

**“Quality Training
Leads to
Best Practice”**

**TRAINING
SCHEDULE**

LINEWORKER CORE

Riverside-1/15-2/18
Regional-1/28-3/26
San Diego-2/12-4/4
San Bernardino-3/11-4/30
Orange-4/9-6/4

Tier 2 LWC-San Diego

Mental Health-1/31
ICWA-2/28
Values & Ethics-3/28

Tier 2 LWC-San Bernardino

ICWA-1/15
Values & Ethics-1/31
Mental Health-2/19

Tier 2 LWC-Orange

ICWA-1/8
Values & Ethics-1/14
Mental Health-2/13

Tier 2 LWC-eLearning

MEPA
Supporting Educational Rights
Health Care Needs

SUPERVISOR CORE

Riverside TC - 1/22-23, 2/19-20,
3/10-11, 4/9-10

MANAGER CORE

San Diego - 4/22-23, 5/5-6, 6/10-11

**REGIONAL ADVANCED
TRAINING**

A Coach’s Approach to Client
Engagement (for Social Workers)
Riverside Training Center
3/20 (full day training),
4/17 (half day follow up and
coaching)



PCWTA Newsletter

VOLUME 17.3

WINTER 2014



EDITOR'S NOTES

We open with news of loss coupled with an opportunity to pay it forward in ways that would honor a beloved friend and colleague.

We dedicate this issue of the Trainer Newsletter to **Karen Martin** and want to honor the immense contributions of this remarkable woman to the entire field of social work.

We feature Karen as our Trainer of the Quarter and award Lifetime Achievement Kudos to her in our Trainer Kudos section. We invite you to think about how you can pay it forward in her name.

The Academy paid it forward by purchasing Karen’s *Better Outcomes* curriculum and we will honor Karen’s spirit each time we train this class.

The Academy is hosting an **Open House on March 4, 2:30-5pm**, and we hope you can come to see our newly redesigned office and training room. Get a tour. Have fun!

You will read about staff changes and additions in Mary’s column. Although **Maria McClean** has left her position as Site Coordinator at Riverside, she will continue to cover training for us as an offsite coordinator, so you may still see her in training.

We also hope you will attend our **Trainer’s Forum** on 2/28 at Casey Family Programs. The Forum will introduce the new shift from classroom to Spectrum-based training that is a basic feature of Core 3.0. Read more about this Forum on page 2, and come on down!



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TRAINER'S CORNER

**This quarter our featured trainer is
Karen Martin, LCSW**

We are saddened to let you know that **Karen Martin** passed away peacefully, surrounded by loved ones on January 29, of colorectal cancer.

To say that Karen was a dynamic force of nature is an understatement. Tornado fierce is more like it. She was a visionary. She was an innovator. She was inspiring. And she was a mentor to many who will now carry her torch. She has asked us to pay it forward, and we will.

Karen became a PCWTA trainer in 2005 and designed some of the most dynamic classes we offered. She developed visitation training for both San Diego and Orange counties that featured the voice of foster youth as a major component, and she designed a training that showed social workers the great influence

they can have in the life of a case, creating “Better Outcomes” for kids and families.

Karen worked as a social worker, supervisor and manager for San Diego County, a Senior Program Specialist for Children’s Research Center, and as a Program Director for Family and Children Services of San Francisco County. She was also involved with the Alex Smith Foundation, mentoring former foster youth, and a scholarship fund has been established in her name. Please consider paying it forward by donating to the:

Karen Martin Scholarship Fund

4665 Gaviota Ct..
Bonita, CA 91902

We can say it no better...

Well done, Karen!

Karen Martin



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

TRAINER KUDOS



BIG 5 LIST

The following trainers have received perfect "5" scores for overall ratings of the trainer or course on trainee evaluations in this quarter:

**Frank Tetley
Rhoda Smith
Michelle Runnels
Lilli Miles
Michelle Wohl
Dawn Schoonhoven Scott
Scott Johnson
Anzette Shackelford
Laurie Fortin
Jennifer Andrews Burke**



T4T CERTIFICATES

The following trainers have earned certificates in our T4T series by attending the Presentation & Facilitation class on 1/10/14:

**Glenda Estrada
Leslie Abram
Akiles Ceron**

Renee gives "Lifesaver Kudos" for saving HER life and sanity, to two trainers who were able to fill in on very short notice. This, I can tell you, is a scheduler's dream, and we salute you!

