

010111 Curriculum Maps	030111 Curriculum Maps
<p><b>Core 100 - Orientation</b></p> <p><b>Module 1: Introduction to the Child Welfare Pre-Service Training</b></p> <ul style="list-style-type: none"> <li>Identify components of the Child Welfare Pre-Service Training.</li> <li>Recognize the child protection case flow process as it relates to the court system.</li> <li>Describe Florida’s “Family-Centered Practice Model” for child protection and child welfare services.</li> </ul> <p><b>Module 2: Overview of Program Area Responsibilities</b></p> <ul style="list-style-type: none"> <li>Summarize the major job responsibilities of your program area.</li> <li>Identify how your job tasks interact with the case flow process and other ongoing agency services.</li> </ul> <p><b>Module 3: Worker Safety</b></p> <ul style="list-style-type: none"> <li>Describe strategies and techniques for field and office safety.</li> </ul> <p><b>Module 4: Agency Protocol and Procedures</b></p> <ul style="list-style-type: none"> <li>Explain your agency’s protocol and procedures for new employees.</li> <li>Identify local services used by your agency for services to the child, family, and caregiver.</li> <li>Describe your agency’s procedures for field training.</li> </ul> <p><b>Module 5: Certification Process</b></p> <ul style="list-style-type: none"> <li>Explain the Department’s certification requirements and process.</li> </ul>	<p><b>Core 100 - Orientation</b></p> <p><b>Module 1: Introduction to the Child Welfare Pre-Service Training</b></p> <ul style="list-style-type: none"> <li>Identify components of the Child Welfare Pre-Service Training.</li> <li>Understand the philosophy of child protective services.</li> <li>Recognize the child protection case flow process as it relates to the court system.</li> <li>Describe Florida’s “Family-Centered Practice Model” for child protection and child welfare services.</li> </ul> <p><b>Module 2: Overview of Program Area Responsibilities</b></p> <ul style="list-style-type: none"> <li>Summarize the major job responsibilities of your program area.</li> <li>Identify how your job tasks interact with the case flow process and other ongoing agency services.</li> </ul> <p><b>Module 3: Worker Safety</b></p> <ul style="list-style-type: none"> <li>Describe strategies and techniques for field and office safety.</li> </ul> <p><b>Module 4: Certification Process</b></p> <ul style="list-style-type: none"> <li>Explain the Department’s certification requirements and process.</li> </ul>
<p><b>Core 101 – FSN: Orientation</b></p> <p><b>FSFN ~ Introduction to the Florida Safe Families Network</b></p> <ul style="list-style-type: none"> <li>Define SACWIS and FSN.</li> <li>Explain the concepts and terminology of</li> </ul>	<p><b>Core 101 - FSN: Orientation</b></p> <p><b>FSFN ~ Introduction to the Florida Safe Families Network</b></p> <ul style="list-style-type: none"> <li>Define SACWIS and FSN.</li> <li>Explain the concepts and terminology of</li> </ul>

<p>FSFN.</p> <ul style="list-style-type: none"> <li>• Locate and access the FSFN Website.</li> <li>• Log into FSFN.</li> <li>• Demonstrate the FSFN Desktop and Basic Functions.</li> </ul>	<p>FSFN.</p> <ul style="list-style-type: none"> <li>• Locate and access the FSFN Website.</li> <li>• Log into FSFN.</li> <li>• Demonstrate the FSFN Desktop and Basic Functions.</li> </ul>
<p><b>Core 102 - Child Welfare, Standards, Values, and Practice (on-line)</b></p> <p><b>Module 1: Cultural Competence</b></p> <ul style="list-style-type: none"> <li>• Differentiate between race, ethnicity, and culture.</li> <li>• Explain the concept of cultural competence.</li> <li>• Describe and explore the role of cultural competence in child welfare practice.</li> </ul> <p><b>Module 2: Ethical Standards and Values</b></p> <ul style="list-style-type: none"> <li>• Recognize ethical principles and standards related to child protection.</li> <li>• Recognize how your personal values can influence perceptions and decisions.</li> <li>• Describe the value conflicts inherent in child welfare practice.</li> </ul>	<p><b>Core 102 - Child Welfare, Standards, Values, and Practice (on-line)</b></p> <p><b>Module 1: Cultural Competence</b></p> <ul style="list-style-type: none"> <li>• Differentiate between race, ethnicity, and culture.</li> <li>• Explain the concept of cultural competence.</li> <li>• Describe and explore the role of cultural competence in child welfare practice.</li> </ul> <p><b>Module 2: Ethical Standards and Values</b></p> <ul style="list-style-type: none"> <li>• Recognize ethical principles and standards related to child protection.</li> <li>• Recognize how your personal values can influence perceptions and decisions.</li> <li>• Describe the value conflicts inherent in child welfare practice.</li> </ul>
<p><b>Legal I: Legal Basis for Child Protection</b></p> <p><b>Module 1: Legal Basis for Child Welfare</b></p> <ul style="list-style-type: none"> <li>• Describe the primary legal references used in dependency cases in Florida.</li> <li>• Describe the main principles of federal laws that impact child protection.</li> <li>• Identify the Legislature's goals for dependent children.</li> <li>• State Florida's statutory definitions of abandonment, abuse, neglect (AAN), and harm.</li> <li>• Identify the elements of abandonment, abuse and neglect to decide if an allegation scenario meets the definition of AAN.</li> </ul>	<p><b>Legal I: Legal Basis for Child Protection</b></p> <p><b>Module 1: Legal Basis for Child Welfare</b></p> <ul style="list-style-type: none"> <li>• Describe the primary legal references used in dependency cases in Florida.</li> <li>• Describe the main principles of federal laws that impact child protection.</li> <li>• Identify the Legislature's goals for dependent children.</li> <li>• State Florida's statutory definitions of abandonment, abuse, neglect (AAN), and harm.</li> <li>• Identify the elements of abandonment, abuse and neglect to decide if an allegation scenario meets the definition of AAN.</li> </ul> <p><b>Module 2: Introduction to Evidence</b></p> <ul style="list-style-type: none"> <li>• Define evidence in child protection cases.</li> <li>• Identify examples of the four types of evidence.</li> <li>• Describe evidence collection and documentation.</li> </ul>

