



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

TRAINING SCHEDULE

LINEWORKER CORE

San Diego - 4/8-6/3
Riverside - 6/2-6/30;
6/26-7/31; 8/17-9/18
Orange - 7/7-9/16

SUPERVISOR CORE

Orange - 4/14-15, 5/19-20, 6/24-25,
7/14-15, 8/11-12

MANAGER CORE

San Diego - 4/15-16, 5/19-20,
6/10-11

TIER 2 LINEWORKER CORE

San Diego County

Mental Health - 4/10
ICWA - 5/8
Values & Ethics - 6/12

Riverside County

ICWA - 4/2; 7/23
Mental Health - 5/7; 5/21
Values & Ethics - 6/2; 6/9

Orange County

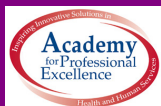
Mental Health - 5/7
Values & Ethics - 6/4
ICWA - 7/8

REGIONAL CONVENINGS

CW/MH Collaborative - 5/5
Induction/Core 3.0 - 6/23
CQI Collaborative - 6/25
After 18 - 6/30

CSEC 101 TRAINING

Inland - 5/28, 6/4, 6/11
Coastal - 5/13, 5/14, 6/16, 6/17
Orange - 5/28



PCWTA Newsletter

VOLUME 18.4

SPRING 2015



EDITOR'S NOTES

It's a year of firsts, and we are proud to be on the forefront of innovation.

We have piloted a Core 3.0 block for the first time and also feature three different trainers for the first time as Trainers of the Quarter, for being pioneers in this effort! We congratulate San Diego County as well, for agreeing to be our pilot county.

We implemented coaching for the first time this year in all of our counties and you can meet our coaches and hear what they love about their job and what they see as benefits in our Coaching Corner.

We started to deliver SOP training in a Team Based Learning format in Orange and San Bernardino counties

this year, and you can read about the experience from one of our coaches.

We are building a simulation site at our Riverside Training Center, and will feature a Simulation Day in our first Core for Riverside County in July. From here on out we will routinely offer Sim Days in all Cores for Riverside and San Bernardino. Stay tuned for an Open House!

Did I mention CSEC training, or our first County Spotlight?

And for the first time I had to reduce the font of our table of contents to get everything in!

Be proud of all of these firsts. These most certainly are your accomplishments too! That's what team work is all about!



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TRAINER'S CORNER

**This quarter our featured trainers are
Kimberly Giardina, MSW
Michelle Runnels, MSW
Sherry Shockey-Pope, MFT**

For the first time in our history, we feature 3 of our trainers as Trainers of the Quarter!

These three stellar trainers are truly pioneers, in that they helped us to pilot the Core 3.0 Assessment Block. This signals our first step in implementing Core 3.0 statewide, and we want to also acknowledge San Diego County for agreeing to pilot the first block.

We salute these trainers as innovators, for their fearless enthusiasm, and San Diego for being on the cutting edge of change.

Kim is a Child Welfare Manager in San Diego County, working in the Policy and Program Support Division, and has responsibility for

special projects, data, Continuous Quality Improvement, and Training. Michelle is a professional trainer with many years of child welfare experience in Investigations, Court, Adoptions and Staff Development. Sherry has worked in the child welfare field for over 20 years, retired from Riverside County, and is a licensed Marriage and Family Therapist.

Their dedication to the field of child welfare training is nothing short of remarkable, and we are lucky to have them train for us!



Kim



Michelle



Sherry

PCWTA is a program of the *Academy for Professional Excellence* at San Diego State University School of Social Work and California State University San Bernardino Department of Social Work.



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:

Francesca LeRue
Peter Dahlin
Amy Jaffe
Laurel Brown
Frank Tetley
Michelle Runnels
Nicol-Stolar-Peterson
Dr. Joanne Munro
Rhoda Smith



T4T CERTIFICATES

The following trainers earned a certificate in our T4T series:

Joyce Forest
Michelle Redman
Rose Masinda



INVOICE ALERT!