★ When we got word that a trainer was sick and wouldn't be able to train CMI #1 for San Diego's Core the next day, **Donna Pence** stepped in and was able to prep and deliver the training in less than 24 hrs. A huge thank you to her for dropping everything to help us out!

★ During the same Core in San Diego, another trainer had a scheduling conflict and wasn't able to train the Multicultural class. On short notice, **Francesca LeRue** graciously agreed to fill in and prepped and co-trained this class. Thanks so much to Donna and Francesca for your dependability, flexibility and dedication!

★ Luz gives "Engagement Kudos" to **Michelle Runnels** for her delivery of Family Engagement. Michelle is very passionate about her work and enjoys being a social worker, and she

transmits that positive energy during her training. She is honest with trainees about what they will experience in the field and the trainees appreciate her honesty. During one of her training days I stepped out for an Academy event and she covered the training flawlessly. After her training many trainees commented that she was one of the most engaging and positive trainers. Thanks Michelle!

★ Luz also gives "Better Than Anything Kudos" to **Kim Giardina** for training Better Outcomes. Kim is an experienced and confident trainer. Her positive energy is extremely contagious and I really enjoy watching her train. Several trainees have commented that she is very energetic and inspiring.



★ "Lifetime Achievement Kudos" go to **Karen Martin** for her many contributions to the field of child welfare:

- ~ Coaching and mentoring social workers, supervisors, managers, foster youth and former foster youth
- ~ Neighborhoods for Kids
- ~ Case Plan Field Tool
- ~ Safety Organized Practice curriculum
- ~ Casey Family Programs Practice Model and Training curriculum
- ~ Better Outcomes training

Karen has challenged us to do something in her name:

Push your practice a little deeper today in one small way; Try a new tool or a new approach you have never tried; Think of your most challenging family and reflect on what you can do to change the course with that family.

So now, let's all go forth and channel our inner **Karen Martin!** Do something spectacular today!



TRAINERS FORUM!

★ MOVING FROM CLASSROOM TO SPECTRUM BASED TRAINING ★

**February 28, 2014
Casey Family Programs
3878 Old Town Ave, Ste. 100, San Diego 92110**

AM Topics: Moving from straight classroom training to spectrum of learning and incorporating skill based training into the classroom.

PM Cracker Barrels for trainers of like topics to have an opportunity to talk to each other



ORANGE COUNTY PARKING

As we do more training there, **Orange County Training and Career Development** has designated reserved parking spots for our trainers and offsite coordinators in the front of their building, next to the disabled stalls.

When you train in Orange County, look for the orange (how appropriate) cone marked "Reserved Parking for PCWTA".

Please move the cone to the back of the parking spot when you arrive and if you need to leave for lunch the spot will be there when you return.

We just LOVE the special treatment and commend Orange County's thoughtfulness!

MESSAGE FROM MARY...

by Mary Garrison



CHANGES IN PCWTA

More changes have come to PCWTA; some a result of growth and some a result of loss. We recently welcomed two new staff to the PCWTA team.

Susan Phay is the new training assistant assigned to Los Angeles and the inland region. You may have met her if you have been training at the Riverside Site. She comes to us with great experience working with diverse groups and a passion for training! **Wayne Rutledge** is the new practice consultant for Riverside County. He comes to us after many years in the child welfare realm via San Bernardino County. He is committed to developing new skills and new workers in areas of best practice! It is our good fortune to keep attracting such quality team members!

Sadly, we are saying goodbye to a longstanding member of our team, **Maria McClean**. She has relocated back to San Diego and leaves behind the Riverside Site where she orchestrated a massive move to a larger space and reorganized how we do business in this site. We wish her all the best in her new endeavors!

Additionally, we are saying goodbye to **Kim Giardina** who has been serving as the practice consultant for San Diego County for the last year. She was instrumental in designing the field based modality for PCWTA. She moves back to the county to help lead a very important initiative there and we wish her continued success!

Both of these moves create opportunities. As a result, **Cynthia Ebron**, the former training assistant in Riverside, has been promoted to the Site Coordinator for Riverside. Please join me in congratulating Cynthia!

Stay tuned for future changes as we move to fill Kim's position.



COME TO OUR ACADEMY OPEN HOUSE!

SEE OUR NEW TRAINING ROOM!

