

Foundation Knowledge for Delivering County Human Services
BASSC Exploratory Training Project Report
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Background

In June 2016, the final report of a study on Bay Area counties' implementation of AB74 Family Stabilization was presented to the BASSC directors. The study highlighted, among other things, the various staffing positions counties elected to use to administer the Family Stabilization program – from employment services workers to MSW-level social workers. Interviews conducted as part of the project revealed that county managers had differing expectations with regard to what classifications of positions had the level of education, knowledge, and/or skills necessary to serve Family Stabilization clients. These differences prompted the researcher to propose that further research might be conducted to determine what basic competencies, knowledge, and/or skills might be required of any staff person serving a Family Stabilization client. As part of the BASSC directors' discussion, this question led to a broader consideration regarding what basic level of knowledge or understanding all human services employees should possess in order to provide social services to the public – from reception staff to benefits representatives or eligibility workers, to adult services workers, employment services workers, and social workers. The purpose of this project was to explore that question and identify potential training topics and training modalities that counties might implement to provide employees with this foundational information.

The project objectives were to: 1) capture information regarding what subject areas all human services employees should have a basic understanding of, 2) identify what training is currently being provided within counties with regard to the subject areas identified, 3) research any additional training resources that are available for the subject areas identified, 4) identify the range of potential training modalities that could be employed to deliver such “Foundations” training (e-learning, video and associated readings, curriculum for trainers, etc.), and 5) propose subject areas and potential training modalities to deliver a “Foundations of Human Services” training program to all human services employees.

The value of developing and implementing a “Foundations of Human Services” training program that all levels of human services employees participate in – from reception staff to adult services workers to eligibility workers to child welfare workers – would serve to provide staff with:

- Information about the work of human services that they may not have otherwise acquired through their employment or education,
- Information that helps them understand the work of others in the organization,
- An understanding of how their work contributes to the “whole”, and
- An opportunity to see and understand the work of human services from a “big picture” perspective.

Process

In June 2016, a brainstorming session was held with the BASSC Human Resources Committee to determine what basic knowledge all county human services workers should have in order to best serve the public. The question posed to the committee was, “What knowledge should all social services staff who provide services directly to the public have regarding the conditions that led families to seek services, the challenges they may face, and how best to serve them?” The staff identified as needing this basic knowledge would include employment and benefit services workers, clerical and reception staff, adult, veteran, and family and children services workers, as well as those who supervise, manage, or provide guidance to staff providing services directly to the community. During the discussion and survey of counties conducted afterward, committee members revealed that current practice in many counties is to provide an orientation to the agency/department, and to provide induction or onboarding training to staff in certain positions – namely new benefit services/eligibility, employment services and child welfare employees. Some counties also provide induction training for adult services employees. Few counties, however, ensure that all staff who interact with the public participate in mandatory training that both orients them to their job and role in the organization, and also provides them with a foundational understanding of the function of the public social services agency and the issues impacting the people they serve.

The brainstorming session captured ideas for training/orientation topics that would ensure that all human or social services workers had a common understanding of this core knowledge. The session resulted in a list of topics that were clustered into eight subject areas. These clusters, comprised of thirty-nine distinct topics, were presented to the BASSC directors for input, prioritization and approval as the areas to focus on when considering an approach to ensuring all human services workers have the basic knowledge needed to provide high quality service to the public. The clustered content areas, listed in the order of priority as identified by the BASSC directors are:

- Service provision,
- Conditions impacting families (health, mental health, substance abuse, etc.),
- Poverty – conditions and impacts,
- Environmental and cultural impacts on families,
- Attitudes and ethics,
- Systems issues and impacts,
- Working in a county human services organization, and
- The history of social services.

With the list of subject matter areas agreed upon, counties were surveyed to determine what training and/or orientation materials were already in existence and being used throughout the Bay Area to provide employees with a foundational understanding of public human services (see Attachment 1 for a summary of survey responses). Follow up interviews provided more in-depth information on what materials currently exist across the region, and whether or not they were easily transferable for use in another county. In addition to the interview process, some counties provided their training materials to the researcher for review.

In addition to determining what resources exist within counties, two primary training vendors used in the Bay Area, UC Davis and the Bay Area Academy, were contacted to identify further training resources in the subject matter areas or clusters.

Findings

As previously mentioned, the brainstorming process with BASSC human resources staff, along with input from the BASSC directors resulted in thirty-nine topics clustered into eight subject matter areas of which human services employees should have a basic knowledge. Surveys and follow-up interviews revealed the following:

1) While nearly all Bay Area counties provide some training on the topics in the cluster areas, much of the training is done as a part of an agency orientation or larger induction curriculum and is not documented in training materials, but rather mentioned as part of classroom discussion.

2) Where training materials do exist, most are in the form of PowerPoint presentations, hand-outs, guides, or other materials that require an instructor who is knowledgeable in the topic to present them. In other words, they are not easily transferable to a trainer in another county without extensive support such as an instructor's manual or a training guide for the trainer, and they are not able to be used as a self-guided training.

