

Child Welfare Pre-Service Training

Child Welfare Standards, Values & Practices

Trainer Guide

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Child Welfare Standards, Values & Practices

Child Welfare Standards, Values, and Practice introduces new workers to:

- ethical principles, values, and standards in child protection
- cultural competence in child welfare practice

Objectives

Module 1: Cultural Competence

- Differentiate between race, ethnicity and culture.
- Explain the concept of cultural competence.
- Describe and explore the role of cultural competence in child welfare practice.

Module 2: Ethical Standards and Values

- Recognize ethical principles and standards related to child protection.
- Recognize how your personal values can influence your perceptions and decisions.
- Describe the value conflicts inherent in child welfare.

Review: Child Welfare Standards/Values and Practice



Conduct a review of the on-line course Child Welfare Standards Values and Practice before you begin the Legal I course. Evaluate the learners knowledge of the information that was presented in the on-line course and reinforce the Family-Centered Practice Model when working with families.

Module 1: Cultural Competence

- What is cultural competence and how does it relate to Florida's family-centered practice model?
 - Cultural competence is effective service provision to people of all cultures, races, ethnic backgrounds and religions
 - In family-centered practice staff strive to be understanding of different cultures and recognize, value, affirm, and respect the individual worth by protecting and preserving their dignity.

Activity: Print out or open the Cultural Competence Self-Assessment Questionnaire, Service Provider Version provided by the Child Welfare Information Gateway posted on the USF website. Your class was assigned questions 1-24. Discuss the ethnic groups in your region. Complete the Resources and Linkages section (questions 25-41), the Organization Policy and Procedures section (questions 73-75) and the Reaching Out to Communities Section (questions 76-79) and discuss agency policy and local resources.

Resources:

- Department of Children and Families' Refugee Services Program website provides refugee information by region: <http://www.dcf.state.fl.us/programs/refugee>.
- The U.S. Census Bureau provides ethnicity breakdowns by county and city here: <http://quickfacts.census.gov/qfd/states/12/12089.html>
- The Southern Poverty Law Center website lists hate groups that are active in Florida by city here: <http://www.splcenter.org/get-informed/hate-map>
- Visit <http://endlink.lurie.northwestern.edu/>. Click on Module 13 Cultural Issues to locate fact sheets, tools and resources.

Module 2: Ethical Standards and Values

- What are the guiding principles of Florida's Child Welfare System that provides for prevention and intervention with families?
 - 39.001(b)(1-4)
 - The health and safety of the children are of paramount concern.
 - Engage families in constructive, supportive, and non-adversarial relationship.
 - Intrude as little as possible into the life of the family, be focused on clearly defined objectives, and take the most parsimonious path to remedy a family's problems.
 - The prevention and intervention must be based upon outcome evaluation results that demonstrate success in protecting children and supporting families.

- How can you avoid ethical dilemmas while at work?
 - Understand and follow relevant laws, policies, and ethical codes of profession.
 - Be aware of your own personal values that impact on professional judgments.
- Process personal values and the PI/Case Manager role in child protection by asking:
 - How can your values impact your work?
 - How can they affect your perceptions and decisions?
 - How can they influence critical case decisions you make?
- PI's and Case Managers must adhere to the Florida Child Protection Professional Code of Ethics—adapted from the (NASW) National Association of Social Workers Code of Ethics. What are your professional responsibilities according to this code?
 - Commitment to Clients: Promote the well-being of families and advocate for those who cannot make informed decisions. Safeguard their interests and rights.
 - Confidentiality Laws: Know and follow Florida's confidentiality laws. Do not access FSFN cases unless you have a legitimate business purpose.
 - Conflict of Interest: Avoid conflicts that could interfere with your professional discretion and ability to make impartial judgments.
 - Derogatory Language: Use only accurate and respectful language.
 - Dishonesty, Fraud or Deception: Act honestly and responsibly.
 - Exploitation/Sexual Relationships: Maintain clear boundaries—do not get involved in business or sexual relationships with clients. Never solicit or accept gifts, money, loans, offers of free work or favors from your clients or client's families.
 - Falsification of Records: All client records produced must be relevant, accurate, timely, and reflect all provided services.
 - Impairment: Private conduct cannot interfere with your job.
 - Misrepresentation/Misuse of Position: Only claim professional credentials you possess. Know the boundaries of your position and the limits of your authority.
 - Unethical Conduct of Colleagues: Report unethical conduct of colleagues.