<p><b>Module 2: Exposure to Liability</b></p> <ul style="list-style-type: none"> <li>• Describe how you can avoid exposure to liability claims.</li> <li>• Recognize the legal consequences for falsifying records.</li> </ul> <p><b>Module 3: Confidentiality</b></p> <ul style="list-style-type: none"> <li>• Identify who has access to dependency case records.</li> <li>• Identify records that may be shared with children.</li> <li>• Apply confidentiality requirements to common casework tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the standard of proof required by the evidence in child protection legal cases.</li> </ul> <p><b>Module 3: Exposure to Liability</b></p> <ul style="list-style-type: none"> <li>• Describe how you can avoid exposure to liability claims.</li> <li>• Recognize the legal consequences for falsifying records.</li> </ul> <p><b>Module 4: Confidentiality and Case Records</b></p> <ul style="list-style-type: none"> <li>• Identify who has access to dependency case records.</li> <li>• Identify records that may be shared with children.</li> </ul>
<p><b>Legal II: The Court Process</b></p> <p><b>Module 4: Court Preparation and Participation</b></p> <ul style="list-style-type: none"> <li>• Describe your roles and responsibilities and other participants in the dependency process.</li> <li>• Describe how to facilitate teamwork with the Children’s Legal Services.</li> <li>• Identify your responsibilities to review and prepare files before court.</li> <li>• Recognize appropriate court room demeanor.</li> <li>• List the elements of providing effective court testimony and being a credible witness.</li> </ul>	<p><b>Core 104 - Court Preparation and Participation</b></p> <p><b>Module 1: Court Preparation and Participation</b></p> <ul style="list-style-type: none"> <li>• Describe your roles and responsibilities and other participants in the dependency court process.</li> <li>• Describe how to facilitate teamwork with Children’s Legal Services.</li> <li>• Identify your responsibilities to review and prepare files before court.</li> <li>• Recognize proper courtroom demeanor.</li> <li>• List the elements of providing effective court testimony and being a credible witness.</li> </ul>
<p><b>Legal II: The Court Process</b></p> <p><b>Module 1: Florida Dependency Court</b></p> <ul style="list-style-type: none"> <li>• Describe the structure of the Florida courts.</li> <li>• Determine when to use the authority of the courts.</li> <li>• Determine when Non-Judicial In-Home services can be offered without court involvement.</li> </ul> <p><b>Module 2: Introduction to Evidence</b></p> <ul style="list-style-type: none"> <li>• Define evidence in child protection cases.</li> <li>• Identify examples of the four types of evidence.</li> <li>• Describe evidence collection and</li> </ul>	<p><b>Core 105 - Legal II: The Court Process</b></p> <p><b>Module 1: Using the Florida Dependency Court</b></p> <ul style="list-style-type: none"> <li>• Describe the structure of the Florida courts.</li> <li>• Determine when to use the authority of the courts.</li> <li>• Determine when Non-Judicial In-Home Services can be offered.</li> </ul>

<p>documentation.</p> <ul style="list-style-type: none"> <li>• Explain the standard of proof required by the evidence in child protection legal cases.</li> </ul> <p><b>Module 3: Court Proceedings</b></p> <ul style="list-style-type: none"> <li>• Define “dependent child” in legal terminology.</li> <li>• Describe the purpose and importance of petitions in dependency cases.</li> <li>• Identify the sequence, purpose, timeframes and standard of proof required for each hearing.</li> </ul> <p><b>Module 4: Court Preparation and Participation</b></p> <ul style="list-style-type: none"> <li>• Describe your roles and responsibilities and other participants in the dependency process.</li> <li>• Describe how to facilitate teamwork with the Children’s Legal Services.</li> <li>• Identify your responsibilities to review and prepare files before court.</li> <li>• Recognize appropriate court room demeanor.</li> <li>• List the elements of providing effective court testimony and being a credible witness.</li> </ul>	<p><b>Module 2: Court Proceedings</b></p> <ul style="list-style-type: none"> <li>• Define “dependent child” in legal terminology.</li> <li>• Describe the purpose and importance of petitions in dependency cases.</li> <li>• Identify the sequence, purpose, timeframe, and standard of proof required for each hearing.</li> </ul>
<p><b>Core 106 - Family Preservation</b></p> <p><b>Module 1: Philosophy and Values of Family Preservation</b></p> <ul style="list-style-type: none"> <li>• Describe the philosophy of family preservation.</li> <li>• Identify values of family preservation services.</li> </ul> <p><b>Module 2: Strengths-Focused Model</b></p> <ul style="list-style-type: none"> <li>• Identify the concepts of strengths-focused service delivery.</li> <li>• Apply the concepts of a strengths-focused service delivery model.</li> </ul> <p><b>Module 3: Florida’s Family-Centered Practice Model and Family Preservation Services</b></p> <ul style="list-style-type: none"> <li>• Identify Florida Statute and Administrative</li> </ul>	<p><b>Core 106 - Family Preservation</b></p> <p><b>Module 1: Philosophy and Values of Family Preservation</b></p> <ul style="list-style-type: none"> <li>• Describe the philosophy of family preservation.</li> <li>• Identify values of family preservation services.</li> </ul> <p><b>Module 2: Strengths-Focused Model</b></p> <ul style="list-style-type: none"> <li>• Identify the concepts of strengths-focused service delivery.</li> <li>• Apply the concepts of a strengths-focused service delivery model.</li> </ul> <p><b>Module 3: Florida’s Family-Centered Practice Model and Family Preservation Services</b></p> <ul style="list-style-type: none"> <li>• Identify Florida Statute and Administrative</li> </ul>

<p>Rules for family preservation services.</p> <ul style="list-style-type: none"> <li>Describe Florida’s Family-Centered Practice Model.</li> </ul>	<p>Rules for family preservation services.</p> <ul style="list-style-type: none"> <li>Describe Florida’s Family-Centered Practice Model.</li> </ul>
<p><b>Maltreatments</b></p> <p><b>Module 1: The Hotline and Child Maltreatment Index</b></p> <ul style="list-style-type: none"> <li>Describe the Abuse Hotline procedures and reporting requirements.</li> <li>Name and analyze the specific elements of a hotline intake report.</li> <li>Identify the uses, benefits, organization and information in the Child Maltreatment Index.</li> </ul> <p><b>Module 2: The Dynamics of Child Maltreatment</b></p> <ul style="list-style-type: none"> <li>Identify the contributing dynamics to child abuse and neglect in families.</li> <li>Describe ways to look further into situations to identify the warning signs of abuse and neglect.</li> <li>Describe the effects of maltreatment on child development.</li> <li>Describe the Decision-Making Model.</li> </ul> <p><b>Module 3: Physical Abuse</b></p> <ul style="list-style-type: none"> <li>Identify physical abuse indicators.</li> <li>Link the identification of indicators with investigative decision-making.</li> <li>Decide what evidence/information to gather and document to decide if maltreatment has occurred.</li> <li>Identify indicators of Abusive Head Trauma.</li> </ul> <p><b>Module 4: Sexual Abuse</b></p> <ul style="list-style-type: none"> <li>Describe the dynamics of child sexual abuse using the five phases.</li> <li>Describe physical, behavioral, and emotional signs of child sexual abuse.</li> </ul> <p><b>Module 5: Mental Injury</b></p> <ul style="list-style-type: none"> <li>Identify the indicators of mental injury.</li> <li>Describe the types of mental injury.</li> </ul>	<p><b>Core 107 - Maltreatments</b></p> <p><b>Module 1: The Hotline and Child Maltreatment Index</b></p> <ul style="list-style-type: none"> <li>Describe the Abuse Hotline procedures and reporting requirements.</li> <li>Name and analyze the specific elements of a hotline intake report.</li> <li>Identify the uses, benefits, organization and information in the Child Maltreatment Index.</li> </ul> <p><b>Module 2: The Dynamics of Child Maltreatment</b></p> <ul style="list-style-type: none"> <li>Identify the contributing dynamics to child abuse and neglect in families.</li> <li>Describe ways to look further into situations to identify the warning signs of abuse and neglect.</li> <li>Describe the Decision-Making Model.</li> </ul> <p><b>Module 3: Physical Abuse</b></p> <ul style="list-style-type: none"> <li>Identify physical abuse indicators.</li> <li>Link the identification of indicators with investigative decision-making.</li> <li>Decide what evidence/information to gather and document to decide if maltreatment has occurred.</li> <li>Identify indicators of Abusive Head Trauma.</li> </ul> <p><b>Module 4: Sexual Abuse</b></p> <ul style="list-style-type: none"> <li>Describe the dynamics of child sexual abuse using the five phases.</li> <li>Describe physical, behavioral, and emotional signs of child sexual abuse.</li> </ul> <p><b>Module 5: Mental Injury</b></p> <ul style="list-style-type: none"> <li>Identify the indicators of mental injury.</li> <li>Describe the types of mental injury.</li> </ul>

