



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

**TRAINING  
SCHEDULE**

**LINEWORKER CORE**

San Bernardino - 9/29-10/16  
 San Diego - 1/21-3/10  
 Orange - 1/26-3/30  
 San Bernardino - 2/2-4/12  
 Riverside - 2/22-3/23  
 Riverside/SB - March 2016

**SUPERVISOR CORE 2015-2016**

San Diego - 9/8-9, 10/20-21, 11/17-18, 12/15-16, 1/13-14  
 Riverside DPSS - 11/3-4, 12/9-10, 1/26-27, 2/16-17, 3/29-30  
 PCWTA Riverside TC - 2/10-11, 3/16-17, 4/13-14, 5/11-12, 6/8-9

**MANAGER CORE 2016**

San Diego - 3/15-16, 4/12-13, 5/3-4

**TIER 2 LINEWORKER CORE**

Regional - PCWTA Riverside TC  
 ICWA - 1/13  
 Mental Health - 2/4  
 Values & Ethics - 2/18

**REGIONAL CONVENINGS**

CCR Convening - 10/29  
 CW/MH Convening - 11/12  
 After 18 Convening - 12/8  
 CSEC Convening - 12/10

**CSEC 101 TRAINING**

Inland - 12/2, 12/10, 1/26, 1/27  
 Coastal - 12/1, 12/8, 1/19, 1/20

**CSEC 102 TRAINING**

Coming soon!



# PCWTA Newsletter

VOLUME 19.2

FALL 2015



## EDITOR'S NOTES

How we train new social workers is changing in the state of California, and the first block rolls out in January 2016. The Assessment Block is coming to a training room near you! In this exciting model, eLearning courses provide knowledge, and the classroom offers the skill building application of that knowledge. Add to this field activities after the class, and you have the new look of Common Core 3.0.

Statewide curriculum will be presented in webinars to train trainers in December. You will also find valuable information about implementation of Core 3.0 and related training tips in this newsletter. And we have developed a webpage for you to learn even more.

You will read about the Open House for our Simulation Site, and a touching tribute to the power of coaching SOP from one of our contract coaches in Orange County.

We shine a County spotlight on Riverside County for their efforts at implementing SOP training and practice in two different regions.

Laurie Fortin gives us great food for thought in her article on using “A Trauma Informed Classroom Approach” when training. We can all benefit from her wise reflections.

In this Thanksgiving season there are many reasons to be thankful. At the top of that list is all of you. We couldn't do our job without you! Thanks!



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## TRAINER'S CORNER

**This quarter our featured trainer is  
Harkmore Lee**

Harkmore Lee, MSW, is the Director of the Simulation, Research, and Training Program at California State University, Los Angeles (Cal State LA).

In 2013, Harkmore designed and built the first Residential Simulation Lab in California that specifically supports the training of new child welfare social workers from the L.A. County Dept. of Child and Family Services and the University Consortium on Children and Families (UCCF). This new innovative training model developed at Cal State L.A. is now being replicated by other universities, training academies, and child welfare agencies around California and the U.S. Harkmore is also expanding his simulation program to other disciplines and professions,

from kinesiology to criminal justice - making Cal State LA's program one of the first of its kind to develop interdisciplinary simulation training practices.

And it is exactly for this, that we appreciate Harkmore's great leadership and support in his role as a consultant, helping us develop our own Simulation Site to train new social workers in San Bernardino and Riverside counties.

It is because of Harkmore's generous sharing of his innovative experience with L.A. that we were able to provide a quality simulation experience to new workers in Riverside and San Bernardino, and we can't thank him enough for this!