A new clause is now required to be on all trainer invoices. Please make sure to change your invoice template to include the following:

By submitting this invoice, Contractor certifies that ALL SERVICES DESCRIBED IN THIS INVOICE HAVE BEEN COMPLETED IN ACCORDANCE WITH THE TERMS OF THIS AGREEMENT

★ "Rolling with the Punches Kudos" go to **Laurel Brown**, who dealt with MANY class room challenges on a day where she also had a new trainer observer, who is the one who suggested this kudo, saying Laurel really rolled with the curriculum well enough to mention some areas and tell the class they will have more of that on another day. In the discussion on bias she used her smile, encouragement and hands to get a dialogue going and keep it moving. When the power went out, she opened the blinds, moved to discussing the topic and kept going. We were told to evacuate, then to stop. She was calm, and immediately restarted the class without a sense of break. She took time out to tell me what she'd changed and how to adjust. I've known her a long time and her presence and ability to keep on task works really well. Kudos to Lori for being able to make this a learning observation experience!

★ We wanted to say kudos and a huge thank you to

Lilian Nguyen for her flexibility, humor and commitment to providing quality training. On a particularly difficult training day, Lilian faced numerous challenges including having to start training without the assistance of an Academy staff person, not having the correct training materials, and having many disruptions in the class. She faced these challenges head on and remained committed to providing the best training day possible for her trainees. The outcome of the training was very positive and the trainees were impressed and appreciative of her skill level. Thank you, Lilian, for your commitment to delivering quality training, for your flexibility and for your skill level especially while facing challenges!

★ "Odd hours Kudos" go to **Raymond Cameron** and **David Meyers** for training during "non-normal" hours to accommodate command post staff in Los Angeles. Many of the staff end up missing out on advanced training because they are

only offered during regular business hours. They were so appreciative of the willingness of the Trainers and PCWTA to put on this training in their location during their regular work hours. Bonus kudos go to **Raymond Cameron** for his flexibility and willingness to make it work when we had to move training rooms in the middle of the training. While not ideal many of the trainees still said that it was a wonderful training and did not seem to feel the impact of the disruption.

★ Kudos to **Mollie Warren** and **Phil Decter** from CRC for all that you did to put on a 3 day training in LA. You managed to rework the curriculum with limited planning time, exhibited a great sense of humor which made getting through day one in a very intimate space not just bearable but actually enjoyable. I also appreciated your willingness to make a last minute change to day 3 to ensure LA got the most of the content that was being presented. Mollie, Phil and CRC rock!

TANTALIZING TRAINER TIDBITS...



**** PRESS RELEASE! ****

GET PAID FASTER! GO DIRECT DEPOSIT!

Trainers can now have their payment directly deposited in their bank account. Download this form and fax it to the Foundation, it's as easy as that!

http://www.foundation.sdsu.edu/pdf/ap_dir_dep_authorization.pdf

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!**



DISCUSSION WITH DAWN...

By Dawn Schoonhoven Scott



REFLECTING BROADENING STRENGTHENING

As we prepare for the close of this fiscal year, we are reflecting on the many changes and successes we have seen this year at the Public Child Welfare Training Academy.

We have added new staff members who broaden our expertise and bring a wide array of skills to our team. We have strengthened our partnerships with the Southern counties, statewide partners and our pool of excellent trainers.

We have pushed ourselves to utilize new and creative ways to train and coach and have seen success with these innovative techniques.

With the addition of a new training room at our Alvarado site and a new simulation site at our Riverside Training Center we have increased our capacity to support good practice and skill development in the field of child welfare.

This month's newsletter will highlight key initiatives related to practice across the state as well as some of our key successes this year. Given the excellent training that you all provide through our partnership, we share and celebrate these successes and all that this year has held with each of you!

Thank you for all you do to drive practice forward in the Southern region!



WELCOME OUR NEW EVALUATION COORDINATOR!

Margaret (Maggie) Walsh, PhD. will begin with the Academy in May, as our Evaluation Coordinator.

Maggie comes to us with a wealth of Evaluation, Public Health, and Teaching experience. She holds a doctorate of Philosophy in Public Health, Community and Family Health. Her dissertation was on Substance Abuse Prevention in American Indian Communities. She holds a Master's Degree in Public Health, a Bachelors in Psychology, and a certificate in Gerontology. Maggie is a current professor at SDSU, teaching a graduate level course on Indigenous Health.

