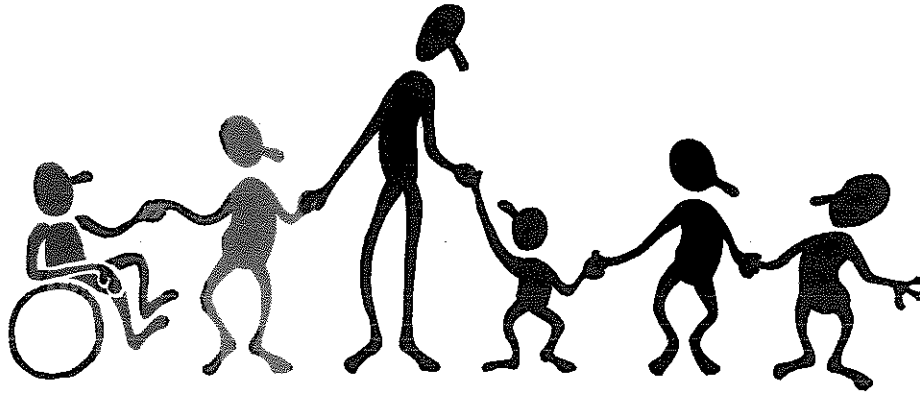


California Social Work Education Center



Calswec

California State University, Long Beach
School of Social Work

STUDENT MANUAL
2011—2012

California Social Work Education Center

CalSWEC

California State University, Long Beach
School of Social Work

Student Manual Contents

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- **CalSWEC Training Dates**
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California Social Work Education Center

CalSWEC

California State University, Long Beach
School of Social Work

Administration

Christian Molidor, PhD
Director

Joy Rubin, MSW
CalSWEC BASW Project Coordinator
Interim Director of Field Education

Lisa Jennings, PhD
Undergraduate Program Coordinator

Georgette Bradley
CalSWEC BASW Administrative Assistant

California Social Work Education Center

CalsWEC

California State University, Long Beach
School of Social Work

**Description of the
Title IV-E Program**

California Social Work Education Center

CalSWEC

California State University, Long Beach
School of Social Work

Mission

The California Social Work Education Center (CalSWEC) is a partnership among the schools of social work, public human service agencies, and other professional organizations that facilitate the integration of social work education practice and value to assure effective, culturally competent service delivery and leadership to alleviate negative human conditions, such as racism and poverty, for the people of California.

Goals

CalSWEC advances its mission through the following goals:

- Recruiting and preparing a diverse group of social workers for careers in public human service, with special emphasis on child welfare
- Defining and operationalizing a continuum of social work education and training
- Engaging in research and evaluation of best practices in social work
- Advocating for responsive social policies and appropriate resources
- Exploring other models and structures of operation that provide the maximum opportunity for accomplishing CalSWEC's mission

California Social Work Education Center

CalSWEC

**California State University, Long Beach
School of Social Work**

California Social Work Education Center (CalSWEC) is a unique partnership between social work education and the publicly supported child welfare structure. The mission and goal of the CalSWEC program is to re-professionalize public child welfare.

CalSWEC provides financial support to BASW students in exchange for a commitment to work in a public child welfare agency. Students in the CalSWEC program do their internship in a public child welfare agency. The intent of the program is to strengthen and enhance the quality of practice by professionally trained and educated public child welfare social workers.

Students must first be admitted into the BASW program, after which they submit an application and answer various questions designed to ascertain their interest and level of commitment to a career in public child welfare.

Priority is given to applicants who reflect the diverse client populations currently served by child welfare agencies in California. Fluency in a high-demand language is also given priority. Years of service and other child welfare experience weigh significantly in the selection process.

An Awards Committee, composed of representatives of the CSULB School of Social Work and representatives of public child welfare agencies from counties surrounding the University, will review all applications and finalize selection of candidates to whom awards will be offered.

CalSWEC CURRICULUM

CalSWEC has developed a set of competencies for sound child welfare practice which students are expected to understand and/or master over the course of their professional education. These competencies are divided into four categories, as follows:

1. Ethnic-Sensitive and Multicultural Practice
2. Core Child Welfare Skills
3. Human Behavior and the Social Environment
4. Workplace Management

These competencies are taught throughout the program and are incorporated into the students' Learning Agreements and evaluation instruments.