Harkmore Lee



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/TRAINING 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:

**Kim Giardina  
Tamera Trotter  
Johanna Olson-Kennedy  
Aydin Olson-Kennedy  
Irene Becker  
Rita Naranjo  
Kathy McCarrell  
Nicol Stolar-Peterson  
Loraine Bailor  
Donna Pence  
Nancy Satterwhite  
Scott Johnson  
Rachel Bavis  
Sherry Shockey-Pope  
Frank Tetley  
Lilian Nguyen  
Peter Dahlin**

★ Unexpected traffic kudos and the handling of that are awarded to **Francesca LeRue** by Training Assistant, Lauren Snipper. Lauren reports that "Francesca got into horrible traffic on the way to her Investigation Skills class, on a rainy day driving from Pasadena. It took her close to 5 hours to get to San Diego and there were only a few minutes to spare before the class started. She called me on the way throughout the morning to give me updates and she still somehow started the class on time. She had to collect herself so quickly after a stressful morning and she did a great job delivering the class with high energy and engagement."

★ And following the theme of unexpectedness, Lauren also gives kudos to Tonya

Brown for gracefully dealing with a last minute room change and technology challenges. Despite these unexpected events, Tonya remained calm, positive, and understanding, and still delivered a great, genuine, and information-packed Self-Care class.

★ Thinking on your feet kudos go to **Rita Naranjo**. In addition to training, Rita sometimes covers classes as an Offsite Coordinator when our Training Assistants are not available. She did so recently in San Diego and our trainer that day showed up at the wrong location by mistake, 2 hours away. Rita coordinated with the county and facilitated a discussion with the new social workers about her experience with the child welfare system as a former foster child, until our trainer could arrive.

We wanted to call out what a great example of grace under pressure these three trainers exhibited in their respective circumstances. We want them to know how much we value them for being great role models for new social workers that goes way beyond their subject matter expertise.

It's these extra qualities that you bring to the "training table" that go beyond the training room. Unexpected events are a part of a social worker's life, and by your example, you provided the ultimate transfer of learning experience!

### T4T CERTIFICATES

The following trainers earned a certificate in our T4T series:

**Monica Rondan  
Melissa Vargas**

## TANTALIZING TRAINER TIDBITS...



### 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**



### MEGA CONTRACTS

The SDSU Research Foundation wants us to now engage in mega consulting agreements with those trainers who we expect to make over \$5000 in this fiscal year.

Anita will be contacting trainers who this applies to and will coordinate the mega consulting scopes and contracts, so you will have only one person to deal with around this. She will walk you through the process, will accept your invoices, and will automatically submit them for payment on your behalf. Once executed, we expect payment to be issued to you much faster. Please contact Anita if you have any questions.



### \*\* 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, per the instructions on the form. it's as easy as that!

[http://www.foundation.sdsu.edu/pdf/ap\\_dir\\_dep\\_authorization.pdf](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!**



## DISCUSSIONS WITH DAWN...

by Dawn Schoonhoven Scott



Happy fall from the PCWTA team!

While we have had a few cool days here in our Southern region that have given a glimpse of autumn, many of us are keeping our summer clothes nearby as the warm temperatures seem to be continuing.

Southern Californians are used to needing to be flexible with the weather this time of year. We may not have the fall colors or the colder temperatures, but we are ushering in the change of season nonetheless.

Given all that we are working on in child welfare, our team is experiencing a change of seasons in our work that is warranting similar flexibility.

From writing, piloting and beginning to implement Common Core 3.0 to planning and preparing for operationalizing the Continuum of Care Reform, the work we are focused on in this field is, in many ways, bringing about major shifts.

We continue to work diligently with our statewide partners, county leaders, and our trainers to coordinate all of this work. Our focus remains on our goal to provide technical assistance, implementation planning, subject matter expertise, excellent consultation and overall workforce development for our Southern counties.

We are grateful for your continued partnership with us as we advance the work of child welfare.



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### Attention all San Diego County Trainers!

This is a reminder that as contract trainers, there is an expectation that you are familiar with state and county key initiatives and practice models.

San Diego County CWS specifically worked diligently for several years in creating their Practice Framework, known as Safety Enhanced Together (SET). SET utilizes Safety Organized Practice (SOP) as its foundational theoretical practice model and integrates best case practices in order to sustain CWS as a learning organization.

