
LOMA LINDA UNIVERSITY
MASTER OF SOCIAL WORK
CHILD WELFARE HANDBOOK
2010-2011



LOMA LINDA UNIVERSITY

DEPARTMENT OF SOCIAL WORK & SOCIAL ECOLOGY

LOMA LINDA UNIVERSITY

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2010-2011 ACADEMIC YEAR

FOREWORD

This manual has been prepared for the purposes of assisting students to understand the objectives, policies, and procedures governing the Title IV-E program for the Master of Social Work program at Loma Linda University. Students and IV-E faculty also receive a copy of the manual to use as a reference guide.

The content of this manual reflects materials from the California Social Work Education Center (CalSWEC) Title IV-E Project Coordinator's Procedures Guide.

CalSWEC is the statewide organization responsible for overseeing the implementation of the IV-E program. For further information, on CalSWEC, you can visit their website at: <http://calswec.berkeley.edu/>

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CHILD WELFARE CALENDAR

2010-2011

Summer Quarter

Sep-24 Friday Child Welfare Contract Signing and Review 9:00am-11:00am

Fall Quarter

Sep-27 Monday Fall Quarter Begins
Nov-24 Nov-28 *Thanksgiving Recess*
Dec-17 Friday Fall Quarter IV-E Mileage Reimbursement Forms Due
Dec-17 Friday Fall Quarter Ends

Winter

Quarter

Jan-03-2011 Monday Winter Quarter Begins
Jan-17 Monday *Martin Luther King Day Recess*
Feb-21 Monday *President's Day Recess*
Mar-18 Friday Winter Quarter IV-E Mileage Reimbursement Forms Due
Mar-18 Friday Winter Quarter Ends

Spring Quarter

Mar-28 Monday Spring Quarter Begins
May-30 Monday *Memorial Day Recess*
Jun-10 Friday Spring Quarter IV-E Mileage Reimbursement Forms Due
Jun-10 Friday Spring Quarter Ends
Jun-12 Sunday Graduation

A MESSAGE FROM THE PROGRAM COORDINATOR



LOMA LINDA UNIVERSITY

School of Science and Technology

September 24, 2010

As the Project Coordinator of the California Social Work Education Center (CalSWEC) Title IV-E Program, I would like to again congratulate you on receiving the grant and most importantly on your commitment to serving the needs of at-risk-children and families.

This manual is meant to assist you in answering general questions regarding grant requirements as well as competencies which need to be addressed in your field placement.

If you have any questions or concerns related to the IV-E grant, please feel free to contact me at (909) 379-7583.

I wish you success in our program.

Sincerely,



Viola Lindsey, MSW, PhD (ABD)
Title IV-E Program Coordinator

AN OVERVIEW OF THE TITLE IV-E PROGRAM

INTRODUCTION

One of the purposes of the Title IV-E program is to create a statewide means of providing financial aid for graduate social work students who will commit to employment in California county child welfare service (CWS). In spite of the current budget crisis in California, there remains a shortage of professionals in public child welfare holding a master's degree in social welfare (MSW). As a result, services have been impacted in an area which demands the highest level of professional expertise due to severe family dysfunction that places children in imminent danger of harm. Public child welfare programs have been subject to intense media, public, and political scrutiny in recent years, particularly in connection with the disruption of families that might have been preserved, and the injury or death of children in placement.

In 1989 the California Welfare Directors Association (CWDA) joined with the deans and directors of the then-ten graduate schools of social work in California to form the California Social Work Education Center (CalSWEC). The mission of CalSWEC is to enhance the professionalism of public social services by:

Providing financial support to MSW students enrolled in an MSW program designed for public child welfare practice competence and facilitating efforts that encourage the retention of professionals in public social service agencies and increase recruitment of qualified social workers representing under represented minorities.

In January 1993 the California Department of Social Services entered into a contract with CalSWEC (U.C. Regents) to provide federal Title IV-E money for stipends for full-time child welfare MSW students and for staff to implement the program. Sixteen half-year stipends

REQUIREMENTS

The following sections define the fieldwork requirements and obligations of the students, the schools, and the agencies.

FIELD WORK EXPECTATIONS

Fieldwork in the MSW curriculum provides the context in which students translate theory into practice. The structure of fieldwork conforms to the curriculum design of each school and it is consistent with CSWE standards.

Each student (whether in full or part-time enrollment) must complete the equivalent of two years of field placement in the MSW program. In both placements, the student's caseload shall consist of IV-E eligible cases. An assigned member of the field faculty will assist in arranging for a placement (aka practicum) and answers questions about appropriate IV-E placements.

FOUNDATION PRACTICUM (THE NON-COUNTY PLACEMENT)

Concurrent with completing the foundation curriculum of the MSW Program, students complete a generalist practicum (SOWK 757A,B,C) in an agency setting that serves a client population that prepares students to work in public child welfare. As such, designated agencies serve children and families receiving child welfare related services. Eligible settings include foster family agencies, group homes, residential treatment facilities and CPS mandated wrap-around services.

ADVANCED PRACTICUM (THE COUNTY PLACEMENT)

Students who are in the advanced field placement (SOWK 787 A,B,C) complete their practicum in a public child welfare services agency. Consistent with CSWE guidelines, an employee placed in his/her own agency for fieldwork should be assigned new duties and have a new supervisor (if possible) to assure new learning experiences.

The decision to permit placements in an employee's own agency for either year is reserved to each school's field office. Students must serve IV-E eligible clients in the county placement year (second year). Services must be involved in providing direct case management with children and families and/or management tasks related to IV-E services. To the extent possible, students should receive a broad exposure to the CWS agency and should experience the range of services available to IV-E clients.

FIELD PRACTICUM POLICIES

For a complete description of all Field Practicum Policies, please refer to the *MASTER OF SOCIAL WORK FIELD PRACTICUM MANUAL*.

FREQUENTLY ASKED QUESTIONS

HOW DID THE FINANCIAL AID PROGRAM DEVELOP FOR MASTER OF SOCIAL WORK (MSW) STUDENTS SPECIALIZING IN PUBLIC CHILD WELFARE?

In 1990, the deans and directors of California's then-ten graduate schools of social work and the County Welfare Directors Association, with the help of the California Chapter of the National Association of Social Workers and funding from the Ford Foundation, collaborated to create the California Social Work Education Center (CalSWEC). CalSWEC's goal was to improve the education and training of social workers for the publicly supported social services. In 1992, CalSWEC entered into a contract with the California Department of Social Services to develop the Title IV-E [of the Social Security Act] MSW program to prepare and provide financial aid for students and graduates for careers in public child welfare.

WHAT IS THE FUNDING SOURCE FOR THE MSW PUBLIC CHILD WELFARE STIPEND PROGRAM?

Financial support for these MSW students is provided through federal Title IV-E training funds managed by the Administration for Children and Families of the U.S. Department of Health and Human Services and administered through the California Department of Social Services.