Maggie has an extensive list of publications and research activities. She is an expert in program evaluation, evaluation methodology design, and using evaluation to transform program and community outcomes. Beyond her extensive education and professional background, Maggie has a passion for the community.

She exudes energy and excitement. We are honored to bring Maggie's evaluation expertise and enthusiasm to the Academy.



STATE INITIATIVES IN ACTION REGIONALLY

COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN (CSEC)

by Anzette Shackelford

The Academy for Professional Excellence, Public Child Welfare Training Academy continues to offer CSEC awareness and identification training throughout the region. These trainings are funded by SB855 to bring continued awareness to social work and FFA staff throughout the Southern Region. Trainings are provided by CSEC survivors, CSEC task force coordinators, social workers that work with youth and cover CSEC cases, and various service providers.

The training addresses CSEC 101 Learning Objectives that were developed by the statewide CSEC action team. The full day training covers topics such as federal and state CSEC legislation, trauma bonds, the connection of homeless and/or AWOL youth to CSEC, red flags, and the decriminalization of young persons impacted by CSEC, among other issues.

In fiscal year 2015-2016 the Academy/PCWTA will offer CSEC 102 trainings that will provide social workers and other providers with skills, knowledge, and resources to help in the identification and service provision needs of this population.

PCWTA also facilitates quarterly coverings in the region to bring together county staff and service providers to discuss current efforts and develop collaborative strategies to address CSEC in the region.

Kudos to CSEC 101 trainers: **Nola Brantley, Rachel Thomas, Tonya Octave, Anne-Michelle Ellis and Lisa Gilbert!**

If you have any questions regarding CSEC please contact Anzette Shackelford @ ashackelford@mail.sdsu.edu



COMMON CORE 3.0 UPDATE

by Irene Becker

Statewide Standardized Core 3.0 is becoming a reality!

Thanks to San Diego County, we have piloted the eLearning and classroom parts of the Assessment Block. We have learned a lot about eLearning curriculum development and what it takes to get these modules working on the CWS/CMS system.

Thanks to our pioneering trainers, Kim Giardina, Michelle Runnels and Sherry Shockey-Pope, they have taken on a more skilled-based facilitative training approach in delivering the classroom modules.

We are still in the midst of the pilot as we have two field activities that will be done with mentor/coaches providing support before and after the activity (s), and addressing the logistics of evaluating and tracking on completing this type of training.

Like any good pilot we have found the strengths and what we want to re-tool. Once this has been done, we'll be looking at next steps including capacity building of our trainers to take on these classes.

Our next Block to be piloted in the Service Planning Block, with a tentative date in the Fall.

MORE STATE INITIATIVES IN ACTION REGIONALLY

CHILD WELFARE AND MENTAL HEALTH COLLABORATIVE, EARLY DISCUSSIONS OF CONTINUUM OF CARE REFORM

by Amy Jaffe

On May 5th PCWTA hosted the 4th Collaborative Convening in Riverside. As always it was a great day to network and learn from each other's successes and challenges on implementing Katie A.

We also had a great discussion around the proposed Continuum of Care Reform and subsequent AB403 proposed legislation, which in short seeks to reduce reliance on congregate care by creating short term residential treatment facilities in place of group homes, increasing family based care settings, and eliminating use of shorter term shelters by Counties.

This reform efforts is consistent with the California Core Practice Model and as such is in alignment with other key initiatives such as CAPP, QPI, RFA and of course Katie A. You may find more information on AB403 and the complete Continuum of Care Report at the following links:

http://www.dss.cahwnet.gov/cdssweb/entres/pdf/AB403_FactSheet.pdf

http://www.cdss.ca.gov/cdssweb/entres/pdf/CCR_LegislativeReport.pdf



PCWTA SIMULATION SITE

AT THE RIVERSIDE TRAINING CENTER!

The Academy for Professional Excellence continues to move forward with the development of a simulation site for training of child welfare staff.