3) Though some training sessions are 'self-contained' and usable without an instructor to guide the learner (meaning a worker could access and learn from them independently) those trainings are generally housed within the individual county's intranet or have been developed with a proprietary technology and are not easily transferred to another county.

4) Many of the trainings are not mandatory, and are therefore not attended by all employees. Lastly, materials available through the vendors have all the same limitations for sharing as do the ones within counties.

It is worth noting that the BASSC Human Resources Committee is currently focusing on a project that would make sharing online training materials across counties possible, but it is not clear if existing online training content/activities could be converted in order to be usable on the new platform. Should this project result in the improved capacities of counties to share existing electronic/online training materials, training content in the clustered topic areas could be replicated utilizing the shared technology.

Proposed Training Content

Based on discussions in both the BASSC Human Resources and BASSC Directors Committees, counties have identified eight content areas in which human services employees should have knowledge. Though some materials covering these topics do exist within Bay Area counties, they are limited – either in available content or transferability. No single county has materials covering topics in all eight content areas. In order to ensure that all public human services agency employees throughout the Bay Area are exposed to the subject matter necessary to have a foundational knowledge of the field and issues relevant to their work, it is recommended that a "Foundations of Human Services" curriculum be developed that can be used within a classroom setting, or to guide individual learning. The eight clustered subject areas have several individual topics captured within them. The following section proposes content for each cluster. Attachment 2 provides preliminary content outlines for each of the clusters.

I. *Service Provision*

Understanding the range of ways staff may (be expected to) engage with clients is the focus of this cluster. Most county induction trainings cover the technical skills needed to provide services – how to enter information into client database or eligibility determination tools, an orientation to the work and the organization, and provide basic information about customer service. Some have even developed highly structured approaches to service provision within some divisions within the agency. Santa Cruz County’s “We CARE” model is an example of this. But a more comprehensive understanding of service delivery to all employees – especially those who are not provided with a standardized induction or onboarding training would help to ensure consistency of quality in services provided throughout the organization, by all levels of employees. **Training topics in focused on service provision beyond the basics of the expectations of the job might include information on the following: crisis intervention, diffusing a hostile or agitated client or situation, motivational interviewing or appreciative inquiry for both case managing and non-case-managing staff, personal and field safety, understanding one’s own and another’s secondary trauma, effective communication, strength-based relationships/approaches, and working as a team – both with coworkers and with clients or families.**

II. *Conditions Impacting Families*

Many of the families served through public social services agencies experience multiple challenges beyond having limited financial resources necessary to meet their basic needs. These include having a health or mental health issue that impacts their ability to be self-sufficient, or living with substance abuse or addiction – in oneself or in family member, being the victim of domestic abuse, or having experienced direct or secondary trauma. While staff may refer clients to community- or county-based providers who address these barriers to self-sufficiency, they also need a basic understanding of how these issues may affect a client’s ability to utilize and benefit from the services they provide. **Topics covered in a training for this cluster could include the causes and impacts conditions such as mental and physical health issues, substance abuse, domestic abuse, trauma (current, historical, secondary, and retraumatization) have on families, and what resources exist to help families experiencing one or more of these conditions.**

III. *Poverty – Conditions and Impacts*

In order to have an understanding of the clients they serve, human services workers should have an awareness of the social determinants of poverty, the challenges faced by people living in poverty, and how living in poverty affects the well-being and the opportunities available for those who experience it. **This training content would address the causes of poverty, the myths and realities of poverty, what it means to live in poverty, and the impact it has on children and families, as well as provide basic statistical information on poverty in the county or region and in the United States at large.**

IV. *Environmental and Cultural Impacts on the Families We Serve*

Families served by public social services agencies may come from a range of cultural backgrounds, and social environments. These may be similar to, or vastly different from, those of the workers who serve them. Having an understanding of the impacts environment and culture has on clients better enables workers to provide services to a diverse population. These impacts both shape the challenges clients may face as well as the resiliency and strengths they possess. An overview of this subject might provide an introduction for a broader cultural competence training program. While all counties surveyed reported having a cultural competency training, they are typically geared toward understanding what culture is, and what it means to provide culturally competent services. **The focus of this cluster would be to help staff understand the *impact* social environment and culture has on families , including factors that impact their resiliency, the strengths they possess, and the challenges they may face.**

V. *Attitudes and Ethics*

County social services workers come to public service from a variety of backgrounds – cultural, educational, and employment. Working for a public agency, or being a public servant, comes with a set of expectations regarding competence, professionalism, level of accountability, and conduct. In addition to being competent in their jobs, public human services workers are expected to serve with integrity and honesty, treat all members of the public with dignity and respect, and provide equitable treatment to everyone they serve. In order to do this effectively, human services workers must have an awareness of their own biases, and understand the distinction between their “personal self” and their “professional self” with regard to their values, expectations, and standards. They must also be aware of issues of social justice, potential conflicts of interest they might experience as a part of their work, the concept and practice of cultural humility, the power of the language they use when talking with clients, how to set appropriate boundaries with those they serve as well as those they work with, and the need to hold information about people they work with in the strictest confidence. **Therefore, this cluster would address expectations regarding professionalism and behavior in the workplace, and would include topics such as: cultural humility, social justice, confidentiality, or professional responsibility, conflict of interest, and setting boundaries.**