WHAT IS TITLE IV-E?

Title IV-E is a subsection of the Social Security Act authorized by the Foster Care and Adoption Assistance programs to provide federal matching funds to states for directly administering the programs. Its objective was to improve the quality of care of children in foster care, reduce the number of children in foster care, return children to their homes as soon as conditions permit, and facilitate the adoption or permanent placement of children who cannot be returned to their homes.

HOW MUCH FINANCIAL AID IS PROVIDED?

The Title IV-E stipend provides two years of support for *full-time* students who complete the MSW program with appropriate specialization in preparation for careers in public child welfare. *Part-time* students, limited to current employees of a county or the state Department of Social Services, receive \$8250 per year toward tuition, fees, and books. The stipend amount as of 2010-2011 for full-time students is \$18,500 per year (which includes both new and continuing students.)

HOW MANY STIPENDS ARE AVAILABLE?

Each of the current 18 graduate schools of social work with at Title IV-E MSW program may award up to 20 stipends per class of full time students. Tuition and other aid are provided to current social service employees for part-time study.

HOW DO FULL-TIME STUDENTS QUALIFY FOR FINANCIAL SUPPORT IN THE TITLE IV-E MSW PROGRAM?

Students must be enrolled full time at a California graduate school of social work participating in the Title IV-E MSW program. Current employees of county Departments of Social Services, who want to attend *full time*, must be on educational leave (i.e., not receiving pay from the agency during the academic year) if they choose to complete the MSW program in two years rather than three years. The employees may work during break

periods and summers and may perform fieldwork in their agency subject to school policies. Stipend recipients must agree to participate in the complete child welfare specialization as defined by the school, have a valid driver's license and secure use of a car as required for fieldwork, and satisfactorily complete a criminal background pre-screening for county employment. They must also fulfill a work commitment upon graduation.

HOW DO PART-TIME STUDENTS QUALIFY FOR FINANCIAL AID IN THE TITLE IV-E MSW PROGRAM?

Students must first be admitted to an accredited California graduate school of social work. Admittance to part-time study is limited to current employees of county Departments of Social Services or public Child Welfare Services agencies or the California Department of Social Services. Applicants **must** have a letter of support from the director of the county's child welfare services. Stipend recipients must agree to participate in the complete child welfare specialization as defined by the school, have a valid driver's license and secure use of a car as required for fieldwork, and undergo pre-screening for county employment. They must also fulfill a work commitment upon graduation of two years.

WHICH SCHOOLS PARTICIPATE IN THE TITLE IV-E MSW PROGRAM?

Currently California's 18 accredited graduate schools of social work and social welfare participate in the program.

CALIFORNIA STATE UNIVERSITY CAMPUSES AT:

Bakersfield	661-664-3434
Chico	530-898-6204
East Bay	510-885-2535
Fresno	559-278-3992
Humboldt	707-826-4458
*Long Beach	562-985-4616
Los Angeles	323-343-4684
Northridge	818-677-7630
Sacramento	916-278-6943
San Bernardino	909-880-7226
San Diego	619-594-6247
San Francisco	415-338-6584
San Jose	408-924-5833
Stanislaus	209-667-3091

OTHER UNIVERSITIES:

Loma Linda	909-379-7599
UC Berkeley	510-642-2424
UCLA	310-825-2892
USC	213-743-2429

HOW ARE STUDENTS SELECTED TO RECEIVE THE FINANCIAL AID?

Students apply to individual schools and must meet normal admissions requirements. Admitted students may apply for the Title IV-E financial aid by completing an application form. At each school an awards committee consisting of both faculty/administration and agency representatives from county child welfare services makes award decisions. Priority is given to current county and state Department of Social Services employees and applicants who reflect the diverse client populations currently served by child welfare agencies in California.

WHAT ACADEMIC REQUIREMENTS MUST STUDENTS FULFILL TO RECEIVE THE FINANCIAL AID?

Students must complete the entire MSW child welfare program at their school, including the equivalent of two years of fieldwork. The first year of field placement must be in an agency serving high risk IV-E children involved with child welfare services (residential treatment, foster care, group home or wrap around services). The second year of field practicum must be in a county child welfare agency serving Title IV-E children and families.

WHAT IS THE STUDENT'S WORK COMMITMENT AFTER GRADUATION?

Upon graduation, full time students will work in a county child welfare service agency for a period of twenty four months. (24). Should no local position be available, then the student is obligated to conduct a statewide search and accept the first qualified position offered.

A student who is employed in a county or the state Department of Social Services must return to that agency and render twenty months (24) of employment. Although the CalSWEC obligation calls for a 24 month payment, this does not negate any obligation the county agency may have entered into with the student in terms of the agency payback obligation.

WHAT OPTIONS FOR COMPLETING THEIR WORK COMMITMENT ARE AVAILABLE TO NATIVE AMERICAN INDIAN GRADUATES?

Native American Indian graduates with tribal rights may complete their work commitment in the following settings as alternatives to California child welfare services:

- 1) Reservation or rancheria providing child welfare services in California,
- 2) An urban Indian agency in California serving Title IV-E eligible children and families, or
- 3) A reservation providing child welfare services in another state.

WHAT IS THE ROLE OF PARTICIPATING COUNTIES IN THE STIPEND PROGRAM?

Participating counties develop educational leave policies, publicize the program, agree to re-employ trainees as long as jobs are available, provide quality fieldwork with MSW supervision in accordance with school requirements, seek to schedule hiring procedures to fit graduate employment time restrictions, and seek to give hiring preference to graduates. County directors serve on the CalSWEC Board of Directors.

WHO SHOULD INTERESTED PERSONS CONTACT FOR MORE INFORMATION ABOUT APPLYING FOR ADMISSION TO A PARTICIPATING SCHOOL?

They should contact the admissions coordinator or the Title IV-E Project Coordinator at the school they are interested in applying to.

WHO SHOULD INTERESTED PERSONS CONTACT FOR ANSWERS TO OTHER QUESTIONS ABOUT THE TITLE IV-E MSW STIPEND PROGRAM?

They should first contact the graduate school in their area and the Title IV-E MSW Project Coordinator at the school (Vi Lindsey, 909-379-7583).

ROLES AND RESPONSIBILITIES

RESPONSIBILITIES OF THE UNIVERSITY

To seek to admit master's applicants in line with the federal policies and the priorities of the IV-E program.

To develop an awards committee in concert with local county CWS agencies to screen entering students for awards.

To develop a curriculum directed at the outcomes defined by the California Competency-based Child Welfare Curriculum. It will assure that participating students cover the specified material and complete two years of relevant fieldwork.

To work with counties to ensure that (1) one year of field placement will be in a county agency working with IV-E children and families; and (2) one year of field placement will be in an agency serving IV-E clients.

To assist students in satisfying the requirement that they secure employment in a county department within two months of graduation.

