

CASEWORKER RELATED COMPETENCIES

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**TOPIC: 301
INTERVIEWING METHODS**

Skill Sets:

301-01: Ability to use a variety of interviewing strategies suitable for different purposes and situations

Skill Set 301-01: Ability to use a variety of interviewing strategies suitable for different purposes and situations	
Comp. No.	Competency Description
301-01-001	Knows the importance of choosing specific interviewing strategies for different phases of casework intervention and to achieve specific purposes
301-01-002	Knows the liabilities of choosing interviewing strategies that are not well suited for specific situations or purposes
301-01-003	Understands how unique family circumstances and dynamics may affect a worker's selection of interviewing strategies
301-01-004	Understands how personal and cultural differences in communication styles, nonverbal communications, and use of language can affect casework interviews
301-01-005	Understands the challenges of conducting interviews with families whose primary language is not English
301-01-006	Understands the unique attributes of forensic interviews and how they differ from other casework interviews
301-01-007	Understands the difference between high context and low context communication styles and how this affects the selection of interviewing methods for different families
301-01-008	Understands the ethical standards for and appropriate uses of self-disclosure during interviews
301-01-009	Knows the most effective interviewing strategies for various phases of case development, including engagement, relationship building, assessment, case planning, case reassessment, and case closure
301-01-010	Knows how to adapt interviewing strategies for use with individuals who have cognitive disabilities or emotional disorders
301-01-011	Knows how to prepare and collaborate with an interpreter for clients who are hearing impaired or whose primary language is not English
301-01-012	Knows how to adapt one's own communication style and interviewing approach to be more effective with family members
301-01-013	Knows group interview and facilitation strategies for use with family groups
301-01-014	Knows how to use strengths-based interviewing strategies during all phases of case intervention
301-01-015	Knows how to use future-focused interviewing strategies to enhance family members' motivation and commitment, and to mobilize and build on family strengths
301-01-016	Knows how to use summarization, restatement, and scaffolding strategies to help focus an interview, gain consensus, and achieve specific objectives

301-01-017	Knows how to use family sculpting, drawings, ecomaps, genograms, and other non-verbal strategies to help gather information during family assessment interviews and to help family members communicate ideas and feelings
301-01-018	Knows how to use ethnographic interviewing strategies to shape interviews to be effective within a client's cultural context
301-01-019	Knows how to use stories, analogies, examples, and metaphors to articulate and clarify concepts, ideas, and feelings
301-01-020	Knows how to use confrontation to help move an interview forward without alienating family members or undermining the casework relationship.
301-01-021	Knows how to use forensic interviewing methods for fact finding and data gathering during investigations and family assessments (See topic area 206)
301-01-022	Can select and implement interviewing strategies based on the stage of casework intervention and the particular objectives for the interview
301-01-023	Can select and implement interviewing strategies based on individual differences and unique situations of family members
301-01-024	Can collaborate with interpreters during interviews to assure accurate communication between caseworker and family

**TOPIC 302:
FAMILY SYSTEMS THEORY AND FAMILY THERAPY**

Skill Sets

302-01: Ability to use family systems theory and family therapy techniques in assessing and responding to child maltreatment.

Skill Set 302-01: Ability to use family systems theory and family therapy techniques in assessing and responding to child maltreatment.	
302-01-001	Knows the principles and practice concepts that underlie family systems theory
302-01-002	Understands how family systems theory can be applied to family assessment, case planning, and casework intervention in situations of child maltreatment
302-01-003	Understands how dynamics related to relationships, interpersonal boundaries, communication patterns, roles, and the distribution of power and authority in families may contribute to and sustain risk of child maltreatment
302-01-004	Understands how long-standing family dynamics and behavior patterns may be resistant to change and may increase noncompliance with case plans and interventions
302-01-005	Understands how family dynamics and behavior patterns may reflect family members' strengths and their capacities to cope with problems and challenges
302-01-006	Understands how to interpret family roles, communication patterns, and distribution of power and authority in the context of a family's cultural background
302-01-007	Understands the disruption that occurs in family systems when children are removed and placed in out-of-home care or when new members are added to the family
302-01-008	Understands the patterns that may occur in family dynamics when a member has serious cognitive, emotional, or health problems
302-01-009	Understands how primary family dynamics and behaviors may be affected by the dynamics of their extended family and social networks
302-01-010	Understands the philosophy, characteristics, and uses of family systems therapy and its potential applications in situations of child maltreatment
302-01-011	Knows how to determine when family dynamics are creating high risk conditions for child maltreatment
302-01-012	Knows assessment strategies, including ecomaps, genograms, and drawings, that help achieve a better understanding of the family as a system
302-01-013	Knows strategies to help family members recognize and change dynamics that contribute to heightened risk of harm to children
302-01-014	Knows strategies to build on existing family processes and dynamics to promote children's safety
302-01-015	Knows how to apply concepts of family systems theory to kinship placements, involvement of extended family in supplemental case planning, family group conferencing, and permanency planning.
302-01-016	Knows facilitation and group management strategies to conduct family group meetings, planning sessions, and case reviews

302-01-017	Knows strategies to help families learn relationship and behavior patterns that can reduce risk and promote children's safety
302-01-018	Can integrate concepts of family systems theory into direct casework with families and children
302-01-019	Can determine when family therapy is an appropriate intervention and can link families with appropriate family therapy resources
302-01-020	Can support and reinforce changes in family dynamics brought about by family therapy

**TOPIC 303:
CASEWORK WITH CHILDREN**

Skill Sets

303-01: Ability to engage children into a casework relationship

303-02: Ability to assess children’s level of development, emotional and behavioral problems, and individual needs

303-03: Ability to plan and implement developmentally appropriate casework interventions for children.

Skill Set 303-01: Ability to engage children into a casework relationship.	
303-01-001	Understands the importance of developing a trusting, honest, and supportive casework relationship with children of all ages.
303-01-002	Understands how children’s prior relationships with adults may affect their willingness or comfort in becoming invested in a relationship with the caseworker.
303-01-003	Knows how to choose appropriate locations for interviews to help children feel safe, comfortable, and relaxed.
303-01-004	Knows how to adapt use of language and body positioning to be suitable for a child’s age and developmental level.
303-01-005	Knows how to use games, activities, toys, story telling, art, and other play techniques to establish rapport, strengthen relationships, and communicate with children.

Skill Set 303-02: Ability to assess children’s level of development, emotional and behavioral problems, and individual needs	
303-02-001	Understands how children’s developmental, maltreatment, and placement histories can affect their current functioning, problems, and needs
303-02-002	Knows how and why children’s developmental age may differ from their chronological age, and the importance of establishing a child’s developmental level in all domains
303-02-003	Knows how to interact with children and observe their behavior, play, and relationships to gather assessment data
303-02-004	Knows how to gather and compile child-specific information from parents, caregivers, teachers, and service providers
303-02-005	Knows how to assess the cognitive, physical, emotional, and social development of infants and toddlers
303-02-006	Knows how to assess the cognitive, physical, language, emotional, and social development of preschool children
303-02-007	Knows how to assess the cognitive, physical, language, emotional, and social development of pre-teen and teen-aged children

303-02-008	Knows how to assess the cognitive, physical, language, emotional, and social development of pre-teen and teen-aged children
303-02-009	Knows play and interviewing strategies that can help children identify and express their fears, concerns, and feelings
303-02-010	Knows how to assess the special needs of children who are medically fragile, developmentally disabled, emotionally disturbed, or who have behavioral problems
303-02-011	Can coordinate the gathering of child-specific information, analyze findings, and synthesize information into a coherent assessment of a child's development, problems, strengths, and needs

Skill Set 303-03: Ability to plan and implement developmentally appropriate casework interventions for children

303-03-001	Knows how to determine a child's developmental capacity to participate in case planning, decision making, and permanency planning
303-03-002	Knows how to determine when a child needs individual counseling or therapy to resolve conflicts and problems related to prior maltreatment, separation, or other traumatic experiences
303-03-003	Knows strategies to support and stabilize children to help prevent traumatic consequences from separation and out-of-home placement
303-03-004	Knows how to involve families and caregivers in planning and accessing services that meet children's identified needs
303-03-005	Knows strategies to help children of different ages cope with feelings of anxiety, helplessness, guilt, and depression related to maltreatment, family break-up, separation, and placement
303-03-006	Knows how to identify parenting/caregiving strategies and treatment services to help children who have experienced trauma
303-03-007	Can monitor service provision and advocate on behalf of children to assure that their developmental and treatment needs are met.