VI. *Systems Issues and Impacts*

While public social services agencies are charged with providing safety net services to all members of the community who qualify for and/or need them, both formal and informal structures exist that may impact workers’ ability to do so. These may include things such as the location of services – services that are accessed through offices located great distances from those who need them may not be fully utilized, or there may be other inequalities that exist and which are beyond an individual worker’s control. These may include legislative or regulatory mandates that disadvantage clients, or limited resources necessary to address a need. Additionally, historic or cultural standards may lead to disproportional treatment of minority groups. This, in addition to workers’ own explicit or implicit biases, impacts how services are provided and received by different groups of people. **The training**

content would address systems issues and impacts that focus on place-based services, disproportionality, and structural inequality.

VII. *Working in a Public Human Services Organization*

Though many human services workers may have worked in other social service organizations before coming to public service, and therefore may have been exposed to the content in the other training topics listed above, working in a public agency is unique. All county human services organizations are part of a larger county government structure, and they carry out the mandates of not only what local elected officials require of them, but also the mandates of the state and federal governments. Understanding how their agency functions as a part of the larger system helps workers understand how and why services, practice, requirements, and even their salary and benefits are determined. In many cases, workers learn these things over time, via direct experience – they are directed how to complete time studies, admonished to complete data entry thoroughly, or occasionally asked to volunteer to work overtime to address a backlog of work. Learning about how a human service organization is structured, what impacts its operations, how it is funded, conditions of work, the roles of various employee classifications, and how to communicate across the organization early in their employment serve to help employees function as an integral and effective part of the whole. Since both funding and types of services provided are directly related to the demographics of the community being served, an awareness of key county-specific data – the numbers or percentages of people qualifying for public services, the number of clients served by the organization, the number or percentage of eligible people who are not receiving services, and so forth, provide useful contextual information for the human services worker. **Training topics in this cluster that would help workers understand and navigate complex county human services might include: community demographics, rates of poverty and unemployment, and available community resources or providers serving those in need, county government structure, agency/department structure, and public human services funding.**

VIII. *History of Social Services*

While many public agency human services employees have a basic understanding of the services offered within their agencies, many come to the work without an understanding of how these services came to be part of the role of government. The evolution of social services, from the earliest days of the settlement house movement through the passage of the Affordable Care Act, for those who need support to meet their basic needs have been the result of significant public discourse and the culminating legislation that produced what is commonly referred to as the “safety net”. A training curriculum covering key legislation would provide human services employees with a basic understanding of the how public social services agencies developed and evolved over time. A prototype training video has been developed for this topic, and will be available for review in June 2017.

Counties might consider offering a Foundation Knowledge Certificate for all employees who complete online training for all eight clusters. This certificate could provide an incentive for

completing all the trainings and be reflected in their personnel records and resumes as evidence of their professional development.

Training Modalities and Approaches

County human services staff development departments are charged with providing a range of mandated and county directed training. Staff trainers are responsible for developing training courses, complete with instructional materials, and for providing classroom training or creating online learner-guided training. To do so, trainers must be aware of changes in procedures, regulatory mandates, database functionality, and program services. In addition to these responsibilities, in some cases, trainers or training supervisors may be responsible for providing supervision of new employees who are in induction training. These responsibilities, along with tasks such as record-keeping, evaluating and revising training approaches consume the bulk of the trainer's time. Therefore, providing a robust "Foundations of Human Services" curriculum that is standardized across the Bay Area would best be accomplished through the development of training resources that could be used by counties with minimal impact on existing staff development resources.

Criteria for Training Module Development

In exploring the most efficient and effective way to develop an accessible and regional training curriculum, the follow four criteria were identified:

1. *Ease of Content Delivery*

In addition to having standardized content wherever possible and relevant, it is important for the content delivery to be able to be achieved without relying on a subject matter expert. As previously noted, the resources necessary to develop and deliver trainings is significant. Ensuring that a trainer is fully knowledgeable about a topic requires hours of research and information gathering. In order for content in the eight subject matter clusters to be available for use, either independently or with a guide, the content needs to be complete and accessible without requiring a subject matter expert to deliver it. This may be accomplished in a variety of ways. Utilizing short informational videos or recorded presentations delivered by a speaker, in a format similar to TED Talk presentations, could be used as the basis for an overview for a subject area. These could stand alone or learners could then participate in guided classroom discussions, facilitated online chats, respond to written questions, or take a brief quiz as a way of reinforcing the content. Additionally, discussion questions related to material could be incorporated into supervision sessions with a trainer or supervisor.