MEET OUR STAFF!

GET A TOUR!

HAVE FUN!

SOCIAL HOUR FOLLOWS!



San Diego State University School of Social Work

OPEN HOUSE

COME SEE OUR NEWLY RENOVATED SPACE!!!

You are invited to visit:

6505 Alvarado Road, Ste. 107

San Diego, CA 92120

Tuesday

March 4, 2014

2:30—5:00 PM

Refreshments

Fun

Meet Academy Staff



<http://theacademy.sdsu.edu/>

STATE INITIATIVES IN ACTION REGIONALLY

CHILD WELFARE AND MENTAL HEALTH LEARNING COLLABORATIVE UPDATE

by Dawn Schoonhoven Scott

The Southern Region's Child Welfare and Mental Health Learning Collaborative met in December to discuss and plan for continued implementation of the Pathways to Mental Health Core Practice Model. The topic of this session was Child and Family Teams and Teaming.

Ventura, Los Angeles, Imperial, San Diego, San Bernardino, Orange and Riverside counties were represented by both child welfare and behavioral health staff. The California Department of Social Services, Department of Health Care Services and Chadwick Center were also in attendance and provided technical assistance and support.

PCWTA provided examples of other jurisdictions throughout the nation that have implemented Child and Family Teams as well as resources and templates our counties can use as they develop materials to support this process. Each county provided an update on their implementation as well as shared questions, resources and ideas for implementing Child and Family Teams.

The next Learning Collaborative meeting will be **April 24** from **10am-3pm** in San Bernardino. The topic for this session will be Outcome Measures and Indicators of Success.



AFTER



AFTER 18 LEARNING DAY!

by Kim Giardina

Counties have formally been working with After 18 youth for over a year and half now, since the implementation of AB12 in January, 2012. The After 18 population continues to grow and expand in California. As of July 1, 2013 there were 4,818 Supportive Transition youth in care.

PCWTA is hosting the second **After 18 Learning Day** for the Southern counties, including Los Angeles, Santa Barbara, and Ventura counties. The first meeting in December, 2012 was very successful, and helped counties begin to share strategies and resources for successfully working with our After 18 youth.

This second Learning Day will be held on **March 5 from 10:30 - 3:00** in **Santa Barbara**.

The focus of this March session will be around mental health issues with the After 18 youth population. Counties will have an opportunity to discuss issues related to funding, placement, resources, and treatment that impact After 18 youth.

We have also invited the state representatives from the Southern Region Katie A. learning collaborative to come and speak about how Katie A. will impact the After 18 youth population. We are looking forward to a fruitful day of resource sharing!



CURRICULUM CORNER...

by Irene Becker



UPDATES ON THE STATEWIDE CORE CURRICULUM 3.0 REVISIONS

Work continues on the revision of the standardized core (known as 3.0). The most significant efforts are as follows:

- The entire rollout of 3.0 has been delayed until 2017. There will be pieces of the new Core that will be piloted between March 2015 and March 2017

The first block to be piloted will be the Assessment block, which will occur between March 2015 and July 2015.

The following modules will be replaced once the Assessment block is finalized:

- CMI #1
 - CMI #2
 - Critical Thinking (both versions)
 - Child and Youth Development
- Additional updated content will be added. The assessment block will include eLearning, classroom training, and field/coaching activities. Discussions are underway about who will be providing support for the field/coaching activities.
 - Trainers currently training any of the above modules will be considered as potential future trainers for the Assessment Block. At some point in the process, we will be providing a T for T for the Assessment Block
 - PCWTA is responsible for developing the Engagement Block. No time frame has been set for piloting. Most likely it will replace the Family Engagement module; however, Learning Objectives are still being vetted.

More detailed information about the Core 3.0 will be presented in Spring, 2014 in a webinar format.

Please contact Irene Becker if you have questions.

RIVERSIDE CONTRACT...

By Nancy Satterwhite



Riverside County's contract with the Academy has been implemented and highlights coaching as a way to engage staff and families. To improve skills in working with Non-Minor Dependents, two trainings were created and delivered in 3 parts by Bill James and Jennifer Elkins, consisting of a 1.5 hour webinar, a homework assignment, and 1.5 hours of coaching.

Three half-day Coaching for Coaches sessions were offered for the identified coaches of the Case Plan Field Tool. Three additional sessions will be scheduled to train the coaches on how to properly utilize the CPFT with families for better case planning and engagement.

