

CHILD WELFARE TRAINING CONSORTIUM

Curriculum Overview and Learning Expectations Guide For Supervisors

2012



CWtC

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Chapter One: Introduction to Training

Purpose of Guide

The Curriculum Overview and Learning Expectations Guide for Supervisors is designed to guide you in the development and training of new workers. The manual provides information about:

- Pre-service training content,
- Learning expectations,
- Suggested transfer of learning activities and
- Available resources during the certification process

The intent of this guide is to assist you in understanding the depth and scope of the content of the pre-service training; and to provide you with the opportunity to assist your new worker with the transfer of learning in an effective, yet time-efficient way.

What is the Role of Training?

Florida Statute requires the establishment of core competencies for a single integrated curriculum ensuring that each person delivering child protection services obtains the knowledge, skills, and abilities to competently carry out work responsibilities.

A competency is a grouping of the attitudes, knowledge and skills necessary for the performance of a job task. The current integrated pre-service curriculum meets this definition and is a requirement for all workers providing child protection services in the state.

The competencies were identified via a job task analysis and further analyzed through a criticality/frequency study. This analysis identified all the job activities assigned to staff in a defined work group. This information was then used to identify the prerequisite attitude, knowledge and skills for each job task.

Standardizing competencies facilitates the development of standardized curricula, and assures that the attitude, knowledge and skills necessary for minimal standards of performance are consistently provided to workers in the system, regardless of when, where, or from whom they receive the training.

It is important to note that while identified competencies guide the written and work based examinations as part of the competency certification process, actually developing “competence” is an ongoing process.

The Integrated Child Welfare Pre-Service training is meant to provide the basis for the certification program with the intent that the basic knowledge, skills and abilities will continue to be developed throughout the certification process. However, formal training cannot, by itself, develop a worker's abilities to the level of mastery needed to effectively perform the job.

New workers must be taught the basic knowledge, or the necessary facts and concepts that provide the foundation of effective practice. It is equally important, however, that new workers demonstrate an adequate level of skills, or proficiencies that facilitate their ability to practically and appropriately apply this knowledge on the job (e.g., practice completing safety assessments, writing effective case plans, home studies, petitions, etc.).

The Supervisor's Role in the Training Process

Training alone is not sufficient to allow acquisition and application of new skills. More than 80% of job-related learning occurs in the workplace, not in the training room. Adults learn the most when they perform activities and solve problems connected to actual on-the-job situations. This is why the on-the-job learning activities are of the utmost importance.

Training must not be viewed as the “end all”, quality supervision and support on the job is equally or more important. Training is a necessary part of any system that depends on the competence of its workers to achieve organizational goals and objectives. This is especially true in the field of child protection, as workers make daily decisions that have serious and far reaching consequences for children and their families. Workers must balance the protective/safety needs of children with the inherent rights and strengths of families.

While it is understood that each agency in the state is unique, many with their own systems of care, the basic knowledge, skills and abilities required by workers are standard across the state and must be understood and applied by all.

With the understanding that the different systems of care offer challenges in training new workers, this guide has been designed to complement existing orientation and training processes by providing a tool to assist you in your role as a mentor/educator of new workers.

As a supervisor you play a key role in the development of the new worker. You are expected to be a coach, mentor, and evaluator of the quality of services received by children and families.

Supervision is the critical element of best practice and accountability in child protection. You have direct responsibility for facilitating orientation and transfer of learning for new workers by overseeing their day to day decision-making.

You must also apply the family-centered approach to supervision. This means that instead of focusing on what a new worker does not know or cannot do, you must model the characteristics of identifying and developing strengths in your interactions with the new workers. You must continuously seek opportunities to explain, demonstrate, and support workers as they develop new skills.

Your role as supervisor is critical in providing new workers with:

- on-the-job training,
- best practice modeling,

- case consultation and decision-making support,
- ongoing feedback,
- policy clarification, and
- a sense of teamwork, security, and encouragements

Effective supervision has been identified as one of the most important factors related to the transfer of skills from the training environment to actual case work responsibilities. New workers need supervision that:

- reinforces positive ethics and values,
- encourages critical thinking skills,
- builds upon training and
- supports them in the decision making process of related on the job skills

You play a critical role in assuring the effectiveness of this developmental process. In fact, the "transfer of learning" literature consistently contends that without strong supervisory support and feedback, much of what a worker learns in training is never performed on the job.

The most effective training model, then, is one that is supervisory-based and supported by administration.

To promote transfer of learning, you must identify and remove barriers that impede good practice, thereby assuring that the agency's structure and systems support the new worker's performance of newly acquired skills. You facilitate worker development by providing on-the-job training, feedback, job coaching, and performance appraisal to help the worker use what was learned in formal training.

The activities in the guide allow you to not only reinforce learning, but provide multiple opportunities to initiate discussion about critical issues and to observe and evaluate the worker's acquisition of job skills.

In order to provide the best possible supervision, you must understand both the structure and function of the Competency-Based Training Program, as well as key concepts of transfer of learning.

The role you play before and after the training cycle is more critical than the role of the Trainer or the new worker who attends the training. You facilitate transfer of training by:

- properly assessing each new worker's learning needs

- supporting the worker's application of newly acquired skills on the job during and after training

To achieve this, you must be thoroughly knowledgeable and skilled in Child Welfare practice and must have good job coaching and educational supervision skills.

You will also be using the tools that have been provided to you during your Supervising for Excellence training that was intended to prepare you for your role and responsibilities in supervision.

The primary goal of supervision is to support the decisions made by the workers in planning for child safety, permanence and well-being. The Supervising for Excellence curriculum has assisted you in identifying your leadership style, team building and providing constructive feedback to your unit in order to work toward the goals and outcomes necessary to ensure the safety, permanence, and well-being of children in Florida.

Instructional Design and Techniques

The **Integrated Child Welfare Pre-Service Training** is organized to accommodate core information necessary to all program areas as well as job specific curricula pertaining to the various job responsibilities:

- Investigations,
- Case Management
- Adoption
- Licensing

All training emphasizes quality case management, family-centered practice and the decisions that affect the 7 outcomes for the child's safety, permanence, and well-being.

A program specific overview pertaining to the new worker's job is provided to all new workers in an attempt to provide familiarity with the case flow process and the major job requirements associated with their positions. This overview provides the new workers familiarity with topics, terminology and establishing the need to know.

The overviews also contain the CFSR Outcomes, program specific QPS Job Aids and checklists containing the major job tasks associated with each position, and corresponding statutory and administrative code cites. The QPS Job Aids and Checklists are used frequently during classroom activities, to assist the new workers in identifying the major mandatory job tasks. In addition, these job aids and checklists can be used by the new workers in the field to guide them with the completion of mandated activities.

The **Integrated Child Welfare Pre-service Training** adheres to adult learning principles. Adult learning models utilize case studies, group activities, exploration of multiple perspectives, decision-making, and evaluation. The David Kolb Learning Cycle is used and is based on the idea that the more often we reflect on a task, the more often we have the opportunity to modify and refine our efforts and apply them to new situations.

The instructional strategies utilized in training are designed to apply the four stages of David Kolb's adult learning model:

- **Experiencing** (doing a task): using case studies or real cases;
- **Reflection** (stepping back from the task to review what has been done/experienced)
- **Conceptualization** (interpreting the events and understanding the relationships among them); and
- **Planning** (taking new understanding and translating it into what actions should be

taken in a new situation)

Case studies are used throughout training, as they are essential to adult learning models. Case studies are highly interactive, in a setting where the trainer serves as a discussion facilitator and the students move the discussion along, incorporating facts/information (using job aids/fact sheets), and make practice decisions to demonstrate critical job skills.

Core courses emphasize child protection laws/issues that are necessary to establish a general understanding of the child protection process and are required courses for all job classifications.

Protective Investigation courses are designed for investigators and emphasize decision-making tasks and documentation of assessment information essential for the child's safety, well-being, and permanency.

Case Management courses focus on quality case management skills, emphasizing continuous assessment of the child's safety and well-being and also evaluation of the family's progress towards permanency. An overview of the adoption process is also included.

The **Integrated Child Welfare Pre-service Training** incorporates four types of instruction:

- Classroom Instruction
- On-line Self-Instruction
- Florida Safe Families Network (FSFN) Computer Courses
- Program Specific Field Activities (CPI, CM, Adoption and Licensing)

On-line self-instructional materials include informational content essential to child protection practice. However, these courses include content that can be delivered separate from the core and program specific courses due to their relevance to many job related activities.

The following courses are available on-line:

- **Child Welfare Standards, Values, and Practice**
- **Court Preparation and Participation**
- **Effects of Abuse/Neglect on Child Development**
- **Human Trafficking**
- **Staffings**

FSFN courses are taught in conjunction with the individual classroom courses and provide navigational instruction on the documentation of all job related activities into the FSFN case file from intake receipt to case closure.

The FSFN navigation is meant to facilitate a "bridge" between case actions and

documentation in FSFN. New workers are referred to the specific tasks and information provided during classroom instruction while learning the navigational actions.

While these courses focus on the navigation of the FSFN case file and the completion of the tools contained in FSFN, it is important to note that the specific information, mandates and requirements covered in the classroom are reviewed and applied to the navigation activities.

The following FSFN courses are taught in the pre-service curriculum:

- **Orientation**
- **Maltreatments - Safety Planning**
- **Assessment**
- **Investigative Response**
- **Removal and Placement**
- **Case Planning**
- **Ongoing Assessment and Permanency**
- **Adoption**

Refer to your specific training entity for the class times and cycle information that is used in your region/circuit.

In addition to the above requirements, there are In-Service Courses and Phase II Field Activities that are also required. Both the courses and the Phase II activities are to be completed after successful completion of the post test.

Following the post test, there are additional courses that must be attended by the new worker. The following courses are designated as In-Service courses:

- **CM126 – Independent Living**
- **Core127 – Placement Tasks**
- **PI128 – Decision-Making**
- **Core129 – FSFN – Education Records**
- **Core 130 – FSFN – File Cabinet**

Chapter Two: The Certification Process

Absent waiver approval, Child Protection Professionals must be credentialed (certified) within 1 year of successfully completing the written test.

Certification Requirements

Training Requirements

Certification is based upon a successful completion of the

- approved pre-service curriculum
- written test
- performance assessment/skills demonstration (until 10/31/12)
- competency demonstration/other third party credentialing entity requirements (effective 11/1/12)

Limits on New Worker Responsibilities (based on F.A.C. 65C-33 until further direction provided by the Department)

Until new workers successfully complete the pre-service training, including passing the post-test, they must not carry a caseload or

- be assigned responsibility for any cases
- conduct any unaccompanied or unsupervised home visits
- perform any unsupervised home studies or interviews of children or adults
- be ultimately responsible for any assessment of risk or
- have primary responsibility for any investigation, child, family, or case

Upon passing the posttest they are to receive caseload protection for 30 calendar days

- CPI – 4 open, active investigations at any time
- CMs – no more than 5 open, active cases at any time
 - Number of children not to exceed 10
- Licensing Counselors – no more than 3 open, active home studies; number of licensed foster homes not to exceed 5

The expectation during this period is for the new worker to receive support and guidance in applying the knowledge and skills obtained during the classroom training.

Opportunities for Practical Applications

During pre-service classroom, agencies may provide a variety of opportunities for practical application of concepts and skills learned in classroom training by:

- assigning the new worker as a “secondary” worker for up to 4 active cases
- allowing new workers to complete practice activities under supervision of a certified worker
 - All casework must be reviewed and approved by the primary worker or supervisor prior to being included and saved in FSFN or the active case file.