Supportive materials, such as a "Facilitator's Guide" with discussion questions, could be developed for use in supervision sessions, so that supervisors would be able to provide follow up to the learning session or for trainers or others who facilitate the discussion – whether online, in a brown bag session, or in a classroom setting. Its function would be to reinforce learning and help support knowledge transfer to the workplace. In addition to posing discussion questions, these guides might provide ideas for resources to gain more information or seek clarification on the content, implications for practice, how to provide ongoing follow up (having standing agenda items at unit meetings, or bringing in

new, related information in the form of articles, examples from cases, etc.), and how to incorporate new learning into the work. Attachment 3 provides sample templates for this type of guide. While many options exist for reinforcing information learned, it is important for the initial delivery of the information to be 'self-contained', and not necessitate the need for a trainer to become fully knowledgeable in the subject in order to present it.

2. *Adaptability*

While the recommended content areas are generally broad and applicable to any county, some county-specific information will likely be necessary. Having core content, that can be used by all counties, should comprise the bulk of the materials developed. Having county-specific information (developed as desired and appropriate for each county) can be added as an attachment to the training materials, incorporated within the training application when possible, or as a part of the facilitator's guide in order to create ease of use for counties.

3. *Learner Led and/or Instructor Led*

Given the challenges of scheduling trainings around the busy schedules of workers and trainers, training sessions should be relatively short in duration, thereby requiring limited release time from work in order to participate. This may be accomplished through individual, learner-led sessions, accessing an online training at a time that works for the employee, with follow up occurring as previously stated, in a classroom-based discussion, via online discussions or quizzes or in supervision sessions. Counties might also choose to have instructor-led sessions, wherein staff view a video or listen to a presentation in a group setting, followed by a guided discussion. Or, self-guided learning groups comprised solely of learners, with no instructor, could use a written guide as the basis for a brown-bag discussion session. Lastly, materials developed could also be used with the traditional, classroom training model and incorporated as a part of employee orientation or induction training. However they are used, training materials developed for a "Foundations of Human Services" curriculum should include options for many learning and delivery approaches.

4, *Compatibility with existing county technology*

As counties strive to find ways to utilize technology in their training programs, the development of new trainings is dependent on using a platform and application that is compatible with the technology available within the county. The efforts of the BASSC Human Resources Committee may soon result in a shared tool and resources that allow all counties to develop online trainings that may be shared from one county to another. However, even without a shared technology, some resources currently exist that allow for sharing of information to anyone that has high-speed access to the internet. These include YouTube, podcasts, discussion boards, and other resources available to the general public. Development of training videos, presentations, and/or discussion guides or quizzes can all utilize free, publicly accessible technology. Creating trainings that can use these types of resources will insure that all counties, regardless of their technical capacity (assuming access to the internet can be provided), are able to utilize the trainings.

Conclusion

Public human services employees have an opportunity to make a difference in the lives of those members of our communities that are most in need. In order to provide high quality service, with understanding and compassion, BASSC Human Resources Committee members and the BASSC directors agreed workers need to have a basic understanding the history and function of the human services organization as well as how to operate successfully within one, the issues and conditions that impact the lives of their clients, the role they serve as providers, and what it takes to provide quality services. While some of this information is provided within existing county training structures, based on a survey of Bay Area counties, no county provides training on all of these topics. Even though many counties have developed training materials covering these topics, these materials are not easily transferable and accessible to another county. With county staff development resources that are limited and focused on mandated training, the creation of regional training content would be a valuable contribution to county' training programs. Such trainings should be developed in such a way that they could be used by individual learners, as part of a group training session, or be incorporated into existing trainings such as induction or employee orientation.

Recommendations

Assuming a high level of interest and support for building a regional resource of training content related to the Foundation Knowledge for Delivering County Human Services, it is recommended that: 1) financial and human resources be identified to build out the eight topics proposed. 2) field test the content in pilot counties, and 3) roll out the entire program during BASSC's 30th anniversary year (2017-2018).

