCWTA also supported CCR through the collaborative planned Southern RITE convening on May 3rd, 2017 in Moreno Valley. More than 100 persons were in attendance. Eight counties brought teams that included Child Welfare, Probation and Behavioral Health as well as stakeholders from the Courts, Education, Provider Representatives, Parent and Youth Partners. More information about the convening as well as previous CCR events supported by PCWTA on our [website](#).

CULTURAL RESPONSIVENESS ACADEMY

The Cultural Responsiveness Academy (CRA) was established in February 2016, in response to the awareness that issues including disproportionality, disparity of services, and bias in decision making continue to impact the children and families involved with the Public Child Welfare System. The first series is on the African American community. The CRA Participants are diligently working on their practicum projects which are due on May 30th. Several of the projects are long term and they will continue to work on them after they graduate from the program. We have a total of 29 projects, 11 of which are group projects, and my sense is that there will be future collaborations as they expand their ideas to other work locations. The participants are taking the information from the classroom and also their work experiences and proposing changes that would impact how the Agency works with families. By encouraging creativity they are able to come up with ideas that are meaningful and also easily incorporated into their work roles. With the program evaluation addressing both individual and organizational changes, the hope is that we will be able to capture any impact the projects have on shifting the dial in both individual and organizational bias. The participants will have an opportunity to present their projects at their graduation ceremony on June 30th to County Leadership, CRA Trainers and Workgroup members.

PSYCHOTROPIC MEDICATION

California has taken steps to build upon legislation and develop new guidelines to create a shared understanding of oversight and monitoring of psychotropic medication practices for child welfare and mental health services. The one day long training reviews the following bills: SB 238 focuses on training for those who work with foster youth about administration of psychotropic medication and trauma, SB 319 addresses the role of PHN, while SB 484 highlights group home requirements regarding oversight and administration of psychotropic medication. The curriculum has been revised by CalSWEC with the feedback from the pilot the Academy hosted in February 2017. PCWTA will have a regional delivery of the revised curriculum on June 15, 2017.

Per state requirements, counties must provide psychotropic medication training to their staff and have the option of offering the in person training or having staff take the elearning. The state's elearning is posted to the [CalSWEC website](#)

CALIFORNIA CORE PRACTICE MODEL

Efforts are currently underway to develop a Child Welfare Core Practice Model for California that is intended as a framework to support child welfare practice and allow child welfare professionals to be more effective in their roles. The goal is to create a practice model that guides practice, service delivery and decision-making and builds on the great work already taking place by integrating key elements of existing initiatives and proven practices such as the California Partners for Permanency (CAPP), the Katie A. Core Practice Model, and Safety Organized Practice (SOP). The model will give meaning to the work currently in practice and improve outcomes for children and families. Practice behaviors have been developed and organizational indicators are currently being identified to support implementation of the statewide CPM.

The RTA's, Core Faculty and CW Director champions are engaged in planning for successful implementation of the CPM. The Academy contracted with CalSWEC to provide facilitation and planning in a collaborative effort with others across the state. There are 4 development circles that are the focus of the CPM Implementation committee's work. Southern Academy has the Outcome, Quality and System Improvement Circle. The other Regional Training Academies are assigned to work on the following groups: Organizational Readiness (Central), Engagement, Relationships, and Partnership (Bay Area), Workforce Development (Northern).

We had a successful Director's Institute for CW Directors at the end of March and the next 2 day session is scheduled at the end of May in Sacramento. There was Joint Developmental Circle convening April 24th for county teams in preparation for successful implementation. Due to the success of the joint session, another convening of all development circles is being planned for August 2017. The Implementation group is working at state, regional, and county levels to have tools and resources for counties to begin successfully implementing the CPM in January 2018.



COACHING CORNER

Permission to Make Mistakes

In Child Welfare, we are often faced with the harsh reality that one simple mistake could lead to detrimental consequences. This can result in continuous self-assessment and the worry about if the right decision was made or if the technique you used with a particular family was the correct approach. We may freeze when faced with new techniques and practices because the fear of making a mistake lingers in us. The truth is, we need to be able to know the difference between decisions that must be free of mistakes and recognize times when we have more freedom to try on new ideas and improve our practice. Safety Organized Practice (SOP), speaks to this concept in every module, asking the learner to “Try SOP On”, with the understanding that it won’t be perfect.

A recent example of this came from a Social Worker in Riverside County. She decided to practice the Three Houses with One of the Children on her case load. Should this activity have gone as planned she would have ended up with three house displaying the child’s worries in one house, good things in another house, and future dreams in the third house. Up until this point, the child had given minimal information, despite knowing her social worker for six months. When presented with the idea of drawing, the child dove right in; however, the child decided to draw the houses different

than the instructions her social worker had given. She drew her grandfather's house, her mom's old house (where the child used to live), and her mom's new house. At this point, the social worker could have corrected her to ensure the product at the end looked like it did from the training, but she went along with what the child wanted to do and ensured that her questions elicited responses from the child to gain a balanced and rigorous assessment, paying attention to both the good and the bad. The end result was not the traditional three houses and she was still able to conduct her contact in a child-friendly manner, keep the child at the center of her work, and allow the child's voice to play a role. In reflecting on the activity, the social worker said she was able to gain more information from this activity than any other meeting she had had with the child.