To monitor student compliance with award requirements and payback demands pursuant to federal regulations.

To fulfill finance and program obligations to the student.

RESPONSIBILITIES OF PARTICIPATING COUNTY AGENCIES

To apprise appropriate employee groups of the IV-E Program and develop education leave policies permitting current non-MSW child welfare/child protection staff to participate.

To re-employ the trainee staff at an appropriate level, as long as positions are available.

To provide fieldwork experience with MSW supervision. When schools and agencies have negotiated a fieldwork plan for a student, the agency will not alter the assignment without permission from the school.

To seek to give hiring preference to graduates of the IV-E Program.

RESPONSIBILITIES OF THE PROJECT COORDINATOR

To implement general policy of the IV-E program within the school.

To develop policies and procedures integrating the IV-E program with the school's program.

To oversee fiscal and programmatic accountability of the IV-E program.

To work with field liaisons and/or agency representatives to develop and oversee appropriate field placements and experiences for IV-E students.

To represent the school at statewide CalSWEC meetings for Project Coordinators.

RESPONSIBILITIES OF THE STUDENT

To complete their educational requirements within the normative time limits specified by their school of attendance, and to comply with stipend or reimbursement requirements as specified in the student contract.

To make satisfactory academic and professional progress in the MSW program.

If employed in a county CWS, to return to that agency.

If not employed by a county CWS, to seek employment in a county CWS agency and render one year (12 months) of continuous and satisfactory full-time employment for each year of award. See Student Contract for specific terms of employment obligation.

To repay the university for the award and collection costs in the event the student fails to satisfactorily complete academic and field requirements of the MSW degree, violates the Code of Ethics of the National Association of Social Workers (NASW), is convicted of a crime involving children, or prior to completion of required employment period, refuses to apply for or accept employment in a county CWS agency, or voluntarily terminates employment or the educational program. The University will NOT provide the student with letters of recommendation for admission to other academic programs until my payback obligations are discharged.

ADMINISTRATIVE POLICIES AND PROCEDURES OF THE TITLE IV-E PROGRAM

STANDARDIZED TERMINOLOGY

DELAY GRADUATION

Student not able to graduate on time but will graduate at some predetermined later date and will begin employment search upon graduation.

DELAY EMPLOYMENT OBLIGATION REQUIREMENT

Student cannot search for, find or begin job in public CW agency for a variety of reasons, but will do so within a prescribed length of time.

WAIVE EMPLOYMENT OBLIGATION REQUIREMENT

Student requests to be released from employment obligation requirement.

DELAY REPAYMENT

Postpone repayment of support amount.

WAIVE REPAYMENT

No financial obligation to repay support amount.

EXCEPTION TO EMPLOYMENT IN A PUBLIC CW AGENCY

Student requests permission to search for and/or accept permanent employment in a non-public CW agency serving IV-E eligible children and families and to count such a permanent job as meeting the employment obligation requirement.

CRIMINAL RECORD

Student requests permission to begin or continue in program despite criminal record.

STIPEND

The basic living allowance paid to a student.

WAIVER

Failure of the University to enforce any of the terms or conditions the student agreement does NOT constitute a waiver of employment or repayment obligations.

ACADEMIC AND FIELDWORK PERFORMANCE POLICIES

In order to be eligible to receive money through the Title IV-E program, students must maintain good academic standing and evidence satisfactory fieldwork performance.

Fieldwork performance is evaluated by the field faculty based upon three criteria:

- 1) Student's performance and participation in the inter-related seminar taught by the field faculty;
- 2) Completion of required assignments for the seminar;
- 3) Student performance in the agency practicum as reflected in the written evaluation completed by the field instructor and reviewed by the field faculty.

Full-time students who do not evidence satisfactory fieldwork performance and are removed from their field placement or do not maintain good academic standing or who go on a leave of absence from the program will immediately have any stipend payments halted. Payments do not resume until the student is back in field placement or has returned to good academic standing. Under no circumstances will a student receive more than \$18,500 for each year they participate in the IV-E program.

Part-time students have a tuition and fee cap of \$8250. If a student is required to retake a course because of an unsatisfactory grade, the Title IV-E program does not reimburse the cost. Additionally, if a student is required to take SOWK 595 Professional Development or chooses to take any other course work outside degree requirements, any applicable tuition, fees or textbook purchases are the responsibility of the student.

If a student withdraws from or fails to complete the program for any reason, all money received through the Title IV-E program becomes immediately due and payable. Students must complete a Repayment Agreement with the University's Student Finance Department and begin making payments under the terms outlined in the Student Contract.

See FIELD PRACTICUM MANUAL for further description of policies and procedures.

THE FISCAL YEAR

Stipend payment resumption is dependant upon contracts being signed each year between the Federal Government and the California Social Work Education Center (CalSWEC). Once these contracts are signed, a new Student Contract will be given to each student for signature. Payments are based on a fiscal year running from July 1st to June 30th, and resumption is dependant upon contracts being signed each year between the Federal Government and the California Social Work Education Center (CalSWEC). Once these contracts are signed, a new Student Contract will be given to each student for signature. Loma Linda University must meet Federal Government accounting requirements and must submit all requests for reimbursement within thirty (30) days of the end of the fiscal year.

Students are advised that continuation of the Title IV-E program from fiscal year to fiscal year is not guaranteed, though it can reasonably be counted on at this time.

STIPEND (FULL-TIME) PROGRAM

Stipend payments total \$18,500 (2010-2011) for each academic year of a two year program and are made to the student every quarter from the University's Accounting Office. Each year it is anticipated that payments will begin by mid-October in the amount of approximately \$6166.00 (before taxes). Payments will not begin until the signed contract is received back from the student and all applicable paperwork is completed.

First year students must plan to have their stipend payments cease each year on June 30th for the summer. Again, payment will resume once both federal and student contracts are signed.

REIMBURSEMENT (PART-TIME) PROGRAM

In order for the IV-E grant to pay for a student's tuition and fees, certain documentation is required. Each year, students must submit a completed Course Information Form to their academic advisor indicating their anticipated curriculum for the coming year. This form must be complete before the student's account can be credited for tuition and fees. Any changes to the submitted curriculum must be made in writing and 5 days in advance of attempting to clear student finance. Any late charges resulting from late modifications will be the student's responsibility. Payment of students' tuition cannot be processed until a signed contract is received from the student.

TUITION ALLOCATION (PART-TIME)

The tuition allocation for Part-Time IV-E students is as follows:

1 st year Part-Time Students	24 Units Maximum
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2nd year Part-Time Students

22 Units Maximum

3rd year Part-Time Students

32 Units Maximum

BOOK & MILEAGE REIMBURSEMENT

As of January 1, 2010, the cost of books has been reimbursed at the rates used by Amazon.com. Students may buy their books anywhere (including used), however, given Title IV-E funding reductions the Department can only support the reimbursement of books at discount rates.