PART-TIME CalSWEC PROGRAM

Students eligible to apply for the part-time CalSWEC reimbursement program must be employees of the county social services department that provides the child welfare or assistance benefits eligibility functions. All part-time applicants must provide a letter of support from their agency administrator/director. Part-time students granted the awards are expected to meet the same requirements for completing the degree as the full-time CalSWEC students.

FULL-TIME CalSWEC PROGRAM

Full-time CalSWEC students may be employees of county child welfare or social services agencies, but this is not a requirement.

California Social Work Education Center

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California State University, Long Beach
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Policies and Procedures

CRIMINAL RECORD/CLEARANCE PROCEDURES

Students authorized to receive the Title IV-E stipend or reimbursement award must attest to the fact that they have never been convicted of a felony or misdemeanor crime, nor any crime involving harm to children that would disqualify them from service in a county public child welfare services agency.

All Title IV-E students will be required to obtain a criminal record clearance from public agencies where they do their field placement.

Students will be required to have a physical and/or psychological exam prior to placement in a county child welfare agency.

CalSWEC STUDENTS ON ACADEMIC PROBATION

As stated in the Application and CalSWEC Contract, all students are required to maintain a satisfactory performance. This is a "C" or 2.0 grade-point average (GPA) each semester of the program. Should their GPA fall below 2.0, their monthly CalSWEC checks (or reimbursements, for part-time students) will stop until they raise their GPA to 2.0 or above. After the GPA has been raised above 2.0, the student will receive any monies that were due them that had been withheld.

EARLY TERMINATION

If a student terminates the CalSWEC Program before completing their BASW, repayment can begin while he/she is still a student.

Such termination may include the following circumstances:

- Is terminated from their public child welfare field placement
- No longer employed by a public child welfare agency
- No longer chooses to accept CalSWEC reimbursement
- Withdraws or is terminated from the BASW Program

The student who terminates early cannot substitute work with a public child welfare department in exchange for their obligation to repay the CalSWEC stipend.

The Agreement that was signed by the student should be referred to for further explanation regarding repayment options.

COMMUNICATION IN WRITING

Title IV-E students are required to inform the Project Coordinator in writing of any changes in personal data, including name, addresses, phone numbers, etc. for the duration of the program, and for the length of payback after graduation. In addition,

any plans or changes which may affect the student in the program (for example, medical leaves or an extension of the graduation date) must be submitted in writing.

FIELD PLACEMENT PROCEDURES FOR CalSWEC STUDENTS

As stated in the Application for the stipend and numerous other materials that you have received to date, CalSWEC students complete their senior-year field placement in a public child welfare agency.

Students will be contacted over the summer for an interview with a county-based Field Instructor.

EMPLOYMENT VERIFICATION TRACKING PROTOCOLS FOR FULL-TIME CalSWEC GRADUATES

The Title IV-E CalSWEC Agreement states that the recipient of a Title IV-E CalSWEC award must render one calendar year of continuous and satisfactory full-time employment in an entry-level (or above) BASW child welfare social work position in a county child welfare agency.

The School of Social Work at CSULB is responsible to the California Social Work Education Center for making sure the student communicates with the School regarding the fulfillment of their employment commitment. Upon graduation, students will be required to begin their job search and to submit the Mandatory CalSWEC Job Search form documenting their search activities. They will also be required to complete an Employment Verification when they begin employment. This form will need to be signed by the student, as well as by their employer.

It is the responsibility of the graduate to inform the School of changes in name, addresses, phone numbers, e-mail addresses, employment, etc. as soon as known.

Six months after beginning employment, and again at the end of a year of employment, graduates will be sent an Employment Verification. The graduate is to complete and sign the upper portion of the form and have their employer complete and sign the lower section. This will serve to verify continuing employment and provide information updates. If there are leaves of absence (other than earned vacation or sick leave), the dates and reasons should be written in a brief letter of explanation on a separate sheet and attached to the Employment Verification.

If for any reason the graduate is not able to fulfill their employment commitment, repayment proceedings on a prorated basis will commence. The Agreement that was signed by the graduate should be referred to for further explanation regarding repayment options.