Many staff, new to using SOP, worry about the concept of “trying it on”, being so familiar with working in a business where even small mistakes can be critical. When it comes to SOP consider this your permission to make mistakes. Every training comes with a tip sheet of things to try in the field to increase your practice. I implementation is a process and the product may not be perfect at the start, but the product still produces useful, child-focused information and that is a success.

Common Core 3.0 Update

Common Core 3.0 is in full swing! We have completed Core 3.0 in several of our southern counties to date. We have also delivered the 200 Level Assessment block course several times throughout the region and the state, and there are some challenges noted with the delivery of this curriculum, including that there is not ample time to review the four scenarios and complete the end of block exam. CalSWEC is planning to offer an online trainer forum and/or webcast to help work through some of the worries, and develop next steps regarding the course. Information will be provided on how to participate in the forum at a later date. The additional 200 Level courses have been piloted and revisions to the curriculum are currently in progress. The Curriculum Oversight Development Group (CDOG) is committed to having the curriculum revisions completed, and the goal is for CalSWEC to have all Core 3.0 related materials to PCWTA by July 1, 2017 for full implementation.

CalSWEC has prepared pre-recorded webinars to assist trainers in their preparation to train Common Core 3.0 courses. Review of these webinars are voluntary and they can be found [here](#) – Webinars currently available for review include:

- Orientation to Child Welfare Practice
- Values and Ethics
- Legal Procedures
- Fairness and Equity
- Engagement and Interviewing
- Writing Behavioral Objectives
- Case Planning in a Team Setting

The following webinars are forthcoming:

- Trauma-informed Practice
- Key Issues in CWP: Social Worker as Practitioner
- Teaming, Collaboration and Transparency
- ICWA
- Managing the Plan
- Transition Practice

Many of the 100 Level classroom training days have eLearning courses that are prerequisites. It is important that trainers are aware of the information that trainees receive in the eLearning, as these eLearning's serve as the knowledge base for the classroom content. Trainers can sign up to complete these eLearning courses in our LMS system.

All Core 3.0 trainers are required to complete the following 1 day



classroom course entitled: **FACILITATOR-LED SKILLS BASED T4T** in order to facilitate training in Core 3.0. class is mandatory for all trainers in California who train Core 3.0 curriculum. Additional dates will be scheduled in the next fiscal year. Under the Core 3.0 structure, trainers statewide are also required to complete 3 brief webinars and in order to train Core 3.0. These webinars are available via the Academy LMS. Required webinars include:

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

An optional webinar is also available on the following topic:

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

To provide feedback on any Core 3.0 curriculum content please go to the [CalSWEC website](#). PCWTA, Trainers, or other parties cannot make changes to the curriculum, only CalSWEC can make any changes, and they welcome your feedback.

REMINDERS ABOUT COMMON CORE



3.0 STANDARDIZATION

Common Core 3.0 curriculum (CC 3.0) is mandated and standardized for all new child welfare workers in the state of California to ensure that all new child welfare workers are getting the foundational training necessary for competence in the field. The content of all the curriculum is standardized and the state requires that it is delivered as written to ensure that the proper training reaches all of California's new child welfare social workers. Therefore, it is essential that all trainers across the state who facilitate training of any of the CC 3.0 Curricula provide instruction to trainees using the standardized training content and materials as they are provided, without any changes or modifications. The training of the standardized content in CC 3.0 also serves as the foundation for conducting standardized testing to evaluate and develop effective new social worker training statewide.

COUNTY SPOTLIGHT - VENTURA COUNTY

Ventura County is having a lot of fun with Safety Organized Practice implementation. Check out their flyer for their May 4th SOP Lab:

Harm and Danger Statements Strike Back!

A long time ago in a galaxy far, far away....

The Lab Series came to CFS. Don't miss the epic conclusion to

Harm and Danger Statements. Bring yourself, a buddy, and your lightsaber to be one with the SOP force on May 4th, 2017.

LAB SERIES
for
Social Workers
(only)

This month's topic:
Harm and Danger Statements

Back by popular demand!

MAY THE 4TH BE WITH YOU

Safety Organized Practice

Come for a fun-filled hour and practice with your colleague! Refine your SOP skills. Special take-aways will be offered. Facilitated by our SOP JEDIs!

Ventura: 9:30-10:30
Reeder Room
Jedi Master: Monica McCurdy
Jedi Knight: Christina Liang

Oxnard: 10:30-11:30
Sunshine Room
Jedi Ace: Taryn Massey
Jedi Knight: Emily Baumruk

Simi Valley: 9:30-10:30
TDM Room
Jedi Ace: Ray Franco
Jedi Knight: Caren Davidge

SOP IMPLEMENTATION

In this article, we are going to review the components of Team-Based Learning and provide some tips and reminders to ensure everyone is using the TBL modality consistently in all of our SOP module deliveries throughout Southern CA.