The Performance Assessment

After successful completion of all of the required classroom and field training or completion of the individual’s waiver plan, if applicable, and upon approval of the candidate’s supervisor, the candidate is considered eligible to take the Performance Assessment (until 10/31/12).

The Performance Assessment is a standardized, on-the-job, competency-based performance evaluation to assess the new worker’s knowledge, skills, abilities and priorities in performing their jobs in terms of the primary function(s) of the occupied position.

There is no set time frame during which the candidate must begin the Performance Assessment, it is important to consider the following for planning and scheduling purposes:

- All evaluations of each component of the Performance Assessment (including any re-takes, if necessary) must be completed no later than one (1) year from the date of successfully completing the written.

Identifying a “test” case provides you and the worker the ability to ensure that all mandated case activities and best practice are applied. Working closely with the new worker and ensuring quality documentation on this, and all cases, will increase the likelihood that the candidate will not only pass the performance assessment on the first attempt, but will also allow for the new worker to develop best practice skills and transfer these skills to their entire caseload.

Child Protective Investigator candidate: The case must be a closed judicial or non-judicial case with findings (closed no longer than within the past 60 days), which was staffed and referred for on-going case management service provision, and for which the candidate had primary responsibility. The case may be an out-of-home case, where the child was

removed and is living with a relative, non-relative, legal custodian, or foster parent; or the case may be an in-home case, where the child is living with one or both parents, under Non-Judicial or Judicial In-Home Services.

Child Protection Case Manager Candidate: The case must be an open or recently closed Judicial or Non-Judicial In-Home Services case for which the candidate has/had primary responsibility. If open, the case must have been open for a sufficient length of time to enable the candidate to have developed each of the documents being assessed; if closed, the case can have been closed for no longer than 90 days prior to the start of the Performance Assessment process.

The case may be an out-of-home case, where the child was removed and is living with a relative, non-relative, legal custodian, or foster parent; or the case may be an in-home case, where the child is living with one or both parents, under Non-Judicial or Judicial In-Home Services. The preferred hierarchy of case selection is:

First choice: Judicial out-of-home case (open, or closed no longer than 90 days);

Second choice: Judicial in-home case (open, or closed no longer than 90 days), when the candidate works only (or primarily) with judicial in-home cases;

Third choice: Non-judicial in-home case (open, or closed no longer than 90 days), when the candidate works only (or primarily) with non-judicial in-home cases.

Components

The components of the Performance Assessment are designed to enable candidates to demonstrate their competency in Casework and Interpersonal Skills.

Mentoring and Modeling Quality

Supervisors are responsible for mentoring and modeling quality in order to improve practice and outcomes for children and families. One aspect of your job is to complete case reviews for all staff under your supervision.

Supervisory Role

PI Supervisors must randomly select, at a minimum, three cases per CPI, each calendar month and facilitate discussion of critical and qualitative aspects of investigative process specific to the case.

The investigative records must be reviewed in preparing for a qualitative discussion with the investigator. The file review includes the following:

- All prior reports to the Hotline and outcomes
- Intake summary and allegations

- Household composition and frequent visitors
- Interview notes of child and family members
- Use of collateral contacts in assessing the family
- Assessment of criminal background checks
- Referrals to Child Protection Team and Law Enforcement as appropriate
- Completeness of Child Safety Assessment
- Consultation with Children’s Legal Services as appropriate
- Referral for behavioral health assessment as needed

The supervisor must document in a case note in Florida Safe Families Network:

- that the discussion occurred,
- summation of any major points needing further attention and potential trend characteristics to be considered in the future

Case Management Supervisors must review all open cases in the unit at least once a quarter during the life of the case and facilitate a qualitative discussion with the Case Manager to assure needed safe guards and services are in place and casework activity is moving the child toward an appropriate safe and permanent living arrangement.

It is recommended that the qualitative discussion occur in conjunction with the existing quarterly review that focuses on standing casework requirements.

At a minimum, the supervisor must document in a case note in Florida Safe Families Network:

- that the discussion occurred,
- summation of any major points needing further attention and potential trend characteristics to be considered in the future

This process must be used for the cases that are received by the new worker in order to ensure the application of the skills and to familiarize the worker with the process that will continue during the employment period.

Third Party Credentialing Requirements (effective 11/1/12)

Pre-service training consists of classroom, field training, and completion of on-line courses. Successful completion of the written is required. After successful completion of the test, staff may apply to the currently approved third party credentialing entity, Florida Certification Board, for **Provisional Credentialing (Certification)**.

Within one (1) year of successful completion of the written test, trainees must comply with the following requirements in order to apply for **Full Credentialing (Certification)**:

- **20 Hours** of intensive one to one supervision
- **20 hours** of small group sessions.
- **6 Field Observations:** 2 must be completed by the immediate supervisor; the remaining 4 can be completed by trainers or other qualified agency staff. Four (4) of the field observations must be with families and/or children.

Chapter 3: Course Content, Topics and Suggested Transfer of Learning

What is being taught in the Integrated Child Welfare Pre-Service training?

Course Descriptions, Goals, and Objectives

Curriculum Objectives and Competencies

Please refer to **Appendix A** for a list of the courses, objectives and associated competencies.

In order to supplement your new worker's learning and match it to your agency's system of care, it is important to understand what is being taught during the pre-service training. This will allow you to develop appropriate expectations and to match field activities and shadowing with the content that is being taught at any given time.

In order to assist you with this information, this chapter provides a description of the topics that are covered during each course of the pre-service training. In addition, there is a description of the Phase I and Phase II activities that are being completed by the new worker, both prior to and after successful completion of the post test. Many of these activities are referenced in this guide so that you are familiar with what the new workers are doing on their field days. However, many of the activities have not been included. Please refer to the Activity Guides for all of the Phase I and Phase II activities that are required for PIs, CMs , Licensing and Adoption Counselors.

There are also additional suggested field activities in conjunction with the specific topics in the classroom training. These suggested activities are not required, but provide you with ideas on further educating the learner with agency specific information. There are no activities listed for the FSFN courses as the completion of the navigational steps and tools will occur naturally as they are exposed to actual casework.

The majority of field activities are written for new workers who have not yet passed the post test and thus are not allowed per rule to be assigned cases. However, if your agency allows new workers to be assigned as a "secondary" worker for up to 4 active cases, these activities should be completed in conjunction with these cases. Please remember that all activities completed by the new worker must be under the guidance and supervision of the primary worker or supervisor prior to being included and saved in FSFN or the active case file.

If you choose to use these field activities after the new worker successfully passes the post test they would be applied to their training caseloads. However, it must be noted again that all activities must be reviewed and approved prior to be included and saved in FSFN and/or the active case file. This allows for the new worker to apply statute, rule and best practice in preparation for the Performance Assessment.

Topics

Orientation

Module 1

Module 1 addresses the following topics:

- An introduction to the Child Welfare Pre-Service Training
 - Information regarding the components of the pre-service training: different program tracks, agency specific calendars, number of classroom days, on-line training, and FSFN computer course schedule and field activities.
- The philosophy of child protective services
 - Provides an overview of the basic philosophical tenets of children protection services.
- The case flow process and the interaction with the dependency court system
 - An overview of how a case is received and the possible avenues that a case can take as it proceeds through the dependency system
 - First exposure to the dependency court process, using a flowchart that displays the type of petitions, hearings and associated time frames.
- Information on Florida's Family-Centered Practice Model
 - The idea and concepts behind the Core Practice Functions and how Family-Centered Practice is woven through the curriculum.

Suggested Field Activity: Introduction to Child Welfare Pre-Service Training

Review the schedule with the new worker and determine the days that the new worker is in the classroom, completing on-line training, FSFN training and completing field activities.

The designated field days are designed for the new worker to complete field activities to allow you to assess the transfer of learning from the classroom to the field. Develop an action plan with the new worker to ensure that the field days are providing shadowing opportunities consistent with what is being taught in the classroom.

Suggested Activity: Agency Protocol and Procures

New workers are to identify agency protocols/procedures that address the training requirements in addition to other agency protocols and procedures that will assist them in preparing for their job.

Suggested Activity: Intake/Case Receipt

New workers are provided with specific questions that must be answered regarding how cases are received by within the agency, how they are assigned and notification requirements both during and after business hours.

Suggested Field Activity: Case Flow Process

Provide additional information regarding agency specific protocol for case assignment and transfer that will assist new workers understand the functioning of the agency.

Suggested Field Activity: Family-Centered Practice

Review the Family-Centered Core practice functions with the new worker and provide the new worker with an open or closed case file for review. Ask the new worker to list specific examples of how the PI/Case Manager on the case applied family-centered practice. If the new worker cannot identify examples of this practice, have them list how he/she would apply family-centered practice to the case.

Module 2

Module 2 covers the following information:

- An overview of the specific program areas and the associated responsibilities
- The Program Specific Overviews with a review of the CFSR, Quality of Practice Standards and program specific checklists
- The utilization of the Quality Practice Standards
- Standards associated with their specific job function
- How the various program areas interact during the case flow process

Suggested Activity

Instruct the new worker to look up the Quality of Practice Standards and practice navigating through the site.

<http://centerforchildwelfare.fmhi.usf.edu/qa/default.aspx>

Have the new worker review the Quality Assurance Framework and toolbox related to

their specific program area i.e., Protective Investigation Review, Case Management Review. Process the information and answer any questions they may have regarding this information.

Suggested Activity: Service Intervention

New workers are asked to locate community resource listings that are applicable to their region/circuit/agency. In the event that there is no community resources listing, they must develop a list of local/community services/and contracted provider information. For each provider, they are to document:

- Agency name
- Address, telephone number, fax number, website address
- Contact person
- Specific services provided
- Referral process (forms, etc.)

Suggested Field Activity

Complete arrangements to allow the PI/Case Manager to visit various local community service centers i.e., child protection center, sexual assault treatment center etc...and introduce the new worker to agency staff. During these contacts, advise the new worker to document the agencies referral process, including phone/fax numbers, eligibility, after hours contact, etc.

Module 3

Module 3 focuses on:

- Information regarding worker safety
- Strategies and techniques to increase their safety in the office and field
- Why worker safety is important
- Developing a safety plan to increase personal safety

Suggested Activity: Agency Protocol and Procures

New workers are asked specific questions addressing worker safety within the new worker's specific organization. The new worker is to be provided detailed information regarding use of law enforcement, building safety, use of care seats, etc. Use the following

checklist to assess the new worker's understanding.

- Locate a personal copy of any written unit or agency policy regarding worker safety and have answers to any questions concerning interpretation of the written document.
- Explain the dress code when working in the field.
- Describe precautions to take when going to an unknown area.
- Describe actions to take when a situation is escalating or a family seems to perceive the PI/Case Manager as a threat.
- Describe how to evaluate a situation and identify safety threats before a problem occurs.
- Explain the agency/unit policy on contacting law enforcement to accompany a PI/Case Manager on a home visit.
- Explain the agency/unit policy on having a co-worker accompany a PI/Case Manager on a home visit.

Safe Transportation of Children:

- Locate a personal copy of any written agency policy regarding child transportation and answers to any questions concerning interpretation of the written document.
- Describe the practices to be followed when transporting children.
- Describe procedures for obtaining child safety seats.
- Demonstrate how to ensure the correct size child safety seat is selected and demonstrate how to put a safety seat properly in a car.

