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