The simulation training site is proposed adjacent to the Academy's Riverside training site. We are planning a pilot simulation training on July 10, 2015 with a specific group of invitees and new social worker trainees.

The academy will also hold an open house of the simulation site for trainers, etc., in August 2015. Simulation training provides social work trainees with an opportunity to practice what they learn in the classroom in real time in a true to life setting to enhance transfer of learning.

If you have any questions regarding the Simulation Site please contact Anzette Shackelford at ashackelford@mail.sdsu.edu





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 7: MANAGING LEARNING ACTIVITIES

Last time we started a conversation about managing learning activities and focused on small group activities. This time we will continue the discussion on managing learning activities and focus on analogous experiences and interpersonal Skill Practice Activities.

ANALOGOUS EXPERIENCES

Analogous experiences involve trainees in an activity that is similar to their real lives, on the job or off. The purpose of an analogous experience usually is to stimulate insight into individual or group behavior. The insight that occurs during the small-group activity is then generalized and applied to the real world during the sharing.

Most designs for analogous experiences call for the following sequence of events:

- The trainer introduces and explains the activity, stating any "rules" or other stipulations that apply
- The trainees enter into and usually complete the activity
- The trainees analyze what they experienced during the activity
- The trainer helps the trainees apply their analysis of the experience to the real world. This is often called "bridging" the learning to the real world.

Unless the experience includes a role-play, the trainees are instructed to "be themselves" and to act naturally" in responding to some situation that is outside the realm of their knowledge or practical experience.

The training literature is full of analogous experiences. University Associates has published several hundred in its Handbook and Annual series. Some of the more widely known of these include "Lost at Sea", "Hollow Square", "One-Way, Two-Way", and "Prisoners' Dilemma". Teleometrics International has published the well-known structured experiences "NASA Exercise", "Lost on the Moon", and "Moon Survival".

Giving Task Instructions

The introduction/rationale for an analogous experience is best when it is simple, direct, and neutral. It should not give away what the trainees will be doing or what they will get out of the experience. The trainees need to approach the experience with an open mind, free of influence or directions about how they should think or behave. If such an introduction does not appear in the guidelines for conducting the activity, you should build one into the design.

Precise, clear task instructions are critical to the success of an analogous experience. Most published analogous experiences have precise instructions. It is usually best to read them aloud. Sometimes the instructions are written to tell the instructor what to do, rather than the trainees. If this is the case, write out instructions for the trainees beforehand and read them out loud.

If the activity is lengthy or complex, use charts, slides or handouts to summarize any rules, the time allotted, and other facts that trainees need to know. In addition, tell the trainees whether the rules are subject to change during the activity. Finally, it is a good idea to check at least twice to make sure that the rules and procedures are clear to the trainees before they begin the activity.

Be accessible and helpful while the subgroups are working, but stay out of the way, even if the rules are broken. It is not acceptable for you to participate in what they small groups are doing, but it is essential to keep track of what is happening within the groups be being an observant spectator. While you are observing, take notes on the issues that could be raised during the analysis of the experience.

When an activity does not seem to be progressing the way it should, it is helpful to remember that the learning comes from the trainees' experience in analysis and judgment. The time to comment on what happened and how that might have happened comes during the analysis and application after the experience is over.





TRAINER TIPS...(CONTINUED)



One of the disadvantages of analogous experiences is that often trainees (and the trainer) will get caught up in the fun of the experience at the expense of the learning. Be careful to encourage a serious approach to the activity, even if it is enjoyable. Another problem is that often the activity creates difficult or unfamiliar situations which the trainees struggle to deal with. Resist the all-too-human temptation to feel or act superior as you see and hear trainees fall into traps that are built into the experience, during the small-group experience or during the sharing. You are a guide, not a judge.

Managing the Reporting Process

The sharing is where the real learning occurs in an analogous experience, as the trainees apply their experience to the real world. Typically the reporting process consists of three steps:

1. The trainer asks the trainees to report what happened
2. The trainer helps them to interpret what it meant
3. The trainees and the trainer make generalizations and develop applications to the real world.