**TOPIC 304:
MENTAL HEALTH PROBLEMS IN CHILDREN AND ADOLESCENTS**

Skill Sets

304-01: Ability to identify and assess mental health problems in children and adolescents

304-02: Ability to provide and monitor treatment for children and youth with mental illness, emotional, or behavioral disorders

Skill Set 304-01: Ability to identify and assess mental health problems in children and adolescents.	
304-01-001	Understands the nature and scope of mental health and behavioral disorders often seen in children and adolescents
304-01-002	Knows the characteristics, behavioral indicators, and preferred treatments for mood disorders such as depression, bipolar disorder, and anxiety in children and adolescents
304-01-003	Knows the characteristics, behavioral indicators, and preferred treatments for developmental disorders, such as autism, Asperger's, and Pervasive Developmental Disorders (PDD) in children and adolescents
304-01-004	Knows the characteristics, behavioral indicators, and preferred treatments for oppositional-defiant and conduct disorders in children and adolescents
304-01-005	Knows the characteristics, behavioral indicators, and preferred treatments for self-injurious behavior (SIB) such as self-cutting; eating disorders (anorexia and bulimia); and suicidal ideation in children and adolescents
304-01-006	Knows the characteristics, behavioral indicators, and preferred treatments for childhood psychosis, including childhood schizophrenia
304-01-007	Knows the characteristics, behavioral indicators, and preferred treatments for trauma and post-traumatic stress disorder (PTSD) in children and adolescents, and how children's responses to trauma may be misdiagnosed as indicators of mental illness or behavioral disorders
304-01-008	Knows the characteristics, behavioral indicators, and preferred treatments for severe attachment disorders, including Reactive Attachment Disorder (RAD)
304-01-009	Understands how mental health and behavioral disorders can affect the social, emotional, and cognitive development and functioning of children and adolescents
304-01-010	Knows the types of information needed for treatment planning and the appropriate referral questions when requesting psychological, psychiatric, and adaptive behavior assessments
304-01-011	Can prepare children and adolescents for psychological, psychiatric, and developmental assessments and, where appropriate, help them understand the findings

Skill Set 304-02: Ability to provide and monitor treatment for children and youth with mental illness, emotional, or behavioral disorders.	
304-02-001	Knows how mental illness or behavior problems in children and adolescents can increase their risk of maltreatment
304-02-002	Knows the types of supportive in-home services available for families who want to care for their children or adolescents at home
304-02-003	Knows the types of medications used to treat mental health problems in children and adolescents, their effectiveness, their side effects, and the risks of misuse or discontinuation
304-02-004	Knows the financial, social, and systemic barriers faced by families seeking services for children or adolescents with mental health or severe behavioral problems
304-02-005	Understands the goals, benefits, and types of treatment typically provided by inpatient/hospital/residential programs and by out-patient/community-based/in-home programs
304-02-006	Knows strategies to help parents and caregivers cope with the stresses of caring for children or adolescents with mental health and behavioral disorders
304-02-007	Knows how to identify relapse, crisis, or psychiatric emergencies in children with mental health conditions and how to respond to them
304-02-008	Can mobilize and help access supportive community-based services, specialized out-of-home placements, financial resources, and respite care for families whose children or adolescents have mental illness or behavior problems
304-02-009	Can involve children and adolescents in educational and social environments that address their special needs, promote healthy development, and reduce social isolation
304-02-010	Can coach and assist parents to advocate for needed services and sustain their involvement in treatment

**TOPIC 305:
PARENTING SKILLS**

Skill Sets

305-01: Ability to help parents and caregivers develop realistic expectations for their children’s behavior

305-02: Ability to help parents and caregivers develop nurturing and discipline strategies that meet children’s individual developmental needs.

Skill Set 305-01: Ability to help parents and caregivers develop realistic expectations for their children’s behavior	
305-01-001	Knows developmental milestones and expectable behaviors for children based on their chronological and developmental age
305-01-002	Understand how a family’s cultural background may shape their perceptions of and expectations for their children’s behavior
305-01-003	Understands the factors that can contribute to development of parents’ and caregivers’ unrealistic or unreasonable expectations for their children’s behavior
305-01-004	Knows how to adapt information about child development and age-appropriate behaviors to be congruent with a family’s learning style and cognitive ability
305-01-005	Can identify when unrealistic expectations for children’s behavior are contributing to child maltreatment in a family
305-01-006	Can use a variety of educational strategies to help correct parents’ and caregivers’ misconceptions about children’s development and behavior.

Skill Set 305-02: Ability to help parents and caregivers develop nurturing and discipline strategies that meet children’s individual developmental needs.	
305-02-001	Knows the importance of selecting parent education/training models and programs with sound data demonstrating program effectiveness
305-02-002	Knows the legal statutes governing the use of corporal punishment and other forms of discipline
305-02-003	Understands the value of in-home training and coaching to help parents learn effective child nurturing and behavior management strategies
305-02-004	Understands how a parent’s learning style, emotional functioning, and cognitive capacity may affect their understanding of and ability to use different parenting strategies
305-02-005	Knows how to implement nonviolent child behavior management strategies, including time-out, redirection, natural and logical consequences, modeling appropriate behavior, shaping new behavior, and positive reinforcement for desired behavior
305-02-006	Knows how to select behavior management and nurturing strategies best suited for children at different ages and developmental stages

305-02-007	Knows how to provide constructive feedback and support to parents and caregivers as they learn and use new skills
305-02-008	Knows how to evaluate community-based parent training programs to assess their effectiveness with families in particular cultural and socioeconomic groups
305-02-009	Knows how to adapt teaching methods and parenting strategies for use within different cultural contexts
305-02-010	Can support parents and caregivers as they modify their child management strategies in response to parent education
305-02-011	Can model and demonstrate child management and nurturing strategies and coach parents in their use
305-02-012	Can teach parenting skills to groups of parents and caregivers.

**TOPIC 306:
COLLABORATION, TEAMWORK AND CUSTOMER SERVICE**

Skill Sets

306-01: Ability to enhance collaboration and service coordination among units, departments, and agencies serving children and families.

306-02: Ability to provide effective customer service to families served by the agency.

Skill Set 306-01: Ability to enhance collaboration and service coordination among units, departments, and agencies serving children and families.	
306-01-001	Knows the benefits and challenges of intraagency, interagency, and interdisciplinary team approaches to serving families and children
306-01-002	Knows the potential intrasystem and intersystem barriers to collaboration with other staff, units, departments, or community agencies
306-01-003	Knows the types and characteristics of work groups that can enhance collaboration, including ad hoc and standing committees, task forces, advisory boards, interdisciplinary case review teams, and strategic planning groups
306-01-004	Understands how services offered by different organizations can be integrated to create an effective continuum of care within a community for children and families
306-01-005	Understands the detrimental outcomes to families and children when agencies serving them fail to collaborate or coordinate their work
306-01-006	Understands how an agency's policies and procedures can increase conflict and prevent collaboration with other community agencies
306-01-007	Understands the typical stages of group development and how to help working groups maintain productivity at each stage of their development
306-01-008	Understands the value and benefits of diversity in teamwork.
306-01-009	Knows facilitation strategies that can build and sustain collaboration among staff and their organizations
306-01-010	Can involve personnel in other agencies to collaborate in developing intervention plans and delivering services to families concurrently being served by these agencies

Skill Set 306-02: Ability to provide effective customer service to families served by the agency	
306-02-001	Knows the goals, characteristics, and intended outcomes of effective customer service
306-02-002	Understands how families' pre-existing expectations of agency services may influence their satisfaction and their willingness to work with agency staff
306-02-003	Understands the importance of advising families of their rights and of explaining grievance procedures and potential avenues of recourse if they are not satisfied with agency services

306-02-004	Knows how to apply engagement and relationship strategies with families to help them become more comfortable collaborating with the agency
306-02-005	Knows how to elicit and discuss family members' concerns about agency actions, case plans, or services, and how to evaluate the legitimacy of their issues
306-02-006	Knows strategies to advocate on behalf of families to constructively address their concerns and complaints
306-02-007	Can integrate principles of customer service into all aspects of child welfare casework

**TOPIC: 307
CULTURE AND DIVERSITY**

Skill Sets:

307-01: Ability to serve families from diverse ethnicities, cultures, and backgrounds.