Actions for Safety:

- Maintain professional, competent manner.
 - Wear simple business attire (do not "over dress").
 - Wear comfortable shoes.
 - Use respectful communication with family.
 - Use open body language.
 - Use a clear, pleasant speaking voice.
- Explain clearly to the family:
 - Who you are
 - Where you are from
 - Why you are visiting them
- Maintain self-control
- Do not become defensive or angry.

- ☐ Calmly try to understand the situation.
- ☐ Leave the situation if you feel you need (or the client needs) “time-out” to calm down.

Review the Strategies and **Techniques for PI/Case Manager Field and Office Safety Job Aid** (Appendix B)

Module 4

Module 4 addresses:

- Information regarding Certification
- Expectations, rules and policy associated with the requirements of becoming a Certified Child Protection Professional

FSFN Orientation Computer Course

This course addresses:

- An introduction to the Florida Safe Families Network
- Information on SACWIS and FSFN
 - Specifically, both systems are defined, and information on their uses and purpose.
- FSFN terminology
- Accessing the FSFN website
- Available on-line resources, information, demonstrations and WBT courses
- How to log into FSFN
- On-line security
- Specific user ID and FSFN employee ID
- Confidentiality regarding accessing the system
- The desktop and the basic functions associated with the FSFN system
 - The functions of the banner bar, menu bar, outliner and expandos
 - Ticklers and automated messages, specifically their function and how they are created, used, accessed, removed and deleted.
 - Outliner expandos
 - Messages
 - Links
 - Search functionality
 - How to search for case
 - Types of searches
 - Date restricted time values.
- The different case types contained in the FSFN system
- How to search the FSFN system using a person ID and an intake number.

Suggested Activity: Florida Safe Families Network

Review confidentiality issues with the new worker and assure that the new worker understands the need to access the system for business purposes only. Make sure that the new worker understands the basics of FSFN and the need to keep his/her user code and password secure and has signed all of the necessary paperwork regarding accessing FSFN and any other data systems used by your agency.

Child Welfare Standards, Values & Practice

Child Welfare Standards Values & Practice is an on-line self instructional course that addresses the following content:

- The differences between race, ethnicity, and culture
- The concept of cultural competence
- The role of cultural competence in child welfare practice
- Standards and principles that guide child protection work
- Assessing cultural variables for effective casework practice
- Ethical principles and standards related to child protection focusing on Florida Statute Chapter 39 and the Florida Child Protection Professional Code of Ethics
- How personal values can influence perceptions and decisions with children and families.
- Personal values, professional code of Ethics and personal and professional integrity
- The value conflicts inherent in child protection
- The National Association of Social Workers Code of Ethics
- Applicable legal issues and penalties.

Module 1

Module 1 provides information on the:

- Definitions and differences regarding the characteristics of race, ethnicity, and culture
- Concept of cultural competence
- Information regarding the role of cultural competence in child welfare practice

Suggested Activity: Cultural Competence

Arrange for the new worker to observe a visit conducted by a Child Protection Professional. Advise the new worker to focus on valuing diversity and recognizing that differences bring greater resources, ideas, and solutions for the children and families.

Following the visit, ask the new worker to answer the following questions:

Were there identified cultural differences between the Supervisor PI/Case Manager and the family?

What barriers were present?

How were or how could the barriers be addressed?

What skills/techniques did the PI/Case Manager utilize?

Module 2

Module 2 provides information on:

- Ethical principles and standards related to child protection
- How personal values can influence perceptions and decisions
- Value conflicts inherent in child welfare practice

Applying the Concepts

Applying the Concepts is the final section of the course that provides new workers with scenarios that are based on actual Inspector General Reports and asks them to decide which standard/code of ethics that were violated.

Suggested Field Activity: Ethical Principles and Standards

Arrange for the new worker to shadow a Child Protection Professional on a home visit and provide examples of the standards that were observed and applied during the interaction with the family.

Standards/Code of Ethics	Examples
Child's safety and welfare assured	
Available services, resources and supports provided to parents	
Services and supports were respectful of and responsive to cultural differences and built upon the family's strengths and protective factors	
Family were advised of and understood expected outcomes and if services were non-judicial versus judicial	
Action taken and services provided are based on expected outcomes	
Commitment to Client – well-being of child and family promoted	
Confidentiality	
Cultural Competence and Social Diversity – services provided to child and family were sensitive to culture	
Conflict of Interest	
Self-determination – respect and promote the right of clients to act in their own best interests	

Sexual Relationships with Clients	
Representing clients who lack decision-making capability – all necessary steps taken to safeguard the interests and rights of those clients.	
Derogatory Language – accurate and respectful language used in written and verbal communications	
Informed Consent – client understands the language used; consequences of giving consent and is competent	

Also discuss with the new worker how their personal values could have influenced their perceptions and decisions with the child(ren) and family. Review and process the information with the new worker.

Legal I

Module I

Module 1 provides the following information:

- The components of the legal hierarchy
- The primary legal references used in dependency cases
- Reading and navigating F. S. Chapter 39 and the Florida Administrative Codes
- An introduction to the Federal Laws that Impact Child Protection, specifically the:
 - Adoption Assistance and Child Welfare Act of 1980;
 - Adoption and Safe Families Act of 1997;
 - Indian Child Welfare Act;
 - Multiethnic Placement Act; and
 - Laws pertaining to Immigrant Children (Welfare Reform and Immigration Reform).
- The Goals for Dependent Children; The Rights and Expectations for Children and Youth in Shelter or Foster Care” Brochure.
- The Florida Statutes definitions of/Elements of Abandonment, Abuse, Neglect and Harm.

Suggested Activity: Indian Child Welfare Act

Provide the new worker with a case involving a Native American child for review. Advise the new worker to identify the involved parties:

- the tribal chief,
- tribal social worker

Also have the new worker identify the circumstances of the case and the action taken to protect the child. Ask the new worker to write down questions he/she may have pertaining to the case for discussion.

If possible have the new worker shadow a visit/court hearing involving a Native American family.

If this is not an option, review the existing Federal Law regarding Native American children and review the associated QPS standards specific to their job responsibilities.

Suggested Activity: Special Immigrant Juvenile Status

Provide the new worker with a case involving a child(ren) with a special immigrant juvenile

status for review. Ask the new worker to review the file and identify:

- if the child is a citizen;
- if the case plan includes a recommendation for the child's permanency plan to remain in the United States and
- the time frame in which the petition for SIJS was filed (**Refer to 39.5075 F.S.**)

Advise the new worker to document any questions he/she may have pertaining to the case for discussion. If possible have the new worker accompany a PI/CM on a home visit or court hearing involving a case of a Special Immigrant Juvenile Status.

Suggested Activity: Goals for Dependent Children

Advise the PI/Case Manager to locate a copy of the Goals for Dependent Children brochure in the agency or in a case file. Advise the new worker to review the case file and note any/all documentation regarding evidence of the brochure being reviewed and provided to the mother/father, and of the file containing a signed copy. Review the agency protocol for using the brochure and answer any questions posed by the new worker.

Suggested Activity: Elements of Maltreatment

Provide the new worker with a copy of a case file in which a petition was filed. Ask the new worker to review the case file and examine the petition(s)/Disposition order to identify the listed elements of abuse. Instruct the new worker to use the following table to document the specific elements contained in the petition and the facts/evidence documented in the case file that supports the elements listed on the petition(s)/Disposition order.

Elements of Abuse, Neglect, Abandonment and Harm Contained in Petitions/Orders	Facts/Evidence Supporting Findings

Module 2

Module 2 provides information on:

- Defining evidence in child protection cases
- Identify examples of the four types of evidence
- Describing evidence collection and documentation
- The standards of proof required by the evidence in legal cases

Suggested Activity: Evidence Collection and Documentation

Provide the new worker with information on the region/circuit/agency policies regarding the collection and storing of evidence.

Suggested Activity: Evidence

Provide new worker with a court involved case file to review and document the type of evidence that was gathered and used for the shelter hearing, adjudicatory hearing and Termination of Parental Rights hearing. Process the case and assess the new workers understanding of the types of evidence and the standard of proof needed at each hearing.

Type of Hearing	Type of Evidence Needed/Presented

Module 3

Module 3 focuses on:

- Liability
- Avoiding liability
- Falsification of records and consequences of falsification.

Suggested Activity: Falsification of Records

Provide the new worker with agency specific protocol outlining the agency interpretation of falsification of records and agency disciplinary procedures. Some points to emphasize:

- Altering, destroying defacing, overwriting, removing, and discarding records.
- Accurate and timely documentation of face to face home visits.
- Emphasis is placed on the fact that the child and parent must be seen at a minimum of every 30 days.
- Accessing FSFN for reasons that are not legitimate business purposes.
- Supervisory reviews of case files.

Module 4

Module 4 provides information on:

- Who can access dependency case records and the specific information contained in the case file.
- Specific topics include:
 - Reporter Information;
 - Access to Records and Reports;
 - HIV/AIDS Records;
 - Missing Children.
 - Sharing case records with children

Suggested Activities: Confidentiality

Provide the new worker with a case file that includes HIV/Aids information for review. Instruct the new worker to identify how the information is documented in the case notes and determine the placement of the confidential medical information.

How is this confidential information documented?	Where and how is the confidential information placed in the case file?

Provide the new worker with an intake containing reporter information and an intake without the reporter information. Ask the worker to use the attached table to identify the differences between the intakes and discuss:

- Use of the reporter phone number
- How to document information provided by the reporter
- Any questions the new worker may have regarding confidentiality issues.

Intake Containing Reporter Information	Intake Excluding Reporter Information

Court Preparation and Participation

This on-line course provides information on:

- The specific roles and responsibilities and other participants in the court process
- How to facilitate teamwork with CLS
- Reviewing and preparing files for court
- Proper courtroom demeanor
- Providing effective court testimony and being a credible witness

Field Activities: Judicial Process and Paperwork

There are several activities that are job specific and ask the learner to observe as many hearings as possible; define the different hearings, identify required paperwork, provide information on judges, hearing times/places, etc. Phase II activities provide them with the ability to practice these skills on their protected caseloads under the direction and guidance of a Child Protection Professional.

Legal II

Module I

Module 1 provides information on:

- The structure of the Florida dependency courts
- How to use the courts appropriately
- The use of Non-Judicial In-Home Services

Suggested Activity: Judicial Process

This activity involves the new worker locating the local UCCJEA used by the courts and determining the information that is required as well as how that information is provided to CLS for inclusion in the document.

Suggested Activity: Risk Factors and Reasonable Efforts

Review a court involved case with the new worker and ask the worker to determine the risk factors used to petition the court, and the reasonable efforts completed. Assess the new worker's understanding of risk factors, petitions, reasons to involve the court and reasonable efforts requirements.

Identified Risk Factors Used in Petition	Documentation of Reasonable Efforts

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Suggested Activity: Non-Judicial versus Judicial

Provide the new worker with two cases for review. One of the cases should be a Non-Judicial In-Home Services and the other case should be a Judicial In-Home Services case. Have the new worker identify the differences in the process of how the case is initiated, handled and the differences in time frames, tools used, parental cooperation, etc.

Non-Judicial In-Home Services	Judicial In-Home Services

Module 2

Module 2 provides information on:

- The definition of a dependent child
- The basic sequence of court involvement including proof, petition, hearing, purpose and timeframes.
- The importance and purpose of petitions focusing on the dependency, shelter and TPR petitions.
- The Florida Rules of Juvenile Procedures
- The Grounds for Termination of Parental Rights
- Expedited Termination of Parental Rights

Suggested Activities: Judicial Process and Paperwork

These activities ask the new worker to identify information regarding the specific hearings, tools and paperwork that are required by your local court system.