San Diego's vision is that 'every child grows up safe and nurtured.'

SET delineates the top 3 priorities for CWS staff in San Diego which are: to safely stabilize and preserve families; and if that is not possible, to safely care for children and reunify children to their families of origin; and if reunification is not possible, to safely support the development of permanency and lifelong relationships for children and youth.

Likewise, SET is based on six core Values:

Value 1: Relationships with children, youth, and families are the foundation

Value 2: Collaborative partnerships with kinship and resource families

Value 3: Helping children and youth achieve their full potential and develop lifelong relationships

Value 4: Shared responsibility with community partners

Value 5: A strong working relationship with the legal system

Value 6: A workplace culture characterized by reflection, appreciation and ongoing learning

San Diego CWS staff works to bring their values to life in every day practice, so if the topic or opportunity arises in the classroom to comment and/or inquire further, please do!

## STATE INITIATIVES IN ACTION REGIONALLY



### COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN (CSEC)

by Anzette Shackelford

Commercial Sexual Exploitation of Children continues to be a hot button issue across the country. PCWTA continues to provide Identification and Awareness trainings (CSEC 101) to child welfare and foster family agency social workers.

We are also gearing up to provide the two day CSEC 102 trainings after the start of the new year. This training will be somewhat standardized across the state. The first day of the CSEC 102 trainings will provide an opportunity for child welfare and probation staff to learn how to engage and provide services to young people involved in or at risk of involvement in commercial sexual exploitation.

The second day of the CSEC 102 training will provide an opportunity for multidisciplinary team members to convene and develop strategies on how to effectively collaborate and work together to serve commercially exploited children and youth who are often encountered at various times by various agencies. The multidisciplinary team will be led by child welfare and may include staff from, mental health, probation, public health, education, and any other entities that work with and/or encounter CSEC children and youth.

PCWTA also continues to facilitate quarterly CSEC convening's that bring together child welfare leaders, policy makers, line social workers, and services providers to discuss regional efforts around data collection, protocol development, and services provision to CSEC.

For information or questions regarding CSEC please contact Anzette Shackelford, LCSW, at [ashackelford@mail.sdsu.edu](mailto:ashackelford@mail.sdsu.edu)

### CONTINUUM OF CARE REFORM UPDATE

AB 403, otherwise known as Continuum of Care Reform (CCR) was signed by the Governor this October. This bill officially moves several years of work developing recommendations to overhaul our continuum of placements in the foster care system into action planning.

CCR essentially eliminates long term congregate care settings and only allows for placement into short term residential treatment facilities on a limited basis. In order, for this to be successful it will require counties to develop a long term approach to retention, recruitment and support of family based settings for youth.

Much of CCR furthers the work started in the Katie A/Pathways to Wellbeing/Shared Core Practice Model by elevating the child and family team's voice in placement decisions and increasing the level of behavioral health services in treatment level foster care and in short term residential treatment settings. While this effort seems like a monumental task it is should be seen a continuation of the system improvement efforts that has been taking place for many years in California such as Extended Foster Care, Safety Organized Practice, and Shared Core Practice Model. Everyone who works within this system has seen the tremendous changes that have taken place in a relatively short amount of time. There are many successes as well as lessons learned from our previous system improvement efforts that will support successful implementation of CCR.

The initial phase of CCR requires counties to develop significant capacity building for long term and sustainable plans around retention recruitment and support of foster families. Whether these families are related, unrelated, treatment level or regular foster we must recognize that they often carry the heaviest lift once children are removed. The ability of our professional system to engage, develop good working relationships, assess needs and deliver supports to our foster homes will be critical to maintain the number of families to care for our children over time.

In addition to retention and recruitment, Resource Family Approval (RFA) is expected to assist with capacity building by tapping into relative homes willing to foster unrelated children, as well as supporting foster families through a streamlined process for approval. RFA requires one process of approval for all families and it includes a permanency assessment that assists in achieving timely permanency for children who cannot be reunified.

