Learning Outline and Checklist Form (LOC)

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Instructor: Provide the information below, and UCD Staff will mark the boxes (on the right) as items are reviewed and approved.

Course Fundamentals

Item	Trainer/Developer Information	✔
Course Title:	Linkages: Coordinated Case Planning- A Roadmap to Strengthening Families	☒
Date Developed/Updated:	12/31/2024	☒
Course Developer (Name):	Kim Adams, Laura Wendy Shotzbarger, Mandi Brum	☒
Trainer Expertise:	This course is intended to be co-trained, with one trainer who has direct practice experience in Child Welfare Services, ideally in Family Reunification, and one trainer who has direct service experience in Eligibility/CalWORKs. Both trainers should be knowledgeable in Linkages practice.	☒
Training Modality:	Either (in-person or virtual)	☒
Course Length:	Half Day	☒
Course Length Explanation:	This course is 3.5 hours long. The course cannot be reduced in time by UC Davis Continuing Education as it would impact the integrity of the training and ability to meet training objectives effectively. Trainings of different lengths, if desired by counties, can be accomplished through accessing the materials on the CFPIC website at CFPIC.org and conducting trainings in-house, customizing the materials to meet individual county needs.	☒
Other Pertinent Course Information:	==This Course requires 2 trainers==. The course materials are available on the CFPIC.org training toolkit for counties to use for their own in-house trainings, tailored to meet their needs. Customization is not available through UC Davis Continuing Professional Education. For county-specific trainings, additional time may be spent discussing Linkages implementation at the county level, making this a full-day training or this training can be paired with Linkages Overview or Linkages Coordinated Case Planning to create a more robust training experience. **Note:** ==This course cannot be customized==	☒
Required Course Prerequisites:	N/A	☒
Recommended Preparation:	Linkages Overview: CalWORKs and Child Welfare Collaboration – Empowering Families through Partnership provides a foundational knowledge of Linkages services. Additionally, the Family First Prevention Series can be a helpful foundational series in preparation for Linkages trainings.	☒

Minimum # of Learners:	10	☒
Maximum # of Learners:	35	☒
Focus Audience for Course:	This training is designed for Child Welfare and CalWORKs staff, including case managers, social workers, supervisors and leadership. The training can be provided to a specific county, enabling cross-training and implementation opportunities across programs and county-specific information.	☒

Course Outline

Item	Course Information	✔
Course Description and Learning Objectives (Knowledge, Skills, Values):	**Course Description:** This course offers a comprehensive exploration of collaboration between Child Welfare and CalWORKs in supporting vulnerable families. This course unpacks the essence of Coordinated Case Planning, emphasizing the transformative potential of partnership in empowering families and reducing occurrences of child abuse and neglect related to poverty. Participants will gain insights into the intricacies of implementation and distill lessons learned through exploration of a case vignette. **Learning Objectives** **Knowledge** K1 – Identify the benefits of collaboration between Child Welfare and CalWORKs in providing comprehensive support to vulnerable families, preventing child abuse and neglect. K2 – Identify legislation that pertains to Linkages and collaborative work between Child Welfare and CalWORKs. K3– Identify and analyze the intersection points between CalWORKs and Child Welfare systems to enhance identification of families to improve coordination of services. **Skills** S1 – Apply interdisciplinary collaboration steps in real-work scenarios, integrating planning and assessment processes to optimize outcomes for families. S2 – Develop an actionable plan for effective collaboration between Child Welfare and CalWORKs which identifies and addresses barriers to collaboration and includes steps to overcome such challenges. **Values** V1 – Appreciate the power of partnership in Coordinated Case Planning, fostering empathy, trust, and mutual respect between professionals and families.	☒