Suggested Field Activity: Court Observation

It is very important for new workers to have several experiences in the courtroom prior to having to attend court on their own cases. It is vital that the new worker attend a court session with someone who can explain what is occurring. New workers should be introduced to as many court participants as possible.

This activity allows for the new worker to observe several hearings or court proceedings, at least one trial, and to observe a co-worker and Children's Legal Services attorney presenting a case to the court. Supervisors should ask the new worker the following questions:

- What kind of hearing(s) did you attend?
- What was the significance of the hearing?
- Did the PI/Case Manager testify or make a presentation?
- Was the child present? Did he or she testify?
- If parents were there, did the PI/Case Manager make contact with the parents?
- What type of evidence did the judge give the most weight? PI/Case Manager testimony, expert testimony, documentation, or other types of evidence?
- Does the court require that PI/Case Managers bring case records to court?
- What preparations should you make prior to a hearing?

- What is the difference between mediation and a court hearing?
- What is the difference between a judge and a grand master?
- What can a PI/Case Manger do if he or she disagrees with a judge or grand master?
- At the case plan conference, who was present?
- Provide a brief description of each hearing you were able to observe.
- What is required for probable cause at a shelter hearing?

Suggested Field Activity: Termination of Parental Rights (CM)

New workers are to observe a Child Protection Professional: assist CLS in preparing and presenting a case and obtaining/notifying witnesses, filing a notice of intent to pursue termination of parental rights, filing a termination of parental rights petition and identifying the expert/lay witnesses that are involved with the case.

Family Preservation

Module 1

Module 1 provides information on:

- Family preservation philosophy and values
- Florida Statute definition of family preservation

Module 2

Module 2 provides information on the:

- concept of the strength focused model and the need to identify, assess and focus on the particular strengths of the family/individual.

Module 3

Module 3 provides information on:

- Family Preservation Services as defined using the Florida Administrative Codes.
- Identification of family preservation services
- How Florida's Family-Centered practice model is implemented into their agency's system of care
- The purpose and intent of Chapter 39 and Florida's child protection system principles are explained
- Family Team Conferencing, Tiered Services Protocol, Early Service Intervention (Case Transfer) Staffing
- Family-Centered Practice and Florida's core practice functions are discussed with emphasis on agency-specific programs that are available within the region/circuit.
- The Family-Centered Practice framework is addressed elaborating on the core practice functions and the outcomes.

Suggested Field Activity: Family-Centered Practice

New workers will observe an initial response/home visit. During these visits, ask the new worker to identify the Family-Centered Core Practice Functions used during the interactions and how the PI/Case Manager implemented each core function. Advise the new worker to use the following checklist and to also provide examples.

Family-Centered Practice Observation List

- How did the PI/Case Manager engage the Child and Family in need?
- Did the PI/Case Manager work with the child and family to develop a service team to work collaboratively with them? If yes, who are the community resources/ service team?
- What is the family's current situation, strengths, needs, wishes and underlying factors?
- How did the PI/Case Manager demonstrate building on the family strengths in order to facilitate growth within the family?
- What intervention, supports and services were addressed/put into place for the child and family?
- How is the child and family being served? What strategies were addressed with the child/family to assist them?
- What are some of the tasks and services that are or would be included on the case plan?
- How would you monitor case plan progress and evaluate results of the tasks and services.
- How did the PI/Case Manager present cultural competence?
- How did the PI/Case Manager remain objective during the interaction with the family?

Maltreatments

Module 1

Module 1 provides information on:

- Abuse Hotline and reporting requirements
- Child Maltreatment Index
- Penalties related to reporting
- Mandatory referrals to the Child protection team
- Quality of Practice Standards
- Hotline abuse intake elements
- Reading and interpreting the information contained in an intake
- Identification of the uses, benefits, organization and information in the child maltreatment index.

Module 2

Module 2 provides information on:

- Family dynamics in child maltreatment and abuse and neglect statistics
- Detailed information regarding child deaths in the state of Florida for 2009
- The definition of an indicator and the emphasis on how child maltreatment indicators relate to the decision-making process.
- The four components of the decision-making model

Module 3

Module 3 provides information on:

- Identification of the different types of abuse
- Identification of physical indicators of a child suffering from abusive head trauma
- Critical indicators and investigative decision-making.
- Assessing the plausibility of the parents' explanation and probing all possible avenues of investigation:
 - Questions that must be asked,
 - Observations that must be made, and
 - Clues that must be sought to help prove or disprove the explanations.

- Using the child maltreatment index to identify the maltreatment and help with decisions about:
 - what must be observed/documented and
 - who must be contacted to verify the maltreatment

Suggested Activity: Child Protection Team (CPI)

New workers are asked to provide detailed information regarding the local Child Protection Team including: the referral process, access afterhours, the exception form and associated documentation requirements.

Suggested Field Activity: Abuse Identification

Arrange for the new worker to observe an initial investigation or follow up on a physical abuse case. Provide ample time for the new worker to review the allegations of the case, past history, and current situation. Have the new worker utilize the **Abuse or Not Job Aid** (Appendix B) to help determine if the explanation of the injury is plausible and answer the listed questions found on the (Physical Abuse) **New Worker Observation Form**. The Job Aid includes:

- Steps to confirm the injury as unintentional or intentional and lists possible medical conditions that correspond with an injury.
- Accident or disease must be ruled out in order to avoid wrongly accusing an innocent family member.
- The decision to remove a child or initiate a criminal charge must be explained to court officials by describing all options considered and how/why they were ruled out.

New Worker Observation Form (Physical Abuse)

List physical signs of maltreatment in the space provided below.

- Compare the injuries to the history given.
- Be ready to share the signs and answers to the discussion questions with your supervisor.

Physical Signs of Maltreatment

Answer the following questions about the physical abuse case you observed:

1. Was the injury abuse or accidental?
2. How did you decide if the injury was abusive or accidental?
3. What information must be documented for the file?
4. What other professionals must be notified to verify the abuse or accidental injury?

Suggested Field Activity: Physical Abuse

Identification of Maltreatment Indicators: Physical Abuse	
Purpose	To identify and observe maltreatment indicators in cases involving physical abuse.
Supervisor	Arrange for the new worker to observe a Child Protection Professional conducting a home visit that involves physical abuse. <ul style="list-style-type: none">• Have new worker read the report and background information• Meet with the new worker after the observation to discuss the activity worksheet.
New Worker	Complete Activity Worksheet for Physical Abuse

Maltreatment Indicators: Physical Abuse

Check One	<input type="checkbox"/> PI <input type="checkbox"/> CM
Type(s) of maltreatment indicators observed - check all that apply	<input type="checkbox"/> Physical <input type="checkbox"/> Behavioral <input type="checkbox"/> Emotional
1.	In relation to the observed maltreatment, what were the physical indicators?
2.	In relation to the observed maltreatment, what were the behavioral indicators?
3.	In relation to the observed maltreatment, what were the emotional indicators?
4.	What action did the agency take to address the maltreatment?
5.	What is the plan to keep the child(ren) safe?

Module 4

Module 4 provides information on:

- Sexual abuse dynamics
- Sexual abuse statistics
- Definitions of sexual abuse according to law
- The child maltreatment index
- Identification of the five separate phases of child sexual abuse
- Identification of specific behavioral, emotional and physical signs of sexual abuse exhibited by the child

Phase I Activity: Sexual Abuse (CPI)

New workers are asked to observe the interviews associated with a sexual abuse investigation, the referral process for LE and SAO and local resources for the victim and family.

Suggested Field Activity: Sexual Abuse

Arrange for the new worker to visit the CPT or if applicable the Sexual Assault Treatment Center (SATC). Introduce the new worker to the staff and provide a tour of the facility. If possible arrange for the new worker to shadow a worker on a sexual abuse case in which the child is being taken to CPT/SATC.

Identification of Maltreatment Indicators: Sexual Abuse	
Purpose	To identify and observe maltreatment indicators in cases involving sexual abuse.
Supervisor	Arrange for the new worker to observe a Child Protection Professional conducting a home visit that involves sexual abuse. <ul style="list-style-type: none">• Have new worker read the report and background information• Meet with the new worker after the observation to discuss the activity worksheet.
New Worker	Complete Activity Worksheet for Sexual Abuse

Maltreatment Indicators: Sexual Abuse

Check One	<input type="checkbox"/> PI <input type="checkbox"/> CM
Type(s) of maltreatment indicators observed - check all that apply	<input type="checkbox"/> Physical <input type="checkbox"/> Behavioral <input type="checkbox"/> Emotional
1.	In relation to the observed maltreatment, what were the physical indicators?
2.	In relation to the observed maltreatment, what were the behavioral indicators?
3.	In relation to the observed maltreatment, what were the emotional indicators?
4.	What action did the agency take to address the maltreatment?
5.	What is the plan to keep the child(ren) safe?

Module 5

Module 5 provides information on:

- Definition of mental abuse
- How to prove
- Indicators of mental abuse
- Child and Caregiver behaviors associated with mental abuse and
- Types of mental abuse

Suggested Field Activity: Mental Abuse/Injury

Ask the new worker to talk to existing staff about any expert witnesses/resources that are used when investigating/working with cases of mental injury. If possible, have the new worker review an active case that involves mental injury and identify the proof that allowed for the adjudication of dependency.

Identification of Maltreatment Indicators: Mental Abuse/Injury	
Purpose	To identify and observe maltreatment indicators in cases involving mental abuse/injury.
Supervisor	Arrange for the new worker to observe a Child Protection Professional conducting a home visit that involves mental abuse/injury. <ul style="list-style-type: none">• Have new worker read the report and background information• Meet with the new worker after the observation to discuss the activity worksheet.
New Worker	Complete Activity Worksheet for Mental Abuse/Injury

Maltreatment Indicators: Mental Abuse/Injury

Check One	<input type="checkbox"/> PI <input type="checkbox"/> CM
Type(s) of maltreatment indicators observed - check all that apply	<input type="checkbox"/> Physical <input type="checkbox"/> Behavioral <input type="checkbox"/> Emotional
1.	In relation to the observed maltreatment, what were the physical indicators?
2.	In relation to the observed maltreatment, what were the behavioral indicators?
3.	In relation to the observed maltreatment, what were the emotional indicators?
4.	What action did the agency take to address the maltreatment?
5.	What is the plan to keep the child(ren) safe?

Module 6

Module 6 provides information on:

- Definition of substance abuse, addiction and the components of substance abuse in the child maltreatment index
- Characteristics of a disease and identify the elements of alcoholism
- Stages of substance abuse
- Signs and symptoms of child and adolescent substance abuse
- Behavioral indicators of substance abuse
- Individual and family risk factors associated with substance abuse
- Definition of protective factors and the types of protective factors to look for in parent and children

Suggested Field Activity: Substance Abuse

Take or arrange for the new worker to tour a local substance abuse treatment center in order to receive an overview of the facility's resources that are provided to the family members served. Introduce the new worker to the staff and arrange a tour of the facility. If possible arrange for the new worker to shadow a worker on a substance abuse case.