Currently in the Southern Region, Ventura County and Orange County have opted into early implementation for January of 2016 while the rest of the Counties in California must begin the RFA process in January of 2017.

For more information on CCR please see our PCWTA webpage at <http://theacademy.sdsu.edu/programs/pcwta/continuum-of-care-reform/>

## CORE 3.0 INITIATIVE IN ACTION REGIONALLY...

### COMMON CORE 3.0 IS UPON US!

Have you received enough emails about this yet? We have been inundating you lately with a lot of information. We want you to know of the significant change in the face of new social worker training. In all Lineworker Cores starting in January 2016, we will be implementing the Assessment Block of Core 3.0. What does this mean for trainers?

E-Learning classes will be employed  
Some "live" classes will be eliminated  
New "live" classes will be added

Additionally, a 60 minute eLearning course on *Introduction to Child Development* will replace the previous "live" class on Child and Youth Development.

The Critical Thinking "live" class will be replaced by a new class called *Critical Thinking and Assessment*.  
CMI #1 and #2 will be replaced by a new class on *CMI Identification Skills Lab*.  
There will be two other new classes, *Assessing for Key Child Welfare Issues* and *SDM Skills Lab*.

Both the *CMI Identification Skills Lab* and the *SDM Skills Lab* have e-Learning courses that trainees will have to take before they can come to the "live", skill building classes.

Statewide Training for Trainers (T4T) webinars on the new curricula will be held throughout December, so trainers can come up to speed on training the new curricula. We hope many of you will participate in these!

If you are interested in being considered to train these new classes you will have to participate in the webinars. If you are interested in participating and have not received an invitation yet, please email Jenee Northcutt, [jnorthcutt@mail.sdsu.edu](mailto:jnorthcutt@mail.sdsu.edu) and she can send you the schedule.

### THERE'S A NEW ORDER FOR CORE CLASSES!

We have decided to re-order the existing Core 2.0 classes so that they mirror the order of *Core 3.0* when it gets fully implemented.

We think this will ease the transition in the long run if we make this change now. Many classes that came later in Core will now come earlier because they are deemed to be "foundational" classes that factor into later assessment and case plan-related learning.

Our new Core order will in most cases be:

Framework  
Child Welfare Practice in a Multicultural Environment  
Substance Abuse and CWS  
Intimate Partner Violence  
Investigation Skills/Crisis Intervention  
Self Care for New Child Welfare Workers  
Court Procedures 1: Juvenile Court  
Court Procedures 2: Testimony  
Basic Interviewing  
Simulation Day (for Riverside/San Bernardino only)  
*Critical Thinking and Assessment*  
*CMI Identification Skills Lab*  
*SDM Skills Lab*  
*Assessing for Key Child Welfare Issues*  
SOP 2-day Overview (for San Bernardino/San Diego only)  
Family Engagement in Case Planning and Case Management  
CWS Documentation  
Permanency & Placement

We will be flexible with counties if a slightly different order is preferred during this transition.

### CHECK OUT OUR CORE 3.0 WEBPAGE!

As a mechanism to keep trainers and our counties informed about Core 3.0, we have developed a Core 3.0 webpage on our website. Thanks to Jenee Northcutt for creating and updating our site. Check it out!

Elements of the page include:

- ~ What is Common Core 3.0?
- ~ Latest Updates for Trainers and Counties
- ~ Resources for Trainers
- ~ Curriculum
- ~ FAQ

See the latest news. View our recorded Trainer Forum webinars. Get resources to inform you about current practices when preparing to train Core. Keep yourself up to date.

<http://theacademy.sdsu.edu/programs/pcwta/common-core-3-0/>



## PCWTA SIMULATION SITE

by Renee Duci

### AT THE PCWTA RIVERSIDE TRAINING CENTER!

For those of you who haven't heard, PCWTA created a simulation site and launched its first simulation training in July of 2015 in Riverside.