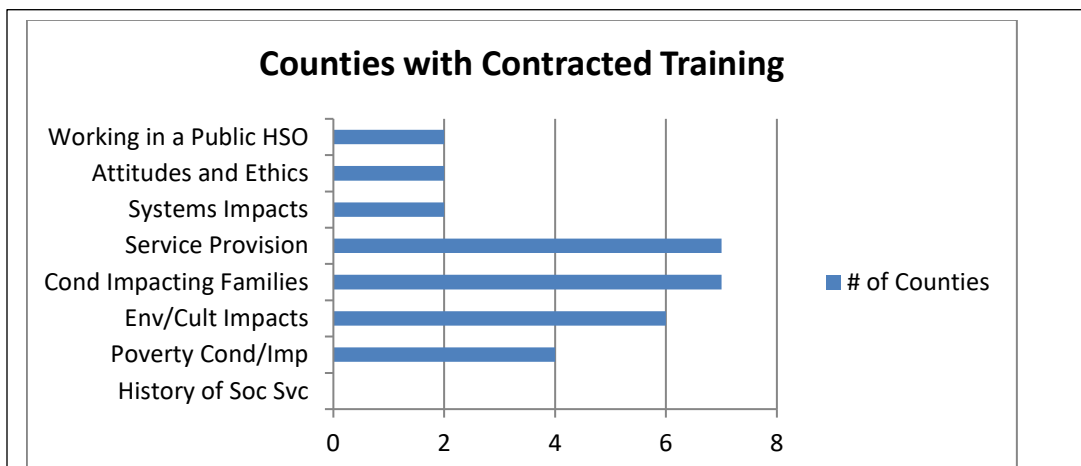
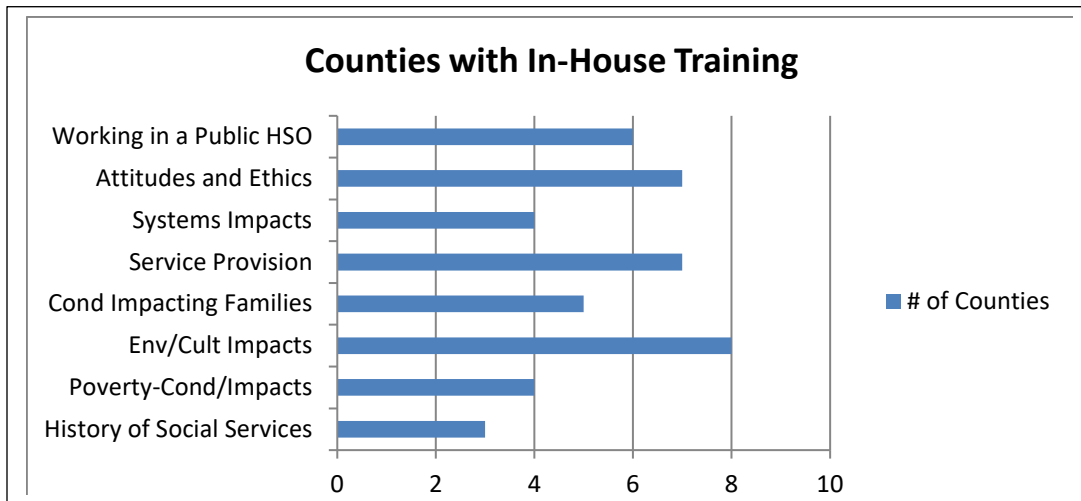
Foundation Knowledge Training Topics Summary of Survey Results

Eight subject area clusters were identified by the BASSC Human Resources Committee as including the topics about which all human services staff should have basic knowledge. Of the ten Bay Area counties surveyed, no counties provided training – either in house, or through an outside contractor – in all eight subject areas. Two counties’ respondents reported providing training ‘in-house’ on seven of the eight topic areas.

Of the eight subject areas, the BASSC directors prioritized five as being most important in providing staff with foundational knowledge of human services work. They included *Service Provision, Conditions Impacting Families, Poverty, Environmental and Cultural Impacts on the Families We Serve, and Attitudes and Ethics*. For the five topics, only one county reported providing training on all five in-house. An additional five counties reported providing training in four of the five areas – three through internal trainers and two through the use of a UC Davis, BAA, or another county department or local non-profit specialist.

As illustrated in the charts below, eight counties currently provide in-house training on Environmental and Cultural Impacts on families. Seven provide trainings in the category of Service Provision using in-house resources, with six of those same counties, plus one other, also utilizing contracted trainers to deliver the subject matter. Of the remaining topics prioritized by the BASSC directors, the number of counties providing training were as follows: training related to Attitudes and Ethics (six counties), Conditions Impacting Families (five counties), and Poverty (four counties).

The following charts show the number of counties that reported providing training in each of the subject areas.



Preliminary Outline of Proposed Training Content

Module 1: Service Provision

(Note: this outline assumes that the organization provides an orientation to the human/social services agency that includes basic information about the vision, mission, and values of the organization, types of services offered within the different divisions/departments, and basic information needed for new employees to do their work. This outline is for a high-level overview of the topics covered. More in-depth training could be provided to further workers' understanding of specific topic areas.)

- I. Supporting self-reliance through providing services
 - a. The role of the human services agency – function and limitations
 - b. The role of the human services worker
 - i. Specific function/role
 1. Receiving and directing client to service, conducting assessments, or determining eligibility
 2. Offering services
 3. Supporting clients' progress toward positive outcomes
 4. Understanding power differences within the provider/client relationship
 - ii. Being a member of a team – how we work as a part of a larger whole (role/job, unit, division/department, agency)
 - iii. Collaborating with partners
- II. The art of service delivery
 - a. Outstanding customer service
 - i. What it looks like
 - ii. Why it matters
 - b. Effective communication
 - i. Understanding non-verbal communication
 - ii. Balance between listening and expressing oneself
 - iii. Listening well – creating a good listening environment, reflective listening
 - iv. Speaking well – expressing oneself clearly and respectfully
 - c. Being present - How we “show up”
- III. Approaches to interactions with clients
 - a. Strengths-based relationships/service delivery
 - i. Teaming with clients vs. just providing services or managing cases
 - ii. Valuing client strengths
 - iii. Understanding resilience
 - b. Motivational Interviewing
 - c. Appreciative Inquiry
- IV. Managing difficult situations
 - a. De-escalating volatile clients or situations
 - b. Crisis intervention
- V. Self-Care
 - a. Personal and field safety
 - b. Managing stress
 - c. Understanding secondary trauma
 - d. Work – Life balance