Summer quarter falls under a new contract year, and as such mileage reimbursement requests are not due until September 1st. Reimbursement will be made once both federal and student contracts are signed.

To receive mileage reimbursement, students are required to complete an expense report form. These forms are to be returned the last week of each quarter. Once all student forms are received, a check will be issued and mailed to the student at their address of record.

Students are advised that failure to submit reimbursement documentation by deadlines will result in forfeiture of applicable funds. Additionally, students are responsible for monitoring their own accounts with Student Finance. Any discrepancies in reimbursement amounts must be brought to the attention of the Department of Social Work and Social Ecology in a timely manner. The Department is only able to make adjustments in reimbursement amounts during the fiscal year the charges occurred.

EMPLOYMENT OBLIGATION

Students are expected to comply with the employment obligation requirements as outlined in the Student Contract. Requests for delay or waiver of payback requirements must be submitted in writing to the Project Coordinator. If the Project Coordinator approves the request, the request is then forwarded to CalSWEC for final approval.

TO DELAY EMPLOYMENT OBLIGATION

If a student must interrupt his/her studies and/or delay graduation or required employment search due to personal hardship, the student may request permission from the Project Coordinator to delay the employment obligation requirement. The request should indicate when the student intends to recommence and complete the program. Medical notes and/or faculty notes should be attached. If the Project Coordinator approves the request, the request is then forwarded to CalSWEC for final approval.

TO WAIVE EMPLOYMENT OBLIGATION

If hardship, such as death, personal illness, permanent disability, or a spouse's reassignment/relocation in the case of military personnel, or failure to find employment result in circumstances that could allow a waiver of employment obligation, the student must make a request in writing to the Project Coordinator, requesting permission to waive the payback. The circumstances must be fully documented with evidence, e.g. medical notes, employer notes, evidence of comprehensive employment search, etc. If the Project Coordinator approves the request, the request is then forwarded to CalSWEC for final approval.

CHILD WELFARE COMPETENCIES IN THE SOCIAL WORK CURRICULUM

TITLE IV-E CURRICULUM GOALS AND PRINCIPLES

The goals of the Title IV-E Program are:

To educate professionals who will be able to advocate effectively for the needs of minority and disadvantaged children and families;

To maintain and enhance a collaborate partnership among schools and agencies; and

To encourage common definitions of problems facing children and families in order to focus research and development of programs and services that work to alleviate negative human conditions.

These goals are based on the following principles:

Every child has the right to a permanent home for his or her care and upbringing. Recent child welfare policies reflect societal judgments that the system of temporary foster homes and institutions is not generally a desirable environment for raising children. Furthermore research has indicated that children are harmed emotionally by a lack of permanency in their lives.

A caring family is the best and least restrictive environment for raising children. NASW defines the family as “two or more people who consider themselves ‘family’, and who assume obligations, functions, and responsibilities generally essential to healthy family life.”

A wide range of parenting practices, varying as a result of ethnic, cultural, community, and familial differences, can provide adequate care for children. The ideal of the least restrictive environment includes respecting families’ choices in parenting style, so long as children’s basic needs are met. The value of respecting diversity includes recognition that a diverse society can enrich all of us and should enhance, rather than restrict, individuals’ freedom of choice.

The goal of child welfare is to promote the health and safety of children and their development toward a positive, productive adulthood. While priority is given to the protection of children in immanent danger, child welfare services should also promote the development of healthy families and communities and work to prevent family dysfunction.

In the circumstances of danger to a child the state has a right to intervene in family affairs to protect the child. In such a circumstance the safety of the child takes precedence over the rights of the parents.

Every reasonable effort should be made to preserve and strengthen a child’s existing family before an alternative placement is considered. County departments of child welfare are required to make reasonable efforts to preserve or reunify existing families, unless a court determines that a child’s health or safety would be in jeopardy.

Services must be available, accessible, timely, and effective. Long waits and other barriers that would restrict clients’ access to services must be avoided. Services must undergo regular evaluation and modification with the goal of making the most efficient and effective use of agency resources. Program development efforts should be sensitive to community and ethnocultural factors in relation to effectiveness and accessibility.

INTEGRATION OF THEORY AND PRACTICE

This section lists the essential knowledge, values, and skills for culturally competent child welfare practice. A comprehensive understanding and sensitivity to the dynamics of ethnic and cultural differences within the context of oppression and racism are at the core of child welfare services. Culturally competent practice acknowledges that an individual’s culture is an integral part of the physical, emotional, intellectual, and overall development and well-being of that individual and strives to use concepts of culture in a manner that empowers the individual and enhances family functioning. Given the increasingly diverse service population, cultural

competency and understanding of the cultural norms and values of the major client ethnic populations in the State of California should be a criteria for competent performance. As a way of meeting the goals and objectives of the IV-E stipend program, CalSWEC has identified

eight areas of curriculum competencies students are to achieve while in their master's program. These competencies include the following broad areas

Foundation Competencies (First Year)

Section I -- Ethnic Sensitive and Multicultural Practice

Section III -- Core Child Welfare Practice

Section V -- Human Behavior and the Social Environment

Section VII -- Workplace Management

Advanced Competencies (Second Year)

Section II -- Culturally Competent Child Welfare Practice

Section IV -- Advanced Child Welfare Practice

Section VI -- Human Behavior and the Child Welfare Environment

Section VIII -- Child Welfare Policy, Planning, and Administration

CALSWEC CURRICULUM COMPETENCIES

A full list of competencies is available from the Project Coordinator or by visiting the CalSWEC web site:

<http://calswec.berkeley.edu/>

PROGRAM EVALUATION

RATIONALE

CalSWEC is charged with evaluating the effectiveness of the Title IV-E Social Work Training Program and is required by law to conduct evaluation activities. Consequently, Students are required to participate in these mandated evaluations by adhering to the following provisions:

AGREEMENTS

The University and CalSWEC will be conducting required program evaluation activities over time. In order to assist CalSWEC in conducting these activities, student agrees to provide the University and CalSWEC with permanent contact information.

Student gives consent to be contacted by CalSWEC in order to carry out reasonable evaluation efforts and consents to participate in such efforts. Any personal data collected will be coded and reported out in aggregate form only and every reasonable effort will be made to safeguard Student's privacy, consistent with applicable state law

APPENDIX A: CHILD WELFARE FORMS

Expense Report – Part Time IV-E students use this form to record and submit their mileage reimbursement. **Must be submitted by the end of each quarter.** Students are welcome to also submit these forms before the 5th of each month for more frequent reimbursement.

Mandatory Job Search Form – to be submitted by student electronically if necessary. (Spreadsheet will be emailed to student)

Employment Verification Form – to be submitted by student to LLU after graduation when employment with in a child welfare agency is secured.

Release of Employment Information - to be submitted by student to LLU after graduation when employment within a child welfare agency is secured.