The pilot was a great success and we have since held an additional three simulation days, each of which was received with very positive feedback from trainees, facilitators and county partners.

Our goal in using simulation training is to increase the competence and confidence of workers before they go into the field. This gives trainees an opportunity to practice concrete skills in a safe environment and receive immediate, on-the-spot coaching so they can improve skills before utilizing them with families. Specifically, our simulation scenarios provide trainees with the opportunity to practice their interviewing skills before engaging with families.

PCWTA will be hosting a Simulation Site Open House on Monday, November 30th, 8:30am to 4:30pm, for San Bernardino and Riverside County leadership. Open House participation is by invitation only.

We will be introducing our simulation training program and running through the simulation with leadership acting as the trainees. This is an opportunity for our counties to get a glimpse into the simulation experience and to gain an understanding of how it impacts the learning experience for our trainees.



### SOP THREE DAY ORIENTATION TRAINING HAS BEEN REVISED!!!!

by Jenni Ahsing

To incorporate the feedback we gather on an ongoing basis from trainees and trainers, to include more adult learning strategies and to update the curriculum to parallel the great strides we have made in our SOP practice, we have revised the Three Day Orientation.

With Core 3.0 as a guide we have trainees take part in an eLearning prior to the classroom training. This will provide them with a base knowledge of SOP so we can spend more time in the classroom doing skill practice activities. We slimmed the curriculum from three days down to two days by removing the live mapping and the panel presentation.

The live mapping was valuable in that people got to see what the mapping process looked like, but it did not actively engage the whole classroom and gave trainees the impression that mapping should be done in the office, without the family, and with a facilitator. In the new curriculum each table group will have the opportunity to complete a mapping either on a identified real case or a mock training case for newer workers who don't yet have cases. This change will not only ensure everyone in the classroom is engaged but will also support the idea that best practice is engaging in the mapping process in small groups (family) to lead a discussion and not a formalized process using facilitators in the office. The panel was time-intensive on the part of the trainer and since most of our Southern counties are in the middle of implementation, worker and supervisor testimony speaking about the value of SOP is being heard on an ongoing basis County and statewide.

Even though we slimmed down the time spent in the classroom we have beefed up the activities. Much of the classroom time is now spent practicing the different elements and tools of SOP such as mapping, sorting, creating harm and danger statements and safety goals and visitation planning. To mix things up we have participants doing individual reflections, conversations in dyads, group work and larger class debriefs.

We held an internal pilot to work out the bugs and get input from trainers and coaches that are on the ground working with this material. We then held a T4T so current trainers could start using this material. It was well received and we look forward to the feedback as the SOP Two Day Orientation is rolled out.

If you have any questions or comments please feel free to contact me at [jahsing@mail.sdsu.edu](mailto:jahsing@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

## ROLE PLAYS...continued

### Giving Instructions

Clear instructions are crucial to successful role playing. Allow yourself time to provide clear, concise instructions and to determine if these instructions have served their purpose. Providing effective instructions prepares trainees to become psychologically ready for constructive role-play. Some tips for successful role play include: giving trainees time to reflect on their roles prior to role play, individual coaching of trainees if necessary, thoroughly explaining each role, and telling observers what they should be looking for during the course of the role-play. Encourage participants to become emotionally invested in their role, as long as they do not slip out of their roles.



### Monitoring

Preferably, one or more trainees act as observers during role-play to observe the multiple groups role-playing simultaneously. Trainees should use guidelines provided by trainers and take notes on the action to provide feedback to trainers.

### Managing the Reporting Process

Allow time for trainees to vent their feelings about the role-play they just experienced. This time will allow trainees to come out of their roles fully. Once this occurs, you can manage the sharing, feedback, and lessons learned during the role play. You can also guide trainees to make appropriate connections between the role-play and their own personal work situations.