**Module 6: Substance Abuse**

- Define substance abuse and terms related to it.
- Define “disease” as related to substance abuse and describe its characteristics.
- Recognize the progression/stages of substance abuse.
- Describe behavioral indicators of substance abuse.
- Define and identify risk factors.
- Describe the protective factors.

**Module 7: Neglect**

- Define neglect.
- Identify the types of neglect as defined in the Child Maltreatment Index.
- Identify indicators for each type of neglect.
- Recognize the indicators of neglect that represent a risk for significant impairment.
- Distinguish between chronic and situational neglect.
- Describe the effects of neglect on toddlers, school-aged children, and adolescents.
- Define failure to thrive.

**Module 8: Domestic Violence**

- Identify indicators of domestic violence.
- Recognize the relationship between domestic violence and child abuse.
- Relate domestic violence behavior to the neglect of a child.

**Module 9: Safety Planning**

- Define the term “safety planning.”
- List the essential elements of a good safety plan.
- Explain the purpose and use of injunctions under 39.504, F.S.
- Describe techniques used to create safety plans with children.
- Describe safety planning for the adult victim, the child, and the worker in cases of domestic violence.
- Define how safety plans are documented.
- Develop a personalized safety plan using a

**Module 6: Substance Abuse**

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- Define “disease” as related to substance abuse and describe its characteristics.
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- Define and identify risk factors.
- Describe the protective factors.

**Module 7: Neglect**

- Define neglect.
- Identify the types of neglect as defined in the Child Maltreatment Index.
- Identify indicators for each type of neglect.
- Recognize the indicators of neglect that represent a risk for significant impairment.
- Distinguish between chronic and situational neglect.
- Describe the effects of neglect on toddlers, early school-aged children, and adolescents.
- Define failure to thrive.

**Module 8: Domestic Violence**

- Identify indicators of domestic violence.
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<p><b>Maltreatments</b>  <b>Module 9: Safety Planning</b></p> <ul style="list-style-type: none"> <li>• Define the term “safety planning.”</li> <li>• List the essential elements of a good safety plan.</li> <li>• Explain the purpose and use of injunctions under 39.504, F.S.</li> <li>• Describe techniques used to create safety plans with children.</li> <li>• Describe safety planning for the adult victim, the child, and the worker in cases of domestic violence.</li> <li>• Define how safety plans are documented.</li> <li>• Develop a personalized safety plan using a case scenario.</li> </ul>	<p><b>Core 108 - Safety Planning</b>  <b>Module One ~ Safety Planning</b></p> <ul style="list-style-type: none"> <li>• Define Safety Planning.</li> <li>• Identify basic principles of safety planning.</li> </ul> <p><b>Module Two ~ Developing Safety Plans</b></p> <ul style="list-style-type: none"> <li>• Learn how to develop a safety plan.</li> <li>• Define how safety plans are documented.</li> <li>• Apply safety planning to specific safety threats.</li> <li>• Describe techniques used to create safety plans with children.</li> <li>• Develop a personalized safety plan using a case scenario.</li> </ul>
<p><b>Maltreatments</b>  <b>Module 2: The Dynamics of Child Maltreatment</b></p> <ul style="list-style-type: none"> <li>• Identify the contributing dynamics to child abuse and neglect in families.</li> <li>• Describe ways to look further into situations to identify the warning signs of abuse and neglect.</li> <li>• Describe the effects of maltreatment on child development.</li> </ul>	<p><b>Core 109 - Effects of Abuse/Neglect on Child Development</b>  <b>Effect of Abuse/Neglect on Child Development</b></p> <ul style="list-style-type: none"> <li>• Identify family dynamics that contribute to child maltreatment.</li> <li>• Describe ways to identify developmental warning signs of maltreatment.</li> </ul>
<p><b>Core 110 - FSN: Maltreatments</b>  <b>Module 1: FSN Intakes</b></p> <ul style="list-style-type: none"> <li>• Identify the different types of FSN intakes.</li> <li>• Search for FSN intakes.</li> </ul> <p><b>Module 2: The FSN Safety Plan</b></p> <ul style="list-style-type: none"> <li>• Create a FSN Safety Plan.</li> <li>• Launch the Safety Plan word document.</li> <li>• Obtain supervisory approval of a Safety Plan.</li> </ul>	<p><b>Core 110 - FSN: Maltreatments</b>  <b>Module 1: FSN Intakes</b></p> <ul style="list-style-type: none"> <li>• Identify the different types of FSN intakes.</li> <li>• Search for FSN intakes.</li> </ul> <p><b>Module 2: The FSN Safety Plan</b></p> <ul style="list-style-type: none"> <li>• Create a FSN Safety Plan.</li> <li>• Launch the Safety Plan word document.</li> <li>• Obtain supervisory approval of a Safety Plan.</li> </ul>
<p><b>Core 111 - Human Trafficking (on-line)</b>  <b>Module 1: The Dynamics of Child Trafficking</b></p> <ul style="list-style-type: none"> <li>• State Florida’s statutory definition of child trafficking.</li> </ul>	<p><b>Core 111 - Human Trafficking (on-line)</b>  <b>Module 1: The Dynamics of Child Trafficking</b></p> <ul style="list-style-type: none"> <li>• State Florida’s statutory definition of child trafficking.</li> </ul>