Appreciative Inquiry/Solution Focused Supervision is designed for supervisors to help build critical thinking skills in their workers. Three trainings will be provided by Bill James to train as many supervisors as possible. After attending the Appreciative Inquiry day-long training, supervisors will be provided with one hour of coaching a month for 3 months to reinforce the learning and to build skills to utilize with their staff.

Riverside County is focused on providing coaching to staff at all levels and is offering coaching for managers as well. A day-long training will present how managers can coach supervisors, which in turn will assist supervisors in coaching with their workers. Each manager who completes the one-day training will be offered 4 hours of coaching to increase skill building.

We applaud Riverside County for recognizing the importance of coaching at all levels and partnering in the parallel process of how to work best with the families we serve!





TRAINER TIPS...



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

CHAPTER 6: MANAGING THE REPORTING PROCESS

Last time we started a discussion about the reporting out process and covered the first step, "Reassembling the Group". We'll now discuss the second step, Requesting Reports.

Requesting Reports

Once the total group has been reassembled, it is your job to specify how the learning will be shared. Most packaged programs specify the amount of time needed for the reporting process, and they frequently designate particular methods to accomplish the intended learning goals. The choice of method is based on three factors: the learning activity involved, the learning goals, and the need to vary the procedure.

There are four common ways in which to request reports:

1. Samples from each of the groups
2. One complete report with additions from other groups
3. Formal reports
4. Polling

At first the variety of options available in managing the reporting process may seem confusing. But, as you gain experience and familiarity with them, managing the reports will become easy, comfortable, and enjoyable for both you and the trainees. Your skill in using different kinds of reporting methods enhances the learning, provides a change of pace for the trainees, and adds rhythmic variety to the training program.

1. Samples from Small Groups

Requesting samples from each group is a way of obtaining a little information from each small group so that the sum of the reports equals the total product for the task. We often call this method "cream off the top". It is generally used when the groups have been asked to compile the same kind of list. This method allows each subgroup an opportunity to participate and make a report of approximately the same length. Here is how requesting this kind of report might work:

Task Instructions: "Identify and list the most important qualities of a competent salesperson. Working in your table groups, take five minutes and appoint a spokesperson to report the list. There is space for notes on page 3 of your workbooks."

Request for Reports: "Group 1, let's hear a couple of qualities that you identified." After the report has been made, the trainer calls on the next group, "Group 2, let's hear two more qualities." The trainer calls on each remaining group for two items until all the groups have reported.

2. One Complete Report Plus Additions

Another method of requesting reports is to ask one small group to begin by making a complete report and the other groups to follow with contributions of additional information. This method is best used when the groups have been given the same assignment, and the assignment involves analysis, investigation, or decision making. The learning takes place both during the performance of the assigned tasks and while the trainees are listening to the reports of others. Here is an example of how to request reports in this fashion:

Task Instructions: "Identify the hazards that might be introduced into the warehouse if it were to be converted to storage of hazardous chemicals, and describe the safeguards that you would put in place to control the new hazards. Working in your table groups, take five minutes to identify the hazards and safeguards. Appoint a spokesperson to share your list with the large group. Work on page 5"

Request for reports: "Group 1, let's hear the hazards you identified and the safeguards you would put into place." After the report has been delivered, the trainer asks, "Group 2, what additions do you have? After the additional information offered by Group 2, the trainer repeats the process of requesting additional information from each group until all have contributed.





TRAINER TIPS CONTINUED...



3. Formal Reports

This method involves asking a representative from each group to make a complete report on the issue that the group investigated and its resolution of that issue. Formal presentations are most effective when the groups have been assigned different tasks or have been asked to take a slightly different approach to some aspect of the same task. The advantage of this method is that it allows each group to learn from investigating a complete problem or issue as well as from hearing presentations about different experiences involving the investigation of other subjects or issues. An example of how to request formal reports follows:

Task Instruction: "Imagine that you have just assumed the role of managing the data-processing function in a medium-sized company. You have been asked to prepare a long-range developmental plan for the data-processing function. What kind of information might you seek and why? Group 1, your task is to gather information from top management; Group 2, from your staff; and Group 3, from the managers below your level in the company. Take 15 minutes to prepare your list of information, and appoint a spokesperson to share the list with the large group. There is space for notes on page 12."