CalSWEC DEFAULT POLICY

Once you have been declared to be in default of your CalSWEC BASW Student Agreement, you become permanently ineligible to participate in the CalSWEC Program and are no longer entitled to deferments. You will be dropped as a participant in the CalSWEC BASW Education Program and will therefore no longer be eligible to fulfill the terms and conditions of your Student Agreement.

You may not be reinstated at a later date, even if you attempt to remedy the issue that led to the default. Any subsequent efforts to fulfill the terms and conditions of your Student Agreement will therefore be null and void.

Title IV-E Bachelor of Social Work Repayment Agreement
California Social Work Education Center

This AGREEMENT is entered into this _____ day of _____, 20____, by and between California State University, Long Beach Foundation, on behalf of California State University, Long Beach, School of Social Work (hereinafter referred to as "FOUNDATION") and *SAMPLE STUDENT* (hereinafter referred to as "TRAINEE").

WHEREAS, TRAINEE entered into the California Social Work Education Center (CalSWEC) Title IV-E Bachelor of Social Work Student Agreement; and,

WHEREAS, TRAINEE'S academic performance was unsatisfactory or graduation was not completed; or trainee withdrew from the program or refused employment; or trainee voluntarily terminated employment or was discharged under applicable civil service rules prior to completion of the required employment period, and therefore does not fulfill the terms of the CalSWEC Title IV-E Bachelor of Social Work Student Agreement; and,

WHEREAS, the CalSWEC Title IV-E Bachelor of Social Work Student Agreement provides for repayment of award upon default; and,

WHEREAS, TRAINEE must repay FOUNDATION at an agreed upon amount each month for a period of time not to exceed five years the total award and all collection costs, plus interest on the unpaid balance at a rate of five percent (5%) per annum beginning no later than the fourth calendar month following the date of default.

NOW THEREFORE, TRAINEE and FOUNDATION agree:

- I. Default Date: September 15, 20____.
- II. Repayment Commencement Date: December 1, 20____.
- III. Repayment Term: Five (5) Years (60 Months).
- IV. Interest Rate: Five Percent (5%) Per Annum.
- V. Financial Support Received: \$15,000.00.
- VI. Total Award to be Repaid: \$15,000.00.
- VII. Approximate Monthly Repayment Amount: \$283.07.
- VIII. Repayment Schedule. Award is repayable to FOUNDATION in monthly installments of \$283.07, commencing December 1, 20____, and thereafter on the same date of every month until paid in full. Exhibit A: Repayment Analysis

DRAFT

Schedule details each payment and is hereby incorporated into this Agreement.

Title IV-E Bachelor of Social Work Repayment Agreement: *SAMPLE STUDENT*
California Social Work Education Center
Page 2

- A. Payment shall be made payable to CSULB Foundation.
- B. Payment shall be mailed to:

CSULB Foundation
Child Welfare Training Centre
Attention: James Ferreira
6300 State University Drive, Suite 180
Long Beach, CA 90815

- IX. Prepayment. TRAINEE may, at his/her option, prepay all or any part of the principal at any time.
- X. Failure to Pay. If TRAINEE fails, without written approval of FOUNDATION, to make any scheduled monthly payment, the total amount still owed shall become immediately due and payable. FOUNDATION is thereafter authorized to recover the total accrued amount still owed plus interest, applicable costs, and attorney's fees, by any means provided by law.

IN WITNESS WHEREOF, FOUNDATION has caused this Agreement to be subscribed by FOUNDATION'S Administrator of Grants and Contracts, and TRAINEE has caused this Agreement to be subscribed in her/his behalf on the day, month, and year first above written.