<ul style="list-style-type: none"> <li>• Identify the two major types of child trafficking.</li> <li>• Describe potential child traffickers.</li> </ul> <p><b>Module 2: Working with Child Trafficking Victims</b></p> <ul style="list-style-type: none"> <li>• Identify potential child trafficking victims.</li> <li>• Know what to do when you suspect child trafficking.</li> </ul>	<ul style="list-style-type: none"> <li>• trafficking.</li> <li>• Identify the two major types of child trafficking.</li> <li>• Describe potential child traffickers.</li> </ul> <p><b>Module 2: Working with Child Trafficking Victims</b></p> <ul style="list-style-type: none"> <li>• Identify potential child trafficking victims.</li> <li>• Know what to do when you suspect child trafficking.</li> </ul>
<p><b>Assessment</b></p> <p><b>Module 1: Documentation</b></p> <ul style="list-style-type: none"> <li>• Explain the purpose, requirements, and documentation for case notes.</li> <li>• Evaluate case note documentation.</li> <li>• Describe how documentation benefits court proceedings.</li> <li>• Recognize the components of quality documentation: relevant, factual, quantitative, and objective.</li> <li>• Create accurate case notes that follow guidelines and are relevant, factual, quantitative, and objective.</li> </ul> <p><b>Module 2: Introduction to Assessment</b></p> <ul style="list-style-type: none"> <li>• Describe the assessment process.</li> <li>• Identify the types of assessments conducted by PIs and CMs.</li> <li>• Recognize documents used to record and report assessment information.</li> <li>• Describe the difference between safety assessment and risk assessment.</li> <li>• Describe how assessment relates to safety and decision-making.</li> <li>• Describe the relationship of assessment to case planning activities.</li> </ul> <p><b>Module 3: Family Assessment</b></p> <ul style="list-style-type: none"> <li>• Identify requirements for a family assessment.</li> <li>• Describe the basic factors that are addressed in a family assessment.</li> <li>• Recognize family factors that affect the child's safety, permanency, and well-being.</li> </ul>	<p><b>Core 112 - Assessment</b></p> <p><b>Module 1: Documentation</b></p> <ul style="list-style-type: none"> <li>• Explain the purpose, requirements, and documentation for case notes.</li> <li>• Evaluate case note documentation.</li> <li>• Describe how documentation benefits court proceedings.</li> <li>• Recognize the components of quality documentation: relevant, factual, quantitative, and objective.</li> <li>• Create accurate case notes that follow guidelines and are relevant, factual, quantitative, and objective.</li> </ul> <p><b>Module 2: Introduction to Assessment</b></p> <ul style="list-style-type: none"> <li>• Describe the assessment process.</li> <li>• Identify the types of assessments used by PI's and CM's.</li> <li>• Recognize documents used to record and report assessment information.</li> <li>• Describe the difference between safety assessment and risk assessment.</li> <li>• Describe how assessment relates to safety and decision-making.</li> <li>• Describe the relationship of assessment to case planning activities.</li> </ul> <p><b>Module 3: Assessing Families</b></p> <ul style="list-style-type: none"> <li>• Identify requirements for a family assessment.</li> <li>• Describe the basic factors that are addressed in a family assessment.</li> <li>• Recognize family factors that affect the child's safety, permanency, and well-being.</li> </ul>



<ul style="list-style-type: none"> <li>• Describe the child factors that affect the child's safety/vulnerability.</li> <li>• Recognize caregiver factors that impact child safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the child factors that affect the child's safety/vulnerability.</li> <li>• Recognize caregiver factors that impact child safety.</li> </ul>
<p><b>Core 113 - FSFN: Assessment</b></p> <p><b>Course Objectives: FSFN Case Notes</b></p> <ul style="list-style-type: none"> <li>• Create FSFN case notes.</li> <li>• Learn how to edit and view notes.</li> <li>• Print a note or note report.</li> <li>• Create a Provider Note.</li> </ul>	<p><b>Core 113 - FSFN: Assessment</b></p> <p><b>Course Objectives: FSFN Case Notes</b></p> <ul style="list-style-type: none"> <li>• Create FSFN case notes.</li> <li>• Learn how to edit and view notes.</li> <li>• Print a note or note report.</li> <li>• Create a Provider Note.</li> </ul>
<p><b>Core 114 - Staffings (on-line)</b></p> <p><b>Course Objectives</b></p> <ul style="list-style-type: none"> <li>• Identify the types and purposes of staffings.</li> <li>• Describe how to prepare for and conduct a staffing.</li> </ul>	<p><b>Core 114 - Staffings (on-line)</b></p> <p><b>Course Objectives</b></p> <ul style="list-style-type: none"> <li>• Identify the types and purposes of staffings.</li> <li>• Describe how to prepare for and conduct a staffing.</li> </ul>
<p><b>Core 115 - Introduction to Interviewing</b></p> <p><b>Module 1: Basic Interviewing Skills</b></p> <ul style="list-style-type: none"> <li>• Determine the relationship between interviewing skills and interview outcomes.</li> <li>• Examine the use of authority during an interview.</li> <li>• Describe three core conditions necessary for building a trusting relationship.</li> <li>• Recognize techniques to facilitate an interview: exploring, focusing, directing.</li> </ul> <p><b>Module 2: Facilitating an Interview</b></p> <ul style="list-style-type: none"> <li>• Describe the 5 stages of the interview process: preparation, engagement, the interview, closing, documentation.</li> <li>• Determine ways to keep the interview on track.</li> <li>• Identify interviewee behaviors that challenge the interview.</li> <li>• Describe considerations for interviews in special situations.</li> </ul> <p><b>Module 3: Child Interviews</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast child and adult interviews.</li> <li>• Explain how to engage and interview the child.</li> </ul>	<p><b>Core 115 - Introduction to Interviewing</b></p> <p><b>Module 1: Basic Interviewing Skills</b></p> <ul style="list-style-type: none"> <li>• Determine the relationship between interviewing skills and interview outcomes.</li> <li>• Examine the use of authority during an interview.</li> <li>• Describe three core conditions necessary for building a trusting relationship.</li> <li>• Recognize techniques to facilitate an interview: exploring, focusing, directing.</li> </ul> <p><b>Module 2: Facilitating an Interview</b></p> <ul style="list-style-type: none"> <li>• Describe the 5 stages of the interview process: preparation, engagement, the interview, closing, documentation.</li> <li>• Determine ways to keep the interview on track.</li> <li>• Identify interviewee behaviors that challenge the interview.</li> <li>• Describe considerations for interviews in special situations.</li> </ul> <p><b>Module 3: Child Interviews</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast child and adult interviews.</li> <li>• Explain how to engage and interview the child.</li> </ul>