307-02: Ability to serve refugee and immigrant families.

Skill Set 307-01: Ability to serve families from diverse ethnicities, cultures, and backgrounds.	
307-01-001	Knows the various forms of diversity and how they shape people's beliefs, feelings, actions, and relationships with others
307-01-002	Knows the importance of serving families from diverse backgrounds in the context of their own values, beliefs, traditions, and communities
307-01-003	Knows the specific cultural traits, beliefs, traditions, codes of conduct, and parenting practices of the cultural groups served by the agency
307-01-004	Understands how a worker's background, values, beliefs, and traditions can influence their work with families and children
307-01-005	Understands how an ethnocentric perspective and lack of cultural knowledge can undermine a worker's ability to serve clients from diverse backgrounds
307-01-006	Understands the concepts of cultural relativism and cultural pluralism
307-01-007	Understands how stereotyping can promote inaccurate and unjust assessments of people from diverse backgrounds
307-01-008	Understands the dynamics of racism, sexism, ageism, homophobia, and other forms of discrimination, and how these affect children and families
307-01-009	Understands how a family's experiences with authority and government agencies can affect their willingness to work with the child welfare agency
307-01-010	Understands how families' perceptions of their needs and problems, their coping strategies, and their approaches to problem solving may be culturally based
307-01-011	Understands the importance of assessing child abuse and neglect, risk, and child safety within the context of culturally-sanctioned parenting, child rearing, and discipline practices
307-01-012	Understands the effects of institutional bias, discrimination, and culturally insensitive policies and practices on services to families and children
307-01-013	Understands the dynamics, contributors, and potential solutions to address the disproportionate representation of minority children in the child welfare system.
307-01-014	Understands the difficulties experienced by children and youth who are culturally or socially perceived as different from their peers (e.g. LGBT, physically or developmentally challenged, ethnically diverse)
307-01-015	Knows how to differentiate stereotypes from culturally-relevant information and how to use cultural knowledge to enhance work with families
307-01-016	Knows how to assess whether service providers are sensitive to issues of diversity and offer relevant services to diverse client populations
307-01-017	Knows strategies to approach and engage families from diverse backgrounds that reduce the potential for miscommunication and misunderstanding

307-01-018	Can use ethnographic engagement and interviewing strategies to better understand and communicate with families from diverse backgrounds
307-01-019	Can access culturally-relevant information and use cultural consultants and community experts to better understand and communicate with families
307-01-020	Can evaluate child maltreatment within the context of a cultural group's accepted parenting practices
307-01-021	Can recognize and constructively respond to bias and discrimination in all aspects of child welfare practice

Skill Set 307-02: Ability to serve refugee and immigrant families.	
307-02-001	Understands the social, economic, educational, and legal challenges faced by families who are refugees and/or recent immigrants
307-02-002	Understands how a family's experiences with violence and oppression, or uncertain immigration status may promote fear, distrust, and resistance to working with formal organizations such as public child welfare
307-02-003	Understands the challenges of cross-cultural communication and use of translators with families who have limited English language ability
307-02-004	Understands how culturally appropriate parenting practices in a family's home country may be considered child maltreatment by the child welfare system and members of their new communities
307-02-005	Understands the process of acculturation and the difficulties in adjusting to a new cultural environment while retaining long-standing social, religious, and cultural traditions
307-02-006	Knows how to help families access legal assistance related to immigration and naturalization
307-02-007	Knows how to help families adapt their parenting practices to conform with laws and community standards while sustaining their cultural traditions wherever possible
307-02-008	Knows how to use the social structures and networks in immigrant communities to gain access to and engage families
307-02-009	Can provide case management services and access community resources to help immigrant families address their survival needs and stabilize them in their new communities

**TOPIC: 308
MENTAL HEALTH CONDITIONS IN ADULTS**

Skill Sets:

308-01: Ability to identify mental illness, emotional disorders, and personality disorders in adults and assess their effects on child safety and parenting

308-02: Ability to provide treatment and supportive services to parents with mental health disorders and ensure permanent safe care for their children

Skill Set 308-01: Ability to identify mental illness, emotional disorders, and personality disorders in adults and assess their effects on child safety and parenting	
308-01-001	Knows the characteristics, behavioral indicators, and treatments for mood disorders in adults, such as depression, bipolar disorder, and anxiety
308-01-002	Knows the characteristics, behavioral indicators, and treatments for borderline, antisocial, paranoid, narcissistic, and other personality disorders in adults
308-01-003	Knows the characteristics, behavioral indicators, and treatments for schizophrenia, paranoia, and other psychotic disorders in adults
308-01-004	Knows the characteristics, behavioral indicators, and treatments for trauma and post-traumatic stress disorder (PTSD) in adults
308-01-005	Knows the characteristics, behavioral indicators, and treatments for Munchausen-by-proxy disorder in parents
308-01-006	Knows the characteristics, behavioral indicators, and treatments for parental conditions associated with failure-to-thrive in infants
308-01-007	Knows the indicators and dynamics of suicidal ideation and gesture in adults
308-01-008	Knows relevant referral questions and how to obtain psychological, psychiatric, or adaptive behavior assessments for parents with potential mental health conditions
308-01-009	Understands how mental health conditions can affect an adult's cognitive, social, emotional, and adaptive functioning and the potential effects on the care and safety of their children
308-01-010	Understands how misconceptions, misinformation, stereotypes, and discrimination may negatively affect adults with mental health conditions and their families
308-01-011	Understands how dual diagnosis of mental illness with other problems, including substance abuse and developmental disabilities, can complicate both assessment and treatment planning
308-01-012	Understands the principles and appropriate uses of various counseling therapies, including cognitive-behavioral therapy, reality therapy, family systems therapy, behavior modification, and crisis intervention therapy
308-01-013	Knows how to use assessment and diagnostic information to determine whether children are at high risk of harm, and whether they can safely remain in the primary care of parents with mental health conditions.