Module 7

Module 7 provides information on:

- Definition and indicators of neglect
- Circumstances not considered as neglect
- Neglect as defined by the Child Maltreatment Index
- Neglect indicators
- Recognizing risk for significant impairment
- Difference between chronic and situational neglect
- Effects of neglect on toddlers, early school aged children and adolescents
- Failure to thrive and the need for early intervention

Suggested Field Activity: Neglect

Identification of Maltreatment Indicators: Neglect	
Purpose	To identify and observe maltreatment indicators in cases involving neglect.
Supervisor	Arrange for the new worker to observe a Child Protection Professional conducting a home visit that involves neglect. <ul style="list-style-type: none"> • Have new worker read the report and background information • Meet with the new worker after the observation to discuss the activity worksheet.
New Worker	Complete Activity Worksheet for Neglect

Maltreatment Indicators: Neglect	
Check One	<input type="checkbox"/> PI <input type="checkbox"/> CM
Type(s) of maltreatment indicators observed - check all that apply	<input type="checkbox"/> Physical <input type="checkbox"/> Behavioral <input type="checkbox"/> Emotional
1.	In relation to the observed maltreatment, what were the physical indicators?
2.	In relation to the observed maltreatment, what were the behavioral indicators?
3.	In relation to the observed maltreatment, what were the emotional indicators?
4.	What action did the agency take to address the maltreatment?
5.	What is the plan to keep the child(ren) safe?

Module 8

Module 8 provides information on:

- The definition of domestic violence
- Indicators of domestic violence
- The power and control wheel
- Types of domestic violence and associated behaviors
- The relationship between domestic violence and child abuse
- Domestic violence related behaviors constituting neglect

Suggested Field Activity: Domestic Violence

The new worker is asked to obtain information on the local process for obtaining a s.741.30 injunction and local domestic violence resources for the victim caretaker, victim child and batterers.

Safety Planning

Safety Planning provides information on:

- Definition and basic principles of safety planning
- Safety planning and the Florida Administrative Codes.
- How to develop a safety plan.
- Applying safety planning to specific threats
- Elements of a good safety plan
- Techniques used to create safety plans with children specifically for domestic violence.
- Review and use of the FSFN safety plan
- Developing safety plans based on case scenarios involving all of the different maltreatments

Suggested Activity: (CPI)

New workers are to complete a FSFN Safety Plan, Out-of-Home and Visitation plan under the guidance of a Child Protection Professional.

Suggested Activity: Safety Planning

Review a case that contains a safety plan for the child and family. Review the safety plan, specifically the actions that were taken, how the family was engaged, and how the safety plan is monitored.

Suggested Activity: Injunctions

Provide the new worker with a case that involved a s.39.504 injunction. Ask the worker to outline the circumstances of the injunction as well as the local process used in securing the injunction.

Local procedure for obtaining a s.39.504 injunction

Effects of Abuse/Neglect on Child Development

This on-line course provides information regarding normal child development milestones and stages, the effects that maltreatment may have on this development and developmental warning signs of maltreatment.

Suggested Activity: Child Development

There is a trainer guided review/application of the information contained in this course. Ask new workers to research and identify local community resources for children who require developmental assistance due to the effects of abuse/neglect.

FSFN Maltreatment Computer Course

The FSFN Maltreatment course provides instruction on:

- types of intakes in the Florida Safe Families Network
- searching for the different types of FSFN intakes within the data base
- creating and launching the Florida Safe Families Network Safety Plan
- supervisory approval of the safety plan

Human Trafficking

Module 1

Human Trafficking is an On-line course provides information on:

- Florida's statutory definition of child trafficking
- The two major types of child trafficking
- Descriptions of potential child traffickers
- Identifying potential child trafficking victims
- What to do when child trafficking is suspected

Suggested Field Activity: Human Trafficking

Arrange for the new worker to shadow a worker on a case involving human trafficking or arrange for the new worker to observe a multidisciplinary staffing involving Human Trafficking.

In the event this is not possible, have the new worker complete the following questions.

Human Trafficking	
Check One	<input type="checkbox"/> PI <input type="checkbox"/> CM
1.	What is Human Trafficking?
2.	What are some possible indicators of Human Trafficking?
3.	What must you do if you suspect or discover that a child is being trafficked?
4.	Are there any local procedures specific to cases involving human trafficking?

5.

What are some local services/resources that would be applicable to cases involving human trafficking?

Assessment

Module 1

Module 1 provides information on:

- The purpose and requirements of FSFN case notes
- Confidentiality of the case notes and records
- What the case and provider notes look like in FSFN
- The components of the case notes narratives
- How to write and evaluate case note narratives, noting strengths and necessary revisions
- How documentation benefits court proceedings.
- The four characteristics of quality documentation
 - Relevant
 - Factual
 - Quantitative, and
 - Objective

Activities:

Documentation is associated with the majority of field activities.

Suggested Activity: Documentation

It is very important that the new worker be clear on the requirements of written documentation. You are responsible for evaluating the new worker's written documents according to documentation requirements. If your agency has any written policy regarding documentation, supply the new worker with a copy of that document.

Review of Case File Documentation:

Before the new worker begins to write case notes, provide several case record documentation samples for review and point out examples of the following:

- Documentation of the sequence of events that has occurred since the agency became involved with the family.
- Samples of case notes which reflect accepted documentation techniques.

- ☐ Methods for documenting various events in the records such as telephone contacts, court hearings, staffings, etc.
- ☐ The major sections of the file, and the contents of each section.
- ☐ Various documents in the record that summarize the situation at various points (for example, the predisposition summary or the termination summary).
- ☐ Location where records are stored and the security protocols/precautions that must be adhered to.

Case Notes Documentation:

Documentation skills are only mastered with practice, so it is important for the new worker to work on these skills throughout the field experience. With each shadowing experience, the new worker must be required to complete a set of case notes to document what was observed. The documentation will provide practice for two distinct skills that must be addressed on a regular basis.

- First is the technical aspect of case note documentation. Carefully critique the new worker's documentation efforts and provide corrective feedback where necessary.
- Secondly, the new worker's record of events will help you identify strengths and weaknesses of his or her observational and assessment skills and will help you provide corrective or clarifying information where necessary.

Suggested Field Activity: Documentation

Provide the new worker with multiple shadowing opportunities and advise the new worker to complete a set of case notes for each shadowing experience. Review the case notes and provide input, noting strengths and areas for improvement.

Allow the new worker to enter case notes in FSFN under your guidance and supervision. If you do not want them completing case notes on live cases, allow them to work in the training region of FSFN.

Participant Information to be Recorded for Review

- Identify major sections of a file and the contents of each section.

- How is a file organized? Where are files maintained? Is there a process in your agency to retrieve files?

- In the sample file, what is the sequence of events that has occurred with the family?

- What are the methods for documenting various events such as telephone contacts, court hearings, staffings, etc...?

- What documentation is created to summarize the situation at various points (for example, the Investigative Decision Summary, Predisposition Summary)?

- Attach samples of your own case notes taken while shadowing in the field.

Module 2

Module 2 provides information on:

- How first impressions trigger erroneous judgments that may alter one's ability to make objective assessments
- The relationship of assessment to safety and decision-making.
- Definition of family assessment per Florida Statute Chapter 39
- The assessment process with emphasis on Family-Centered Assessment
- Methods of gathering assessment information
- The types of assessments and associated assessments tools
- The purpose and time frames for preparation and the associated court hearing and its time frame.
- The guiding principles of care and the comprehensive behavioral assessment procedural requirements are presented
- The difference between safety assessment and risk assessment
- Clarification between a safety assessment and risk assessment
- How assessment relates to safety and decision making, with emphasis on the decision making model the components of assessment
- Evaluating a case to decide how assessment information can affect decisions for child safety
- How the assessment drives the case plan
- The importance of conducting a thorough assessment to ensure child safety and a quality case plan that focuses on the cause of the maltreatment in order to intervene appropriately
- Relating assessment tasks to family-centered practice

Activities: Assessment (CPI and CM)

New workers are to review completed assessment tools and practice using the associated assessment tools under the guidance of a Child Protection Professional. This includes completion of the tools using their training caseload and documenting the tools in FSFN once approved.

Module 3

Module 3 provides information on:

- The references to find requirements and guidelines for assessing a family i.e., F.S., F.A.C., QPS, etc...
- The DCF Quality of Practice Standards cites for the requirement of conducting an initial family assessment and a continuing/ongoing assessment
- Reference cites for the Pre-disposition study and the Family assessment are reviewed using the Florida Statutes and Florida Administrative Codes
- Basic family assessment factors (Family, Child, and Adult factors)
- Practice completing the program specific Assessment tool
 - PI's complete the In-Home Safety Assessment
 - Case Manager's complete the Initial Family Assessment
- How family assessments are documented in FSFN
- Input from professionals/other agency involvement is referenced including the directive on the use of professional opinion
- Identifying family strengths and determining outside informal supports and networks
- Recognizing how families of different ethnicities and cultures define family differently
- Utilizing a case study to assess the environmental factors of the assessment including the home environment, physical environment, and the emotional environment

Activities: Assessment (CPI and CM)

New workers are to review completed assessment tools and practice using the associated assessment tools under the guidance of a Child Protection Professional. This includes completion of the tools and the process of documenting the tools in FSFN.

FSFN Assessment Computer Course

This course focuses on having the new worker practice documentation using a case from the Assessment classroom course. Case note narratives used in the course reinforce classroom emphasis upon quality documentation. The new worker is also exposed to provider notes. The new worker creates a Florida Safe Families Network case and investigative note, how to edit and view the notes, printing a note or a note report and creating a provider note.

Staffings

This is an on-line course that addresses the following information:

- The types and purposes of dependency staffings
- Strategies to prepare for and conduct a staffing
- The Ludwig Case Scenario is used to emphasize missed opportunities for staffings
- The importance and need for dissemination of information
- The SBAR Tool: Situation; Background; Assessment; and Recommendations
- Reviewing a case scenario to determine:
 - if the case is high risk;
 - necessary services;
 - family centered case planning;
 - appropriate permanency goal and recommendations; and
 - reunification staffings

Activities: Case Transfer/ESI Staffings (CPI) Staffings (CM)

New workers are asked to identify the staffings used within their local system of care and the process for scheduling and participating in the staffings.

Suggested Field Activity:

- Select a case that is ready for a staffing.
- Instruct the new worker to complete all of the staffing documents (including a staffing packet) and prepare to contact participants. Review this work with your new worker and, when satisfactory, instruct the new worker to contact the participants and set up the staffing.
- Assist the new worker in coordinating the delivery of the staffing. Inform the new worker that he or she can participate in the staffing, however, you or the worker being assisted is in charge of, and is responsible for, the staffing.
- During the staffing, instruct the new worker to document the events and decisions that occurred at the staffing.
- Review the documentation with your new worker.

Introduction to Interviewing

Module 1

Module 1 provides information on:

- The relationship between interviewing skills (types of questions asked and techniques) and the quality of information gathered
- The use of authority during an interview, with emphasis is placed on balancing the use of authority
- Building rapport and proper introductions
- Cultural considerations when building rapport
- Emphasis on family centered practice and the family centered core practice functions
- The three core helping conditions
 - authenticity/genuineness
 - respect
 - empathy
- Practice engaging the parent to build rapport and trust.
- Techniques to facilitate an interview:
 - exploring
 - focusing
 - directing
- The necessary skills to explore, focus, and direct during an interview.
- Practice interview skills and the interview process while exploring issues, problems, causes, related to a family's involvement with the agency

Suggested Field Activity: Interviewing

Provide the new worker with as many opportunities to observe interviews as possible (children and adults). Be aware of the interviewing skills listed on the Interviewing Skills Checklist and as you observe live interviews, look for demonstration of those skills.