MILEAGE REIMBURSEMENT FORM – EXPENSE REPORT
LOMA LINDA UNIVERSITY

Expense report of:	Department	Extension	Month / Quarter	Year
	Social Work			2010
Mailing address	Cost Center			
	670224-4524-72340-10-450002			mileage

Destination	Addresses for Mileage Reported Below	MISCELLANEOUS (attach travel application if ANY expenses in this column)		
LLU-school	11065 Campus St. Loma Linda CA 92350	Date	TRAVEL FARES - destination	\$ amount
work				
home				

DATE	DESTINATION	MILES	REASON	Date	#of days	HOTEL	\$ amount
	work-school						

Date(s)	#of days	Per diem rate	\$ amount
		\$ 34.00	

Long-distance phone calls (attach bill)				
Total of above lines				
Total incidentals				\$0.00
Mileage	0.00	miles @	0.38	\$0.00
TOTAL EXPENSES FOR THIS REPORT				\$0.00
Less cash advance for ___trip ___other				
Less airfare charged				\$0.00
AMOUNT DUE TO _X_EMPLOYEE ___UNIV.				\$0.00

USE SPACE BELOW FOR MULTIPLE COST CENTERS

Expense Class	Amount	Description
EXAMPLE		
	0.00	

Approved: _____ Department Head	Approved: _____ University Administration
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Title IV-E Program
Graduate Employment Search

Name of County	Position applying for	Date of application	Agency Contact: Name, Phone number & Email	Response from County (test + date, response card. etc)	Test Score	Place on list	Notice from county RE: interview	First interview date	Second interview date	Job offer? Y/N	Hire date	Comments/Explanation/ Plan for follow up
Merit System Counties												
Alpine	SW III	6/15/2010	Sammy Gotyourjob	interest card sent back, will be contacted	not taken yet	N/A	N/A	N/A	N/A	N/A	N/A	I have called the county and talked to Sammy Got yourjob on 6/25/10. He told me that the BOS were meeting next week to approve positions and will be calling for test and interview after that.
Amador												
Calaveras												
Colusa												
Del Norte												
El Dorado												
Glenn												
Humboldt												
Imperial	SW IV	6/1/2010	Alisha Hiring	interest card, scheduled test	89	3rd	called for interview on 6/30/10					
Inyo												
Lake												
Lassen												
Madera												
Mariposa												
Mendocino												
Merced												
Modoc												
Mono												
Monterey												
Napa												
Nevada												
Plumas												
San Benito												
Shasta												
Sierra												
Siskiyou												
Sutter												
Tehama												
Trinity												
Tuolumne												

Name:
Address:
Phone:
Email:

School:
Graduation date:

Title IV-E Program
Graduate Employment Search

Name of County	Position applying for	Date of application	Agency Contact: Name, Phone number & Email	Response from County (test + date, response card. etc)	Test Score	Place on list	Notice from county RE: interview	First interview date	Second interview date	Job offer? Y/N	Hire date	Comments/Explanation/ Plan for follow up
Counties by Region (non Merits System Counties)												
Bay Area												
Alameda												
Contra Costa												
Marin												
San Francisco												
San Mateo												
Santa Clara												
Santa Cruz												
Solano												
Sonoma												
Central												
Fresno												
Kern												
Kings												
San Joaquin												
San Luis Obispo												
Santa Barbara												
Stanislaus												
Tulare												
North												
Butte												
Placer												
Sacramento												
Yolo												
Yuba												
South												
Los Angeles												
Orange												
Riverside												
San Bernardino												
San Diego												
Ventura												

Name:
Address:
Phone:
Email:

School:
Graduation date:

Graduate Employment
Search Instructions

Instructions to Graduate

Filling out the form:

To navigate throughout the form you may use the TAB key. The TAB key takes you to each cell that you are required to fill in. The enter key will take you (down one cell) to another . The size of the line will expand to the text once you have hit the enter or tab key.

The search grid must be filled out electronically.

The following search information is required to be documented separately on each of following pages: 1) *Merit System Counties, 2) Counties by Region (non Merit System Counties), 3) CDSS and State Adoptions, 4) Tribal Social Services, 5) private non profit depending on location of Agency and the kind of Agency searched.

Name of County: Enter county name if not listed.

Position applying for: Name of position or the Job Title (classification) applied for.

Date of application: Due date for application and date application was submitted.

Agency Contact: Phone & Email: Name of the agency, contact person's name, phone & email.

Response from County: If response received, fill in information from correspondence from the county. Attach: email notification, response card, letter in mail, include notification of testing date, location and time. If no response was received within a reasonable timeframe, follow up and outcome to that follow up in the Comments box must be included.

Test Score: Enter test score if available.

Place on list: If name was placed on list, enter placement number.

Notice from county: Enter how the county notified you regarding interview date, include the time & location.

First interview date: Enter date of interview.

Second interview date: Enter date of second interview.

Job offer: Was job offer received enter Yes or No.

Hire date: If hired, enter hire date.

Comments/Explanation: Explain what your plan is to follow up on this application.

Reasonable search effort: Is defined as making applications to all public CWS or CDSS agencies within the required area and keeping satisfactory documentation of the employment search. Further, the search must be intensive, ongoing and documented in a coherent manner in order to present a reliable picture of employment search.

Satisfactory documentation: Entries must include names of all agencies contacted during the search period, positions and level of positions applied for, date of application, name, telephone number and email of persons contacted during the entire employment search period. All responses from counties-response card, test notification, score, place on list, interview dates, job offer must also be documented. Copies of written and/or electronic correspondence are necessary as supporting documentation and must be attached to search forms.

Graduate Employment Search Instructions

*Merit Systems :

It is advised that you check the Merit Systems website weekly, since some Social Worker recruitments are posted for as little as one week. Also continue to check the website to look for new Social Worker postings. This means that the graduate must review applications weekly to reapply to counties with subsequent postings.

Once you have created an application profile you will not have to fill out a new application for each job posted at that time.

For those who apply through continuous recruitments, your applications will be kept on file for future Social Worker vacancies, but only in the counties that were selected at the time of application. You can check your application online to see which counties you selected, and you may add additional counties of interest to that application, but you need to contact MSS to notify them that you have updated your application. Also, not all counties will elect to recruit from the continuous recruitment listing, so continue to monitor the website for new Social Worker recruitments and apply for them (even if you indicated interest for that county in the continuous recruitment).

You may see recruitments for Social Worker II and Social Worker III. Even though these Social Worker levels appear to be lower level than the Social Worker IV, they have different requirements than the Social Worker IV. The Social Worker IV requires only an MSW with no previous experience (the IV designation was created so that a Social Worker who has an MSW receives greater compensation than the Social Workers without an MSW, but it is not a linear track from I-IV).

Whereas the Social Worker II and III are the levels targeted towards applicants with previous experience.