INTERPERSONAL SKILL PRACTICE ACTIVITIES

The major purpose of interpersonal skill practice activities is to help trainees develop and practice new skills. Skill-practice activities also help people gain insight into the effectiveness of their current behavior. The activities take place after you have created or set standards for behavior in the training session. The trainees practice using the standards or skills in a realistic situation. Then they get feedback on their performance and ability to meet the standards, provided by the trainer and other trainees. It is very important that the trainees see the practice as realistic; that everyone gets a chance to practice the skills; and that everyone gets constructive feedback on his or her performance.

Giving Instructions

When explaining the rationale for the activity, emphasize to the trainees that the skill practice is intended to closely approximate real situations that they have encountered or will encounter in the future. In introducing an interviewing skills practice, for example, stress that the trainees will not be playing the role of interviewer, as in acting; rather, they will be in the role of the interviewer. Explain that the trainees are expected to use the target skills as realistically as possible by responding appropriately to the situation.

Monitoring

When monitoring a skill-practice activity, your main concern is to ensure that the trainees respond realistically. If they do not, you must intervene and set them straight.

Managing and Sharing

Check for charged emotions at the beginning of the reporting process and allow the trainees to vent these emotions if necessary. Then, focus directly on the behaviors demonstrated in the skill practice and how they will be applied or, if necessary, changed.

In these experiences, managing the sharing takes the form of constructive feedback and personal disclosure of what the experience was like. Without constructive feedback on their performance in the skill practice, trainees have no way of knowing which behaviors they need to change, which they need to develop, and which they need to retain. The most important thing that you must do when using skill-practice methods is either to give the trainees accurate feedback on their performance or carefully manage the process by which other observers provide feedback.

Here are some tips for providing feedback:

- Set ground rules for giving feedback and reiterate them each time the process is initiated
- Do not correct everything at once; Raise the standards as trainees become more proficient
- Offer at least two opportunities for the practice so people can see progress and success
- Help Trainees learn from success, not failure
- Always apply the learning from a practice session to the whole group, not the person who just practices

Next time, we will continue the discussion on managing learning activities with a focus on role plays.

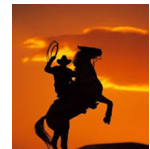
WEST COAST TRAINERS CONFERENCE NEWS

The West Coast Child Welfare Trainers Conference is set to be held in Reno, Nevada this year!

Sponsored by the Nevada Training Partnership, School of Social Work, University of Nevada, Reno, it promises to be a "wild" conference! Celebrating its 25th year, the conference is aptly named: "Wild, Wild West Coast Child Welfare Trainer's Conference: Silver Anniversary Edition", and will be held:

July 29 - 31, 2015 - Atlantis Casino Resort Spa - Reno, Nevada.

We have workshops on coaching, training in the classroom, building trainer capacity, infusing culture in training and more! There is a planned outing to Virginia City after a full day of conference workshops as well. A Pre-Institute on July 28th will be held for new trainers to gain knowledge and skills on being a great trainer! The brochure was not quite finished at the time of publishing this newsletter, but check out our wiki page <http://wccwtc.pbworks.com/w/page/7837313/FrontPage> or contact Irene Becker at ibecker@mail.sdsu.edu for more information. We hope to see you there!



WHO DOES WHAT AT PCWTA?

As we have added staff and changed some roles, we thought it might be helpful to give trainers 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 you may hear from them if you possess a training topic expertise that fits their county's request. PCWTA County Consultants are **Audrey Tousant** (San Bernardino), **Darlene Hill** (San Diego and Imperial), **Anzette Shackelford** (Orange), **Nancy Satterwhite** (Riverside), and **Amey Jaffe** (Los Angeles and Ventura).

Training Coordinators work on scheduling, contracting, advertising and curriculum development. **Anita Aldrich** schedules for Riverside, San Bernardino and Regional county needs and **Chris King** does the same for Orange, San Diego, Imperial, Los Angeles and Ventura counties. **Nancy Nail** does orientation of new trainers and works with trainers around curriculum issues and approving trainer outlines.

Curriculum Consultants **Irene Becker**, sits on the State Training and Education Committee (STEC) and is leading our effort in transitioning to Core 3.0. She also does a fabulous T4T series for Academy and County trainers that is very popular. **Val Ryan** is our eLearning development/instructional design guru. **Teresa Solomon-Billings** will be designing curricula for LA county and will also be participating in Core 3.0 development.