Prior to observing an interview, create a list of questions you would ask if you were conducting the interview

Module 2

Module 2 provides information on:

- The stages of the interview: preparation, engagement, the interview, the closing, and documentation.
- Preparing for an interview using the preparation steps to practice the interview stages: engagement, interview, closing, and documentation
- Practice interviewing skills to help focus the parent on the purpose for the interview: keeping the interview on track
- Interviewee behaviors that challenge the interview: resistance, manipulation, hostility, and anger
- Considerations for interviews in special situations such as interviewing people with disabilities and interviewing family groups

Suggested Field Activity: Stages of the Interview

Arrange for the new worker to observe as many interviewing opportunities as possible (children and adults). Advise the new worker to use the **Stages of the Interview Job Aid** (Appendix B) during the observation of these interviews and provide examples of how some or all of these stages were completed.

Suggested Field Activity

Using the Job Aid – **Dealing with Resistant, Hostile, or Threatening Family Members** (Appendix B) discuss techniques to use when dealing with resistant, hostile, or threatening family members.

Module 3

Module 3 examines Child interviews and provides information on:

- The similarities and differences between the child and adult interviews
- The stages of the child interview
- Observing and evaluating a child interview video and the interviewer's skills to facilitate the stages of the interview
- Considerations for child interviews in child sexual abuse cases.
- Agency protocol regarding when to stop the interview upon a child's disclosure or upon gathering substantial evidence that sexual abuse has occurred
- Developmental considerations for child interviews such as length and timing of the child interview based on the child's age, and children's language skills.
- Identifying a child's concept of numbers, time, assumption, perspective, causality, and misunderstanding.
- Performing a child interview to demonstrate all the stages of the child interview.

Suggested Field Activity: Interviewing Children and Adults

Arrange for the new worker to observe a Child Protection Professional interviewing both children and adults. Expose them to a variety of interviewing situations, both formal and informal. Be sure to demonstrate how the information gathered from an interview is documented in case notes, used to update case reports and records, and provides insight on progress or lack thereof. Advise new workers to use the **Job Aid - Child Interview Checklist** (Appendix B) during their observations.

Investigative Response

Module 1

Module 1 provides information on:

- The categories and types of FSFN intakes.
- The law/policies/and procedures regarding special cases and conditions;
 - special conditions referrals;
 - child on child sexual abuse;
 - foster care referral;
 - caregiver unavailable;
 - parent needs assistance prevention referrals; and
 - institutional intakes
- The Florida Administrative code for missing children
- False reports to the hotline
- Identifying information sources and records that must be checked prior to commencement
- Using the child maltreatment index to guide investigations:
 - what evidence to seek
 - what professionals to contact
 - what documentation to complete, and
 - what factors to consider in deciding if maltreatment occurred; and
 - Human trafficking
- Determining relevance of prior investigations to current investigations
- Personal safety concerns when making contact with children and families
- Develop a plan for the investigation
- Cultural factors and considerations for initial contact
- Engaging the family to promote family-centered practice
- Preparation steps for initiating an investigation

Phase I Field Activity: Intake Receipt

New workers are asked to obtain information about:

- How intakes are received in your agency.
- What is the process for intakes received after hours/on weekends?
- How intakes are assigned to your unit.
- How intakes are assigned to you.
- How intakes are transferred within your agency.
- FSFN assignment/notifications of intake/investigation assignments.
- How you are notified of new intake assignments.

Phase I Field Activity: Pre-Commencement Activities

- Identify the sources and types of information obtained and reviewed before going to work with a family.
- What is contained in the investigative file when you receive the assignment?
- Describe the process for obtaining criminal histories.
- If there is a specific person in the unit assigned to conduct records checks, explain how to properly request these services.
- How is prior abuse information obtained?
- Explain the significance of information obtained from priors and/or background checks.
- Describe the confidentiality issues surrounding criminal background checks.
- What are the requirements for contacting the reporter?
- What is the protocol for notifying LE and/or the State Attorney's Office?

Module 2

Module 2 provides information on:

- Major responsibilities during initial contact, commencement and follow up tasks
- The legal requirements for investigations using the Florida Statutes and the Florida Administrative Codes
- Investigation closure timeframe
- Law enforcement and State Attorney Office contact
- Face to face interviews,
- Documentation
- High risk factors

- Child protection team
- Collateral contacts, and
- Judicial In-Home Services and Non-Judicial In-Home Services
- Grounds for Termination of parental rights
- Definitions for egregious conduct and aggravated child abuse
- Photographing children and requirements for finger prints and birth verification
- The Child Protection: Your Rights and Responsibilities is reviewed
- Statutory requirements for initial contact
- PI investigative response task checklist is used to evaluate an investigation
- High risk factors and the steps to take if a case is considered high risk
- Assessing the caregiver's willingness and ability to protect the child
- Using the Safety Assessment to mark the safety factors and write narratives to explain implications to child safety
- Developing a safety plan based upon the required documentation on the FSFN Safety plan template
- Examining decisions for family needs/services and placement.
- Using the FSFN safety plan and QPS to decide if concerted efforts were made to provide services to allow the child to remain safely at home
- Investigative tasks following initial contact

Activity: Commencement

New workers are instructed to observe a commencement completed by a Child Protection Professional and to document specific activities that were observed.

Suggested Field Activity

Allow the new worker to shadow on at least two investigations or two interviews needed on one investigation. When the new worker returns, assist the worker in processing the information. The worker should complete the **Shadow Experience** form (below) on each investigation or interview. The worker must have a copy of the Child Maltreatment Index in order to complete this activity.

New Worker Instructions: Complete the following activities:

- Accompany your mentor or another experienced worker in your office on a least two separate investigations.
- Complete the Shadow Experience form on each investigation or interview.
- Meet with your Supervisor to discuss the investigations/interviews and to answer your questions.

Shadow Experience Form

Section 1: To be completed with your Supervisor

Date of Shadow Experience: ____/____/____

Participant's Name:

Purpose of Visit: _____

Section 2: Review thoroughly prior to the shadowing experience and complete after the visit.

1. Explain how the family was engaged.

2. Describe the reactions and responses of the family to the worker and the situation.

3. Using the Child Maltreatment Index, identify the assessment, excluding factors and required documentation, based on the maltreatment.

4. Participant's comments and observation as to the interview and/or investigation.

Module 3

Module 3 provides information on:

- Gaining an understanding of the purpose and use of the safety assessment tool
- The types of assessment:
 - In-Home Safety Assessment
 - Institutional Safety Assessment
 - Child on Child Assessment, and
 - Request for Assistance Assessment
- Using the Safety Assessment Job aid to discuss the components of the Safety Assessment
- Completing section D (Safety Actions) and E (Overall Safety Assessment) of an initial SA using a case scenario
- Completing an initial safety assessment using a case scenario with priors and case notes

Field Activity: Special Condition Referrals and Institutional Investigations

New workers are to review the assessments associated with these types of referrals and compare the differences with the In-Home Safety Assessment.

Field Activity: Assessment

New workers are to review a completed initial and updated safety assessment; observe a Child Protection Professional gathering information for the completion of the assessments; draft the assessments and once the hard copies of the assessments are reviewed, enter them in FSFN under the guidance of a Child Protection Professional.

Module 4

Module 4 provides information on:

- The types of findings
- Examining evidence and deciding if it supports or refutes the allegations
- Assessing the findings based on evidence
- The components of the investigative summary and the assessment summary
- Determining decisions and documentation prior to investigation closure
- Assessing if a case is ready for closure using the job aid: Ready for Investigation Closure.
- The five types of no jurisdiction closures
- The criteria for a duplicate closure.

Field Activity: Case Closure

New workers are expected to close an investigation on their training caseload under the guidance of Child Protection Professional. They are to address these steps:

- Review data entered into the SA and the Investigative Summary (IS) narrative to ensure:

- Ensure that each finding is supported by documented evidence that was gathered during the investigation.
- Review the SA and IS to ensure that safety factors are appropriately addressed in the disposition decision and overall child safety assessment.
- Complete the FSFN fields that indicate you have completed your investigation and have sent the investigation to your supervisor for closure.
- Review the Summary checklist:

Suggested Field Activity: Case Closure

Arrange for the new worker to review an investigation that is ready for closure. Advise the new worker to use the **Ready for Investigation Closure Job Aid** (Appendix B) to determine if the case is ready to be closed. If possible, allow the new worker to actually close a case on FSFN utilizing the Case Closure step-by-step guides contained in the Investigative Response FSFN Course.

Suggested Activity: Case Closure

Provide the new worker with a case that has been identified as ready for closure and ask the worker to review this case and to identify all of the forms that are contained in FSFN and/or case file, using the **FSFN Investigation Closure Checklist Job Aid** (Appendix B).

FSFN Investigative Response Computer Course

This course builds upon classroom training by teaching the specific navigation steps for all case related FSFN documentation activities from creating an investigation through case closure.

Specifically:

- creating an investigation in FSFN and maintaining case/person management
- creating the investigation shell
- maintaining case information
- naming of a case
- AFCARS policies
- changing a case name
- updating service roles for case participants
- federal law directive and policies regarding case addresses and updating case addresses
- updating person information
- TANF
- adding case participants and relationships
- commencement and investigative notes
- policies and best practice on adding participants to an investigation
- removing a person from the investigation
- documenting a commencement in FSFN
- investigation notes, including face to face contact and the child investigation note
- viewing and print case notes
- adding maltreatments
- creating the initial safety assessment
- program directives for submitting the initial in-home safety assessment, onsite investigation, and supervisory review
- printing the safety assessment
- creating a living arrangement
- creating a safety plan
- difference between a placement and a living arrangement
- creating a living arrangement within the FSFN system
- completing a safety plan
- FSFN out-of-home placement tasks
- creating an updated in-home safety assessment

- creating person provider in the FSFN system
- updating person provider
- documenting removal of a child within the FSFN system
- documenting placement approvals within the FSFN system
- documenting photographs, fingerprints, birth certificates and AFCARS within the FSFN system
- developing an out-of-home plan within the FSFN system
- terminating the out-of home plan in the FSFN system and the policies and program directives are addressed
- developing a safety plan
- medical/mental health documents
- documenting the medical and mental health profile
- creating, viewing and updating prescribed medication information using the medications tab
- creating, viewing and updating the mental health profile
- viewing, documents, and updates the medical history of a case participant within the FSFN system
- completing an investigation within the database
- viewing and updating background history of case participants
- updating the basic tab regarding the family characteristics/conditions
- the allegations/finding of maltreatment, maltreatment summary, and incident date
- adding final roles of case participants
- completes the recommended disposition and results tab for each victim on the case
- closure checklist found within the intake tab of FSFN
- final supervisory review of the investigation
- submitting the investigation for approval within the FSFN system
- completing the investigative summary and the case closure page
- Independent practice of all actions from accepting the intake to closure of the intake
- other types of FSFN assessments
 - institutional
 - child on child sexual abuse
 - request for assistance
- creating an institutional safety assessment case from intake (adding case participants) through closing the case investigation
- adding a case participant to a child on child assessment

- creating a child on child assessment
- creating a request for assistance assessment

Removal and Placement

Module 1

Module 1 provides information on:

- The purpose and time frames for dependency court hearings/petitions
- How to initiate court interaction through the different types of petitions
- Using the Florida Statutes to learn and review the legal requirements for removal and placement such as grounds for removal and probable cause
- Identifying requirements for reasonable efforts
- The purpose and use of injunctions to prevent removal of a child
 - Differences between a F.S. Ch. 741 domestic violence injunction and a F.S. 39.504 injunction
- Notifying relatives of court hearings and the Florida Statutes cites
- Identifying grounds for removal and reasonable efforts
- Using QPS and Florida Statutes to review key requirements
- Documenting a list of evidence to provide to Children’s Legal Services when preparing for dependency action
- Circumstances that do not require reasonable efforts
- Legal sufficiency for Termination of Parental Rights
- Expedited Termination of Parental Rights
 - New workers use 4 case scenarios to decide if the cases meet the criteria for expedited TPR
- Legal requirements for filing the TPR petition

Activities: Judicial Process and Paperwork

New workers are to observe the court process, obtain copies of local paperwork, and provide information on the use of injunctions and how to use the court.