<ul style="list-style-type: none"> <li>• Identify considerations for child interviews in child sexual abuse cases.</li> <li>• Describe developmental considerations for child interviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify considerations for child interviews in child sexual abuse cases.</li> <li>• Describe developmental considerations for child interviews.</li> </ul>
<p><b>PI 116 - Investigative Response</b></p> <p><b>Module 1: Preparing for the Investigation</b></p> <ul style="list-style-type: none"> <li>• Summarize Hotline Intakes and the associated FSFN Assessments.</li> <li>• Identify information sources and records to check prior to commencement.</li> <li>• Use the Child Maltreatment Index to define a specific allegation and maltreatment type.</li> <li>• Evaluate prior intake and investigation information and determine its relevance to the current investigation.</li> <li>• Address personal safety concerns prior to initial contact.</li> <li>• Develop a plan for the investigation.</li> </ul> <p><b>Module 2: Conducting the Investigation</b></p> <ul style="list-style-type: none"> <li>• Summarize commencement and follow-up tasks for investigations.</li> <li>• Describe legal requirements for investigations.</li> <li>• Explain investigative tasks during initial contact: interviews and observations.</li> <li>• Identify risk factors that raise the child's risk level.</li> <li>• Develop safety plans based upon current risk factors.</li> <li>• Describe decisions related to family needs, services, and the child's placement.</li> <li>• Describe investigative tasks following initial contact: collateral contacts, diligent search, documentation of reports and information.</li> </ul> <p><b>Module 3: The Safety Assessment</b></p> <ul style="list-style-type: none"> <li>• Identify the purpose and use of the Safety Assessment Tool.</li> <li>• Identify the categories and organization of the Safety Assessment Tool.</li> <li>• Use the FSFN Safety Assessment Tool to document assessment information and evidence for alleged maltreatments.</li> </ul> <p><b>Module 4: Investigation Closure</b></p> <ul style="list-style-type: none"> <li>• Determine findings based on the credible evidence found to support the alleged</li> </ul>	<p><b>PI 116 - Investigative Response</b></p> <p><b>Module 1: Preparing for the Investigation</b></p> <ul style="list-style-type: none"> <li>• Summarize Hotline Intakes and the associated FSFN Assessments.</li> <li>• Identify information sources and records to check prior to commencement.</li> <li>• Use the Child Maltreatment Index to define a specific allegation and maltreatment type.</li> <li>• Evaluate prior intake and investigation information and determine its relevance to the current investigation.</li> </ul> <ul style="list-style-type: none"> <li>• Develop a plan for the investigation.</li> </ul> <p><b>Module 2: Conducting the Investigation</b></p> <ul style="list-style-type: none"> <li>• Summarize commencement and follow-up tasks for investigations.</li> <li>• Describe legal requirements for investigations.</li> <li>• Explain investigative tasks during initial contact: interviews and observations.</li> <li>• Identify risk factors that raise the child's risk level.</li> <li>• Develop safety plans based upon current risk factors.</li> <li>• Describe decisions related to family needs, services, and the child's placement.</li> <li>• Describe investigative tasks following initial contact: collateral contacts, diligent search, documentation of reports and information.</li> </ul> <p><b>Module 3: The Safety Assessment</b></p> <ul style="list-style-type: none"> <li>• Identify the purpose and use of the Safety Assessment Tool.</li> <li>• Identify the categories and organization of the Safety Assessment Tool.</li> <li>• Use the FSFN Safety Assessment Tool to document assessment information and evidence for alleged maltreatments.</li> </ul> <p><b>Module 4: Investigation Closure</b></p> <ul style="list-style-type: none"> <li>• Determine findings based on the credible evidence found to support the alleged</li> </ul>

<p>maltreatments.</p> <ul style="list-style-type: none"> <li>• Identify investigative and assessment summary components.</li> <li>• Describe decisions and documentation prior to investigation closure.</li> <li>• Describe the 5 types of “no jurisdiction” closures.</li> <li>• Name the criteria for a “duplicate” closure.</li> </ul>	<p>maltreatments.</p> <ul style="list-style-type: none"> <li>• Identify investigative and assessment summary components.</li> <li>• Describe decisions and documentation prior to investigation closure.</li> <li>• Describe the 5 types of “no jurisdiction” closures.</li> <li>• Name the criteria for a “duplicate” closure.</li> </ul>
<p><b>PI 117 - FSN: Investigative Response</b></p> <p><b>Module 1: Creating an Investigation/Maintain Case/Person Management</b></p> <ul style="list-style-type: none"> <li>• Create an investigation shell.</li> <li>• Change a case name.</li> <li>• Update service roles for case participants.</li> <li>• Update addresses.</li> <li>• Update person information/demographics.</li> <li>• Complete the TANF Eligibility form.</li> <li>• Add case participants and their relationship to the caregiver.</li> </ul> <p><b>Module 2: Commencement and Investigative Notes</b></p> <ul style="list-style-type: none"> <li>• Add participants to an investigation.</li> <li>• Remove a person from an investigation.</li> <li>• Document commencement of an investigation.</li> <li>• Document investigative notes.</li> <li>• Add maltreatments to an investigation.</li> </ul> <p><b>Module 3: Creating the Initial Child Safety Assessment</b></p> <ul style="list-style-type: none"> <li>• Create an Initial In-Home Safety Assessment.</li> <li>• Execute the steps to submit the Safety Assessment for supervisory review.</li> <li>• Demonstrate the steps to print the Safety Assessment.</li> </ul> <p><b>Module 4: Living Arrangements</b></p> <ul style="list-style-type: none"> <li>• Create living arrangements.</li> <li>• Create a Safety Plan.</li> </ul> <p><b>Module 5: Out-of-Home Placements</b></p> <ul style="list-style-type: none"> <li>• Create an Updated In-Home Safety</li> </ul>	<p><b>PI 117 - FSN: Investigative Response</b></p> <p><b>Module 1: Creating an Investigation/Maintain Case/Person Management</b></p> <ul style="list-style-type: none"> <li>• Create an investigation shell.</li> <li>• Change a case name.</li> <li>• Update service roles for case participants.</li> <li>• Update addresses.</li> <li>• Update person information/demographics.</li> <li>• Complete the TANF Eligibility form.</li> <li>• Add case participants and their relationship to the caregiver.</li> </ul> <p><b>Module 2: Commencement and Investigative Notes</b></p> <ul style="list-style-type: none"> <li>• Add participants to an investigation.</li> <li>• Remove a person from an investigation.</li> <li>• Document commencement of an investigation.</li> <li>• Document investigative notes.</li> <li>• Add maltreatments to an investigation.</li> </ul> <p><b>Module 3: Creating the Initial Child Safety Assessment</b></p> <ul style="list-style-type: none"> <li>• Create an Initial In-Home Safety Assessment.</li> <li>• Execute the steps to submit the Safety Assessment for supervisory review.</li> <li>• Demonstrate the steps to print the Safety Assessment.</li> </ul> <p><b>Module 4: Living Arrangements</b></p> <ul style="list-style-type: none"> <li>• Create living arrangements.</li> <li>• Create a Safety Plan.</li> </ul> <p><b>Module 5: Out-of-Home Placements</b></p> <ul style="list-style-type: none"> <li>• Create an Updated In-Home Safety</li> </ul>