Creating Teams: Every trainer should be sorting the class into teams for each module. Each module has a different content and focus so there is an opportunity for different learners to be "experts" at different times. For example, I may rate myself as an 8 in regards to solution focused inquiry and would spend more of that class helping my team members learn about what I already know regarding solution focused inquiry but I may rate myself as a 4 on mapping and during that class I may need to lean more on my team members to get me up to speed. Please take the time to quickly and concisely remind the class before you sort them into teams why you are doing it. "To ensure the teams have an equal distribution of knowledge to help them work through the activities of the day." This may be someone's first time experiencing the TBL modality and we want them to understand why we are making them move around and sit in different places.

Readiness Assurance Process (iRAT and tRAT): The readiness assurance process is not just a quiz. It is a process by which the team works together to ensure that everyone is starting with the same basic knowledge before moving forward in the training. When everyone is doing the iRAT remind them it is "closed book" and needs to be done individually and silently (This helps support different learning styles and is your responsibility as the trainer to ensure the class remains quiet). Then as you do the tRAT remind them it is now "open book: and team discussion is needed. Also remind them they need to discuss the question, come to a consensus on the teams answer and then call over the trainer to verify and that this needs to be done for every question before moving on to the next.

Application Activities: The application activities (multiple choice questions that are answered as a team using their letter cards (A-B-C-D) are placed throughout the training. We use the application activities as a way to quickly engage the audience in critical thinking. They are not meant to be hard but are quick and simple questions that force the learner to think through each choice before making a decision. As a trainer, you are to read the multiple choice question and give the audience a moment to discuss (less than 30 seconds) and then state, "Raise your cards together in 5-4-3-2-1, raise cards!" Once they answers have been shown you turn to one of the tables with the dissenting answer and ask them to explain how they came to their answer. You do not need to explain to them why it is not correct but need to facilitate a conversation with the larger group so they can teach as to why their answer is correct. It is important that as trainers we are all being consistent in how we train the Team-Based Learning modality. If you have any questions regarding Team-Based Learning or any of the SOP modules please feel free to reach out to Jenni AhSing (jahsing@mail.sdsu.edu).

UPCOMING CONFERENCES

[4th Annual Global Well-Being and Social Change Conference, Children's Rights: Building Resilience, Protecting From Harm, & Fostering Well-Being Among Our World's Children](#)

June 7-9, 2017, Lancaster, PA



[The 28th Annual Network for Social Work Management Annual Conference, The Business of Social Work](#)

June 15-16, 2017, NYC, NY



SAVE THE DATE
West Coast Child Welfare Trainers Conference
**Technology & Innovation:
Creating the Next Generation of Training**
BOISE, IDAHO
Pre Conference Monday, August 7, 2017
General Conference
Tuesday, August 8, 2017- Thursday, August 10, 2017
Key Note: Jennifer Lostra, Managing Director 360 Immersive Virtual Reality Training
Hosted By: Idaho State University
in partnership with Boise State University and the Idaho Department of
Health and Welfare Children and Family Services Division

West Coast Child Welfare Trainer's Conference

August 8-10, 2018; Boise, Idaho



2017 Rural Social Work Conference

The Department of Social Work at the University of Memphis is pleased to announce

42ND ANNUAL NATIONAL INSTITUTE ON SOCIAL WORK AND HUMAN SERVICES IN RURAL AREAS

Rural Social Work Practice in the information age: Connecting beyond the Digital Revolution

On the University of Memphis' Lambuth Campus in Jackson, TN
July 19-21st, 2017

[42nd Annual National Institute on Social Work and Human Services in Rural Areas, Rural Social Work Practice in the information age: Connecting beyond the Digital Revolution](#)

July 19-21st, 2017, Jackson, Tennessee

WHO DOES WHAT AT PCWTA?

PCWTA ONLINE

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

STAFF INFORMATION AND BIOS

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

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

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

Managers: **Anzette Shackelford**, our Training Development Manager, is responsible for ongoing trainer development, implementation of training policies, providing oversight for curriculum development, including Core 3.0, and specific special projects. **Renee Duci**, our Training Operations Manager, oversees all aspects of training operations in our counties.

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), **Nancy Satterwhite** (Riverside and Imperial), **Jenni Ahsing** (San Diego) and **Amy Jaffe** (Los Angeles and Ventura).

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

Val Ryan is our eLearning development/instructional design guru. **Erik Casas** is our IT Assistant in Riverside.

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

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

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

Program Assistant **Leanne Thiltgen** keeps us organized and does pretty much everything to ensure we are on track and running smoothly, with all the correct materials! Leanne was recently promoted to the Program Assistant position. Join us in congratulating her.

We say goodbye to: **Luz Orozco**, who has been promoted to work on our Evaluation team. We will miss Luz but are proud of her promotion.

Teresa Solomon-Billings is retiring and hitting the road to travel with her husband. We look forward to having her back next year as a contract trainer.

Thank you Teresa and Luz for your invaluable contributions.



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.