The Social Worker II level requires one full-time year equivalent to a Social Services Social Worker I,

The Social Worker III level requires two years of full-time experience equivalent to a Social Services Social Worker.

For these positions, internships in a Social Services department can count towards qualifying experience, but will be calculated to the full-time equivalent. So for example, an 8 month internship in Child Protective Services working 20 hours per week would count as equivalent to 4 months of full-time experience.

Experience outside of a Social Services department may count (for example, a non-profit agency), but that experience will have to be deemed comparable to that of a Social Worker in a Social Services department, so make sure to include a lot of description so that MSS can fully assess if the experience is comparable (with limited detail, MSS staff can only assess what experience you provided).

LOMA LINDA UNIVERSITY
DEPARTMENT OF SOCIAL WORK & SOCIAL ECOLOGY
EMPLOYMENT VERIFICATION FORM - Title IV-E

Graduate's Information

Name: _____

Address: _____

Home Phone: _____

Work Phone: _____

Address Correction

Email Address: _____

Additional Languages: Written Spoken

Employer Information

Employer: _____

Unit: _____

Supervisor's Name: _____ Phone: _____

Position Title: _____

Address: _____

I authorize release of employment information to Loma Linda University

Signature of Student/Employee

Date

Employment Dates since date of MSW graduation (*):

Start Date _____ End Date _____

I certify that the above information is true and correct.

Signature of Personnel Manager OR Unit Supervisor

Date

Please return the completed form to:

*Department of Social Work & Social Ecology
Candice Direen
Loma Linda University
Loma Linda, CA 92350
Fax (909)379-7594*

(*) If more than one place of employment, please copy this form and return one for each employer.



LOMA LINDA UNIVERSITY

School of Science and Technology

RELEASE OF EMPLOYMENT INFORMATION

I, _____ give permission for information to be released to the Title IV-E, Child Welfare Coordinator's office at Loma Linda University. The specific information released would be confirmation of my employment, my current status and position with the agency, and the length of employment.

I give permission for this information to be released for my entire contractual payback period. I understand that I am required to provide current information regarding my employer. Should my employment change, I will notify the Title IV-E Child Welfare Coordinator's office immediately.

Signed

Date

Please provide the following information regarding your current employer (or employer during contractual payback):

Employer Name: _____

Position: _____

Employer Address: _____

Employer phone: _____

LOMA LINDA UNIVERSITY
DEPARTMENT OF SOCIAL WORK & SOCIAL ECOLOGY
EMPLOYMENT COMPLETION FORM - Title IV-E

Graduate's Information

Name: _____ Graduation Date: _____

Place of Employment: _____

Position Held:: _____

Days of Service: _____ Date Verification Received: _____

The above information certifies that the conditions of public service/child welfare employment of the Title IV-E stipend have been fulfilled and the student's obligations have been discharged

Title IV-E Coordinator

Date

Loma Linda Department of Social Work & Social Ecology

Cc: Student
CalSWEC

APPENDIX B: CHILD WELFARE COMPETENCIES

MSW Curriculum Competencies

*for Public Child Welfare
in California*



Published by
California Social Work Education Center (CalSWEC)
University of California, Berkeley
School of Social Welfare
Marchant Building, Suite 420
6701 San Pablo
Berkeley, CA 94720-7420
<http://calswec.berkeley.edu>

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the Regents of the University of California*

Introduction

The Curriculum Competencies for Public Child Welfare in California were formulated in 1991 from a number of primary MSW competency sources¹ as well as sets of child welfare field placement and in-service training competencies used within the state. The California competencies were designed not to recapitulate the full MSW generalist social work curriculum but to provide the foundation for a competency-based curriculum for graduate students in the public child welfare specialization.

In addition to drafting the initial competencies with the assistance of a statewide advisory group, the California Social Work Education Center (CalSWEC) convened a forum of 100 stakeholders representing the state's Department of Social Services, university social work faculty, county social service departments, and non-profit child welfare organizations. Their task was to identify specific curriculum elements for the child welfare specialization as well as a public child welfare research base that could be translated into new, empirically based curricula with child welfare content.

After the initial formulation in 1991, the competencies have been revised periodically to reflect current practice. A major revision, completed in August 2002, marked the culmination of a revision process initiated by the CalSWEC Board of Directors' Curriculum Committee and Title IV-E Project Coordinators from participating graduate schools of social work throughout the state. The resulting comprehensive draft included the suggestions of human services stakeholders throughout California who participated in statewide focus groups. A workgroup, drawn from the Project Coordinators

and Curriculum Committee members, then met several times to refine the draft.

In undertaking revisions, the goal is to integrate the educational guidelines and accreditation standards set forth by the Council on Social Work Education, while preserving the essential elements, general sequence, and usefulness of the prior version. An additional goal is to render the competencies more readily usable by MSW students and faculty in classroom and field. The 2007 revision, also the product of an inclusive statewide process, continues the tradition of refining and clarifying the competencies while reflecting current practice emphases. These emphases include knowledge and appropriate use of research evidence, increasing cultural competence, equitable access to resources, and enhancing professionalism in the work force.

As in the previous version, the current formulation divides the competencies into Foundation and Advanced categories, which correspond roughly to the first and second years of the MSW program. CalSWEC educational competencies continue to be woven into training models for ongoing professional development in California's Regional Child Welfare Training Academies. For example, competencies and learning objectives derived from the in-service Common Core Curricula for California were explicitly included in the 2007 revision process to facilitate development of a consistent learning continuum linked to in-service training as well as to social work education.

¹ Rycus, J.S., & Hughes, R.C. (1994). *Child Welfare Competencies: Promoting Family Centered, Culturally Relevant, and Interdisciplinary Child Welfare Practice and Training*. Columbus, Ohio: Institute for Human Services.

California Child Welfare Curriculum Principles

**Foundation Competencies
(First Year)**

I. Ethnic Sensitive and Multicultural Practice

III. Core Child Welfare Practice

V. Human Behavior and the Social Environment

VII. Workplace Management

**Advanced Competencies
(Second Year)**

II. Culturally Competent Child Welfare Practice

IV. Advanced Child Welfare Practice

VI. Human Behavior and the Child Welfare Environment

VIII. Child Welfare Policy, Planning, and Administration

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.*

I. Ethnic Sensitive and Multicultural Practice Foundation Competencies

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.

Assessment and referral

- 1.1 Student demonstrates respect, fairness, and cultural competence in assessing, working with, and making service decisions regarding clients of diverse backgrounds.
- 1.2 Student demonstrates self-awareness and the ability to address and overcome personal bias in assessing and working with clients of diverse backgrounds.
- 1.3 Student demonstrates the ability to conduct an ethnically and culturally competent assessment of a child and family and to develop an effective intervention plan.

- 1.4 Student recognizes personal knowledge limitations regarding specific groups and seeks consultation and expertise as needed to assess and work effectively with clients.