*From: Margolis, F., Swan, B. (1999) The Trainer's Handbook for Participative Learning. HDR Press, Amherst, MA, 84-87.*



## AND NOW A PRACTICAL APPLICATION - WHAT'S IN IT FOR ME?

Role-playing is an integral part of Common Core 3.0. Providing adequate instructions, monitoring role-plays, and managing the reporting process will be an important component of successfully training Common Core 3.0. Trainers will need to be equipped to facilitate constructive role plays and may need to further develop these skills if necessary.

Role play is also principal at Simulation Sites, such as the Riverside Simulation Site, which is currently delivering simulation training days to various counties in the Southern region. Simulations facilitate role-plays to develop trainee skills in interviewing families and provide experiences in various scenarios they may encounter as social workers in the field.



### ...and another Common Core 3.0 training tip from Bill James...

Since the classroom sessions of Core 3.0 will require more facilitation of skill practice than didactic lecture, Bill offers that "several of the staff coaches and trainers are learning a lot from a website about effective facilitation of conversations in the classroom.

<http://www.liberatingstructures.com/>

The LS Menu has over 30 innovative ways to stir things up and engage learners - give it a look!"



## 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 **Amy Jaffe** (Los Angeles and Ventura). **Jenni Ahsing** is currently filling the role of San Diego County Consultant and **Anzette Shackelford** is currently filling the role of Imperial County Consultant, as **Darlene Hill** has been out on maternity leave. We congratulate Darlene on the birth of her son, Roman, and look forward to her return.

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

**Curriculum Specialists 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), **Andrea Milner** (Riverside), **Hayley Serrano** (San Bernardino), **Michelle Adair** (Regional Inland), **Chrystine Zamudio-Snow** (Orange), **Lauren Snipper** and **Jennifer Mathews** (San Diego). You may also see **Luz Orozco**, **Sophia Batronie** or one of our contract offsite coordinators, **Armida Celaya**, **Lauren Moreno**, **Brad Hundman** or **Rita Naranjo** cover training you may do.

**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**, **Kim Khoury**, **Candace Kimbell-Awoleye** and **Laurie Fortin** are our Practice Consultants on staff.

Additionally, we are currently using some contract trainers to do coaching in our counties. **Mark Miller** coaches Managers in San Bernardino County, **Peter Dahlin** coaches Managers in San Diego County, **Steven Wells** and **Wanjiru Golly** coach staff in Orange County. If you are interested in coaching opportunities, please contact Bill or Jenni.

**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, and we have just hired **Neil Kavanagh** to fill the role of right-hand guy.



We warmly welcome the following new staff since the last newsletter:

**Roxanne Dunn** assumes the role of Coastal Training Coordinator at the Alvarado Office  
**Jennifer Mathews** assumes the role of San Diego Training Assistant at the Alvarado Office  
**Neil Kavanagh** assumes the role of Administrative Support Staff at the Alvarado Office  
**Erik Casas** assumes the role of Technology Assistant at our Riverside Training Center

We have current plans to hire, and will perhaps have announcements in the next newsletter for:

Research Assistant  
Simulation Site Coordinator  
Training Coordinator/Training Assistant for LA and Ventura

We say a fond farewell and good luck to:

**Tricia Pegues**, who leaves her role as Practice Consultant for Riverside County



In this edition of the Coaching Corner we tell a story highlighting the work of Practice Consultant **Steven Wells** and his collaborative work with a social worker and family in Orange County. This story beautifully encompasses the positive impact of the Three Questions, the building of safety with a safety network, and the passing of the coaching torch to a Social Worker.

Practice Consultant, Steven Wells, MA had the opportunity to collaboratively work with a Social Worker and mother on her caseload. The Social Worker was worried about the safety of the children due to the following concerns:

- She was a single mother with a very large family.
- The family was homeless and living in a motel room.
- The family came to the attention of Child Welfare after a call to the hotline.
- Children were often late, or missed school.
- The mother's health was deteriorating as she was tired, under stress and having difficulty meeting all the children's needs in the family's state of crisis.
- The family had very little, if any, support system or safety network.