SAMPLE STUDENT, Trainee

OLGA RIVERON, Senior Grants and Contracts Administrator
CSULB Foundation

CHRISTIAN MOLIDOR, Director, School of Social Work
CSULB Foundation

DRAFT

California Social Work Education Center

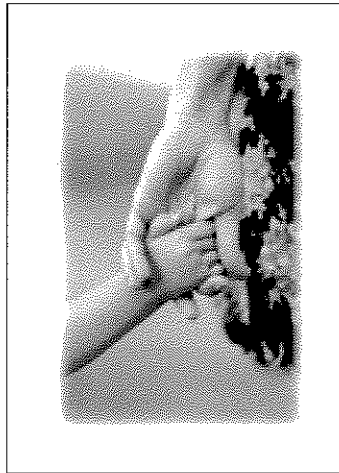
CalSWEC

California State University, Long Beach
School of Social Work

BASW Curriculum Competencies

BASW Curriculum Competencies

*for Public Child Welfare
in California*



Introduction

As part of a career ladder for the public child welfare workforce, the California Social Work Education Center (CalSWEC) has developed a Title IV-E BASW program in six of its member universities. Similar to the larger Title IV-E MSW program, this federally funded initiative provides support for undergraduate social work education. Consistent with the accreditation standards of the Council on Social Work Education, the program includes at least 400 hours of field placement, spread over two consecutive semesters or three school quarters. The program has been rolled out slowly, with the intent to implement an accessible, high-quality Title IV-E BASW program designed to meet regional and student requirements.

This project evolved in response to expressed county need. In a number of regions in the state, particularly in rural areas, social services and child welfare staff may lack college degrees and/or specialized social work education. By making Title IV-E support available at the undergraduate level, CalSWEC seeks to expand educational opportunities for county employees and others planning to enter the field of public child welfare.

In 2003, a taskforce composed of social work faculty, state agency leaders, and CalSWEC Title IV-E project coordinators began meeting to shape the program, devise curriculum competencies, and make recommendations to the CalSWEC Board of Directors. Working from the existing MSW curriculum competencies, a subcommittee drafted Foundation-level BASW Competencies, which were then accepted by the taskforce as a whole and approved by the CalSWEC Board. The BASW program began its Phase I in fiscal year 2004–05, with the intent of complementing, not replacing, the existing Title IV-E MSW program. The competencies were revised in 2008–09 to reflect evolving practice needs, resulting in the version that follows.

The newly adopted BASW competencies were approved by the CalSWEC Board in May 2009. As part of an emerging continuum of competencies and knowledge related both to in-service training and to social work education, future revisions of the BASW competencies will be linked to a common core of knowledge, values, and skills shared by public child welfare professionals throughout California.

California Child Welfare Curriculum Principles

1. *The goal of child welfare is to promote the health and safety of children and their development toward a positive, productive adulthood.*
2. *Every child has a right to a permanent home for his or her care and upbringing.*
3. *A caring family is the best and least restrictive environment for raising children.*
4. *A wide range of parenting practices, varying as a result of ethnic, cultural, community, and familial differences, can provide adequate care for children.*
5. *In the circumstances of danger to a child, the state has a right to intervene in family affairs to protect the child. In such circumstances the safety of the child takes precedence over the rights of the parents.*
6. *Every reasonable effort should be made to preserve and strengthen a child's existing family before an alternative placement is considered.*
7. *Services must be available, accessible, timely, and effective.*

Foundation Competencies

I. Ethnic Sensitive and Multicultural Practice

A working knowledge of and sensitivity to ethnic and cultural differences are at the core of child welfare services. Culturally competent practice acknowledges the individual's culture as an integral part of development and selfhood and strives to use cultural concepts in a manner that enhances individual and family functioning. Given California's increasingly diverse service population, cultural understanding of the state's major ethnic groups is critical to competence throughout the curriculum. This section includes foundation knowledge, values, and skills for culturally competent child welfare practice.

Assessment and referral

- 1.1 Student demonstrates respect, fairness, and cultural sensitivity in assessing, working with, and making service decisions involving clients with diverse experiences.
- 1.2 Student demonstrates self-awareness and the ability to address and overcome personal bias and values in assessing and working with diverse clients.
- 1.3 Student demonstrates the ability to conduct a culturally sensitive assessment of a child and family and to develop and implement an effective intervention plan.

- 1.4 Student recognizes and manages limitations in personal knowledge of specific diverse groups and seeks consultation and expertise as needed to perform assessments and practice effectively.

Family engagement and case plan development

- 1.5 Student understands the importance of a client's primary language and supports use of a first language in providing child welfare assessment and intervention services.
- 1.6 Student understands the influence and value of traditional and culturally appropriate parenting practices and uses this knowledge in working with families.

Policy and participation in judicial process

- 1.7 Student demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally responsive resources and services.