Training Assistants/Site Coordinators 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), **Susan Phay** (Riverside), **Hayley Serrano** (San Bernardino), **Chrystine Zamudio-Snow** (Orange), **Lauren Snipper** (San Diego), **Patty Centurion** (San Diego) and **Devin Wilson** (Los Angeles/Ventura). You may also see **Luz Orozco**, **Sophia Batronie** or one of our contract offsite coordinators, **Dedra Irelan**, **Mae Bosley**, or **Rita Naranjo** cover training you may do.

Practice Consultants coach and mentor staff in counties and in the field. PCWTA Practice Consultants are **Jenni Ahsing**, **Bill James**, **Wayne Rutledge**, **Tricia Pegues**, **Lilli Miles**, **Kate Bedwell**, **Kim Khoury**, **Candace Kimbell-Awoleye** and **Laurie Fortin** on staff. Additionally, we are currently using some contract trainers to do coaching in our counties. These contract coaches include **Wanjiru Golly** (Imperial), **Steven Wells** (Orange), **Andrea Sobrado** (San Diego), **Mark Miller** (San Bernardino), **Rebecca Sanford** and **DeAnna Avey Motikeit** (Riverside).

Program Assistant **Luz Orozco** keeps us organized and does pretty much everything to ensure we are on track and running smoothly, with all the correct materials! She is ably assisted in doing her super-human feats by **Sophia Batronie**, her right-hand gal.

Introducing the Awesome Art of Coaching and the County Consultants, Supervisors and Practice Consultants Who Make It Happen

by Kate Bedwell

What is Coaching?

"Coaching is a process by which the coach creates a structured, focused interaction with learners and uses appropriate strategies, tools, and techniques to promote desirable and sustainable change for the benefit of the learner, making a positive impact on the organization."

(adapted from Mink, Owen, & Mink, 1993; Cox Bachkirova, & Cutterbuck, 2010; quoted from "The Coaching Toolkit for Child Welfare Practice" Northern California Training Academy in partnership with Casey Family Programs.)

Who are the County Consultants who manage and support coaching at the Leadership Level?

Audrey Toussant, MSW	San Bernardino County
Anzette Shackelford, LCSW	Orange County
Nancy Satterwhite, LCSW	Riverside County
Amy Jaffe, MPA	Los Angeles and Ventura County
Darlene Hill, MSW	San Diego and Imperial County

Who are the Supervising Practice Consultants who provide training, ongoing professional development, supervision and support, and where do they work?

Jenni Ahsing, MSW	San Diego, Orange, Imperial and Riverside Counties
Bill James, LCSW	San Bernardino County

Who are the Practice Consultants who work with Child Welfare Managers, and where do they coach?

Mark Miller, MPA, MA	San Bernardino County
DeAnna Avey Motikeit, MA	Riverside County
Andrea Sobrado, MSW	San Diego County

Who are the Practice Consultants who work with the Child Welfare Supervisors and Staff working on the ground level with families, and where do they coach?

Wayne Rutledge	San Bernardino County, Eastern Region
Lili Miles, MA	San Bernardino County, Central Region
Kim Khoury, MS	San Bernardino County, North Desert Region
Candice Kimbell, LCSW	San Bernardino County, Placement and Resource Division
Kate Bedwell, MSW	San Bernardino County, Western Region
Tricia Pegues, MS	Riverside and San Bernardino County
Rebecca Sanford, MA	Riverside County
Laurie Fortin, LCSW	San Diego County
Wanjiru Golly, PhD	Imperial County
Steven Wells, MC	Orange County

When we asked the Practice Consultants why they love their job, this is what they had to say:

"Coaching fully utilizes all of my strengths" ~Jenni Ahsing, MSW

"I love my job because, as a coach, I get to put the knowledge people need in their hands at the exact time they need it. And that is the very best time to offer it!" ~ Bill James, LCSW