Module 2: Conditions Impacting Families

- I. A range of possible conditions may impact an individual's or family's ability to be self-reliant
 - a. Conditions may be seen or unseen
 - b. They may be known or understood by the individual or family or they may not
 - c. They may be experienced by one or more family members and may or may not be experienced by the primary client
 - d. They may include:
 - i. Physical health problems
 - ii. Mental health issues
 - iii. Substance abuse / addiction issues
 - iv. Domestic abuse
 - v. Experience of trauma – current, historical, secondary
- II. Physical health problems or disabilities
 - a. Types of physical health problems that staff may encounter
 - b. Effects of health issues on a person's ability to be self-reliant
 - c. Access to quality health care – may be limited or unavailable
 - d. Ongoing supports may be needed for individuals with health issues who have the capacity to work
- III. Mental health issues
 - a. Signs and symptoms of mental illness that staff may encounter
 - b. Potential causes of mental illness
 - i. Biological – Abnormal balance in brain chemistry
 - ii. Psychological – Severe trauma, significant early loss (such as the loss of a parent)
 - iii. Environmental – Dysfunctional family life, social/cultural expectations, drug use/abuse
 - c. Effects of mental health issues on a person's ability to be self-reliant
 - d. Access to mental health services – may be limited or unavailable
- IV. Substance abuse / Addiction
 - a. Potential causes of substance abuse or addiction
 - b. Effects of substance abuse/addiction on person's ability to be self-reliant
 - c. Types of and access to treatment services
- V. Domestic Abuse
 - a. Signs and symptoms of domestic abuse that staff may encounter
 - b. Effects of domestic abuse on a person's ability to be self-reliant
 - c. Services available for people experiencing domestic abuse
- VI. Homelessness
 - a. The impact of housing insecurity on a family's ability to be self-reliant
 - b. Types of housing resources available and their limitations
- VII. Providing compassionate and competent service to a person experiencing one or more of these conditions

Module 3: Poverty

- I. The face of poverty
 - a. What level of income constitutes poverty?
 - i. Federal calculation used to determine “Poverty Line”
 - ii. Federal poverty line for a family of four
 - iii. No variation for different geographic areas regardless of cost of living
 - b. National statistics on poverty
 - i. Number/Percentage of people living at or below the national poverty level
 - ii. Ethnic, gender, age breakdown
 - c. Local statistics on poverty
 - i. Number/Percentage of people living at or below the national poverty level
Geographic, ethnic, gender, age breakdown
 - d. What does it mean to live in poverty?
 - i. Struggle to meet basic needs
 - ii. Abundance that is seen on TV, in greater world, is not accessible
 - iii. Leads to feelings of helplessness and often hopelessness
 - iv. Often results in the perpetuation of multi-generational poverty
 - e. Reality vs. stereotypes – who lives at or below the poverty line
 - i. The working poor
 - ii. People with limitations to employment
 - iii. People of color are disproportionately poor
- II. Causes of Poverty
 - a. Educational level
 - b. Family make-up/environment
 - i. Single-parent households
 - ii. Single-parent households headed by women
 - iii. Multi-generational poverty
 - c. Economic cycles
 - i. Strong economy vs. economic downturns
 - d. Physical and mental health/disability
 - i. Percentages of people living with a disability who are unemployed/not in labor force vs those without disabilities
 - ii. Percentage of people with disabilities live below the poverty line vs. those who do not have a disability.
 - e. Racial inequalities
- III. Impacts of poverty
 - a. Multi-generational poverty
 - i. Learned helplessness
 - ii. Lack of role models
 - iii. Lack of resources
 - b. Health and well-being
 - i. Physical environment
 - ii. Limited or poor health care
 - iii. Inadequate nutrition
 - c. Education
 - i. Limited school readiness
 - ii. School attendance challenges – homelessness, transiency, transportation issues
 - iii. Poor or underperforming schools
 - iv. Reduced access to higher education