308-01-014	Knows how to determine when a parent's mental illness or personality disorder creates a potentially unsafe environment for the caseworker and when to seek the assistance of law enforcement
308-01-015	Can recognize indicators of potential mental health conditions in adults and can conduct interviews to elicit information about a parent's mental health status
308-01-016	Can prepare adults for psychological or psychiatric assessments and help them understand the findings
308-01-017	Can develop safety plans that ensure protection of children at high risk of harm because of parental mental health conditions

Skill Set 308-02: Ability to provide treatment and supportive services to parents with mental health disorders and ensure permanent safe care for their children	
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308-02-001	Knows the caseworker's role in case planning, service referral, case management, and monitoring for parents with mental health conditions
308-02-002	Knows the types of medications prescribed for various mental health disorders, their common side effects, and the problems associated with misuse, overdose, or discontinuation
308-02-003	Knows the rights of adults to refuse treatment for mental health conditions and the effects of this decision on long-term planning for their children's safety
308-02-004	Knows how to engage and mobilize extended family members and community support networks to help stabilize, support, and monitor parents with mental health conditions and monitor the safety of the children
308-02-005	Knows how to help parents with a mental health condition realistically assess their capacity to safely care for their children in the immediate and longer term future
308-02-006	Knows how to work with immediate and extended family members to support, monitor, provide respite, or provide placement for children whose parents have mental health conditions
308-02-007	Can recognize indicators of relapse or psychiatric emergencies in adults with mental health conditions that can increase the risk of harm to their children
308-02-008	Can advocate on behalf of adults with mental health conditions to receive the most appropriate therapeutic and supportive services for their condition
308-02-009	Can obtain emergency psychiatric care for adults in mental health crisis situations
308-02-010	Can coordinate services and collaborate with treatment providers serving adults with mental health conditions
308-02-011	Can help sustain contact and relationships between parents with mental health conditions and their children in substitute care placements

**TOPIC: 309
SUBSTANCE ABUSE**

Skill Sets:

309-01: Ability to identify substance abuse in youth and adults and assess the associated risks to the health and safety of family members

309-02: Ability to access, coordinate, and monitor treatment of substance abusing individuals.

Skill Set 309-01: Ability to identify substance abuse in youth and adults and assess the associated risks to the health and safety of family members	
309-01-001	Knows the physical and behavioral indicators of alcohol abuse and chronic alcoholism
309-01-002	Knows the physical and behavioral indicators of drug abuse, including methamphetamine, crack/cocaine, heroin, hallucinogens, other stimulants and depressants, prescription medications, and other street or “club” drugs
309-01-003	Knows the typical progression of substance abuse in the absence of treatment and the indicators of various stages
309-01-004	Knows the long-term health risks associated with drug and alcohol abuse.
309-01-005	Knows the risks to unborn infants of maternal alcohol and drug abuse
309-01-006	Knows the effects of parental drug or alcohol abuse on their personal functioning, family life, child care, and child safety
309-01-007	Knows the health and safety risks to children living in homes where methamphetamines are being produced
309-01-008	Knows factors to be considered in safety and risk assessments when parents are abusing drugs or alcohol
309-01-009	Understands the dynamics of addiction. the potential contributing factors to alcoholism or drug abuse, and how dysfunctional family dynamics may develop in response to chronic substance abuse
309-01-010	Understands the challenges in differentiating substance abuse from other conditions, including mental illness, emotional disorders, or medical conditions
309-01-011	Understands how substance abuse co-occurring with domestic violence or mental illness can increase risk to family members and complicate case planning and treatment interventions
309-01-012	Understands the high potential for relapse in substance abusing families and how this affects the assessment of safety and risk
309-01-013	Understands legal issues related to substance abuse, including legal test limits, criteria for illegal possession, and use of mandatory random drug screenings
309-01-014	Understands cultural issues to be considered in assessing and treating substance abuse
309-01-015	Understands safety concerns for caseworkers in homes where drug trafficking or methamphetamine production is present
309-01-016	Knows how to identify common street drugs and their associated drug paraphernalia

309-01-017	Knows how to engage extended family members to support children and monitor their safety and well-being in substance abusing families
309-01-018	Can provide guidance and support to non substance-abusing family members to ensure their safety and continued involvement in seeking treatment for the substance abuser

Skill Set 309-02: Ability to access, coordinate, and monitor treatment of substance abusing individuals	
309-02-001	Knows types of substance abuse treatment programs, their philosophy, treatment methods, and the criteria for inpatient versus outpatient treatment
309-02-002	Understands the challenges in treating substance abuse and the factors that increase the likelihood of relapse after treatment is discontinued
309-02-003	Knows casework strategies to reduce a substance abuser's denial and resistance to treatment
309-02-004	Knows strategies and treatment programs to educate and support family members and help them deal with the substance abuser's behaviors
309-02-005	Knows how to help clients develop strategies to remain drug or alcohol free and to safely parent their children in the future
309-02-006	Knows the role of drug courts in treating substance abuse and how to collaborate with drug courts
309-02-007	Can help stabilize and support family members during and after substance abuse treatment
309-02-008	Can monitor children in substance abusing families and identify permanent placement alternatives if the child's safety cannot be ensured at home

**TOPIC: 310
DOMESTIC VIOLENCE**

Skill Sets:

310-01: Ability to identify domestic violence in families, assess risks to children, and implement safety and treatment plans for victims and their children.

Skill Set 310-01: Ability to identify domestic violence in families, assess risks to children, and implement safety and treatment plans for victims and their children	
310-01-001	Knows the physical, emotional, behavioral, and environmental indicators of domestic violence
310-01-002	Knows laws, legal procedures, and law enforcement processes related to domestic violence
310-01-003	Understands how personal history, societal factors, and cultural factors can contribute to domestic violence
310-01-004	Understands the risks and challenges for victims of domestic violence in protecting themselves and their children
310-01-005	Understands the importance of screening for previous or current domestic violence in all families served by the child welfare system, including potential foster, adoptive, and kinship families
310-01-006	Understands the family dynamics in domestic violence and its short- and long-term effects on the social and emotional functioning of victims and children
310-01-007	Understands how child welfare agency involvement can increase risk for family members in domestic violence cases
310-01-008	Understand how caseworkers' personal values, biases, and reactions can affect their work with both victims and perpetrators of domestic violence
310-01-009	Understands the dynamics of intimidation and coercive control used by perpetrators of domestic violence and how this affects victims, other family members, and helping professionals
310-01-010	Understands how a domestic violence victim's protective strategies may be misconstrued by caseworkers as resistance or noncompliance with case plan goals and objectives
310-01-011	Knows how to approach and work with victims of domestic violence without compromising their safety
310-01-012	Knows how to choose interviewing strategies that do not escalate the potential for violent reactions
310-01-013	Knows how to work with victims and domestic violence professionals to assess the level of danger in a family, and to initiate safety planning for the victim, children, and other family members
310-01-014	Knows how to determine when children have been abused or have experienced trauma from witnessing violence against other family members
310-01-015	Knows how to elicit information to identify and assess patterns of coercive control in families

310-01-016	Knows how to assess family strengths, children's resiliency, and other mitigating factors when determining whether children should remain with their families
310-01-017	Knows how to establish safety measures during home visits, when parents visit their children in out-of-home care, and when exchanging children between parents in shared custody situations
310-01-018	Knows how and when to involve domestic violence experts, community shelters, and support groups to help victims with short and long-term planning
310-01-019	Knows the goals and methods used in treatment programs for perpetrators of domestic violence, typical responses and outcomes, and indicators to determine whether treatment is having the intended effect
310-01-020	Knows how to document the effects of domestic violence on children in court-related documents
310-01-021	Can access protection, shelter, and trauma-informed therapy for domestic violence victims and their children where indicated
310-01-022	Can provide case management and coordinate services to ensure the long-term safety of victims and their children in domestic violence situations
310-01-023	Can collaborate with treatment providers to monitor a perpetrator's compliance with safety measures and determine when it is safe to reunify the perpetrator with the family

**TOPIC: 311
EMPLOYMENT, FINANCIAL ASSISTANCE AND SELF-SUFFICIENCY**

Skill Sets:

311-01: Ability to help families prepare for, locate, and sustain employment and self-sufficiency