Request for Reports: "Group 1, you focused on top management. Tell us what information you would seek and why. "After the report, the information is evaluated and discussed by the total group. Then the trainer says, "Group 2, you sought information from your staff. What would you seek and why?" Again, the report is heard, and the information provided is evaluated and discussed. The trainer repeats this process for Group 3.

4. Polling

Polling is a technique whereby you get all the data out at once without comment, then comment on the data as a whole. Polling is best used in two situations. First, use it when the end product of a task is a single answer, such as a number or a yes/no decision. Then the polling is conducted verbally. Second, you may use it when the groups have been assigned a computation, list, or sequence to prepare. In this situation, each group would put its list on chart paper and post the paper on one wall of the training room. The instructor would then compare and contrast the answers.

The advantage of this method is that it can bring synthesis and closure to an exercise in which most of the work and learning have occurred in small groups. It allows the instructor to identify principals, or set standards, and may give rise to a rich, cross-group discussion when differing answers are given. An example of how to poll verbally follows:

Task Instructions: "This task will help you gain skill in selecting the right candidate for a job. You are about to examine a job description for branch manager and several resumes. After reading this material, reach a consensus in your subgroup on which person you would recommend for the job"

Request for Reports: "Group 1, which candidate would you recommend?" After receiving the response, the trainer asks each group the same question without commenting on any responses. After all answers have been received, each group is asked to explain why it recommended a particular person. The trainer then provides synthesis by stating the principles underlying the groups' decision.

Next time we'll finish the topic of **Managing the Reporting Process** and discuss the third step, **Receiving and Synthesizing the Report.**



**** PRESS RELEASE! ****

NEW SDSU RESEARCH FOUNDATION POLICY: 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!





EVEN MORE TRAINER TIPS...



NEW PROTOCOL FOR USING TABLETS IN THE FIELD

by Jenni AhSing

If you have trained at our Riverside site you know that we have been using tablets to supplement our trainings. We will have tablets at our new training room at our Alvarado site. We are also encouraging use of tablets in the field.

Tablets can enhance our presentations in meetings or can be utilized in trainings and coaching sessions to increase transfer of learning and save paper! One of the trainings provided by Academy staff "The Coaching Institute" utilizes tablets in an activity.

Participants are broken into triads and engage in a mock coaching session. One person is the coach, one person is being coached and one person observes while the session is taped by the tablet. Once the mock coaching session is completed the coach is able to watch the video of their coaching session in addition to the feedback received by the observer and the person who was coached.

While this activity initially receives groans from the trainees (due to fear and anxiety of watching their own videos) it quickly becomes a favorite and the participants give great feedback on how the video greatly increased the value of the activity. Here are some other ideas of how to integrate tablets into your practice.

Potential Field and Training Uses

- ◆ Completing Coaching Satisfaction Surveys
- ◆ Completing Coaching Sign-In Sheets
- ◆ Videotaping workers as they practice tools
- ◆ Videotape internal coaches to enhance their coaching skills
- ◆ Videotape Practice Consultants to enhance their coaching skills
- ◆ Using Coaching Videos to supplement coaching sessions
- ◆ Screen Mirroring Laptop to Tablets so workers can follow along
- ◆ Definition Posters

Please let us know if you have any ideas about how to use the tablets in training and coaching.



CORE EVALUATION UPDATE



ANALYSIS OF COMMON CORE DATA

BACKGROUND:

In 2002, CalSWEC and the California Regional Training Academies/Inter-University Consortium began development of a statewide evaluation of common core training. This evaluation is part of the strategic plan for multi-level evaluation of child welfare training in California. The purpose of the strategic plan for training evaluation is to develop rigorous methods to assess and report effectiveness of training so that the findings can be used to improve training and training related activities. In doing so the strategic plan is directly responsive to the California Department of Social Services (CDSS) Program Improvement Plan (PIP).

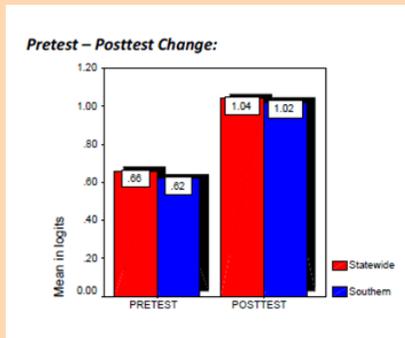
OVERALL RESULTS

Results are shown here for pre and post knowledge testing in the Case Planning, Placement and Permanency, and Child and Youth Development modules, and for the embedded skills assessments in Child Maltreatment Identification, Parts I and II. All results reported here exclude trainees who identified themselves as having jobs that were not in public child welfare.