**PCWTA Consultant Steven Wells, facilitated an initial Safety Mapping meeting with the family and explored the Three Questions. The highlights of this first meeting were:**

- The mother was very emotional as she spoke about her family's experience before child welfare involvement. The mother maintained, while they were homeless and living in a motel room, she was doing the best she could to provide for her children. She expressed she felt judged and admitted it was very difficult for her to trust others and often did not rely on a support system to help her care for her large family.
- The social worker expressed to the mother she was concerned for her health and worried about the mother's ability to maintain her health and continue caring for her children.
- Through the use of Powerful and Solution Focused Questions, Steven was able to explore the safety, protective capacities and strengths that exist within the family.
- The mother's mood appeared to lift as she was provided this positive feedback and validated for all that was working well with her family.
- Key discussion occurred around the importance and value of building a support system through a safety network.
- Next steps were identified as focusing on supporting mother in building a safety network.

### **The 2nd Safety Mapping Meeting With The Family**

The social worker brought the mother and her family back into coaching for a follow up safety mapping to explore the family's progress. In collaboration with her Social Worker, the mother had followed through with the next steps identified at the previous meeting and had successfully built a safety network. The robust safety network attended the 2nd Safety Mapping with the family and included: Wrap; CASAs; family friends; and other network members.

**The highlights of the success explored in this meeting include:**

- The mother reported she reached out to others, which she initially felt reluctant to do, but she was glad she did.
- With the support of her safety network she had moved from a hotel to an apartment. She and the children were able to make their apartment home, and the mother even helped the children to paint their apartment to help them feel like it was theirs.
- The team praised the mother for her positive parenting and role modeling to her children and her fierce advocacy for her children's needs.
- The mother admitted she was not always confident in dealing with others, particularly the school personnel at her children's school.





- The safety network team devised a plan to support the mother in advocating for her children's educational needs.
- The mother's son was able to speak on his own behalf, what he liked about his family, and express needs and concerns about the summer and his older brother.
- The team discussed plans to support the mother and began developing an action plan.

### The 3rd Safety Mapping Meeting with the Family

When the family and their safety network returned for 3rd Safety Mapping meeting with their Safety Network, Steven asked the Social Worker if she was comfortable facilitating using the skills she has learned through coaching. She willingly assumed the lead role in facilitating the meeting with Steven's support.

### The worker facilitated the entire meeting and did a GREAT job. The highlights of this meeting include:

- The children appeared happy and less encumbered by worry.
- The mother appeared happier and expressed she has expanded her network even further to include her adult children.
- The mother expressed gratitude for her social worker and her safety network and thanked everyone for their help.
- The mother stated the home was more calm, the children had a better routine, and she is enjoying the support of her adult daughter who now lives in the home.
- The children reported their mother is happier, calmer, and she has been able to spend more time with them. They stated the mother even listens to music for herself as a way to relax, something they say she has not done in a long time.

**The mother stated she loved the three questions format and liked how it balanced what is working well, worries, and how it lead to a concrete plan of action.**

**"This is, by far, my proudest moment I have had as an SOP coach. I believe SOP helps to transform our relationships with families and helps us partner in their progress. This is why I do what I do. Thank you for providing me with the opportunity to coach and to share this family's success."**

**~ Steven Wells, MA, Practice Consultant, PCWTA.**

**Stay Tuned for more "Stories from the Field!"**



## COUNTY SPOTLIGHT—RIVERSIDE

Riverside County began their Safety Organized Practice (SOP) rollout with two separate 3 Day Overviews at the end of September targeting the Desert and Southwest Regions. Approximately 130 people, including line workers, supervisors, managers, parent partners, youth partners, and clerical staff were trained in this practice which has resulted in increased best practice with families.