Skill Set 311-01: Ability to help families prepare for, locate, and sustain employment and self-sufficiency	
311-01-001	Knows services and benefit programs provided by county financial assistance agencies, their eligibility requirements, and how to access them
311-01-002	Knows the types of services offered and eligibility requirements of employment preparation and job placement programs
311-01-003	Knows the challenges in securing employment for family members who have limited prior work experience or who have physical, developmental, or emotional disorders
311-01-004	Knows the requirements for public assistance recipients to cooperate with the Child Support Enforcement Agency (CSEA) related to child support and paternity determination
311-01-005	Knows penalties and sanctions for noncompliance with public assistance and employment program requirements
311-01-006	Understands how prior work experiences, ambivalence, lack of confidence, and other personal factors may increase the difficulty of preparing for and finding employment
311-01-007	Understands the practical, environmental, and service system barriers which increase the difficulty of finding and sustaining employment
311-01-008	Understands how public assistance or employment compliance requirements may conflict with child welfare case plan requirements, and how to resolve inconsistencies
311-01-009	Knows how to collaborate with employment services programs to obtain social, medical, mental health, and vocational assessments to determine employability and to identify job strengths and preferences
311-01-010	Knows how to help families overcome barriers to job training or employment, including arranging transportation and child care, and identifying strategies to manage daily living activities
311-01-011	Can collaborate with financial assistance and employment counselors to coordinate child welfare and employment planning and to eliminate barriers to self-sufficiency
311-01-012	Can provide case management services to help families become financially more stable and self sufficient

**TOPIC: 312
CONDUCTING GROUPS**

Skill Sets:

312-01: Ability to organize, plan, and implement groups for educational, planning, supportive, and therapeutic purposes

Skill Set 312-01: Ability to organize, plan, and implement groups for educational, planning, supportive, and therapeutic purposes	
312-01-001	Knows the potential uses of group interventions in child welfare practice for children, adolescents, and adults
312-01-002	Knows the typical stages of group development and how this affects planning and management of group agendas and activities
312-01-003	Knows the types of skills a group leader or facilitator will need to manage group process and move groups toward their stated objectives
312-01-004	Knows the specific goals and methods for various types of group interventions, including training and education, support, socialization, developmental, and therapy or counseling groups
312-01-005	Understands factors that may affect adults' and children's motivation to join and remain invested in groups
312-01-006	Knows how to set criteria for and select members for a particular group
312-01-007	Knows strategies to manage groups to keep participants on task, develop group cohesion, resolve conflict, and ensure a safe environment
312-01-008	Knows how to set group norms and standards that protect privacy and ensures confidentiality for members
312-01-009	Knows how to determine when objectives have been met and how to constructively terminate the group
312-01-010	Can convene and manage groups to help achieve service and case plan objectives for children and their families

**TOPIC: 313
TIME AND STRESS MANAGEMENT**

Skill Sets:

313-01: Ability to organize one’s workload and effectively manage time and priorities

313-02: Ability to recognize and manage personal stress associated with child welfare work

Skill Set 313-01: Ability to organize one’s workload and effectively manage time and priorities	
313-01-001	Knows the fundamental principles of time management and the personal and work-related consequences if time is not well managed
313-01-002	Knows common time wasters and how to recognize them in one’s own and other peoples’ work style
313-01-003	Knows how to assess individual work activities to determine their relative importance and urgency and use this information to set priorities
313-01-004	Knows strategies to manage multiple and competing priorities
313-01-005	Knows strategies to communicate to others the negative effect of their behaviors on one’s own work effectiveness
313-01-006	Can develop and execute a work plan that maximizes effectiveness of the time available to complete an activity
313-01-007	Can act to address and eliminate time wasting behaviors

Skill Set 313-02: Ability to recognize and manage personal stress associated with child welfare work	
313-02-001	Knows the origins and potential consequences of work-related stress in child welfare practice
313-02-002	Knows the emotional symptoms and behavioral indicators of poorly managed and excessive stress
313-02-003	Understands the dynamics, contributors, and treatments for burnout, secondary trauma, and post-traumatic stress experienced by child welfare workers
313-02-004	Understands how poor time management, competing demands, rapidly shifting priorities, and disorganization can increase work-related stress
313-02-005	Understands how poor performance and noncompliance, including absenteeism, low morale, incomplete work assignments, avoidance of work responsibilities, and lack of motivation may be symptoms of stress-related anxiety and depression
313-02-006	Knows personal strategies to help reduce and manage stress, strengthen coping capacity, and maintain physical and emotional health
313-02-007	Can identify signs of work-related stress, secondary trauma and post-traumatic stress disorder in oneself and others, and can seek support and therapeutic services

**TOPIC: 314
HUMAN SEXUALITY**

Skill Sets:

314-01: Ability to help children and families discuss and address issues and concerns related to sexual development and behavior

Skill Set 314-01: Ability to help children and families discuss and address issues and concerns related to sexual development and behavior	
314-01-001	Knows the stages and milestones of sexual development throughout the life span, including issues related to gender identity, gender roles, and sexual orientation
314-01-002	Knows resources to educate youth and parents about sexual development, sexually transmitted diseases, HIV/AIDS, birth control, safe sex strategies, teen pregnancy, prenatal care, pregnancy termination, and other relevant concerns
314-01-003	Understands the diversity that exists in personal, organizational, and community values and beliefs regarding sexuality and how these can affect child welfare practice
314-01-004	Understands the potential impact of child sexual abuse, rape, and other forms of sexual victimization on sexual development and behavior
314-01-005	Understands the social, emotional, and developmental issues and challenges often experienced by gay, lesbian, bisexual, and transgender youth and adults
314-01-006	Understands the legal requirements and issues involved in discussing possible choices for unintended pregnancies with youth and with adults
314-01-007	Understands how prostitution, atypical sexual behaviors, and sexual acting out may be indicators of current or prior sexual abuse
314-01-008	Knows strategies to help pregnant teens and their families develop and implement a plan to ensure safety, well being, and permanence for the unborn child and the teen parent(s)
314-01-009	Knows strategies to help parents talk with their children and teens about issues and concerns related to sexuality
314-01-010	Knows educational and counseling resources that can help youth and adults resolve sexual issues and concerns
314-01-011	Can provide supportive counseling and education to children, youth, and adults regarding sexual development, behavior, and concerns and issues

**TOPIC: 315
WRITTEN AND ORAL COMMUNICATION**

Skill Sets:

315-01: Ability to communicate effectively both verbally and in writing

315-02: Ability to communicate effectively in meetings, supervisory conference, case plan reviews, meetings with client families, and other group settings

Skill Set 315-01: Ability to communicate effectively both verbally and in writing	
315-01-001	Knows the principles, rules, and standards for effective written and oral communication
315-01-002	Knows the primary personal communication styles and can identify one's own preferred style(s)
315-01-003	Knows the purposes of case documentation and the types of information that should be included in family case records
315-01-004	Knows the difference between case narrative and summary case recording and the appropriate uses of both
315-01-005	Understands the necessity of documenting factual information rather than judgments or assumptions
315-01-006	Understands how differences in communication styles may affect the way people interpret a communication and may increase the potential for misjudgments and misunderstandings
315-01-007	Understands common barriers to effective communication and strategies to overcome them
315-01-008	Knows how to document child maltreatment reports, family history, risk and safety assessments, comprehensive family assessments, and case plan information in permanent case records
315-01-009	Knows how to deliver effective presentations about child welfare programs and services in the agency and community
315-01-010	Can formulate and write clear, factual, precise documentation for case records, reports, and court filings
315-01-011	Can adapt personal communication style to be more effective with families, co-workers, and other professionals

Skill Set 315-02: Ability to communicate effectively in meetings, supervisory conference, case plan reviews, meetings with client families, and other group settings	
315-02-001	Knows the importance of setting clear goals and objectives for meetings or conferences prior to convening them
315-02-002	Understands the caseworker's responsibility to provide current, relevant, factual information to inform discussion and help achieve a meeting's objectives
315-02-003	Understands the responsibility of the meeting chairperson or facilitator to set an agenda and keep participants focused, on task, and communicating clearly

315-02-004	Knows how to select and prepare materials and talking points to address the topics and issues to be discussed in a meeting or conference
315-02-005	Knows how to use open-ended queries to gather information from meeting participants and to encourage participation
315-02-006	Knows how to use clarification and summarization strategies to help move discussion along and to arrive at conclusions
315-02-007	Knows strategies to empower meeting participants to contribute freely, be honest, negotiate to consensus, and deal with differences constructively
315-02-008	Can convene, lead, and participate effectively in meetings and conferences
315-02-009	Can recognize when meetings are unproductive and can redirect discussion to achieve stated goals