Overall, trainees from the southern region are learning information identified as important by expert teams representing the RTAs/IUC, CalSWEC, and counties. Their knowledge from pre to posttest increased at a statistically significant level. Approximately 95% of all trainees in Child Maltreatment Identification Module 1 (identification of physical abuse) and almost 98% of trainees in Module 2 (identification of sexual abuse) met decision making criteria.

RESULTS FOR SPECIFIC COMMON CORE TOPICS

Child and Youth Development



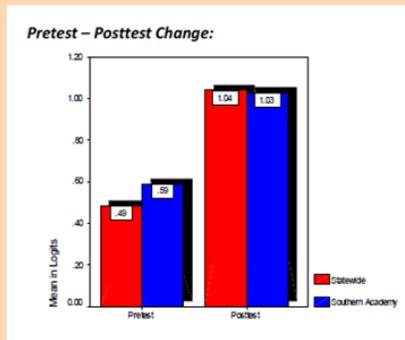
Test Version: 1.15

Date Range: July 2012 to June 2013

N= 270 Complete Pairs

Learning/Gains: Gains from pre to posttest are statistically significant.

Family Engagement in Case Planning and Case Management



Test Version: 2.1

Date Range: June 2012 to April 2013

N= 175 Complete Pairs

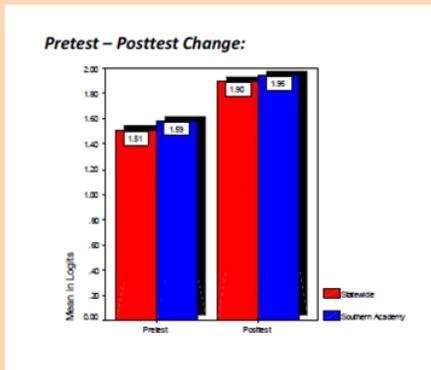
Learning/Gains: Gains from pre to posttest are statistically significant.



CORE EVALUATION UPDATE CONTINUED...



Permanency & Placement



Test Version: 2.1
Date Range: July 2012 to June 2013
N= 255 Complete Pairs
Learning/Gains: Gains from pre to posttest are statistically significant.

Child Maltreatment Identification 1

Figure 1

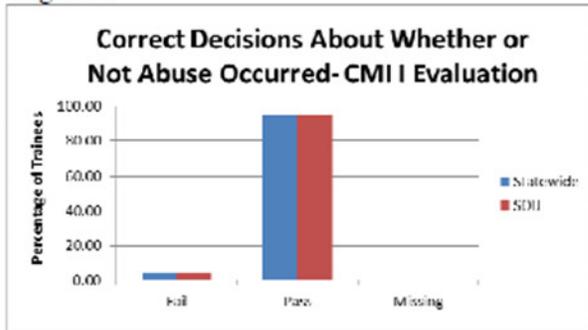
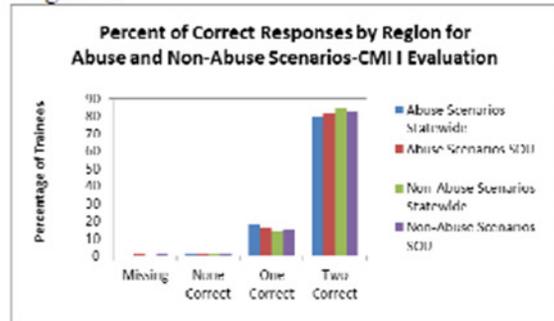


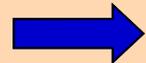
Figure 2



Test Version: 1.25
Date Range: January 2013 to June 2013
N= 124 Posttests

95.2% of Southern Academy's trainees passed using a criterion of 3 out of 4 correct decisions.

In the Southern region, participants were slightly more likely to make two correct decisions on Part B on non-abuse than abuse scenarios (83.1% vs 82.3%, a difference of one participant).



CORE EVALUATION UPDATE CONTINUED...