<p>Assessment.</p> <ul style="list-style-type: none"> <li>• Create person providers.</li> <li>• Update person providers.</li> <li>• Document the removal of a child.</li> <li>• Document photos, fingerprints, birth certificates, and AFCARS.</li> <li>• Create an Out-of-Home Plan.</li> <li>• Create a Visitation Plan.</li> </ul> <p><b>Module 6: Medical/Mental Health Documentation</b></p> <ul style="list-style-type: none"> <li>• Create a medical profile.</li> <li>• Document medications for children.</li> <li>• Create a mental health profile.</li> <li>• Document medical history.</li> </ul> <p><b>Module 7: Completing an Investigation</b></p> <ul style="list-style-type: none"> <li>• Update background history.</li> <li>• Update the basic tab.</li> <li>• Document findings for the alleged maltreatments.</li> <li>• Add final roles and update person information.</li> <li>• Document the recommend disposition.</li> <li>• Complete the closure checklist.</li> <li>• Submit the investigation for supervisory approval.</li> <li>• Complete the steps to close an investigation.</li> <li>• Document an investigation from commencement to investigation closure.</li> </ul> <p><b>Module 8: Creating Additional Types of Assessments</b></p> <ul style="list-style-type: none"> <li>• Create an Institutional Safety Assessment.</li> <li>• Create a Child on Child Assessment.</li> <li>• Create a Request for Assistance Assessment.</li> </ul>	<p>Assessment.</p> <ul style="list-style-type: none"> <li>• Create person providers.</li> <li>• Update person providers.</li> <li>• Document the removal of a child.</li> <li>• Document photos, fingerprints, birth certificates, and AFCARS.</li> <li>• Create an Out-of-Home Plan.</li> <li>• Create a Visitation Plan.</li> </ul> <p><b>Module 6: Medical/Mental Health Documentation</b></p> <ul style="list-style-type: none"> <li>• Create a medical profile.</li> <li>• Document medications for children.</li> <li>• Create a mental health profile.</li> <li>• Document medical history.</li> </ul> <p><b>Module 7: Completing an Investigation</b></p> <ul style="list-style-type: none"> <li>• Update background history.</li> <li>• Update the basic tab.</li> <li>• Document findings for the alleged maltreatments.</li> <li>• Add final roles and update person information.</li> <li>• Document the recommend disposition.</li> <li>• Complete the closure checklist.</li> <li>• Submit the investigation for supervisory approval.</li> <li>• Complete the steps to close an investigation.</li> <li>• Document an investigation from commencement to investigation closure.</li> </ul> <p><b>Module 8: Creating Additional Types of Assessments</b></p> <ul style="list-style-type: none"> <li>• Create an Institutional Safety Assessment.</li> <li>• Create a Child on Child Assessment.</li> <li>• Create a Request for Assistance Assessment.</li> </ul>
<p><b>Removal and Placement</b></p> <p><b>Module 1: Legal Requirements</b></p> <ul style="list-style-type: none"> <li>• Describe the purpose and timeframes for dependency court hearings and petitions.</li> <li>• Describe probable cause/grounds for removal.</li> <li>• Identify requirements for reasonable</li> </ul>	<p><b>Core 118 - Removal and Placement</b></p> <p><b>Module 1: Legal Requirements</b></p> <ul style="list-style-type: none"> <li>• Describe the purpose and timeframes for dependency court hearings and petitions.</li> <li>• Describe probable cause/grounds for removal.</li> </ul>

efforts.

- Describe the purpose and use of injunctions to prevent removal of the child.
- Decide if evidence is sufficient for dependency.
- Identify circumstances that do not require reasonable efforts.
- Identify legal requirements for filing the TPR petition.

### **Module 2: Tasks and Considerations for Removal and Placement**

- Describe the importance of choosing the most appropriate placement setting to meet a child's individual needs.
- Describe requirements and tasks during removal and emergency placement.
- Name tasks prior to a relative/non-relative placement.
- Explain the components of the diligent search process.
- Name the conditions for voluntary placements.
- Indicate required documentation for the child's resource record (CRR).

### **Module 3: Special Placements**

- Identify basic requirements for the sending and receiving state under the Interstate Compact on the Placement of Children, ICPC, to include jurisdiction, home study, and financial responsibility.
- Describe the three basic mandates of the Multiethnic Placement Act, MEPA, of 1994.
- Explain child protection protocol on Indian reservations under the Indian Child Welfare Act, ICWA.
- Determine placement options for children with complex medical problems.
- Identify the requirements and considerations for keeping siblings together.
- Recognize placement needs and risk factors when determining placements for

- Identify requirements for reasonable efforts.
- Describe the purpose and use of injunctions to prevent removal of the child.
- Decide if evidence is sufficient for dependency.
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<p>victims or perpetrators of sexual abuse.</p> <ul style="list-style-type: none"> <li>• Identify requirements for placement in residential treatment facilities.</li> <li>• Name the criteria for placement into residential group care.</li> <li>• Name the requirements for licensed capacity/waivers for licensed out-of-home care.</li> </ul>	<p>factors when determining placements for victims or perpetrators of sexual abuse.</p> <ul style="list-style-type: none"> <li>• Identify requirements for placement in residential treatment facilities.</li> <li>• Name the criteria for placement into residential group care.</li> <li>• Name the requirements for licensed capacity/waivers for licensed out-of-home care.</li> </ul>
<p><b>Core 119 - FSN: Removal and Placement</b></p> <p><b>Module One: Meetings/Diligent Search</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to change a Case Name.</li> <li>• Document meeting times, issues, and participants involved.</li> <li>• Demonstrate how to Document Diligent Search activities.</li> </ul> <p><b>Module Two: Out-of-Home Placement</b></p> <ul style="list-style-type: none"> <li>• Create a new case participant and demonstrate how to update person management information.</li> <li>• Name the requirements for creating Person Providers.</li> <li>• Document Removal of a Child.</li> <li>• Create a Unified Home Study.</li> <li>• Create an Updated Safety Plan, an Out-of-Home Plan and a Visitation Plan.</li> <li>• Create a General Referral form and a Case Transfer Staffing (ESI) form.</li> </ul> <p><b>Module Three: Demos</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to access demos.</li> </ul>	<p><b>Core 119 - FSN: Removal and Placement</b></p> <p><b>Module One: Meetings/Diligent Search</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to change a Case Name.</li> <li>• Document meeting times, issues, and participants involved.</li> <li>• Demonstrate how to Document Diligent Search activities.</li> </ul> <p><b>Module Two: Out-of-Home Placement</b></p> <ul style="list-style-type: none"> <li>• Create a new case participant and demonstrate how to update person management information.</li> <li>• Name the requirements for creating Person Providers.</li> <li>• Document Removal of a Child.</li> <li>• Create a Unified Home Study.</li> <li>• Create an Updated Safety Plan, an Out-of-Home Plan and a Visitation Plan.</li> <li>• Create a General Referral form and a Case Transfer Staffing (ESI) form.</li> </ul> <p><b>Module Three: Demos</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to access demos.</li> </ul>
<p><b>CM 120 - Case Planning</b></p> <p><b>Module 1: Client Relationships and Case Planning</b></p> <ul style="list-style-type: none"> <li>• Recognize the dual and sometimes conflicting roles of case management.</li> <li>• Identify the consequences of using authority in child protective services.</li> <li>• State the importance of regular, comprehensive case planning.</li> <li>• Identify the role and responsibility of the Case Manager in developing a productive working relationship with clients.</li> </ul>	<p><b>CM 120 - Case Planning</b></p> <p><b>Module 1: Client Relationships and Case Planning</b></p> <ul style="list-style-type: none"> <li>• Recognize the dual and sometimes conflicting roles of case management.</li> <li>• Identify the consequences of using authority in child protective services.</li> <li>• State the importance of regular, comprehensive case planning.</li> <li>• Identify the role and responsibility of the Case Manager in developing a productive working relationship with clients.</li> </ul>