II. Core Child Welfare Skills

This category includes skills and knowledge basic to social work practice, with emphasis on child welfare. Content in this foundation category includes interviewing, assessment, and intervention, with attention to child protection and family preservation. Students learn to apply a strengths perspective and to work collaboratively. At this level, students are able to evaluate child and family information and to take appropriate steps toward permanency planning. In addition, students

demonstrate the professional use of self within the values and ethics of social work practice.

Assessment and referral

- 2.1 Student understands and is able to apply beginning principles and techniques of interviewing children and families for purposes of assessment, intervention, and service planning.
- 2.2 Student demonstrates the ability to perform a preliminary safety assessment and to monitor the safety of the child through ongoing assessment of risk.
- 2.3 Student is able to identify the major family, health, and social factors contributing to child abuse and neglect, as well as positive factors that act to preserve the family and protect the child.
- 2.4 Student recognizes the physical and behavioral indicators of abuse, family violence, and neglect.
- 2.5 Student demonstrates the ability to recognize signs and symptoms of substance abuse in children and adults.
- 2.6 Student demonstrates a beginning understanding of basic child development and how developmental level affects a child's physical and psychological responses to abuse and neglect.

- 2.7 Student is able to gather, assess, and present pertinent information from interviews, case records, and collateral sources in evaluating an abuse or neglect allegation and making effective referrals for services or further evaluation.

Family engagement and case plan development

- 2.8 Student demonstrates the ability to engage and assess families from a strengths-based perspective, and to develop and implement a case plan based on this assessment.
- 2.9 Student demonstrates awareness of appropriate use of power and authority in relationships, as well as the dynamics of engaging and working with involuntary clients.
- 2.10 Student understands how attachment, separation, and placement affect a child and family and how these experiences may influence a child's physical, cognitive, social, emotional, and spiritual development.
- 2.11 Student recognizes the importance of working with biological families, foster families, and kin networks, as well as involving them in assessment and planning strategies.
- 2.12 Student demonstrates the ability and self-awareness to assess his or her own value conflicts or emotional responses and seeks consultation when needed.

Case management, placement, and supervision

- 2.13 Student understands the principles of concurrent and permanency planning.

- 2.14 Student is aware of forms and mechanisms of oppression and discrimination pertaining to low-income, non-traditional, and culturally diverse families and uses this knowledge to provide effective child welfare services and to engage in practices that advance social and economic justice.
- 2.15 Student demonstrates knowledge and understanding of the termination process, with clients and with systems.

Policy and participation in judicial process

- 2.16 Student understands the value base, ethical standards, and principles of the profession and practices accordingly.
- 2.17 Student understands the dual responsibility of the child welfare social worker to protect children and to provide services that support families.
- 2.18 Student understands state and federal policy issues that affect child welfare practice.
- 2.19 Student understands child welfare legal process and the roles of social workers and other professionals in relation to the courts.

III. Human Behavior and the Social Environment

The competencies in this section concern the stages of child and adolescent development and the multiple socio-economic factors influencing that development. The knowledge acquired regarding human developmental processes provides a foundation for assessment and intervention.

Assessment and referral, case plan development and case management

- 3.1 Student demonstrates understanding of child and youth development, including physical, cognitive, social, and emotional components, and can recognize developmental indicators of abuse or neglect.
- 3.2 Student demonstrates understanding of the primary stages and processes of adult development and family life.
- 3.3 Student demonstrates understanding of the potential effects of poverty, bias, inequity, and other forms of oppression on human behavior and social systems.
- 3.4 Student demonstrates understanding of the influence of culture on human behavior and family dynamics.
- 3.5 Student demonstrates understanding of how the strengths perspective and empowerment approaches can positively influence growth, development, and behavior change.

IV. Workplace Management

This section focuses on aspects of agency practice. In this foundation competency area, the student begins to be able to assess agency and community service capacity and begins to acquire strategies for self-care and safety while working.

Assessment

- 4.1 Student is able to identify strengths and limitations of the organization and to discern the effects these factors may have on services for children and families.
- 4.2 Student will assess agency commitment to cultural competence and human diversity and its impact upon client satisfaction and success in meeting identified goals.