Child Maltreatment Identification 2

Figure 1

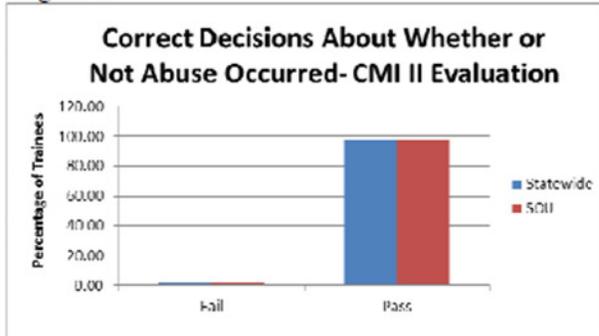
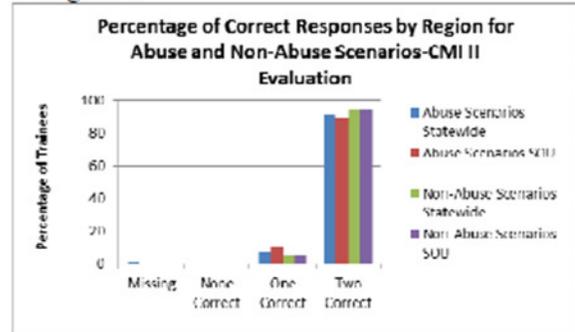


Figure 2



Test Version: 1.2

Date Range: January 2012 to June 2013

N= 87 Posttests

97.7% of Southern Academy's trainees passed using a criterion of 3 out of 4 correct decisions.

In the Southern region, participants were slightly more likely to make two correct decisions on Part B on non-abuse compared to abuse scenarios (94.3% vs 89.7%).

NEW TRAINER OBSERVATION FORM...



As we continue to develop our own tools, we have created a revised Training Observation Form which is now being used for all PCWTA trainings. With this revised form, we have adapted a behaviorally based scoring rubric to assist observers in providing consistent ratings.

As we adapted a previously developed tool, we also have adapted the Likert scale used in this tool. Thus, we will be moving from a 5-point Likert scale to a 4-point Likert scale with 4 being our top rating:

- 1=Unacceptable
- 2=Needs Improvement
- 3=Skilled
- 4=Master

If assistance is needed in interpreting and/or incorporating results into your training, please contact the staff person you worked with in planning the training. If you have questions on the tool itself or the scoring rubric, please contact Carrie Gibson our Training & Evaluation Specialist at cgibson@mail.sdsu.edu



A VERY SPECIAL T4T SERIES

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

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

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

Day 1: Training for Trainers' Skill Development: Training and Adult Learning Theory

This class introduces participants to the role of training in an organization, training theory and adult learning theory. This class provides the foundation of understanding how training fits into the "big picture" as well as knowledge needed in engaging adult learners in the classroom setting.

4/4/14 at our Academy Training Room (San Diego)

Day 2: Training for Trainers' Skill Development: Curriculum Design

This class introduces basic and advanced curriculum design. Features such as developing assessment of training needs, developing learning objectives, sequencing of content, researching for your topic and developing activities for individuals, small and large groups will be explored. Additionally, information on selecting multimedia to complement your training will be discussed.

5/30/14 at our Riverside Training Center

Day 3: Training for Trainers' Skill Development: Presentation and Facilitation Skills

This class will focus on effective presentation and facilitation skills necessary for working with adult learners. This class will include preparing and delivering a presentation with a focus on integrating adult sensory and learning styles, as well as practice in facilitating groups who come to the classroom with different learning needs.

7/25/14 at our Academy Training Room (San Diego)

Day 4: Training for Trainers' Skill Development: Evaluation and Transfer of Learning

This class will focus on the role of evaluation in training, its importance, and how to integrate evaluation as part of an overall curriculum design. Additionally, participants will develop skills on how to integrate transfer of learning opportunities into curriculum design and training, for more effective opportunities for learners to apply what they learn in the classroom to their job.

3/14/14 at our Academy Training Room in San Diego (5th Series)

9/19/14 at our Riverside Training Center

DUE TO THE POPULARITY OF THESE SESSIONS, WE HAVE ESTABLISHED A SIXTH DELIVERY OF THIS T4T SERIES (SEE DATES ABOVE)

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If you have any questions, comments, or submissions for the PCWTA newsletter, please send them to Anita Aldrich at aaldrich@mail.sdsu.edu