Module 4: Environmental and Cultural Impacts on the Families We Serve

- I. What is 'culture'?
 - a. Definition
- II. The impact of culture on family life
 - a. It determines:
 - i. Roles and responsibilities we have within the family and community
 - ii. Our perceptions about self and others
 - iii. How and where we get information about the world
 - iv. If, when, and how we seek help
 - v. Our values, ethics, customs, and expectations
- III. What is social environment?
 - a. Community you live in
 - b. Where you work
 - c. Where your children attend school/childcare
 - d. May include people from a variety of cultures
- IV. Societal expectations and/or pressures related to culture and/or social environment
 - a. How others in the community perceive us/assumptions about us
 - b. What is expected of us
 - c. The level of social and systemic support we receive to become self-sufficient
 - d. Governmental/systemic controls in our lives
- V. Race and systemic racism
 - a. The role race plays with regard to opportunities available to individuals
 - b. The ways policies, practices, and economic and political structures disadvantage minority racial and ethnic groups
 - c. Disproportionality
- VI. Explicit and implicit bias
 - a. Defining explicit and implicit bias
 - i. Explicit bias: Beliefs, judgements of which we are consciously aware, and the associated actions we take based on them
 - ii. Implicit bias: The unconscious ways our attitudes or the stereotypes we hold affect our understanding, actions, and decisions.
 - b. The role explicit bias plays in our work
 - i. Our explicit biases affect the service we provide to clients.
 - c. The role implicit bias plays in our work
 - i. Our implicit biases also affect the service we provide to clients
 - ii. Learning how to identify our own implicit bias.

Module 5: Attitudes and Ethics

(Note: The outline for this cluster touches on each topic at a high-level. For a more in-depth understanding of the topics, a separate online training/video or classroom training would need to be developed)

- I. What do we mean by attitudes and ethics?
 - a. Definition of attitudes
 - b. Definition of ethics
- II. Our beliefs and attitudes
 - a. We each come to the work place with our own beliefs and values
 - b. They are unique to us based on our own experiences and cultural influences
 - c. Our beliefs and values are reflected in our attitudes toward our work and others
 - d. Reflecting on our beliefs and attitudes
 - i. Questions to consider
- III. The role of beliefs, attitudes and ethics in the work place
 - a. Why discuss beliefs, attitudes and ethics?
 - b. The impact of our beliefs, attitudes and ethics in the work we do
 - i. Examples
- IV. Culture and respect for differences
 - i. Cultural humility
 1. Definition
 2. Cultural humility vs. cultural competence
 3. What does it mean to practice cultural humility in the work place?
- V. Professional-self vs. Personal-self
 - a. The work of the organization is based on specific premises and values
 - b. Distinction between personal and professional self
 - i. Examples
 - ii. Responsibility to reflect the values of the organization, even if they differ from our own
 - c. Professional responsibility
 - i. Confidentiality
 1. Responsibility for maintaining confidentiality
 2. Ways of maintaining confidentiality
 - a. Communication with others
 - b. Use of technology
 - c. Work space / physical environment
 - ii. Conflict of Interest
 1. What constitutes conflict of interest (including examples)
 2. Avoiding real or an appearance of conflict of interest (including examples)
 - iii. Setting boundaries
 1. Why boundaries matters
 2. Setting boundaries at work and with clients
- VI. Social justice
 - a. What is social justice?
 - b. Applying the principles of social justice in the workplace?

Module 6: Working in a Public Human Services Organization

(Note: The demographic data and information included in this online training, in order to be used across the BASSC counties, would be based on Bay Area data and information. A county specific Facilitator's Guide could include county-specific data and information.)

- I. Understanding your community
 - a. Urban vs. rural communities
 - b. Differences across neighborhoods (including examples)
 - c. Bay Area demographics (including income, employment, age, etc.)
 - i. Implications of data
- II. Public vs. private human service organizations
 - a. Roles in safety-net
- III. The county structure
 - a. Relationship to the state
 - b. County departments – some differences across the region, but similar structures
 - c. The role of the board of supervisors
 - d. The role of labor unions
- IV. The human services department – Understanding the whole
 - a. Child and family services
 - b. Adult, veterans' and long-term care services
 - c. Employment and benefit services
 - d. Administrative and support services
 - e. The organizational structure (including sample org chart)
- V. The worker's role in the organization
 - a. Carrying out the organizations mission – every position matters
 - b. Understanding supervision (function, employee's role)
 - c. Understanding employee evaluations (function, employee's role)
 - d. Professional development
 - i. Types of opportunities
 - e. The ever changing organization – managing change
 - f. Having influence – your voice matters
- VI. Public human services funding (high-level overview)
 - a. Federal, state and local funds
 - b. Relationship between numbers served, work done, and funding
 - i. Case loads
 - ii. Time studies
- VII. Accountability
 - a. Record keeping – your responsibilities
 - b. Program audits and reviews

Module 7: Systems Issues and Impacts

- I. Providing human services in a changing world
 - a. Issues impacting change
 - i. Political environment
 - ii. Public opinion
 - iii. Evolving cultural norms
 - b. Impacts for the human services worker
 - i. Program changes
 - ii. Changes in work environment, working conditions, or job expectations
 - iii. Need for evolving understanding of work and the people served
- II. Challenges
 - a. Disproportionality and disparity
 - i. What is disproportionality?
 - ii. What is disparity?
 - iii. What does it mean to me as a human services worker?
 - b. Structural inequality
 - i. What is structural inequality?
 - ii. How does it relate to disproportionality and disparity?
 - iii. What does it mean to me as a human services worker?
 - c. Cultural competence and cultural humility
 - i. The individual's opportunity to address these challenges
- III. Place-based services
 - a. What are "place-based" services
 - i. Responding to community needs
 - ii. Providing services where people
 - iii. What does it mean to me as a human services worker?