"Being a coach is an incredibly rewarding job. Having the ability to support social workers in their walk with families in a way that builds on the strengths and values of both the worker and the family is very satisfying. Not to mention that as a coach I am valued, appreciated and sought out every day. What else could you possibly ask for?" ~Laurie Fortin, LCSW

"I love the "aha" moments where the critical thinking process leads to clarity" ~Kate Bedwell, MSW

"Safety Organized Practice Coaching is a win-win for me. It captures what's working well in families to help mitigate the danger while also supporting the people who work with these families to implement best practice in field" ~Lili Miles, MA



PCWTA COACHING CORNER (CONTINUED)

"I love being a coach because I get to see social workers deepen their practice and absolutely love seeing the outcomes with children and families." ~Kim Khoury

"I love coaching because it gives me the opportunity to support the professionals in this challenging field of work. Helping them find a way to more clarity on their path of decision making, goal setting and self-care and witnessing results from this process is a privilege and very rewarding." ~ Rebecca Sanford, MA

Stay tuned for more about PCWTA Coaching, our philosophy, vision and stories of success!



TEAM BASED LEARNING

Why Use Team Based Learning?

by Jenni Ahsing

In the fields of medicine, pharmacy, engineering, nursing and social work universities have discovered that under-graduate and graduate students retain a significantly higher amount of the material they were taught 6-9 months later if the professor used the Team Based Learning format vs. classic lecture format teaching.

Last year, the Academy learned that Alaska was using a Team Based Learning (TBL) format in their trainings for their Child Welfare core classes with noticeable success. The Academy strives to bring the counties we serve the most up to date learning and classroom techniques and set out to learn as much as we could about Team Based Learning.

The Academy has been in the process of shifting from "hero to host" as we implement cutting edge and creative ways to interact with those we serve. We host Learning Collaboratives, piloted the Spectrum of Learning, provide coaching services, utilize new technology, implement and support Learning Circles and design engaging classroom activities to meet different adult learning styles and needs.

The TBL format aligns with the Academy's values and goals and is a proven technique that university research studies find to be most effective. It also supports the ideas and format of Common Core 3.0.

What Is Team Based Learning?

Team Based Learning is the use of "learning teams" to enhance student engagement and the quality of student or trainee learning. The steps are as follows:

The classroom goes through a "sorting process" in which diverse skill sets are evenly distributed among teams.

Individual work, such as reading and preliminary homework, is done prior to the training. The accountability to do the preliminary work is ensured by the Readiness Assurance Process (RAP) in which students:

1. Take a short (5-15 multiple choice question) individual readiness assurance test (iRAT)
2. Immediately afterward they take the same test again with members of their team working on a single answer sheet (tRAT)
3. The instructor scores their group answer sheet: If scored incorrect the team must agree on another answer or write an appeal maintaining they are correct and cite from their assigned reading what supports their view
4. The instructor takes questions from the class on any of the questions or themes and discusses them in more depth

The RAP process quickly provides a common knowledge base, leaving room for minimal additional lecture and ample time for application exercises to work on skill building, which promotes learning and team cohesion.

With the help of Dr. Liz Winter (University of Pittsburgh's School of Social Work) we have already integrated TBL into the Safety Organized Practice modules and are exploring how TBL can enhance our other trainings.

(Read on for an operational look at TBL in San Bernardino, and to discover more TBL resources)



TEAM BASED LEARNING IN SAN BERNARDINO



by Kim Khoury

San Bernardino County has decided for the 3rd round of SOP training to use the coaches combined with their supervisors to train the modules.

The region that I work in is North Desert and their management team agreed to have the modules presented in TBL format. We also agreed to start with Module 6 (Safety Networks) and Module 7 (Safety Planning) and run them 3 separate times before the end of the year.

With the Child and Family Team training and meetings being scheduled it made sense that staff should see the connection between the Network and the team. Module 6 was trained at the beginning of April and we had 4 attendees. I co trained with Lisa Smith who is a supervisor in the North Desert as well as a trainer for the academy. This was the first time training in TBL format and with only 4 people we had them work as 1 team.