**TOPIC: 316
HEALTH AND MEDICAL ISSUES**

Skill Sets:

316-01: Ability to help families meet children’s health and medical needs

316-02: Ability to help parents who have chronic health or medical conditions safely care for their children

Skill Set 316-01: Ability to help families meet children’s health and medical needs	
316-01-001	Knows basic nutritional requirements for children of different ages and the negative consequences of malnutrition on health and development
316-01-002	Knows recommended schedules for routine immunizations, medical examinations, vision screenings, and dental care for children
316-01-003	Knows symptoms of common childhood illnesses and the type of medical treatment and home care needed for each
316-01-004	Knows eligibility requirements and procedures for accessing Medicaid, Healthy Start, Healthy Families, WIC, and charitable community programs to help families obtain and pay for preventive and ongoing health care
316-01-005	Knows the types of medical intervention and home care needed for children with HIV/AIDS
316-01-006	Knows the types of medical intervention and home care needed for premature infants, infants with non-organic failure to thrive, or infants with other medical conditions
316-01-007	Knows the type of medical intervention and home care needed for neurological, degenerative, and other chronic developmental conditions
316-01-008	Knows the culturally-based health care and healing practices of the cultural groups served by the agency
316-01-009	Understands how a family’s strategies related to health care and illness prevention may be culturally based and differ from Western medicine
316-01-010	Understands the stresses and developmental challenges associated with chronic illness in children, and how these affect a child’s home and school functioning
316-01-011	Understands how premature infants and children with serious or chronic medical conditions may be at increased risk and more vulnerable to the effects of maltreatment
316-01-012	Knows how to involve nurse home visitors, nutritional counselors, and developmental specialists to monitor children’s health and counsel parents in health care strategies
316-01-013	Knows how to help families accept services from mainstream medical providers while supporting their right and ability to use traditional healing practices
316-01-014	Knows strategies to prevent the spread of blood borne pathogens and communicable diseases
316-01-015	Knows how to provide emotional support to family members in significant emotional distress due to their children’s medical conditions

316-01-016	Can identify indicators of serious or acute illness in children and can help families access necessary medical evaluation and follow up care
316-01-017	Can help families gain access to specialized medical care and equipment for children with serious or chronic medical conditions
316-01-018	Can help families adapt child care and home management routines to care for children with chronic illness or medical conditions

Skill Set 316-02: Ability to help parents who have chronic health or medical conditions safely care for their children

316-02-001	Knows how chronic health conditions or chronic pain in parents can affect self-care, interpersonal relationships, home maintenance, household cleanliness, home safety, and child care
316-02-002	Understands the parenting challenges experienced by parents with chronic illness, chronic pain, or serious medical conditions
316-02-003	Understands the relationship between chronic health problems and depression, and how coexisting depression can further impair parenting capacity
316-02-004	Understands how a parent's use or misuse of prescription medications may affect their ability to fulfill home management or parenting responsibilities
316-02-005	Understands how delegating primary parenting and household management responsibilities to children can affect children's behavior, education, and emotional well being
316-02-006	Understands the impact of a parent's terminal illness on children's behavior and emotional stability
316-02-007	Knows how to access and engage extended family and community support networks to help address home management and child care problems and to monitor child safety
316-02-008	Knows how to access medical care, rehabilitation, medical equipment, and supplies that can help parents better manage their medical conditions and improve overall functioning
316-02-009	Knows how to engage extended family members in developing permanent placement plans for children of parents with terminal illness
316-02-010	Can create supportive networks of individuals and professionals to help parents with medical conditions retain custody and care of their children

**TOPIC: 317
STAFF SAFETY**

Skill Sets:

317-01: Ability to recognize potentially dangerous conditions in the field or the work place, and respond to reduce vulnerability and ensure personal safety

Skill Set 317-01: Ability to recognize potentially dangerous conditions in the field or the work place, and respond to reduce vulnerability and ensure personal safety	
317-01-001	Knows the provisions of agency policies, procedures, and formal protocols designed to assure the safety of staff members.
317-01-002	Knows the importance of eliciting information from case records and key informants about family members' history, mental health status, substance abuse, and prior violent behavior before engaging in direct family contact.
317-01-003	Knows factors to consider when determining whether contact with a child or family should occur in a secure setting rather than in the family's home.
317-01-004	Knows the mental health conditions associated with increased violence and dangerousness when a person feels confronted or threatened
317-01-005	Knows the effects of drug and alcohol use on increasing threatening or violent behavior
317-01-006	Knows the emotional and behavioral indicators of escalating violence and potential dangerousness
317-01-007	Understands how certain caseworker and agency actions may be perceived as threatening or stressful and are more likely to provoke an angry or violent response
317-01-008	Understands how a family's history as victims of violence may predispose them to respond more forcefully to perceived threats of harm or injustice
317-01-009	Understands how cultural differences in verbal and nonverbal communication styles can contribute to escalation of anger and hostility
317-01-010	Understands the potential dangers of conducting home visits when family members are involved in drug trafficking or methamphetamine production
317-01-011	Knows communication strategies and personal demeanor that demonstrate calmness, understanding, and respect for family members, and may de-escalate angry, hostile, and agitated behaviors
317-01-012	Knows safety strategies, including developing an exit plan, to protect oneself during home visits
317-01-013	Knows how and when to use verbal de-escalation and crisis intervention techniques to reduce personal vulnerability
317-01-014	Knows how and when to request accompaniment by law enforcement or other agency staff members on potentially unsafe home visits
317-01-015	Knows how to conduct an on-the-spot assessment of a neighborhood or home environment to identify potential safety threats and to devise an exit plan
317-01-016	Can recognize when an environment is becoming unsafe and act in ways to reduce vulnerability

**TOPIC: 318
TRAUMA-INFORMED CARE AND SERVICES**

Skill Sets:

318-01: Ability to identify, serve, and support children who have experienced trauma

Skill Set 318-01: Ability to identify, serve, and support children who have experienced trauma	
318-01-001	Knows the types of family and life events that cause trauma for children
318-01-002	Knows how child welfare interventions, including separation and out-of-home placement, can be traumatic for children
318-01-003	Knows the importance of completing a trauma assessment for all children served by the child welfare agency
318-01-004	Knows the primary components of trauma-informed care and how it is integrated into both child welfare and mental health services
318-01-005	Knows the caseworker's role in advocating for the development of trauma-informed services in the community and for referring traumatized children to receive these services
318-01-006	Knows the qualities and skills needed by parents and caregivers to care for traumatized children and the importance of prior education and preparation
318-01-007	Understands how traumatic experiences can affect children's physical, cognitive, social, and emotional development and functioning
318-01-008	Understands how post-trauma symptoms and behaviors can be misdiagnosed as other childhood mental health and behavioral disorders
318-01-009	Understands the coping responses, strengths, and protective factors that can increase resiliency and promote a positive post-trauma adjustment for children
318-01-010	Understands the potential for children of immigrant and refugee families to have experienced significant trauma as a result of violence, dislocation, and resettlement
318-01-011	Understands the potential for children reared in dangerous home and neighborhood environments to have experienced significant trauma
318-01-012	Understands the principles, goals, therapeutic process, and milestones of trauma-focused treatment protocols
318-01-013	Understands the potential for parents, caregivers, and caseworkers to experience secondary trauma from working with and caring for traumatized children
318-01-014	Knows how to gather information about traumatic experiences and their potential effects on family members during family assessments
318-01-015	Knows strategies to help children feel safe in expressing their fears and feelings and receive support and protection from adults
318-01-016	Knows how to identify treatment providers who have specialized skills in trauma-informed treatment modalities
318-01-017	Knows strategies to guide and support parents and caregivers of traumatized children to prevent placement disruption

318-01-018	Can identify children who have experienced trauma and assess the effects of trauma on their behavior, development, and functioning
318-01-019	Can collaborate with parents, caregivers, and community providers to ensure that traumatized children receive appropriate and timely treatment services

**TOPIC: 319
CLIENT AND SYSTEM ADVOCACY**

Skill Sets:

319-01: Ability to advocate on behalf of children and families and to teach clients self-advocacy strategies

Skill Set 319-01: Ability to advocate on behalf of children and families and to teach clients self-advocacy strategies	
319-01-001	Knows the purpose of various types of advocacy and their application to child welfare casework
319-01-002	Understands the caseworker's role to advocate for families and children with community service providers, courts, school personnel, landlords, and others to protect family members' rights and interests and ensure the receive needed services
319-01-003	Understands factors that can contribute to family members' discomfort or lack of capacity to advocate for their own needs
319-01-004	Understands cultural variations in values and expectations regarding assertive behavior, including age, gender, and role differences
319-01-005	Knows how to model, teach, and coach family members in assertive communication and behavior strategies consistent with their age, gender, and culture
319-01-006	Knows strategies to advocate with agency managers and in the community to meet the service needs of client groups served by the agency
319-01-007	Can guide and empower families to advocate on behalf of their members and strengthen their efforts using the authority vested in the child welfare agency

**TOPIC: 320
PROBLEM-SOLVING AND SOLUTION-FOCUSED CASEWORK**

Skill Sets:

320-01: Ability to use problem-solving and solution-focused strategies to help families resolve problems that contribute to child maltreatment

Skill Set 320-01: Ability to use problem-solving and solution-focused strategies to help families resolve problems that contribute to child maltreatment	
320-01-001	Understands the principles and approaches to problem solving and how these apply to child welfare practice
320-01-002	Understands the principles and methods of solution-focused casework and how these apply to child welfare practice
320-01-003	Understands how problem solving and solution-focused casework strategies can strengthen a family's protective capacities and potentially reduce risk in high risk situations
320-01-004	Understands the role of solution-focused interventions in developing family members' confidence and motivation to participate in constructive change
320-01-005	Knows how to engage families in identifying and assessing the problems and conditions that contributed to child maltreatment or increased the risk of maltreatment to their children
320-01-006	Knows how to help families recognize and apply skills and strategies they have successfully used in the past to resolve current problems and challenges
320-01-007	Knows how to engage extended family members and other support networks in problem solving to support families and ensure safety and permanence for children
320-01-008	Knows how to coach and support families to help them stay invested in problem solving activities and to help sustain their progress
320-01-009	Knows how to determine when family problems are sufficiently serious to warrant referral to a mental health, substance abuse, domestic violence, or other professional counselor
320-01-010	Can determine when solution focused or problem solving approaches are an appropriate intervention for individual families
320-01-011	Can engage, guide, and support immediate and extended family members in problem solving activities to reduce risk, strengthen protective capacities, and ensure permanence for children

**TOPIC: 321
CRISIS INTERVENTION**

Skill Sets:

321-01: Ability to help family members in crisis situations in a manner that promotes safety, stability, and productive change

Skill Set 321-01: Ability to help family members in crisis situations in a manner that promotes safety, stability, and productive change	
321-01-001	Knows how internal and external stressors can affect both individual behavior and family functioning, and how high stress levels may contribute to child abuse or neglect
321-01-002	Knows the types of life events and situations with high potential to precipitate crisis in individuals and families
321-01-003	Knows the characteristics of individuals and families who are most susceptible and vulnerable to crisis
321-01-004	Knows the typical psychological and behavioral indicators of crisis in children, adults, and families
321-01-005	Understands how stressor events, coping capacity, and perception of an event interact to increase or decrease the likelihood of crisis
321-01-006	Understands the effectiveness of various coping styles and how constructive coping strategies can prevent or defuse a potential crisis
321-01-007	Understands how an allegation or disclosure of maltreatment, child welfare intervention, separation of family members, and placement of children in out-of-home care can precipitate crisis for children and for families
321-01-008	Understands how crisis can create opportunities for growth and change, or undermine family functioning and coping capacity, depending on how it is managed and resolved
321-01-009	Knows casework strategies to help family members reduce emotional distress and strengthen coping capacity in high stress or crisis situations
321-01-010	Knows strategies to reduce the likelihood of crisis for children and their families at the time of out-of-home placement
321-01-011	Can determine when family members' erratic behavior, inaction, and lack of responsiveness are the result of clinical crisis
321-01-012	Can model and teach families effective coping and problem solving strategies in high stress and crisis situations
321-01-013	Can access and engage extended family members, community resources and supportive counseling to help family members in crisis

**TOPIC: 322
BEHAVIOR MANAGEMENT AND DISCIPLINE**

Skill Sets:

322-01: Ability to assess children’s misbehaviors and guide parents and caregivers in using constructive, developmentally appropriate discipline strategies

Skill Set 322-01: Ability to assess children’s misbehaviors and guide parents and caregivers in using constructive, developmentally appropriate discipline strategies	
322-01-001	Knows the stages of children’s development and the behaviors that can generally be expected at each stage
322-01-002	Knows the importance of setting and articulating clear, age-appropriate expectations for children’s behavior
322-01-003	Understands the potential reasons children misbehave and the adult responses that support and reinforce misbehavior
322-01-004	Understands the importance of assessing children’s misbehavior within the context of their culture, history, and family environment
322-01-005	Understands how underlying conditions may precipitate a child’s misbehavior, including anxiety or depression, exposure to trauma, attention deficit disorder, attachment problems, or emotional disturbance
322-01-006	Understands how misbehavior may develop in children functioning at a developmental level younger than their chronological age
322-01-007	Understands the principles and uses of behavior management strategies, including modeling and shaping appropriate behavior, positive reinforcement, redirection, natural and logical consequences, time out, withholding reinforcement and extinction, and consistency in setting and reinforcing limits
322-01-008	Understands the potential liabilities of using passive restraint to control children’s behavior
322-01-009	Knows how to assess factors that contribute to or sustain misbehavior, the severity of a child’s behavior, and the potential for harm to the child or others
322-01-010	Knows how to help parents recognize and modify family and environmental factors that contribute to their children’s misbehavior
322-01-011	Knows how to determine whether parents or caregivers are motivated to use behavior management methods and help them identify the particular approaches they are comfortable with and able to use
322-01-012	Knows how to collaborate with school personnel and engage them to implement consistent behavior management strategies in the classroom
322-01-013	Knows safe strategies to immediately control children who are hurting themselves or others, or damaging property
322-01-014	Knows how and when to seek medical consultation to determine if medication is appropriate for a child whose behavior is not well controlled
322-01-015	Can help parents develop realistic expectations for their children’s behavior, based on the child’s age, history, and developmental level
322-01-016	Can model behavior management approaches and coach parents in using them properly

322-01-017	Can recognize when misbehavior is indication of a more serious psychological or developmental disorder and can refer a child for assessment and treatment
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**TOPIC: 324
MANAGING CONFLICT**

Skill Sets:

324-01: Ability to constructively manage conflicts with clients, co-workers, and community professionals.

Skill Set 324-01: Ability to constructively manage conflicts with clients, co-workers, and community professionals	
324-01-001	Knows common sources and dynamics of conflict within the agency, among colleagues, and with community service providers
324-01-002	Knows common sources and dynamics of conflict between client families and agency staff
324-01-003	Knows the stages in escalating conflict, verbal and behavior indicators of increasing tension, and interventions that can prevent further escalation
324-01-004	Understands how constructively-managed conflict can provide opportunities for growth and change
324-01-005	Understands how a worker's personal discomfort in conflict situations may reduce effectiveness in managing conflict with and between others
324-01-006	Knows how to assess conflict situations to identify the triggers and underlying issues
324-01-007	Knows strengths based negotiation strategies that can de-escalate anger and hostility and redirect participants into constructive dialogue
324-01-008	Knows how to promote open discussion in conflict situations, validate feelings and concerns, deal with defensiveness, and clarify dynamics for those involved
324-01-009	Knows how to use problem solving and mediation strategies to resolve conflict situations
324-01-010	Can remain calm and confident in conflict situations, maintain clarity of communication, and demonstrate commitment to resolve conflict constructively
324-01-011	Can model and coach families in strategies to manage family disagreements constructively and resolve conflicts

**TOPIC: 325
ETHICS IN CHILD WELFARE PRACTICE**

Skill Sets:

325-01: Ability to adhere to the ethical standards of the social work and counseling professions in child welfare practice

Skill Set 325-01: Ability to adhere to the ethical standards of the social work and counseling professions in child welfare practice	
325-01-001	Knows the importance of compliance with the core values, ethical principles, and practice standards of the social work and counseling professions, the consequences of ethical violations, and the potential effects of unethical behavior on client well-being
325-01-002	Knows the ethical principles that guide professional behavior in the child welfare field and how these apply to direct practice with families and children
325-01-003	Knows the ethical principles that guide professional behavior with colleagues, supervisors, and other professionals
325-01-004	Knows the laws and regulations that protect the rights and interests of clients served by the child welfare system, and how these affect direct practice
325-01-005	Understands how one's personal values and beliefs may affect professional behavior and case decisions, and how these may at times be incongruent with ethical standards
325-01-006	Understands the ethical standards and dilemmas related to confidentiality, privileged communication, informed consent, right to privacy, and right to access public information, and how these are applied in child welfare practice
325-01-007	Understands the potential conflict between the social work value of client self-determination and the professional use of protective authority to ensure the safety of maltreated children
325-01-008	Understands one's personal responsibility to identify unethical conduct, personal impairment, and lack of competence in other professionals and to report these through the appropriate formal channels
325-01-009	Knows how to apply critical thinking strategies in resolving ethical dilemmas encountered on the job
325-01-010	Knows how to access and utilize ethical standards to guide decision making and professional behavior
325-01-011	Knows how to seek advice and consultation when confronted with ethical dilemmas, conflicts of interest, or uncertainty in determining the most appropriate course of action
325-01-012	Can articulate the core values and standards of the profession and apply these in all aspects of professional child welfare practice

**TOPIC: 326
DEVELOPMENTAL DISORDERS IN CHILDREN AND ADOLESCENTS**

Skill Sets:

326-01: Ability to identify indicators of specific developmental disorders in children and adolescents

326-02: Ability to provide case management and supportive services to families of children with developmental disorders.

Skill Set 326-01: Ability to identify indicators of specific developmental disorders in children and adolescents	
326-01-001	Knows the characteristics and indicators of the various levels of mental retardation in children and youth
326-01-002	Knows the characteristics and indicators of autism spectrum disorder, pervasive developmental disorder and Asperger’s syndrome, in children and youth
326-01-003	Knows the characteristics and indicators of drug- and alcohol-induced disorders, including fetal alcohol syndrome and prenatal drug exposure, in children and youth
326-01-004	Knows the characteristics and indicators of cerebral palsy in children and youth
326-01-005	Knows the characteristics and indicators of seizure disorders in children and youth
326-01-006	Knows the characteristics and indicators of learning disorders and attention deficit disorder (ADD, ADHD) in children and youth
326-01-007	Knows the characteristics and indicators of speech, hearing, and vision disorders in children and youth
326-01-008	Knows the early indicators of developmental disorders or delays in infants and very young children
326-01-009	Understands how developmental disorders affect children’s physical, cognitive, social, and emotional development and functioning
326-01-010	Understands the importance of early identification and intervention to minimize the negative effects of these disorders on children’s development
326-01-011	Knows how to use observation, interviewing, and developmental assessments to identify children who are developmentally delayed and to refer them for comprehensive assessment
326-01-012	Can recognize children who exhibit physical, behavioral, cognitive, or social indicators of developmental delays or developmental disorders

Skill Set 326-02: Ability to provide case management and supportive services to families of children with developmental disorders	
326-02-001	Knows the types of early intervention needed to minimize the effects of a developmental disorder on children’s growth and development
326-02-002	Knows the role of the caseworker as an advocate and case manager to help families of children with developmental disorders access and coordinate services

326-02-003	Knows the types of services necessary to enable families to care for children with developmental disorders in their own homes
326-02-004	Knows the medications commonly used to treat developmental disorders, their side effects, and the risks of misusing or discontinuing these drugs
326-02-005	Knows the systemic and financial barriers encountered by families of children with developmental disorders when trying to access medical, educational, and developmental services for their children
326-02-006	Understands the cause and effect relationship between children's developmental disorders and child maltreatment and the increased vulnerability of children with disabilities to maltreatment
326-02-007	Understands the role of psychological, developmental, and adaptive behavior assessments in providing essential information for case planning for children with developmental disorders
326-02-008	Understands how parenting children with developmental disorders can affect family, marital, partner, sibling, and extra-familial relationships
326-02-009	Understands the stresses of caring for seriously disabled or medically fragile children who require highly specialized parental care
326-02-010	Understands the importance of respite care, support networks, and other supportive family services in sustaining families' ability to care for their children at home
326-02-011	Knows how to prepare children, youth, and families for psychological or developmental assessments, and how to help them understand the findings and recommendations
326-02-012	Knows how to assess the risks of maltreatment reoccurrence when assessing whether children with developmental disorders can be safely returned to their families
326-02-013	Can identify medical, social, financial, and educational resources for children with developmental disorders and help families access needed services
326-02-014	Can monitor family situations to ensure the ongoing safety of children with developmental disorders at home or in out-of-home care

**TOPIC: 327
DEVELOPMENTAL DISORDERS IN ADULTS**

Skill Sets:

327-01: Ability to identify developmental disorders in parents of maltreated or at-risk children, and provide services to ensure the safety and well being of their children at home or in alternative care.

Skill Set 327-01: Ability to identify developmental disorders in parents of maltreated or at-risk children, and provide services to ensure the safety and well being of their children at home or in alternative care	
327-01-001	Knows the primary types of developmental disorders in adults, their primary indicators, and how they can affect parents' capacity to safely care for their children
327-01-002	Understands the effects of various levels of mental retardation on reasoning, judgment, decision making, and adaptive behaviors necessary for daily living and child care
327-01-003	Understands how having more than one developmental disorder, or the addition of substance abuse or mental illness, can complicate case planning and intervention
327-01-004	Understands how the availability of permanent family and service support networks can enable some parents with developmental disorders to safely care for their children
327-01-005	Understands how access to intensive developmental programs can promote optimal development of children whose parents have developmental disorders
327-01-006	Understands how negative stereotypes and misconceptions about persons with developmental disorders can affect service planning and case outcomes
327-01-007	Understands how the age, developmental capacity, and resilience of children can help determine whether they can safely remain in the care of a parent with a developmental disorder
327-01-008	Knows how to use direct observation and personal interviews with family members to determine whether a parent may have a developmental disorder
327-01-009	Knows how to assess the immediate and long-term risk of harm to children living with parents who have developmental disorders
327-01-010	Knows how to use psychological, psychiatric, developmental, and adaptive behavior assessments to determine whether a parent has or can develop the capacity to independently care for their children
327-01-011	Knows how to engage and use advocacy groups on behalf of adults with developmental disorders
327-01-012	Knows how to involve parents with developmental disorders and extended family members in realistically assessing the parent's capacity to parent, and to use this information in case and permanency planning
327-01-013	Knows strategies to maintain the relationship between a parent with a developmental disorder and their children living in kinship, foster, or adoptive families

327-01-014	Can help parents with developmental disorders obtain the necessary services, equipment, education, support, and guidance to safely parent their own children
327-01-015	Can help families determine if, and what type of out-of-home placement is necessary to ensure safety and optimal development of children whose parents have developmental disorders