Module 8: History of Social Services

- I. Public social services – the ‘Safety Net’
 - a. Network of connected programs and policies designed to serve those in need
 - b. Construction of the safety net (1935-2010)
 - c. “Unfinished business”
- II. Constructing the Safety Net (1935) - New Deal Era
 - a. The 1929 Stock Market crash and resulting poverty
 - b. Social Security Act of 1935, a ‘safety net’ of programs
 - i. unemployment insurance
 - ii. aid to dependent children
 - iii. maternal and child welfare programs
 - iv. retirement insurance for the elderly (social security)
 - v. general welfare programs for needy adults
 - c. Second Bill of Rights
 - i. Focus on providing: adequate food, housing and recreation, access to a living wage and access to adequate medical care for all citizens
 - ii. Second Bill of Rights not implemented: Idea of “unfinished business” of safety net construction
- III. The Great Society and War on Poverty of the 1960s
 - a. 1964 Federal department of Housing and Urban Development (HUD)
 - b. 1964 Food Stamps Act – Supplementary Nutrition Assistance Program (SNAP)
 - c. 1965 Medicare and Medicaid
 - d. 1965 Older Americans Act and Area Agency on Aging
 - e. 1967 Aid to Dependent Children became Aid to Families with Dependent Children.
 - f. 1968 Housing and Urban Development Act
 - i. Section 8 housing voucher programs for low-income families
 - g. Federal Supplemental Security Income (SSI) program
 - h. 1970s – 80s Limits to the expansion of the Safety Net
 - i. State and local governments cost sharing with the federal government.
 - ii. Social service programs were reduced
 - iii. AFDC rolls reduced
 - iv. Loss of access to food stamps.
 - v. Social Security benefits for retirees indexed to inflation
- IV. 1990s Economic Boom
 - a. 1990 Americans Disabilities Act (ADA)
 - b. 1996 Personal Responsibility and Work Opportunities Act
 - c. 1997 Adoption and Safe Families Act
 - d. Temporary Assistance to Needy Families program (TANF)
 - i. Work requirements
 - ii. Lifetime limits
 - iii. Addition of state and local administrative and oversight requirements
 - e. Attempts to create universal healthcare for all the uninsured failed
 - f. 1997 S/CHIP - Children’s health care program was expanded
- V. Unfinished Business of Safety Net Construction
 - a. The Great Recession of 2008
 - b. 2010 Affordable Care Act passed

Supporting Online Learning
Service Provision Facilitator’s Guide

This facilitator’s guide may be used one-on-one with an employee, or as the basis for a learning team of employees who participated in the learning experience/online training. The discussion questions may focus on the full content of the online training, or may focus on one or more specific topics contained in the training.

Discussion Questions:

Facilitator Prompt: “Thinking about what you saw/heard in the Service Provision online training/video, let’s talk about what it means to your work. Consider what you learned about (*choose one: **the agency’s and your role in supporting self-reliance, customer service, communication, different approaches to serving clients, managing difficult situations, and self-care***)”.

- What did you learn from this training? What were your key takeaways?
- How does the information provided in this training inform the way you think about your work?
- What three things could you do differently in your work based on information learned in this training? What support will you need to make these changes?
- In what ways do you see the services (*insert agency or division name*) provides support or align with the information you learned? In what ways could services be strengthened or changed to better support/align with what you learned?
- Is there anything else you think is important about this topic that you’d like to discuss?
- Is there anything else about this topic you would like to know? (*Refer employee to the appropriate resources listed below based upon the answer to this question.*)

Putting it into practice:

Discuss the following list of ways that the employee can enhance they practice based on what was learned from the training. Encourage them to identify one or more actions they might take to incorporate learning into the workplace. Offer your own ideas for ways to apply learning to the workplace.

- List specific activities/actions you can take to make one change to your practice/work based on your learning.
- Discuss what you’ve learned with a co-worker who has not participated in this training experience.
- Seek more information from someone in the organization who is well-versed in this topic (see below).
- Identify examples in the work you do, or have seen others do, that relate to the topic and lead a discussion about it in a team meeting, brown bag session, or other group meeting.

Resources for further information: (*This section would be completed prior to providing it to the facilitator for use with the learner.*)

- Person(s) in the agency to contact for further information or clarification:

- Trainings that build on or support this training are:

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- Other resources related to this topic:
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Other ways for the facilitator/supervisor to reinforce learning:

- Lead a discussion related to one of the topics in the online training/video that is currently relevant to workers in a team meeting or other group setting.
- Discuss situations/examples of how information contained in the online training/video is evidenced in the work of the organization in a team meeting or other group setting.
- Seek out a subject matter expert in the topic(s) of the online training/video and have him/her present at a team meeting or other group setting.