Family engagement and case plan development

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

**II. Culturally Competent
Child Welfare Practice
*Advanced Competencies***

This section builds upon the skills developed towards cultural competence in the foundation. A comprehensive understanding of the cultural norms and values of California's major ethnic, cultural, and immigrant groups is critical in order to make appropriate assessments and to work effectively with members of these groups. Advanced culturally competent practice requires knowledge of the specific challenges faced by different ethnic and cultural populations and the ability to apply that knowledge in legal, social, and psycho-social contexts.

Case management, placement, and supervision

- 2.1 Student demonstrates knowledge of legal, socioeconomic, and psychosocial issues facing immigrants, refugees, and minority groups and is able to devise culturally competent and effective interventions.
- 2.2 Student is able to critically evaluate the relevance of commonly utilized assessment criteria and intervention models in terms of their usefulness with diverse ethnic and cultural populations.
- 2.3 Student demonstrates knowledge of the rationale for and requirements of the Indian Child Welfare Act and applies its provisions in working with tribal representatives and families.
- 2.4 Student demonstrates knowledge of the rationale for and requirements of the Multi-ethnic Placement Act and applies its provisions in working with families.

Policy and participation in judicial process

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

III. Core Child Welfare Practice

Foundation Competencies

This category includes the basic knowledge and skills for practice of social work in any setting, with 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 perspective in an environmental context 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

- 3.1 Student is able to practice basic principles and techniques of interviewing children and families for purposes of assessment, intervention, and service planning.
- 3.2 Student demonstrates the ability to perform a preliminary safety assessment and to monitor the safety of the child through ongoing assessment of risk.
- 3.3 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.

- 3.4 Student recognizes and accurately identifies the physical and behavioral indicators of abuse, family violence, and neglect, and can assess the dynamics underlying these behaviors.
- 3.5 Student demonstrates an understanding of basic child development and how developmental level affects a child's perception of events, coping strategies, and physical and psychological responses to stress and trauma.
- 3.6 Integrating knowledge of individual, family, and cultural dynamics, the student can recognize signs and symptoms of substance abuse in children and adults and assess its impact.
- 3.7 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

- 3.8 Student demonstrates the ability to respectfully relate to, engage, and assess family members from a strengths-based "person in environment" perspective, and to develop and implement a case plan based on this assessment.
- 3.9 Student demonstrates the ability to engage and work with involuntary clients in a manner that includes the exercise of client self-determination.
- 3.10 Student understands how attachment, separation, and placement affect a child and family and how these experiences may influence a child's physical, cognitive, social and emotional development.

- 3.11 Student recognizes the importance of working with biological families, foster families, and kin networks, as well as involving them in assessment and planning. strategies.
- 3.12 Student understands the inherent power differential in working with clients and can effectively manage and balance that power.
- 3.13 Student demonstrates the ability and self-awareness to assess his or her own value conflicts or emotional responses to clients, co-workers, and situations and seeks consultation when needed.

Case management, placement, and supervision

- 3.14 Student understands the principles of concurrent and permanency planning that takes into account the educational, health, and emotional needs of children.
- 3.15 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 equitable and effective child welfare services.
- 3.16 Student demonstrates knowledge and understanding of the termination process, with clients and with systems.

Policy and participation in judicial process

- 3.17 Student understands the value base of the profession and its ethical standards and principles, and practices accordingly.

- 3.18 Student understands the dual responsibility of the child welfare social worker to protect children and to provide services that support families as caregivers.
- 3.19 Student understands state and federal policy issues and child welfare legal requirements and demonstrates the capacity to fulfill these requirements in practice.
- 3.20 Student understands child welfare legal process and the roles of social workers and other professionals in relation to the courts.

IV. Advanced Child Welfare Practice *Advanced Competencies*

The practice competency expected in the advanced year addresses the complexity of child protection, special needs, family maintenance, court procedures, and legal requirements. The student builds upon foundation practice and develops knowledge of federal and state child welfare policy.

Assessment and referral

- 4.1 Student demonstrates skill in interviewing children and families for assessment, service planning, intervention, and forensic purposes.

Case plan development and case management

- 4.2 Student demonstrates the ability and knowledge both to utilize pre-placement preventive services, and to construct a supportive system for clients that may include

collaboration with multiple agencies and disciplines.

- 4.3 Student works collaboratively with biological families, foster families, and kin networks, involving them in assessment and planning and helping them access services and develop coping strategies.
- 4.4 Student demonstrates the ability to identify service/treatment plan requirements and to construct measurable objectives for the service plan.
- 4.5 Student demonstrates the ability to recognize abuse occurring in out-of-home placements and to take corrective action to protect children.
- 4.6 Student demonstrates knowledge of after-care services and skill in developing independent living plans with foster youth.

Policy and participation in judicial process

- 4.7 Student demonstrates knowledge of the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation.
- 4.8 Student understands the requirements for effectively serving and making decisions regarding children with special needs, including the balancing of parental and child rights.
- 4.9 Student demonstrates the ability to prepare written reports for court that are clear, concise, pertinent, and objective.

V. Human Behavior and the Social Environment

Foundation Competencies

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.

Assessment and referral, case plan development, and case management

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

VI. Human Behavior and the Child Welfare Environment

Advanced Competencies

These competencies address advanced understanding of human behavior in the complexity of situations addressed in child welfare practice, including poverty, teen sexuality, violence, trauma, and suicide. At this advanced level, the student demonstrates the capacity to apply theories of human behavior in developing intervention plans.

Assessment and referral, case plan development, and case management

- 6.1 Student demonstrates the ability to assess the effects of family transitions and the potential impact of becoming a client of the child welfare system.
- 6.2 Student can apply theories of human development and attachment in creating and managing effective case plans with clients.
- 6.3 Student demonstrates the ability to recognize, assess, and devise case plans and referrals to address potential for violence, suicide, and complex psychological difficulties.
- 6.4 Student demonstrates understanding of the dynamics and effects of trauma resulting from family conflict, divorce, and family or community violence.
- 6.5 Student demonstrates understanding of the dynamics of human sexuality and gender identity.

VII. Workplace Management

Foundation Competencies

This section contains a group of competencies concerning important aspects of agency practice. The competencies address internal relations, organizational requirements, and interdisciplinary and community collaboration. In this foundation competency, the student has acquired strategies for self-care and safety on the job.

Assessment

- 7.1 Student is able to identify the strengths and limitations of an organization, including its cultural competence and commitment to human diversity, and can assess the effects of these factors on services for children and families.
- 7.2 Student understands client and system problems and strengths from the perspectives of participants in a multidisciplinary team and can effectively integrate the positive contributions of each member.

Case management and supervision

- 7.3 Student is able to plan, prioritize, and effectively complete activities and tasks within required time frames.
- 7.4 Student is aware of organizational risk management issues and is able to prevent or resolve potentially harmful situations.