Module 2

Module 2 provides information on:

- Requirements and tasks during removal and emergency placement
- Assessment prior to removal is emphasized along with the least restrictive placement settings
- Notifying relatives of court hearings and the Florida Statutes cites
- The QPS sites are used in discussing choosing an out-of-home placement
- Requirements for children on psychotropic medications
- F.S. 39.0139 “Keeping Children Safe Act” when working with children in care
- Identifying required tasks when removing and placing the child
- Determining PI/CM tasks prior to relative/non-relative placement
- Using QPS and Florida Statutes to review key requirements
- Discussion of Constructive removals
- FSFN Unified Home Study requirements
- Diligent searches and what happens when they are not completed accurately.
- The three types of diligent searches
- The conditions for voluntary placements
- The importance of choosing the most appropriate placement setting to meet a child’s individual needs
- Psychotropic Medications
- Required documentation for the Child Resource Record

Activity: Diligent Search

New workers are asked to document the agency procedures used to assess the information needed for a diligent search, review a completed diligent search, being a diligent search, and identify any individual/units who complete and/or assist in diligent search activities.

Suggested Activity: Securing Placements (CPI)

New workers are asked to obtain copies of placement request forms, a shelter packet, and any other region/circuit paperwork that must be completed when child is removed and sheltered. Identify the process for locating a shelter placement, forms required, who was contacted, and the timeframes. They are also asked to identify the placement procedure for in place after business hours and/or weekends and how placement information is documented.

Suggested Field Activity: Placement Matching Requirements (CM)

New workers are asked to review their agency's placement process, their roles and responsibilities in the process, and to shadow placement staff as they perform the steps in securing a placement for a child.

Suggested Field Activity: The Unified Home Study (CPI)

New workers are expected to obtain a copy of the FSFN Unified Home Study and review the required information, review completed home studies, draft a home study and once approved input into FSFN.

Suggested Activity: Home Studies (CM)

New workers are expected to obtain a copy of the FSFN Unified Home Study and review the required information, review completed home studies, draft a home study and once approved input into FSFN.

New workers are expected to obtain a copy of the FSFN Parental Reunification Readiness Assessment and Home Study and review the required information, review completed home studies, draft a home study and once approved input into FSFN.

Suggested Activity: Child Resource Record (CPI)

New workers are to review the contents of an agency specific CRR and describe their role as CPI in completing the CRR upon child removal. Which of the required information they must provide, and where to obtain the necessary forms for the CRR?

Suggested Field Activity: Child Resource Record (CM)

New workers are to accompany a Child Protection Professional to a foster home placement and observe how the Child Resource Record is reviewed with the foster parent. Ensuring the inclusion the information contained in **The Child Resource Record Job Aid** (Appendix B).

Suggested Activity: Psychotropic Medication

New workers are to review the required policy and procedures of psychotropic medications with a Child Protection Professional, and practice documentation associated with children who are receiving psychotropic medications.

Module 3

Module 3 provides information on:

- Defining the required steps when sending or receiving a child through the Interstate Compact on the Placement of Children.
- Identification of mandates and requirements of the Multiethnic Placement Act, of 1994
- Child protection protocol on Indian Reservations under the Indian Child Welfare Act by utilizing the Quality of practice Standards and Federal law.
- Identification of special placement considerations including:
 - children with complex medical problems;
 - sibling placements;
 - placement of victims or perpetrators of sexual abuse;
 - children placed in residential treatment facilities,
 - residential group care and
 - Licensed waiver/capacities

Suggested Activity: Interstate Compact for the Placement of Children and Out of Town Inquiry

New workers are to review a case that involves the Interstate Compact for the Placement of Children and provide information on the forms used, the identity of the ICPC Administrator, required FSFN documentation and the timeframes associated with ICPC and expedited ICPC.

FSFN Removal & Placement Computer Course

This course provides instruction and practice on required actions to document a removal episode. During this course, new workers complete an updated safety plan, out-of-home plan, visitation plan, TANF form, diligent search, unified home study and documentation for missing children. Specifically, they are taught the following:

- Recording meetings, how to document times, issues, and participants involved in the meeting
- Changing a case name
- Scheduling a meeting, notifying intended participants and documenting meeting outcomes

- Policy requirements for the diligent search process and documenting the diligent search for a parent
- Creating and documenting a permanency planning meeting
- Recording Out of Home Placement tasks
- Adding a case participant; service roles and relationships
- Creating approved providers when making a relative or non-relative placement.
- Updating providers to ensure that the fiscal agency, service category, and service type for the provider matches the search criteria of the provider for which they are searching
- Documenting child removal
- Approving the out-of-home placement
- Policy surrounding ICWA
- Creating, launching, completing and closing a unified home study.
- Updating a safety plan involving a removal since the initial safety plan
- Completion of an out-of-home plan on every child each time he or she is moved to a new placement
- Creating and documenting a visitation plan
- Creating general referrals
- Creating and documenting an ESI/Case Transfer Staffing
- Accessing FSFN 2a and 2b demos
- Person merge capabilities

Case Planning

Module 1

Module 1 provides information on:

- The impact of using coercion and/or collaboration when working with children and families
- Determining the difference between the Family-Centered model and the protective authority model and the circumstances in which to use each approach
- An understanding of the importance of comprehensive case planning and determining the difference between planning and reacting
- Developing a productive working relationship with families
- Recognizing how differences in the ethnic and cultural backgrounds affect the development of the case work relationship.
- Family centered practiced is emphasized as the learner relates the importance of cultural sensitivity to understanding and communicating with the family and the need to preserve the family's cultural heritage throughout the case work relationship
- The components of family assessment by identifying factors, determining problem and causes, and assessing family strengths and needs
- An overview of potential contributing factors of maltreatment.
- Assessing the personal, interpersonal, and environmental factors that often contribute to child maltreatment.
- Identification of maltreatment factors and deciding appropriate interventions
- Using case scenarios as step by step guided practice for the assessment process of case planning
- Assessing strengths, problems, needs, and causes for each family
- Identifying strengths and writing sample problem statements, need statements and identifying the underlying causes for the problems and needs for the families
- Components of a case plan based on legal requirements
- Identifying statutory requirements for the case plan
- The components of the case planning process
- Moving from problems, needs and causes to deciding outcomes focuses the learner on finding solutions
- Practicing the steps of the case planning process in order to define how each step leads to the overall completion of a case plan
- The mechanics of writing a case plan

- Using four case scenarios learners identify permanency goals, case plan outcomes and case plan tasks
- Completing a draft case plan
- What to do when the family is unwilling or unable to participate in case planning.
- Integrating a child's mental health needs into a case plan and identifying case plan related issues for domestic violence cases
- Identifying the guiding principles of care and the need to incorporate the Comprehensive Based Health Assessment into the case plan.
- Case planning issues related to domestic violence
 - Information in Domestic violence service planning activities,
 - DV criteria for effective perpetrator rehabilitation programs,
 - appropriate outcomes and tasks for DV
 - Assessing the adult victim's progress
 - Safety planning, and
 - closure of a DV case
- Developing concurrent case plans
- Identifying the legal basis for concurrent case planning
- Key concepts of concurrent case planning
- The Reunification prognosis assessment for concurrent case planning and front loading of services
- When to use concurrent case planning

Suggested Activity: Case Planning (CM)

New workers are to review the information found in a completed case plan in FSFN and determine timeframes, sources, information contained, and parties that received copies. In addition, they are to observe a case plan conference, draft a Case Plan based on observations and once approved, input the case plan into FSFN under the guidance of a Child Protection Professional.

Suggested Activity: Child Behavioral Health Assessment

New Workers are to review the CBHA Referral and Authorization form in FSFN; discuss the requirements and process for referring a child; and identify the contact information for the licensed clinician that conducts the CBHA and document their contact information.

Suggested Field Activity: Concurrent Case Planning

Arrange for the new worker to observe a dependency hearing or a judicial approval of a case planning hearing in which the case involves a concurrent case planning goal.

FSFN Case Planning Computer Course

This course begins with receipt of a new case at the case transfer staffing (ESI). Information is provided on:

- maintaining case/person management
- deactivating a case participant from a case
- adding case participants and their relationships to the caregiver
- updating service roles for the participants;
- updating addresses and program directives and policies regarding addresses;
- updating person information/demographics;
- documenting a living arrangement for the child; and
- updating the safety plan
- creating a Family assessment, child assessment, adult assessment; and case notes
- review of the family assessment tool and the administrative code directives
- documenting case notes that describe the strengths and needs of the family members and the creation of case plan tasks.
- creating the FSFN case plan
- three optional ways to create the case plan tasks;
- the approval process in order to launch the case plan template
- to identify the strengths and needs of the family, outcomes, tasks, and steps to complete the tasks, ongoing responsibilities of parents and caregiver, and attachments (medical mental health, visitation plans, education, and master trust).
- developing the case plan goal for each child on the case
- TPR consideration tab,
- out-of-home care tab,
- independent living,
- supervisor approval,
- court involved case plan,
- voluntary case plan, and
- approval of case plan tasks

Ongoing Assessment and Permanency

Module 1

Module 1 provides information on:

- Relating the case plan to ongoing case supervision tasks
- Reviewing Florida's Family Centered-Practice
- Identifying requirements and tasks for case supervision, emphasizing QPS and the child's need for safety, permanence, and well being
- Ongoing assessment events and documents.
- Naming and explaining the purpose of assessment events and documents that must be completed during the case flow process
- Identifying the QPS standards, laws, policies, and procedures that are relevant to the Judicial Review Social Study/Permanency report

Suggested Activity: Judicial Review Hearing (CM)

New workers are to complete observations/documentation in order to obtain an understanding of the information reported at a Judicial Review hearing, the information contained in the Judicial Review Social Study/Case Plan Update prior to attending the Judicial Review hearing and how to prepare for a Judicial Review Hearing

Suggested Activity: Judicial Review Social Study/Case Plan Update (CM)

New workers are to review the information contained in a completed Judicial Review Social Study/Case Plan Update in FSFN, determine the completion dates, sources used to obtain information, and the timeframes for submission. In addition, draft a JRSSR/CPU on one of their active cases and once the documentation is approved, document the information in FSFN under the guidance of a Child Protection Professional.

Module 2

Module 2 provides information on:

- Using QPS to identify requirements for child contacts including timeframes and assessment information to be gathered and documented
- Human Trafficking
- DCF Directive on the Use of Professional Opinions, and
- Child on Child Sexual Abuse involving children under supervision
- Assessing/deciding if purposeful contacts were conducted
- Evaluating a case to decide if family contacts were purposeful and focused on assessment of safety and progress with task and services.
- Identifying required tasks for Missing Children
- Supervision tasks for cases requiring Interstate Compact for the Placement of Children.