SOP contains 12 modules that include a focus on assessing and enhancing child safety at all points in the case process. There are two monthly cohorts of module training, one in the Desert Region and the other in the Southwest Region that began in October 2015 and will commence in September 2016. The design is to have workers learn about specific tools and concepts, try them on with children and families on their caseload, and report back to the trainer/class at the next monthly module the progress of their skill practice. It is reported that many staff are successfully using the tools they are learning with families in the field in between their monthly module training.

Riverside leadership has been supportive of the SOP Implementation and has formed an Implementation Team which includes representatives from all levels of the workforce. The Implementation Team consists of the following subcommittees: Evaluation/Data, Marketing/Messaging, Regional Implementation, and Policy/Documentation.

# A TRAUMA INFORMED CLASSROOM APPROACH

By Laurie Fortin, LCSW, PCWTA Practice Consultant and Trainer

Trauma-informed practice is an important component of Child Welfare Services service delivery framework. We know that children and families serviced by CWS have experienced varying levels of individual, community, and/or cultural trauma, and can experience additional trauma at all levels of the system.

According to SAMSHA, a program, organization or system that is trauma informed:

- realizes the widespread impact of trauma and understands potential paths for recovery
- recognizes the signs and symptoms of trauma in clients, families, staff and others involved with the system
- responds by fully integrating knowledge about trauma into policies, procedures, and practices
- seeks to actively resist re-traumatization

(Retrieved from: <http://www.samhsa.gov/nctic/trauma-interventions>)

What better way to teach social workers what it means to be trauma-informed than by modeling such an approach in the classroom. Talking about a way of being is never as good as showing and demonstrating a way of being.

So, I ask you when you are training in the classroom, do you consider the impact trauma has had on social work trainees, both as possible childhood victims and secondary victims due to vicarious trauma? Can you recognize the signs and symptoms of trauma in social workers while in the classroom? Are you responding from a trauma-informed place when presenting and responding to trainees? And are you actively aware of the possibility of traumatizing and/or re-traumatizing trainees inadvertently?

Having been a PCWTA trainer since 1999 and a front line trauma worker for 25 years, I will be the first to admit that I haven't always approached teaching from a trauma-informed place. But in recent years, I've come to appreciate the power that trainers have in ensuring a safe, secure, and informative learning environment for child welfare trainees. For me, this means starting a training with the rules or agreements that trainees need/want to ensure a psychologically safe learning environment.

It progresses to preparing trainees for the potentially "heavy" content to come by having an honest and transparent conversation, highlighting the feelings that they may experience as normal and not as wrong, exploring the reasons many people have difficulty with some of the content, and scaling their comfort level on the topic and what would help to move them up on their comfort scale.

As the day progresses yet further, I prepare trainees for graphic and/or emotionally-laden photos, stories, videos, and/or case scenarios to be viewed and give them permission to care for themselves during this time by offering options in how they might do so. I allow a few minutes of time to process what trainees have just seen/watched or heard before sending them to lunch.

I encourage the setting of boundaries around the content material by encouraging a NO TALK rule about the training content during lunch (for trainer and trainees) as a way to model giving the psyche a break/reprieve. I'm careful and thoughtful to use stories that exemplify training points at a level trainees need, not horrendous and horrifying stories that only serve to distract trainees from the content, are potentially traumatic, and/or serve my need (to process).

Modeling a trauma-informed approach in the classroom isn't easy. It takes awareness, patience and practice. I hope I have encouraged you to have all three!

Please feel free to email [fortin@mail.sdsu.edu](mailto:fortin@mail.sdsu.edu) to share ways that you are already being trauma informed in the classroom and/or struggles you may be having to do so.



## PCWTA TRAINING FOR TRAINERS SERIES



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### 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.

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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If you have any questions, comments, or submissions for the PCWTA newsletter, please send them to Anita Aldrich at [aaldrich@projects.sdsu.edu](mailto:aaldrich@projects.sdsu.edu)