<ul style="list-style-type: none"> <li>• Be aware of the cultural components affecting case management.</li> </ul> <p><b>Module 2: The Case Assessment</b></p> <ul style="list-style-type: none"> <li>• Recognize factors to consider in the case assessment process.</li> <li>• Use the family assessment to identify problems and causes and to assess the family's strengths and needs.</li> </ul> <p><b>Module 3: The Case Planning Process</b></p> <ul style="list-style-type: none"> <li>• Identify statutory requirements for the case plan.</li> <li>• Identify the components of the case planning process.</li> <li>• Describe the mechanics of writing a case plan.</li> <li>• Apply case planning methodology and statutory requirements to draft a case plan.</li> <li>• Describe steps a Case Manager must take when a caregiver is unwilling or unable to participate in a case plan.</li> </ul> <p><b>Module 4: Integrating the Child and Family Needs into the Case Plan</b></p> <ul style="list-style-type: none"> <li>• Describe how to integrate the child's mental health needs with other interventions and services of the case plan.</li> <li>• Name case planning issues related to domestic violence.</li> </ul> <p><b>Module 5: Concurrent Case Planning</b></p> <ul style="list-style-type: none"> <li>• Identify the basis for concurrent case planning.</li> <li>• Describe key concepts of concurrent case planning.</li> <li>• Determine when to use concurrent case planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of the cultural components affecting case management.</li> </ul> <p><b>Module 2: The Case Assessment</b></p> <ul style="list-style-type: none"> <li>• Recognize factors to consider in the case assessment process.</li> <li>• Use the family assessment to identify problems and causes and to assess the family's strengths and needs.</li> </ul> <p><b>Module 3: The Case Planning Process</b></p> <ul style="list-style-type: none"> <li>• Identify statutory requirements for the case plan.</li> <li>• Identify the components of the case planning process.</li> <li>• Describe the mechanics of writing a case plan.</li> <li>• Apply case planning methodology and statutory requirements to draft a case plan.</li> <li>• Describe steps a Case Manager must take when a caregiver is unwilling or unable to participate in a case plan.</li> </ul> <p><b>Module 4: Integrating the Child and Family Needs into the Case Plan</b></p> <ul style="list-style-type: none"> <li>• Describe how to integrate the child's mental health needs with other interventions and services of the case plan.</li> <li>• Name case planning issues related to domestic violence.</li> </ul> <p><b>Module 5: Concurrent Case Planning</b></p> <ul style="list-style-type: none"> <li>• Identify the basis for concurrent case planning.</li> <li>• Describe key concepts of concurrent case planning.</li> <li>• Determine when to use concurrent case planning.</li> </ul>
<p><b>CM 121 - FSFN: Case Planning</b></p> <p><b>Module 1: Maintain Case/Person Management</b></p> <ul style="list-style-type: none"> <li>• Deactivate a case participant from a case.</li> <li>• Add case participants and their relationship to the caregiver.</li> <li>• Update service roles for case participants.</li> <li>• Update addresses.</li> </ul>	<p><b>CM 121 - FSFN: Case Planning</b></p> <p><b>Module 1: Maintain Case/Person Management</b></p> <ul style="list-style-type: none"> <li>• Deactivate a case participant from a case.</li> <li>• Add case participants and their relationship to the caregiver.</li> <li>• Update service roles for case participants.</li> <li>• Update addresses.</li> </ul>