Diversity, Equity, and Inclusion Considerations:	This course addresses diversity, equity, and inclusion by promoting collaborative approaches that recognize and respect the diverse backgrounds, needs, and perspectives of families served by Linkages, ensuring equitable access to services and fostering an inclusive environment where all participants feel valued and heard. Disparities within systems for vulnerable populations is explored.	☒
Handouts/Materials Checklist: (List all handouts by the order in which they will be used in class or CACWT):	1. Trainee Workbook 2. PPT Handout 3. Supplemental Materials	☒
Customized Handouts:	☐ Check this box if customized materials are required ☐ Check this box if a customization call is required to include additional handouts/materials.	☒
Accessibility:	☒ Course materials meet ADA Requirements ☐ Course materials do not yet meet ADA requirements	☒
Reference/Resource List: (Resources/references, including applicable state/federal regulations):	•ACL 23-105. (n.d.-a). https://www.cdss.ca.gov/Portals/9/Additional-Resources/Forms-and-Brochures/2020/I-L/LIC9274.pdf?ver=2022-02-22-163616-390 •Berrick, J. D., Frame, L. D., Langs, J., & Varchol, L. (2006). Working Together for Children and Families. Journal of Policy Practice, 5(2-3), 27-42. https://doi.org/10.1300/J508v05n02_03 •California Department of Public Health. (n.d.-b). Adverse childhood experiences data report. Retrieved from https://www.cdph.ca.gov/Programs/CCDPHP/DCDIC/SACB/CDPH%20Document%20Library/Essentials%20for%20Childhood%20Initiative/ACEs-BRFSS-Update_final%2010.26.20.pdf •California Department of Social Services. (2004). All County Information Notice I-49-04. Retrieved from https://www.cdss.ca.gov/lettersnotices/entres/getinfo/acin04/pdf/I-49_04.pdf •California Department of Social Services. (2020). Child Welfare Services Annual Report: Fiscal Year 2019-2020.The California Integrated Core Practice Model for children ... (n.d.-f). https://www.dhcs.ca.gov/services/MH/Documents/Information Notices/IN 18-022 Integrated Core Practice Model and Integrated Training Guide/Integrated_Core_Practice_Model.pdf •CalWORKs 2.0 - working toward serving families in a holistic way. County Welfare Directors Association of California. (n.d.-a). https://www.cwda.org/featured-content/calworks-20-working-toward-serving-families-holistic-way	☒

	•CalWORKs 2.0 frontline staff guide. (n.d.-c). https://calworksnextgen.org/wp-content/uploads/2018/02/CalWORKs-2.0-Frontline-Staff-Guide-July-2018.FINAL_.pdf •CalWORKs 2.0 road tests. County Welfare Directors Association of California. (n.d.-b). https://www.cwda.org/cwda-conferencesymposium-presentation/calworks-20-road-tests-0 •Child welfare system key improvements - California Department of Social Services. (n.d.-d). https://www.cdss.ca.gov/cdssweb/res/pdf/057009fc_2yr_lino.pdf •Detailed history of Linkages in California. The Linkages Project. (2022, April 14). https://linkages.cfpic.org/detailed-history-of-linkages-in-california/ •Home. The Linkages Project. (2024, January 23). https://linkages.cfpic.org/ •Insights from the CalWORKs 2.0 road tests. (n.d.-e). https://www.cwda.org/sites/main/files/file-attachments/day_1_b1_s5_calworks_2.0_road_tests_implementation_insights_and_county_experiences_0.pdf •Public Policy Institute of California. (2024, February 1). Reducing child poverty in California. Public Policy Institute of California. https://www.ppic.org/interactive/interactive-reducing-child-poverty-in-california/	
References:	☒ I have cited all material in APA format, including any external handouts used for training purposes (please note: all courses must have a minimum of 3 professional sources)	☒
Copyright/Fair Use:	University of California Copyright Guidance ☒ I have verified that the course content I am using is not copyrighted material; or, if it is copyrighted, I have either obtained permission from the copyright holder, or I have provided proper citation and am using the content in accordance with laws pertaining to copyright and fair use. I also acknowledge that I understand basic copyright and licensing provisions, as stated on the University of California Website.	☒
Personally Identifiable Information (PII):	☒ I have not incorporated any content considered Personally Identifiable Information (PII). Any scenarios or materials provided are fictitious.	☒

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Course Agenda: Provide the information below. Please <u>add additional rows as needed</u> for each training topic.

Time	Training Topic and/or Learning Objective	Training Methods & Activities	Handouts/ Materials/ Video links	Virtual/Hybrid Adaptation
30 minutes	Welcome and Course Overview • Agenda • Introductions • Group Agreements • Learning Objectives	Small group introductions at tables or in breakout rooms. Large group discussion	Slides 1-7	Breakout rooms of 4-6 for group activity
15 minutes	What is Linkages? Overview and History • Linkages Timeline • Key Legislation • Linkages Framework	Lecture Discussion	Slides 8-11	
15 minutes	Key Components • What is Coordinated Case Planning? • Guiding Principles	Lecture	12-17	
45 minutes	Collaboration • What does collaboration look like?	Lecture / Discussion	18-22	Breakout rooms of 4-6 for group activity

		Breakout Activity, at tables or in breakout rooms.		
Break 15 minutes				
30 Minutes	Teaming • Team Development • Meeting the Linkages Challenge • Vignette Activity	Lecture Video Discussion Breakout Activity, at tables or in breakout rooms.	23-27	Breakout rooms of 4-6 for group activity
45 minutes	Assessments and Coordinated Case Planning • Child and Family Assessments • Coordinated Case Planning • Monitoring and Adapting • Vignette Activity	Lecture Discussion Breakout Activity, at tables or in breakout rooms.	Slides 28-34	Breakout rooms of 4-6 for group activity
15 minutes	Next Steps and Wrapping up the Day	Lecture/Discussion	35-39	Zoom whiteboard

Transfer of Learning Quick Tips for Supervisors

Course Title: *Linkages: Coordinated Case Planning- A Roadmap to Strengthening Families*

These quick post-class tip sheets are designed to support the supervisor's role in transferring learning for each specific class attended by a participant. We hope this information allows you to create a structured, focused coaching conversation that will benefit both the learner and your organization.