The training had some hiccups, but overall we got feedback that the team interaction was helpful. Module 7 was trained at the end of April and we had 6 attendees. I also co trained this with Lisa Smith. We split them up into 3 teams and they had fun picking their names and answering the questions as a team. They were very competitive and asked lots of questions about the material.

At the end we did a plus/delta and they said that they had attended SOP module trainings before and that this training was by far the best one they had been to. They enjoyed the interactions and competition and felt like they retained way more information by talking about it and having fun. The only delta that they had was they wanted more time with us.

If you want to learn more about TBL, click on these links:

<http://www.teambasedlearning.org/>

<http://cft.vanderbilt.edu/guides-sub-pages/team-based-learning/>

<https://www.youtube.com/watch?v=XSpyLRX9meY>

http://en.wikipedia.org/wiki/Team-based_learning



COUNTY SPOTLIGHT

ORANGE COUNTY ROCKS!

We've known this for quite awhile, but they recently stepped up to the plate big time once again, and we want them, and everyone else, to know how much we appreciate it!

As some of you may know, our Orange County Training Assistant (who Orange dearly loves) had a family medical emergency and had to be off work for several weeks. Without missing a beat, Eileen Zickefoose, Monica Rondan and TCD staff, armed with a can-do team attitude, oversaw a variety of offsite coverage staff, offering stellar support to them, and even volunteered to cover themselves on a few days we could not find coverage.

Our fill-in offsite staff consistently commented to us how welcoming and helpful Orange County staff was, and how impressed they were with Orange County's training facility.

It is the teamwork exhibited by Orange County during this difficult time that underscores what makes us love working with them, and illustrates how successful collaboration can be. Thanks Orange!

TRAINER RESOURCES



The National Child Traumatic Stress Network's April Dissemination Watch highlights a new video and resource guide created by the Child Sexual Abuse Committee which showcases the effect of trauma on LGBTQ youth; how bias impedes optimal care, and practical steps for creating safe and welcoming environments for traumatized LGBTQ youth.

► The video features five LGBTQ youth describing how trauma and bias have affected their ability to feel safe when seeking services. National Child Traumatic Stress Network presenters discuss specific steps that professionals and organizations can take to create safe and more welcoming environments for traumatized LGBTQ youth.

<http://www.nctsn.org/products/nctsn-safe-places-video>

http://www.nctsn.org/sites/default/files/assets/pdfs/spss_resource_guide.pdf



Through Our Eyes: Children, Violence and Trauma

Too many children have been exposed to crime, abuse, and violence in their homes, schools, and communities. These experiences can lead to serious, long-term problems.

Early identification, intervention, and treatment are key. The Federal Government has a responsibility to act, but our efforts cannot succeed without local law enforcement, child and family services, community leaders, educators, coaches, and parents. Everyone plays a role in identifying, protecting, and treating children exposed to violence.

<http://www.ovc.gov/pubs/ThroughOurEyes/index.html> videos in this series compel all of us to join our neighbors and the growing ranks of professionals who have made it their life's work to help traumatized children heal and thrive.

In honor of National Child Abuse Prevention Month, the National Children's Advocacy Center spotlights child abuse prevention resources, ideas, and information throughout the month.

Find additional resources on the NCAC website here:
<http://www.nationalcac.org/prevention/about-child-abuse.html>



"Adverse childhood experiences are the single greatest unaddressed public health facing our nation today." ~Dr. Robert Block, former president of the American Academy of Pediatrics

http://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime

PCWTA TRAINING FOR TRAINERS SERIES



A VERY SPECIAL T4T SERIES

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

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

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

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. It also provides the foundation for understanding how training fits into the "big picture" as well as knowledge needed in engaging adult learners in the classroom setting.

9/18/15 at our Academy Training Room in 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.

10/23/15 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. It will include preparing and delivering a presentation with a focus on integrating adult sensory and learning styles, as well as practice in facilitating groups who come to the classroom with different learning needs.

1/22/16 at our Academy Training Room in 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.

7/24/15 at our Academy Training Room in San Diego

3/18/16 at our Riverside Training Center

DUE TO THE POPULARITY OF THESE SESSIONS, WE HAVE ESTABLISHED ONGOING DELIVERIES OF THIS T4T SERIES

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