<ul style="list-style-type: none"> <li>• Update person information/demographics.</li> <li>• Document a living arrangement for the child.</li> <li>• Update the Safety Plan.</li> </ul> <p><b>Module 2: Family Assessment</b></p> <ul style="list-style-type: none"> <li>• Create a family assessment.</li> <li>• Create the child assessment.</li> <li>• Create the adult assessment.</li> <li>• Document case notes.</li> </ul> <p><b>Module 3: The Case Plan</b></p> <ul style="list-style-type: none"> <li>• Describe the FSFN initial case plan.</li> <li>• Identify the strengths and needs in a family to develop case plan tasks.</li> <li>• Determine the case plan goal.</li> </ul> <p><b>Module 4: Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Using a case study and guides, complete a FSFN Family Assessment.</li> <li>• Using the Barbara family assessment and guides, complete the FSFN Case Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Update person information/demographics.</li> <li>• Document a living arrangement for the child.</li> <li>• Update the Safety Plan.</li> </ul> <p><b>Module 2: Family Assessment</b></p> <ul style="list-style-type: none"> <li>• Create a family assessment.</li> <li>• Create the child assessment.</li> <li>• Create the adult assessment.</li> <li>• Document case notes.</li> </ul> <p><b>Module 3: The Case Plan</b></p> <ul style="list-style-type: none"> <li>• Describe the FSFN initial case plan.</li> <li>• Identify the strengths and needs in a family to develop case plan tasks.</li> <li>• Determine the case plan goal.</li> </ul> <p><b>Module 4: Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Using a case study and guides, complete a FSFN Family Assessment.</li> <li>• Using the Barbara family assessment and guides, complete the FSFN Case Plan.</li> </ul>
<p><b>CM 122 - Ongoing Assessment and Permanency</b></p> <p><b>Module 1: Introduction</b></p> <ul style="list-style-type: none"> <li>• Relate the case plan to ongoing case supervision tasks.</li> <li>• Identify requirements and Case Manager tasks for case supervision.</li> <li>• Describe ongoing assessment events and documents.</li> </ul> <p><b>Module 2: Contacts</b></p> <ul style="list-style-type: none"> <li>• Determine how to prepare for and conduct contacts with the child, parent(s), caregivers, and service providers.</li> <li>• Name supervision tasks for cases requiring ICPC, Interstate Compact for the Placement of Children.</li> </ul> <p><b>Module 3: Parent/Child Visitation</b></p> <ul style="list-style-type: none"> <li>• Describe legal requirements for visitation.</li> <li>• Explain the purpose of visitation.</li> <li>• Determine how to plan and assess visits.</li> <li>• Describe how to prepare the child, parent(s), and caregiver for visits.</li> </ul> <p><b>Module 4: Assessing Progress</b></p>	<p><b>CM 122 - Ongoing Assessment and Permanency</b></p> <p><b>Module 1: Introduction</b></p> <ul style="list-style-type: none"> <li>• Relate the case plan to ongoing case supervision tasks.</li> <li>• Identify requirements and Case Manager tasks for case supervision.</li> <li>• Describe ongoing assessment events and documents.</li> </ul> <p><b>Module 2: Contacts</b></p> <ul style="list-style-type: none"> <li>• Determine how to prepare for and conduct contacts with the child, parent(s), caregivers, and service providers.</li> <li>• Name supervision tasks for cases requiring ICPC, Interstate Compact for the Placement of Children.</li> </ul> <p><b>Module 3: Parent/Child Visitation</b></p> <ul style="list-style-type: none"> <li>• Describe legal requirements for visitation.</li> <li>• Explain the purpose of visitation.</li> <li>• Determine how to plan and assess visits.</li> <li>• Describe how to prepare the child, parent(s), and caregiver for visits.</li> </ul> <p><b>Module 4: Assessing Progress</b></p>



- Recognize requirements for administrative, citizen, and judicial review.
- Describe 4 types of barriers to case plan progress and strategies to overcome them.
- Assess a family's progress toward permanency by assessing compliance with case plan tasks and outcomes.
- Determine how to review, renegotiate, and update case plans.

**Module 5: Permanency**

- Recognize legal requirements that guide permanency planning.
- Recognize permanency issues for children.
- Describe Case Manager tasks and the types of services for youth ages 13-23 in the Independent Living program.
- Determine how to prepare for a permanency staffing.
- Identify the criteria for reunification.
- Name post placement supervision tasks.
- Identify requirements and tasks related to termination of services and case closure.
- Summarize strategies to reduce recidivism.

**CM 123 - FSN: Ongoing Assessment and Permanency**

**Module One: Ongoing Case Notes**

- Identify the process of creating case notes.
- Describe how to view and print notes.
- Demonstrate how to update Identification Records and AFCARS information.
- Create TANF for Ongoing Services.

**Module Two: Missing Child Record**

- Document a Missing Child Record.
- Document a placement change when a child is missing.

**Module Three: Relative Placement**

- Add a Case Participant
- Explain the need for a Relative Unified Home study.
- Update an Out-of-Home Plan and Visitation Plan.
- Document a placement change for a child.

- Recognize requirements for administrative, citizen, and judicial review.
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- Add a Case Participant
- Explain the need for a Relative Unified Home study.
- Update an Out-of-Home Plan and Visitation Plan.
- Document a placement change for a child.

**Module Four: Judicial Review**

- Create an Ongoing Updated Family Assessment.
- Describe how to create the Judicial Review/Task Evaluation.
- Create the Judicial Review/Goal Evaluation.
- Launch, edit and print the Judicial Review template.

**Module Five: Medical/Mental Health Documentation**

- Explain documentation requirements for the medical profile.
- Learn how to document children's medications.
- Explain how to document mental health profile.

**Module Six: Parental Reunification**

- Explain documentation requirements of a Parental Reunification Readiness Assessment and Home Study.

**Module Seven: Case Closure**

- Demonstrate how to end an out-of-home placement and create a living arrangement.
- Explain how to submit a case for case closure.

**Module Eight: Independent Living**

- Learn how to create an Independent Living Program Referral.
- Learn how to create an Independent Living Record.

**Module Nine: Interstate Compact for the Placement of Children**

- Learn how to create an ICPC Parent/Relative/Foster Care Checklist from Florida to another state.
- Learn how to create an ICPC Regulation 7 Checklist: Outgoing from Florida to another state.
- Create the ICPC 100A and 100B forms in FSFN.

**Module Four: Judicial Review**

- Create an Ongoing Updated Family Assessment.
- Describe how to create the Judicial Review/Task Evaluation.
- Create the Judicial Review/Goal Evaluation.
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<p><b>CM 124 - Adoptions</b></p> <p><b>Module 1: Adoption Requirements</b></p> <ul style="list-style-type: none"> <li>• Identify standards and values embraced by adoption professionals.</li> <li>• Identify the legal base of the adoption program.</li> <li>• Identify the guidelines for adopting a child in the state of Florida.</li> <li>• Identify the legal steps of adoption from goal change to finalization.</li> </ul> <p><b>Module 2: The Adoption Process</b></p> <ul style="list-style-type: none"> <li>• Summarize the adoption process.</li> <li>• Examine the components of a child study and an adoptive home study.</li> <li>• Identify confidentiality requirements for adoption records.</li> </ul>	<p><b>CM 124 - Adoptions</b></p> <p><b>Module 1: Adoption Requirements</b></p> <ul style="list-style-type: none"> <li>• Identify standards and values embraced by adoption professionals.</li> <li>• Identify the legal base of the adoption program.</li> <li>• Identify the guidelines for adopting a child in the state of Florida.</li> <li>• Identify the legal steps of adoption from goal change to finalization.</li> </ul> <p><b>Module 2: The Adoption Process</b></p> <ul style="list-style-type: none"> <li>• Summarize the adoption process.</li> <li>• Examine the components of a child study and an adoptive home study.</li> <li>• Identify confidentiality requirements for adoption records.</li> </ul>
<p><b>Core 125 - FSN: Adoptions</b></p> <p><b>Module 1: Adoption Information</b></p> <ul style="list-style-type: none"> <li>• Create adoption information.</li> <li>• Create an adoption Placement Matching Team Meeting.</li> <li>• Update the Unified Home Study for an Adoption.</li> </ul>	<p><b>Core 125 - FSN: Adoptions</b></p> <p><b>Adoption Information</b></p> <ul style="list-style-type: none"> <li>• Create adoption information.</li> <li>• Create an adoption Placement Matching Team Meeting.</li> <li>• Update the Unified Home Study for an Adoption.</li> </ul>