Case management and supervision

- 4.3 Student demonstrates knowledge of the structure of the employer organization or agency and is able to work effectively within its policies, procedures, and legal guidelines.
- 4.4 Student is able to utilize standards and principles in the NASW Code of Ethics in working with agency staff, supervisors, and clients.
- 4.5 Student demonstrates awareness of agency and community resources available for children and families and has a working knowledge of how to utilize these resources to achieve case goals.

- 4.6 Student is able to plan, prioritize, and complete activities and tasks within appropriate time frames.
- 4.7 Student is aware of work-related stress factors and is beginning to develop appropriate self-care strategies.

Policy, data collection, and planning

- 4.8 Student is able to utilize principles of collaboration and consultation and has a beginning capacity to work productively with multidisciplinary team members in case planning and/or implementation.
- 4.9 Student understands the purpose of outcome measurement and is able to seek client, organization, and community feedback for purposes of practice monitoring, service refinement, and outcome evaluation.
- 4.10 Student understands the importance of methodical and scientific methods of building knowledge and is able to comprehend and begin to use child welfare practice experience and research findings to improve service planning, policy, and practice.

The California Social Work Education Center (CalSWEC) is a partnership between the schools of social work, public human service agencies, and other related professional organizations that facilitates the integration of education and practice to assure effective, culturally competent service delivery to the people of California.

—CalSWEC Mission Statement 2001

Created in 1990, CalSWEC is the nation's largest state coalition of social work educators and practitioners.

California Social Work Education Center

CalSWEC

California State University, Long Beach
School of Social Work

CalSWEC Addendum

CSULB, SCHOOL OF SOCIAL WORK
CalSWEC Addendum to the BASW Undergraduate Senior Field Evaluation

STUDENT'S NAME: _____ DATE: _____

NEW!

INSTRUCTIONS FOR THE COMPETENCIES CHECKLIST

As you may already know, the CalSWEC program is a competency-based curriculum intended to provide your student with special knowledge and skills for work in public child welfare. We are using a standard evaluation for all students, with the addition of this Addendum for CalSWEC students, to help us identify which competencies have been incorporated within their field placement.

Next to each competency is a box labeled Mid (-Year), Final, and N/O (No Opportunity).

- For the Mid-Year Evaluation period, please check the “**Mid**” box if your student has been exposed to or demonstrates the competency. If not, leave it blank.
- For the Final Evaluation period, check the “**Final**” box if they have demonstrated or been exposed to that competency.
- The “**N/O**” No Opportunity box should be checked only at the end of both semesters if there has been no opportunity for the student to either demonstrate nor be exposed to that competency.

Thank you in advance for your assistance in strengthening our CalSWEC students' experiences. Should you have any questions, please don't hesitate to call your liaison.

CSULB, SCHOOL OF SOCIAL WORK
CalSWEC Addendum to the BASW Undergraduate Senior Field Evaluation

STUDENT'S NAME: _____ DATE: _____

CALIFORNIA CHILD WELFARE CURRICULUM PRINCIPLES

I. Every child has a right to a permanent home for his or her care and upbringing.	II. A caring family is the best—and the least—restrictive environment for raising children
III. A wide range of parenting practices, varying as a result of ethnic, cultural, community, and familial differences, can provide adequate care for children.	IV. The goal of child welfare is to promote the health and safety of children and their development toward a positive, productive adulthood.
V. In the circumstances of danger to a child, the state has a right to intervene in family affairs to protect the child. In such circumstances, the safety of the child takes precedence over the rights of the parent.	VI. Every reasonable effort should be made to preserve and strengthen a child's existing family before alternative placement is considered.
VII. Services must be available, accessible, timely, and effective.	

FOUNDATION COMPETENCIES

I. Ethnic-Sensitive and Multicultural Practice

A working knowledge of and sensitivity to the dynamics of ethnic and cultural differences are at the core of child welfare services. Culturally competent practice acknowledges that an individual's culture is an integral part of overall development and selfhood, and strives to use concepts of culture in a manner that enhances individual and family functioning. Given the increasingly diverse service population, cultural competency and understanding of the cultural norms of California's major ethnic groups should be a criterion for competent performance throughout the curriculum. This section includes foundation knowledge, values, and skills for culturally competent child welfare practice.

Please indicate if the student was exposed to or demonstrated the following competencies this year:

	<u>Mid</u>	<u>Final</u>	<u>N/O</u>
1.1 Student demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Student demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family, and to develop an appropriate intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Student demonstrates an understanding of the importance of a client's primary language, and supports its use in providing child welfare assessment and intervention services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CSULB, SCHOOL OF SOCIAL WORK
CalSWEC Addendum to the BASW Undergraduate Senior Field Evaluation

STUDENT'S NAME: _____ **DATE:** _____

- | | <u>Mid</u> | <u>Final</u> | <u>N/O</u> |
|---|--------------------------|--------------------------|--------------------------|
| 1.4 Student demonstrates an understanding of the influence and value of traditional, culturally based child-rearing practices, and uses this knowledge in working with families. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5 Student demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

II. Core Child Welfare Practice

This category includes the foundation knowledge and skills for practice of social work in any setting, with an emphasis on child welfare practice. Content in this foundation category covers interviewing, assessment, and intervention, with special attention to problems and concerns related to child protection and family preservation. Students learn to apply a strengths-based perspective in an environmental context, and to work collaboratively. Students are able to evaluate child and family information, and to take appropriate steps toward permanency planning. In addition, students demonstrate the professional use of self within the values and ethics of social work practice.

Please indicate if the student was exposed to or demonstrated the following competencies this year:

- | | <u>Mid</u> | <u>Final</u> | <u>N/O</u> |
|--|--------------------------|--------------------------|--------------------------|
| 2.1 Student is able to identify the multiple factors of social and family dynamics in relation to child abuse and neglect, including the interaction of individual, family, and environmental factors. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 Student demonstrates an understanding of the strengths-based “person-in-environment” perspective, and is aware of strengths which act to preserve the family and to protect the child. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 Student demonstrates awareness and beginning understanding of the physical, emotional, and behavioral indicators of child neglect and abuse, child sexual abuse, substance abuse, and mental illness in child victims and their families. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 Student is developing knowledge of the forms and mechanisms of oppression and discrimination in the lives of low-income and single-parent families, and uses this knowledge in providing appropriate services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 Student demonstrates an understanding of the dual responsibilities of the child welfare caseworker to protect children and to provide appropriate services to enable families to care for their children, including pre-placement preventive services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CSULB, SCHOOL OF SOCIAL WORK
CalSWEC Addendum to the BASW Undergraduate Senior Field Evaluation

STUDENT'S NAME: _____ **DATE:** _____

	<u>Mid</u>	<u>Final</u>	<u>N/O</u>
2.6 Student demonstrates an understanding of the dynamics of all forms of family violence, and the importance of culturally sensitive case plans for families and family members to address these problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Student recognizes the need to monitor the safety of the child by initial and ongoing assessment risk, especially for children with special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Student demonstrates a beginning understanding of legal process and the role of social workers and other professionals in relation to the courts, including policy issues and legal requirements affecting child welfare practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Student is developing a knowledge base about the effects of attachment, separation, and placement experiences for the child and the child's family, as well as the effects on the child's physical, cognitive, social, and emotional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10 Student is developing an understanding of the importance of evidence-based practice, and has a basic understanding of empirical research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11 Student demonstrates awareness of the principles of concurrent and permanency planning with regard to younger children, as well as planning for older children about to terminate from the child welfare system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 Student is developing the capacity to utilize the case manager's role in creating a helping system for clients, including working collaboratively with other disciplines, as well as involving and working collaboratively with biological families, foster families, and kin networks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13 Student shows an understanding of the value base of the profession and its ethical standards and principles, and practices accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Student demonstrates awareness of appropriate use of power and authority in professional relationships, as well as the dynamics of engaging and working with involuntary clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.15 Student demonstrates the ability to assess his or her own emotional responses to clients, co-workers, and situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.16 Student demonstrates an understanding of the importance of the termination process with clients and with systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CSULB, SCHOOL OF SOCIAL WORK
CalSWEC Addendum to the BASW Undergraduate Senior Field Evaluation

STUDENT'S NAME: _____ DATE: _____

III. Human Behavior and the Social Environment

The competencies in this section concern the stages of child and adolescent development, and the multiple socioeconomic factors influencing that development. The knowledge acquired regarding human developmental processes provides a foundation for assessment and intervention.

Please indicate if the student was exposed to or demonstrated the following competencies this year:

	<u>Mid</u>	<u>Final</u>	<u>N/O</u>
3.1 Student demonstrates an understanding of the stages, processes, and milestones of physical, cognitive, social, and emotional development of children and young adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Student demonstrates an understanding of the stages and processes of adult development and family life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Student demonstrates an understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Student demonstrates an understanding of the influence of culture on human behavior and family dynamics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Student demonstrates an understanding of how the strengths-based perspective and empowerment approaches can influence growth, development, and behavioral change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CSULB, SCHOOL OF SOCIAL WORK
CalSWEC Addendum to the BASW Undergraduate Senior Field Evaluation

STUDENT'S NAME: _____ DATE: _____

IV. Workplace Management

This section contains a group of competencies concerning important aspects of agency practice. In this foundation competency, the student begins to acquire strategies for self-care and safety on the job.

Please indicate if the student was exposed to or demonstrated the following competencies this year:

	<u>Mid</u>	<u>Final</u>	<u>N/O</u>
4.1 Student demonstrates knowledge of the basic structure of the organization in which he or she works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Student is able to work productively with agency staff, supervisors, and clients in an environment characterized by human diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Student demonstrates awareness of community resources available for children and families, and has a working knowledge of how to utilize these resources in achieving case goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Student has a working knowledge of collaboration with multidisciplinary teams, and can work productively with team members in implementing case plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Student is able to plan, prioritize, and complete activities within appropriate time frames.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Student is aware of potential work-related stress factors, and is beginning to develop appropriate self-care strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

California Social Work Education Center

CalSWEC

California State University, Long Beach
School of Social Work

CalSWEC Training Dates

Calswec

2011—2012

Calswec TRAINING DATES

<u>TITLE OF TRAINING</u>	<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>	<u>ATTENDANCE</u>
Contract Review: Full-Time ~~~ DCFS Orientation	Wednesday, August 10, 2011	8:30 a.m.—10:00 a.m. ~~~ 10:00 a.m.	SSPA-126 ~~~ FND-175	Mandatory
Review of Manual and Competencies	Wednesday, October 12, 2011	12 p.m.—12:45 p.m.	SSPA-126	Mandatory
Risk Assessment Training	Tuesday, February 28, 2012	8:45 a.m.—4:30 p.m.	CSULB Foundation: Room 175	Mandatory
Next Steps: Employment	April 2012	TBA	TBA	Mandatory

California Social Work Education Center

CalsWEC

California State University, Long Beach
School of Social Work

California Child Welfare
Resource Library

CALIFORNIA CHILD WELFARE RESOURCE LIBRARY

The CSULB School of Social Work is fortunate to have the California Child Welfare Resource Library located on campus. The Library is funded by the California Social Work Education Center (CalSWEC) to operate as a mail-order facility for the faculty of the state's universities with graduate- and undergraduate-level social work programs, and for the staff of county public child welfare agencies.

The Library is open on a limited-hours basis as a special privilege for graduate and undergraduate social work students. As a borrower, you may access a wide range of Child Welfare and general social work resource materials to assist you in reaching your academic goals. More than 2,900 books and journals and over 900 videotapes and DVDs make up the Library's core collection. Students may check out books, and may watch videotapes and DVDs in the Library.

The Library is located in University Library 206, and is staffed part-time. During the fall semester, the Library will be open Mondays from 12–1 p.m. and 3:30–5 p.m. However, on October 1, November 5, and December 3 (all of which are Mondays), the Library will be open 12–1 p.m. and 3:30–6:45 p.m. Check the signs on the School of Social Work bulletin board near SSPA-161, on Joy Rubin's office bulletin board (SSPA-134), or on the Child Welfare Library door for specific days and hours. Find out more about the Library at: www.csulb.edu/projects/ccwrl

The easy-to-use holdings database will assist you in identifying the resources you need before you come to the Library.

You can contact Cheryl Fujii, the Library Resource Specialist, at 562-985-4570, or at cfujii@csulb.edu