- 7.5 Student is able to work respectfully and effectively with clients and agency personnel in an environment characterized by human diversity.
- 7.6 Student is aware of potential work-related stress factors and is able to develop and advocate for self-care and other strategies to reduce their effects.

Policy, data collection, and planning

- 7.7 Student understands the need to negotiate and advocate for the development of resources that children and families require to meet family and service goals.
- 7.8 Student understands the purpose of outcome measurement and is able to seek client, organization, and community feedback for purposes of monitoring practice, service refinement, and outcome evaluation.
- 7.9 Student is able to utilize collaborative skills and techniques to enhance service quality in organizational settings.

**VIII. Child Welfare Policy, Planning,
and Administration**
Advanced Competencies

These competencies build upon basic knowledge of the work environment to include a broader understanding of policies that affect the delivery of child welfare services. Competencies extend to an

understanding of management, political processes, research, and technology, as well as other strategies to enhance organizational effectiveness. The section includes knowledge of funding streams for various services, and planning for service improvement.

Case management and planning

- 8.1 Student understands how professional values, ethics, and standards influence decision-making and planning in public child welfare practice.
- 8.2 Student demonstrates the ability to negotiate and advocate for the development of resources that children and families need to meet personal and administrative goals.
- 8.3 Student understands basic principles of contracting for services in public child welfare.

Supervision

- 8.4 Student demonstrates a beginning understanding of the roles/responsibilities of a leader/manager to plan and develop systems that enhance staff diversity and alleviate racial and ethnic disproportionality in the child welfare service population.
- 8.5 Student understands how leader/managers use the collaborative process for the purpose of planning, formulating policy, and implementing services.
- 8.6 Student demonstrates knowledge of how organizational structure, climate, and culture affect service effectiveness, worker productivity, and morale.

***Policy, data collection, planning, and participation
in judicial process***

- 8.7 Student understands how political activities and regulatory, legislative, and judicial processes at local, state, and national levels influence agency policies, procedures, and programs.
- 8.8 Student demonstrates basic knowledge of various federal, state, and local child welfare funding sources and their influence on agency policy, objectives, and service delivery.
- 8.9 Student is able to identify agency and legislative policies and procedures that may negatively affect child well being and the success of permanency and family reunification.
- 8.10 Student understands how to use information, technology, and evidence-based research to evaluate and improve policy, practice, and program effectiveness.

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.

APPENDIX C: ABRIDGED COMPILATION OF UNIVERSITY POLICIES

INTRODUCTION

A sampling of University policies of particular interest to those affiliated with the MSW field program are briefly explained below. Complete versions of these and other policies are located in the Graduate School Bulletin. The bulletin may be obtained through the Graduate School.

DISMISSAL, GRIEVANCE

A student who is involved in dismissal proceedings or who has an academic or clinical grievance may proceed as follows:

The student shall first discuss the grievance with the instructor involved.

If the student is dissatisfied with the results of step one, he/she may submit the grievance in writing to the Chairperson of the department. The Chairperson of the department may choose refer grievance to the appropriate standing committee within the department. The committee may affirm the decision, modify the decision, or overturn the decision based on subsequent information. The result of the committee's decision is provided to the student in writing within fourteen (14) days of its referral to said committee.

If the student is dissatisfied with decision of the committee in step two, he/she may appeal to the chairperson of the department for reconsideration. The Chairperson of the department shall examine the request and inform the student in writing of the decision.

If the student is dissatisfied, he/she may appeal to the Dean of the Graduate School. (See Graduate School bulletin for academic grievance procedure.)

DRUG-FREE ENVIRONMENT

In compliance with the Drug-Free Work Place Act 1988, and in harmony with the laws of the land, Loma Linda University prohibits the unlawful use, possession, distribution, dispensing, or manufacture of a controlled substance by students. Further, the University expects any person employed by the University who receives federal funding as an individual to certify that he or she will not engage in the unlawful use, possession, distribution, dispensing, or manufacture of a controlled substance while associated with the University. Failure to comply with these policies will result in discipline up to and including expulsion or termination and, if appropriate notification of law enforcement agencies for prosecution.

The University provides an active educational program for its faculty, administrators, staff, and students to help them develop an awareness of the risks involved in alcohol, tobacco, and drug use and to promote the benefits of a lifestyle free of these substances.

NON-DISCRIMINATION POLICY

The University is committed to equal education and employment opportunities for men and women of all races and does not discriminate on the basis of handicap, sex, race, color or national origin in its education and admissions practices, financial affairs, employment programs, student life and services, or any University administered programs.

To this end, the University is in compliance with Titles VI and VII of the Civil Rights Act of 1964 as amended, and is in substantial compliance with Title IX of the Education Amendments of 1972 (45 CFR 86 et seq.) and sections

of 503 and 504 of the Rehabilitation Discrimination in Employment Act of 1967 and Section 402 of the Vietnam Era Veterans Adjustment Act of 1974 and does not discriminate against any employee or applicant for employment on the basis of age or because they are disabled veterans or veterans of the Vietnam era. In addition, the University administers student without discrimination on the basis of age, except in those programs where age is a bona fide academic qualification for admission in accordance with the provisions of the age discrimination Act of 1975.

The University reserves constitutional and statutory rights as a religious institution and employer to give preference to Seventh-day Adventists in admission and employment, including but not limited to, 42 USC Sections 2000e-1, 2000e-2, Sec 6-15 of Federal Executive Order 11246:41 CFR Sections 60-1.5(5); 34 CFR Sections 86.21, 86.31, 86.40, and 86.57(b); California Government code Sections 12926©); and title II, Division 3, part 2.8 of the California Administration Code, the First Amendment to the United States Constitution and article I, Sec 4 or the California Constitution. The University believes that Title IX regulations are subject to constitutional guarantees against unreasonable entanglement with or infringement on the religious teaching and practices of the Seventh-day Adventist Church.

SEXUAL HARASSMENT

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the university and threatens the careers, educational experience, and well being of students, faculty, employees, and patients. Relationships involving sexual harassment or discrimination have no place within the University. In both obvious and subtle ways, the possibility of sexual harassment is destructive to individual students, faculty, employees, patients, and the University community as a whole. When, through fear of reprisal, a student, faculty member, employee, or patient submits, or is pressured to submit, to inappropriate sexual attention, the university's ability to carry out its mission is undermined.

Sexual harassment is especially serious when it threatens relationships between teacher and student, supervisor and subordinate, or clinician and patient. In such situations, sexual harassment exploits unfairly the power inherent in a faculty member's, supervisor's, or clinician's position. Through grades, wage increase, clinical priority, and the like, a person in a position of power can have a decisive influence on the future of the student, faculty member, employee or patient.

While sexual harassment most often takes place in situations of power differential between the persons involved, the University also recognizes that sexual harassment may occur between personnel of the same University status. The University will not tolerate behavior between or among members of the University community, which creates an unacceptable educational, working, or clinical environment.