The Supervisor's Role in the Transfer of Learning Process

Coaching is designed to nourish and improve upon the critical thinking skills of the learner through the use of questions designed to get the learner to reflect upon the information they are currently using to make decisions and what more information they might need to consider to make consistently better ones in any number of circumstances.

The Art of Coaching Learners

As a supervisor, you play a very important and primary role in helping your workers transfer the skills learned in class to daily practice by giving them time and space to reflect on their learning. Ask them about the class – what they learned and what would change in their practice if they implemented what was taught in class. Workers need time to think about how and when to try new skills. Help them set SMART goals for trying new practices, i.e., if they have just completed a class on Motivational Interviewing, they might say, "I will use complex reflections with three clients in the next four days."

Tips for supervisors: make time to talk about classes your staff have taken. These questions will help get you started:

What were your key takeaways from the class?
- What would you like to "try out"?
- What support do you need from me to integrate some of this information into your practice?
- What would change for our unit/team if everyone integrated these skills/knowledge?

Learn More About Coaching and Transfer of Learning

Visit our coaching website:

- ◎ Coaching in Human Services

Preliminary Meeting with Learner

(Before the training, 1-3 resources provided by the instructor for the learner to read/assess/watch before training if possible:
Family First Prevention Services Act (FFPSA) - Advancing the Children's Bureau's Vision - Child Welfare Capacity Building Collaborative

Key Questions to Support the Application of Knowledge

(After the training, 3-5 questions provided by the instructor for the supervisor to review and consider posing to the learner):

1. What interactions have you had with our local Cal-Works/Linkages partners?

2. Can you identify one or two families on your caseload for whom a Linkages partnership might be beneficial?

3. How can we strengthen our collaboration in our office/county?

Post-Training Transfer of Learning Recommendations and/or Resources to Support the Application of Knowledge

(After the training, recommendations are provided by the instructor for the supervisor to provide to staff for reinforcement of learning):

Identify one family on your caseload that would benefit from a Linkages partnership and discuss a plan to begin providing coordinated services for this family. Discuss any needed steps with your supervisor to begin this process.

Staff: Please provide the information below and mark the boxes (on the right) as completed items.
Note: Delete other teams' rows to save as your final version.

CTS Courses

Item	Staff Information	✔
Staff Reviewer:	C. Ly	☒
Date LOC Finalized:	12/27/2024	☒
Is the completion of T4T required to train for the course?	Choose an item	☒
Training Category:	Child Welfare	☒
Primary Sub-Category:	Child Welfare	☒
Other Training Category:	CalWORKS 2.0	☒
Other Sub-Category:	CalWORKs 2.0	☒
Series Offered:	No	☒
Series Title:	Click or tap here to enter text	☒
Certificate of Completion Issued?	No	☒

Northern Academy / RCFFP Courses

Item	Staff Information	✔
Staff Reviewer:	Dawn Carini	☒
Date LOC Finalized:	8/28/2024	☒
Marketing Description:	**About the Course** **What will I learn in this training?**	☒
Recommended # of Trainers:	Two	☒
Is the completion of T4T required to train for the course?	No	☒
Series Offered:	Choose an item	☒
Series Title:	Click or tap here to enter text	☒
ICPM Category:	Engagement	☒
Potential BBS Course?	☐ Yes ☒ No	☒
For BBS Classes Only: (Describe training activities that allow participants to assess their achievement of the learning objectives): Refer to **CEPA Manual**	Not Applicable	☒
For BBS Classes Only: (The content of the course must meet the following requirements): For additional course content definitions, please refer to pages 33-34 of the **CEPA Manual**	The content of the course shall: ☐ Be relevant to the profession's scope of practice; ☐ Be supported by evidence-based practice; ☐ Be consistent with the profession's current standards of care; ☐ Be consistent with the profession's ethical, legal, statutory, and regulatory standards; **and** do one or both of the following: ☐ Demonstrate credibility through support from mental health practices, current educational standards, and current research or; ☐ Be directly related to the profession's ethical, legal, statutory, or regulatory standards.	☒