Suggested Activity: Monthly Contacts

Provide the new worker with a case that has monthly contact and advise the new worker to use the **Monthly Contacts Job Aid** (Appendix B). Also advise the new worker to use this checklist to prepare for an upcoming monthly visit on one of his/her assigned cases.

Suggested Activity: Missing Children

New workers must locate the Missing Children Guide that was created by the Department of Children and Families (DCF) Central Office Child Location Staff in collaboration with DCF local Child Location Staff, Community-Based Care (CBC) providers and the Florida Department of Law Enforcement (FDLE) and determine the purpose of the guide; steps required if a child's whereabouts on your caseload is unknown (runaway, abducted or absconded, how to access The Florida Safe families Network – Missing Child Report (MCR) on the data base and how to document missing children in FSFN.

Module 3

Module 3 provides information on:

- Legal requirements for visitation using the Florida Statute Chapter 39 and the Florida Administrative Codes
- Understanding the purpose of parent-child visitation
- Determining how to plan and assess visits
- The three phases of visiting and the FSFN family visitation plan
- The FSFN Parental Reunification Readiness Assessment and Unified Home Study is reviewed when discussing the need to assess visits to determine readiness for reunification
- Key points to prepare children, parents, and caregivers for visits

Suggested Field Activity: Visiting Children in Out-of-Home Care

This activity is designed to show the importance of visiting children in out-of-home care and that it is not merely done to comply with policy. The new worker must learn that, in addition to complying with policy, regular visitation with children in foster care provides a link to the child's biological family. It also provides an opportunity for the new worker to document progress toward meeting the child's identified needs and achieving the case plan goal. Answer questions the new worker may have regarding structure of the visits, documentation of visits or other aspects of the activity.

Review the new worker's worksheet and Assessment of Child in Placement Form. Provide feedback regarding observations and information collected during the visit.

Arrange for the new worker to accompany a Child Protection Professional to visit a child/children in a foster care placement.

Advise the new worker to complete the following tools:

- Out-of-Home Visitation worksheet
- Assessment of Child in Placement Form

OUT-OF-HOME VISTATION FORM

Complete for each child in out-of-home care visited

Child's First Name: _____

Female ___ Male ___ Age: _____

1. What type of maltreatment brought the child into out-of-home care?

2. Describe the interaction observed between the child and caretaker:

3. Describe the child's physical and emotional development. Did you observe any developmental delays? If you did, describe.

4. List all services the child is receiving:

Using the Assessment of a Child in Placement Form document information on each child in out-of-home care visited.

ASSESSMENT OF CHILD IN PLACEMENT FORM

Child's First Name: _____

Female____ Male____ Age:____

Child's Strengths (check all that apply):

- Accepts Discipline
- Accepts Responsibility/Consequences for Own Behavior
- Active/Energetic
- Assertive Confident
- Conveys Thoughts/Feelings Appropriate
- Cooperative
- Developmentally appropriate
- Easy Going
- Eats Well
- Empathy for others
- Engages in Healthy Hobbies/Interests
- Enjoys School
- Follows Rules
- Forms Healthy Attachments
- Goal Oriented Behavior
- Good Coping Skills
- Good Decision-Making
- Good Hygiene
- Good Self-Concept
- Good Survival Skills
- Interacts Positively
- Interacts Well w/Adults
- Interacts Well w/Peers
- Leader
- Makes Friends Easily
- Optimistic
- Positive Attitude
- Respects Authority
- Responds Appropriate to Affection Responsible
- Self-Motivated
- Self-Reliant

___ Verbally Communicates

Have medical needs been identified and ongoing care?

Yes___ No___

Have mental health needs been identified with evaluation for counseling

Yes ___ No___

If the child has siblings in care, are all placed together?

Yes___ No___ N/A___

If not, describe the current plan to place together and for continued visits and contact among the siblings (not applicable if previous question was N/A):

Suggested Field Activity: Supervised Visitation

In this activity, the new worker will have an opportunity to supervise a visit between a child and his/her birth parent. Following the visit, the new worker is asked to answer a number of questions, which are designed to examine the visit from a number of different aspects.

The Child Protection Professional will help prepare the worker by reviewing the history of the case, family dynamics and other related issues prior to the visit.

After the new worker has had an opportunity to answer the questions following the visit, discuss the questions and provide feedback to the new worker, including strengths and needs you may have observed during the visit or in the worker's response to the questions. Answer any questions the new worker may have and address and issues/concerns.

Direct the new worker to complete the following activity:

Supervise a visit between a child in out-of-home care and his/her birth parents while the mentor observes. Complete the worksheet for this activity.

Answer the following questions after supervising the visit.

1. When was the last visit between parent and child?

2. How did the visit meet the requirements of policy?

3. What occurred during the visit? Who attended the visit?

4. Describe the location of the visit and how it was conducive to parent/child interaction.

5. Why was the visit being supervised? What was to be evaluated, observed, taught or mentored during this visit? Where and how was the visit documented in FSFN?

6. What is the case plan goal? What information did you obtain to document progress/lack of progress toward the case plan goal?

7. When will unsupervised visits start and under what conditions?

8. How are the out-of-home parents working in partnership with the birth parents toward reunification? Provide examples. If they are not working in partnership, provide the reason.

9. Complete a visitation plan for the child, parents and placement provider in FSFN.

Module 4

Module 4 provides information on:

- Quality practice techniques and tools to assess family/child progress towards safety, permanency, and well being.
- Requirements for administrative, citizen and judicial reviews, including timeframes.
- Updating the child's medical records including information on:
 - psychotropic medication,
 - informed consent,
 - consent for treatment and release of medical information, and
 - pre consent review for psychotherapeutic medication treatment
- Updating the child's health, mental health, and educational records including:
 - education for children in shelter and foster care and mental and behavioral health needs and services
- Four types of barriers to case plan progress and strategies to overcome the barriers.
- Assessing case plan progress.
- Using case materials, new workers evaluate assessment activities in order to assess a family's progress toward permanency and making a recommendation if the current permanency goal is appropriate.
- Reviewing a case JRSSR/PR and answering questions pertaining to ongoing assessment, permanency and legal requirements
- When to review, renegotiate and update case plans
- Recommending a change to the child's permanency goal.

Suggested Activity: Psychotropic Medication (CPI and CM)

New workers are to describe the requirements associated with children who are receiving psychotropic medication. This includes court notification and documentation.

Suggested Activity: Pre-Consent Review Process

Provide the new worker with a case involving a child who is currently prescribed psychotropic medication. Advise the new worker to review the case file and to identify the dates that the following actions occurred. In addition, the new worker should document any agency specific protocols/processes that they observe.

<ul style="list-style-type: none"> • Demographic Section of the Psychotherapeutic Medication Treatment Plan Review completed 	
<ul style="list-style-type: none"> • Psychiatric evaluation coordinated • Child transported for evaluation • Prescribing practitioner asked to complete the psychotherapeutic medication treatment plan during evaluation of child 	
<ul style="list-style-type: none"> • Completed Psychotherapeutic Medication Treatment Plan Review form faxed to contracted consultant child psychiatrist within one business day of child's office visit 	
<ul style="list-style-type: none"> • Completed form received from contracted consultant child psychiatrist 	
<ul style="list-style-type: none"> • Completed Psychotherapeutic Medication Treatment Plan Review faxed to prescribing practitioner same day it is received. 	
<ul style="list-style-type: none"> • Psychotherapeutic Medication Treatment Plan Review delivered to the individual with legal authority for providing informed consent or to CLS within 1 business day 	
<ul style="list-style-type: none"> • Copy of Psychotherapeutic Medication Treatment Plan Review filed in child's case record 	

Suggested Activity: Educational Surrogate

Prove the new worker with a case involving an educational surrogate and have the new worker document the process that occurred in order for the child to receive this surrogate.

Module 5

Module 5 provides information on:

- defining the legal requirements and process for permanency planning
- identifying the statutes relevant to permanency and review the purpose of the permanency hearing
- recognizing permanency issues for children
- identifying case managers tasks and the types of services for youth ages 13-23 in the independent living program
- Quality of Practice Standards for Pre-Independent and Independent living
- policy and procedures for tuition waivers
- preparing for the permanency staffing
- identifying the criteria for reunification

Suggested Field Activity: Permanency Planning

The new worker should observe a Child Protection Professional making home visits on their permanency planning cases. Allow the new workers to review the cases and to pay attention to the Case Plan and the most recent Judicial Review Social Study Case Plan Update in the case file. Ask him/her to complete the shadow experience form and discuss any comments and questions on each case.

Instructions to new worker:

Complete the following activities:

- Observe a Child Protection Professional completing two home visits to parents whose children are in Foster Care.
- Read each case prior to the home visit.
- When you return to the office complete the Shadow Experience form for Permanency Planning home visits.
- Discuss the cases with the Child Protection Professional/Supervisor and ask any

questions that came to mind regarding the home visits.

Permanency Planning Shadow Experience Form

Section 1 – to be completed with your supervisor

Child Protection Professional: _____

Date of Shadow Experience: ____/____/____

Participant's Name:

Purpose of Visit: _____

Section 2 – complete after visit

1. What was the identified goal for the family?

2. After reviewing the case file, what are two risk related needs of the family?

3. Document the progress of the family toward the completion of the case plan.

4. Participants' Reactions, Comments, and Observations about the visit:

Suggested Activity: Parental Reunification Readiness Assessment and Home Study

New workers are to obtain a copy of the Parental Reunification Readiness Assessment and Home Study contained in FSFN and review all the required information, prepare this home study on a case and once approved input the home study in FSFN under the guidance of a Child Protection Professional.

Suggested Activity: Reunification and Post Placement Supervision

New workers are provided with an activity to assist them in assessing reunification, documenting reunification, and the reunification staffing process. The new workers are also assigned with activities associated with the Post-Placement Supervision and the documentation associated with home visits following reunification.

Suggested Field Activity: Case Closure

New workers are to observe a closed case file in your agency and identify the required paperwork; determine how to initiate the FSFN closure page and under the guidance of a Child Protection Professional, complete the FSFN closure steps. They are also to determine where closed files are stored and the process to access closed files if needed in the future.

Case Manager Teaching Points:

Instruct the new worker to access F.A.C. 65C-30.22 Termination of Services on line – and QPS #66. Allow time to review the documents, and answer any questions the new worker may have concerning interpretation of the written document. Provide the new worker with any other written procedures the region/circuit has for case closure. Provide samples of closed cases for the new worker to review. Using the cases the new worker has reviewed, point out examples of the following learning points:

- Documentation of a collaborative assessment in which all parties agreed that the case plan objectives had been met.
- A concise termination summary or court report that includes the elements in F.A.C. 65C-30.22(3)c.
- Evidence of case closure notification to other agencies or persons involved with the family.
- Evidence of case closure notification to the family.

- Documentation that a safety assessment was completed prior to case termination
- The procedures necessary to close the case in FSFN. Review the FSFN Step-by-Step Guides that were provided in the OAP FSFN course.

Suggested Activity: Recidivism

Discuss strategies that can be implemented on a case to reduce the likelihood of recidivism with the new worker. In addition, advise the new worker of any resources that are used locally to support families following case closure.

Suggested answers:

- Define the nature of the case work relationship early;
- Teach the family to access supports and resources within their environment;
- