# Please select yes for each competency addressed in your agency’s certification and topic for your agency’s in-service training curriculum. If the competency/topic is not addressed in your curriculum, please provide a brief explanation in the **Curriculum Name** section. In addition, please provide the name of the curriculum and if applicable the name of the section within the curriculum. Please see the example listed below in yellow highlight.

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| **Category** | **Competency** | **Addressed in PP Curriculum** | **Curriculum Name** | **Curriculum Section** |
| Child Welfare Values | Know the mission of child welfare services as protecting children from maltreatment and assuring their safety in stable, permanent families. | [x]  Yes [ ]  No | Pre-service Core training for Workers | Unit 2; Values in Child Welfare |

**CERTIFICATION TRAINING COMPETENCIES**

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| **Category** | **Competency** | **Addressed in PP Curriculum** | **Curriculum Name** | **Curriculum Section** |
| **Child Welfare Values**  | Know the mission of child welfare services as protecting children from maltreatment and assuring their safety in stable, permanent families.  | [ ]  Yes [ ]  No |       |       |
| Know the defining characteristics of a family-centered approach to child welfare practice.  | [ ]  Yes [ ]  No |       |       |
| Understands how a family-centered approach to child protection can support and sustain the rights of maltreated children and their families.  | [ ]  Yes [ ]  No |       |       |
| Know the importance of achieving timely permanence for all children served by child welfare agencies.  | [ ]  Yes [ ]  No |       |       |
| Understand the potential serious negative impact of separation, out-of-home placement, and impermanence on attachment, child development, and family emotional stability.  | [ ]  Yes [ ]  No |       |       |
| Understand the ways that family resilience and resourcefulness, constructive coping skills, intra-familial support and community-based support networks can mitigate maltreatment and help families protect their children.  | [ ]  Yes [ ]  No |       |       |
| Know the social work and child welfare values and ethics that underlie a family-centered approach to services.  | [ ]  Yes [ ]  No |       |       |
| Understand the concept of client empowerment and how a trusting and collaborative casework relationship can motivate and sustain productive change in a family.  | [ ]  Yes [ ]  No |       |       |

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| **Category** | **Competency** | **Addressed in PP Curriculum** | **Curriculum Name** | **Curriculum Section** |
| **Role of Child Welfare Agencies**  | Understand the child welfare system's responsibility to ensure children permanence by providing reasonable efforts to prevent placement, reunify children and families or pursue permanent alternative placement through adoption, legal custody, or guardianship.  | [ ]  Yes [ ]  No |       |       |
| Understand the inherent potential tension between parents' rights and children's rights in child protective services.  | [ ]  Yes [ ]  No |       |       |
| Recognize the importance of adhering to the provisions of federal and state statutes in child welfare casework.  | [ ]  Yes [ ]  No |       |       |
| Know provisions of federal laws governing child welfare practice i.e. ASFA, ICWA, P.L. 96-272, MEPA, CAPTA and the state laws that implement their provisions.  | [ ]  Yes [ ]  No |       |       |
| **Impact of Maltreatment**  | Recognize the profound negative impact of child maltreatment on children's health and development.  | [ ]  Yes [ ]  No |       |       |
| Understand the caseworker's responsibility to minimize the trauma experienced by children and their families during placement.  | [ ]  Yes [ ]  No |       |       |
| Knows potential negative effects of physical abuse, neglect and sexual abuse on the development of children aged birth through adolescence. | [ ]  Yes [ ]  No |       |       |
| **Culture & Diversity**  | Know definitions and fundamental concepts of culture and diversity. | [ ]  Yes [ ]  No |       |       |
| Understands how cultural differences in verbal and nonverbal communication can impact the casework relationship and create misunderstandings. | [ ]  Yes [ ]  No |       |       |
| Understand how culturally based differences in parenting and childcare practices can influence the determination of child maltreatment. | [ ]  Yes [ ]  No |       |       |

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| **Category** | **Competency** | **Addressed in PP Curriculum** | **Curriculum Name** | **Curriculum Section** |
| **Self-Awareness**  | Understands how one's own cultural background affects one's own values, perceptions of others, behaviors, and identity. | [ ]  Yes [ ]  No |       |       |
| Understands factors that may bias the worker’s interpretation of individuals’ and families' behavior and communication such as the worker's own cultural perspective, pre-conceived expectations, and the context of the situation. | [ ]  Yes [ ]  No |       |       |
| Knows appropriate standards and limits for disclosing personal information to family members during an interview. | [ ]  Yes [ ]  No |       |       |
| Understands how the worker’s preferred method of learning about and observing people and situations affects the process of gathering, evaluating, and integrating information and the importance of using a variety of observation styles to gather complete assessment information. | [ ]  Yes [ ]  No |       |       |
| Know strategies to ensure the caseworker's safety during on-going family services work with families. | [ ]  Yes [ ]  No |       |       |
| Develop strategies to organize workload and manage time and priorities so assigned tasks are completed within required timeframes. | [ ]  Yes [ ]  No |       |       |
| Develop strategies to recognize and manage personal stress associated with child welfare work. | [ ]  Yes [ ]  No |       |       |

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| **Category** | **Competency** | **Addressed in PP Curriculum** | **Curriculum Name** | **Curriculum Section** |
| **Engagement** | Know the essential role and unique qualities of the casework relationship in a family-centered model of child protection. | [ ]  Yes [ ]  No |       |       |
| Know attitudes and behaviors that promote the development of trust and confidence in the worker by family members. | [ ]  Yes [ ]  No |       |       |
| Understands how a trusting casework relationship can enhance the effectiveness of the interview and increase the accuracy of the communication. | [ ]  Yes [ ]  No |       |       |
| Know the benefits of meeting with families in their own homes in helping to establish rapport. | [ ]  Yes [ ]  No |       |       |
| Understands how cultural factors, including verbal and non-verbal communication, can impact the development of a casework relationship and create misunderstandings. | [ ]  Yes [ ]  No |       |       |
| Recognize the interview as a dialogue between the worker and family members and the principal means of implementing the helping process. | [ ]  Yes [ ]  No |       |       |
| Know the intended purposes, benefits and limitations of the following interview strategies: Listening and observing, Active listening, Supportive responses, Open-ended questions, Closed-ended questions, Forced choice and yes/no questions, Probing questions, Clarifying responses, Summarizing and redirecting, Giving options, suggestions and advice, Confronting.  | [ ]  Yes [ ]  No |       |       |
| Know the barriers in child welfare settings that can interfere with developing relationships with family members. | [ ]  Yes [ ]  No |       |       |
| Know a variety of casework strategies that can strengthen casework relationships and help reduce family members' resistance. | [ ]  Yes [ ]  No |       |       |
| Know interviewing strategies to deal with conflict, respond to hostile or accusatory statements, or confront family members who are reluctant to deal with critical issues. | [ ]  Yes [ ]  No |       |       |
| Understand how fear, uncertainty and other feelings may be exhibited as hostility, aggressive behavior, withdrawal, denial of problems and other forms of resistance. | [ ]  Yes [ ]  No |       |       |

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| **Category** | **Competency** | **Addressed in PP Curriculum** | **Curriculum Name** | **Curriculum Section** |
| **Teaming** | Recognize the caseworker's role and responsibility as a case manager. | [ ]  Yes [ ]  No |       |       |
| Know the benefits of relative placements in sustaining involvement of family members with children in care. | [ ]  Yes [ ]  No |       |       |
| Understand the importance of identifying naturally occurring support systems within the extended family, neighborhood, and community. | [ ]  Yes [ ]  No |       |       |
| Understand the responsibility of the entire community and all its members in child protection and family support. | [ ]  Yes [ ]  No |       |       |
| Understand ways that family resilience and resourcefulness, constructive coping skills, intra-familial support, and community-based networks can mitigate maltreatment and help families protect their children. | [ ]  Yes [ ]  No |       |       |
| Know how to use genograms and eco-maps to gather information about family structure, membership, relationships and sources of family or community support. | [ ]  Yes [ ]  No |       |       |
| Know strategies to promote and support the involvement of immediate and extended family members in case plan development. | [ ]  Yes [ ]  No |       |       |
| Know the types of formal and informal neighborhood and community resources that can be engaged to support families. | [ ]  Yes [ ]  No |       |       |

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| **Category** | **Competency** | **Addressed in PP Curriculum** | **Curriculum Name** | **Curriculum Section** |
| **Assessment** | Know behavioral and emotional indicators of parental mental illness or mental health problems; domestic violence; use or abuse of drugs and alcohol and mental retardation and how they contribute to child maltreatment. | [ ]  Yes [ ]  No |       |       |
| Know age-appropriate expectations for children's behavior at different stages of development. | [ ]  Yes [ ]  No |       |       |
| Know how poverty and unsafe community environments may impact a family’s ability to provide safe care for their children. | [ ]  Yes [ ]  No |       |       |
| Know the nature and scope of various types of child maltreatment. | [ ]  Yes [ ]  No |       |       |
| Know the parenting practices that contribute to insecure or maladaptive attachment in children. | [ ]  Yes [ ]  No |       |       |
| Know the parenting practices that support the development of positive secure attachments in children. | [ ]  Yes [ ]  No |       |       |
| Know the physical, emotional and behavioral indicators of maltreatment: Physical abuse, Sexual abuse, Neglect, Psychological harm, Child fatality / near fatality. | [ ]  Yes [ ]  No |       |       |
| Know the potential negative effects of physical abuse, neglect, sexual abuse and separation trauma on the formation and maintenance of attachment in young children. | [ ]  Yes [ ]  No |       |       |
| Know unique interpersonal and family dynamics typically associated with physical and sexual abuse, neglect, and emotional maltreatment. | [ ]  Yes [ ]  No |       |       |
| Know how to recognize indicators of insecure attachments between children and their parents or caregivers. | [ ]  Yes [ ]  No |       |       |
| Understand physical, emotional, and behavioral indicators of physical and sexual abuse, neglect, and emotional maltreatment. | [ ]  Yes [ ]  No |       |       |

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| **Category** | **Competency** | **Addressed in PP Curriculum** | **Curriculum Name** | **Curriculum Section** |
| **Assessment** | Understand how family needs, problems, and environmental conditions may interact with each other to increase the potential for child maltreatment. | [ ]  Yes [ ]  No |       |       |
| Aware of benefits of consistent positive attachments on children's development and mental health, and the importance of sustaining attachments while children are in substitute placement. | [ ]  Yes [ ]  No |       |       |
| Know definitions and characteristics of "content" and "process" in casework and the importance of eliciting and discussing process-level issues to assure a thorough and accurate assessment. | [ ]  Yes [ ]  No |       |       |
| Know importance of conducting assessments jointly with family members to promote the accuracy and depth of information. | [ ]  Yes [ ]  No |       |       |
| Know the types of individual, family, and environmental strengths that can mitigate risk and protect children from future maltreatment. | [ ]  Yes [ ]  No |       |       |
| Recognize strengths and resources in the immediate family, extended family, neighborhood, and community that can mitigate risk and ensure children's safety. | [ ]  Yes [ ]  No |       |       |
| Understands risks of drawing conclusions based on insufficient information or without testing the accuracy of this information and underlying assumptions. | [ ]  Yes [ ]  No |       |       |
| Know the importance of timely, accurate case documentation for agency accountability. | [ ]  Yes [ ]  No |       |       |
| Know the importance of documenting casework efforts to reunify families, while concurrently developing and filing a concurrent case plan for permanence. | [ ]  Yes [ ]  No |       |       |
| Understand how inaccurate or insufficient case documentation contributes to agency liability. | [ ]  Yes [ ]  No |       |       |

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| **Category** | **Competency** | **Addressed in PP Curriculum** | **Curriculum Name** | **Curriculum Section** |
| **Planning** | Understand the use of the case plan as the agency's formal negotiated contract with families to guide, monitor, and evaluate the change process.  | [ ]  Yes [ ]  No |       |       |
| Aware of the potentially destructive impact on children and families of poorly constructed, incomplete, or non-individualized family Permanency Plans.  | [ ]  Yes [ ]  No |       |       |
| Know liabilities and potential dangers to children of basing Permanency Plans and services on insufficient or inaccurate assessment information.  | [ ]  Yes [ ]  No |       |       |
| Know strategies to introduce the discussion of permanency issues during the family assessment, and to engage and empower immediate and extended family members to focus on permanence for the children throughout the life of the case.  | [ ]  Yes [ ]  No |       |       |
| Know the circumstances when a formal concurrent case plan should be developed.  | [ ]  Yes [ ]  No |       |       |
| Know the difference between case goals, desired outcomes, and action steps.  | [ ]  Yes [ ]  No |       |       |
| Know the proper sequence of steps in the case planning process. | [ ]  Yes [ ]  No |       |       |
| Know the role and purpose of concurrent case planning in assuring timely permanence for children. | [ ]  Yes [ ]  No |       |       |
| Understand how case objectives are derived from information gathered during the family assessment. | [ ]  Yes [ ]  No |       |       |
| Understand the need to formulate case objectives that reflect desired changes in the underlying conditions directly contributing to maltreatment in the family.  | [ ]  Yes [ ]  No |       |       |
| Aware of the caseworker's responsibility to help family members remain invested in and involved with their children in placement. | [ ]  Yes [ ]  No |       |       |
| Know interview specific strategies to help parents remain motivated to safely parent their children. | [ ]  Yes [ ]  No |       |       |
| Know the importance of beginning permanency planning at the time of first contact with a family. | [ ]  Yes [ ]  No |       |       |
| Know the importance of involving family members in case plan development to assure their investment and motivation to work toward change. | [ ]  Yes [ ]  No |       |       |
| **Category** | **Competency** | **Addressed in PP Curriculum** | **Curriculum Name** | **Curriculum Section** |
| **Implementation** | Aware of worker's role as case manager to help families access needed services to promote children's healthy development. | [ ]  Yes [ ]  No |       |       |
| Recognize the worker's pivotal role in helping families successfully complete case plan objectives toward reunification.  | [ ]  Yes [ ]  No |       |       |
| **Tracking** | Understand the caseworker's responsibility to monitor and evaluate the effectiveness of services provided by other agencies or providers. | [ ]  Yes [ ]  No |       |       |
| Understand the necessity of periodic case reassessment with the family to document changes and to assure the continued relevance of services and activities. | [ ]  Yes [ ]  No |       |       |

***Please indicate the type of assessment utilized in determining case manager’s readiness for certification.***

Other comments:

***IN-SERVICE TRAINING TOPICS***

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| **Topic** | **Addressed in PP Curriculum** | **FREQUENCY** | **Curriculum Name** | **Curriculum Section** |
| Universal Precautions | [ ]  Yes [ ]  No |       |       |       |
| Fostering Positive Behavior | [ ]  Yes [ ]  No |       |       |       |
| PREA-Prison Rape Elimination Act | [ ]  Yes [ ]  No |       |       |       |
| Foster Parent’s Bill of Rights | [ ]  Yes [ ]  No |       |       |       |
| Child Passenger Safety | [ ]  Yes [ ]  No |       |       |       |
| Health Insurance Portability Accountabilty Act | [ ]  Yes [ ]  No |       |       |       |
| Psychotropic Medication | [ ]  Yes [ ]  No |       |       |       |
| Education Services to address DCS policy 21.16 and 21.18 | [ ]  Yes [ ]  No |       |       |       |

Other comments:

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| Agency’s Name: |       |
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| Agency’s Address |       | Telephone Number: |  |       |
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| Document reviewed and approved by:  |       |  |       |  |       |
|  | Agency’s representative |  | Title |  | Date |