Applying the Concepts

SCENARIO 1:

A Child Protective Investigator commenced an investigation. The child victim's father told the PI that another investigator had been there 4 months ago and referred the family for non-judicial in-home services, but no one had ever contacted him again. This contradicted what was in FSFN because a Case Manager had documented that he had provided services to the family, and conducted three home visits. The investigator notified his supervisor about these discrepancies. A second party review uncovered that the Case Manager had not met with the family, had falsified FSFN case notes, and forged the names of supervisors and caregivers on child services records, and parents' names on home visit records. **Violates Commitment to Clients, Dishonesty Fraud or Deception, Falsification of Records.**

SCENARIO 2:

A Case Manager picked up a 7 ½ month old girl from a foster home to take her for a short visit with her mother. When she did not return when expected and they were unable to reach her, the Foster Parent called the police. The baby was found hours later, when police responded to a report of a driver asleep behind the wheel. Police found the case manager in a drunken stupor in her car, with a half consumed bottle of rum beside her. The baby was hungry, upset, and crying in a car seat. **Violates Commitment to Clients and Impairment. If co-workers were aware of her alcoholism, Unethical Conduct of Colleagues.**

SCENARIO 3:

A Protective Investigator responded to an abuse intake on a mother who had just given birth. Two of the parents' other children had previously been removed. After interviewing the parents, the PI and a co-worker went to visit the children who were in relative care with an aunt and uncle. The children's uncle said that the PI conducted a search of personal items and clothing in dresser drawers. The Uncle said he saw the PI put drug paraphernalia and three knives into a garbage bag and remove them from the home. The PI interviewed in this case, and his co-worker, believed that they had the power to search through homes the same way that law enforcement would. **Violates Misrepresentation/Misuse of Position.**

SCENARIO 4:

A Protective Investigator received an intake, and contacted a case manager who had previously provided services to the family. The case manager confirmed that she had worked with the child who, at that time, had been sheltered with the father. The PI sheltered the child with his paternal grandmother. The grandmother told the PI that the case manager was dating her son, the child's father. She said that her son had told her all about his relationship with this case manager, including details about their sexual encounters. The case manager denied having an intimate relationship with the father, but said that she did meet him a couple of times for drinks and took him to a concert. She said that the last time she spoke with him she explained that they could only be friends and nothing else. She said that she thought that it was alright for her to see the father because he was the non-offending parent and the case was closed by a magistrate. **Violates Commitment to Clients, Conflict of Interest, Exploitation/Sexual Relationships.**

SCENARIO 5:

A Case Manager took two teenaged girls, ages 14 and 15, to a Youth Center. They arrived an hour earlier than the girls' classes began, and they begged her to let them stay in her car and listen to music. She left the girls in the car with the keys in the ignition while she went to the Courthouse. After she left, the girls decided to go get some breakfast while they waited. The 15 year old drove the van first, but hit a parked car while driving down a narrow street, so the 14 year old took the wheel. When the Case Manager returned to her car, she noticed that it was in a different parking space. She confronted the girls about driving her car and told them that since neither of them had a license, the legal and personal consequences could have been severe. Then she took them back to the Youth Center. Later in the afternoon, the girls' foster parent telephoned and told the Case Manager that someone from the Youth Center had seen the girls driving her car. After the call, the Case Manager reported the incident to her supervisor. **Violates Commitment to Clients, Dishonesty, Fraud or Deception.**

SCENARIO 6:

A Protective Investigator completed a Child Care Authorization form for three children who did not meet eligibility requirements using the name of a former investigator. Then she convinced a specialist to process the form because she was a friend of the family and they needed child care services. \$1800 dollars worth of day care services were provided to the children over a six month period. **Violates Dishonesty, Fraud or Deception, Misrepresentation/Misuse of Position, Unethical Conduct of Colleagues.**

SCENARIO 7:

A Protective Investigator tried to complete a home visit shortly *before* an intake was made. Her co-workers said that she knew the child victim's father and socialized with him and his extended family. She was also friends with the child's grandparents. This PI accompanied the PI actually assigned to commence the report to the child's home. The assigned PI said that he allowed her to accompany him because his supervisor was out and he needed her assistance. She entered the home with the assigned PI, then went outside and spoke with law enforcement officers who were also at the home. She admitted that she was friends with the parents of the alleged perpetrator and said that she accompanied the assigned PI to ensure his entrance into the home and then waited outside for him while he completed his investigation. **Violates Commitment to Clients, Confidentiality Laws, Conflict of Interest, Misrepresentation/Misuse of Position, Unethical Conduct of Colleagues.**

SCENARIO 8:

A Case Manager had contacted a Protective Investigator and asked for information about a case involving two of her relatives. The PI refused to disclose any information, and the Case Manager became very upset and stated that she would access the information in FSFN herself. The PI reported this conversation to her supervisor. The investigation found that the Case Manager had looked up the case in FSFN and had spoken to at least one other colleague to complain about the nature of the information contained in the Investigator's FSFN notes. **Violates Commitment to Clients, Confidentiality Laws, Conflict of Interest, Misrepresentation/Misuse of Position, Unethical Conduct of Colleagues.**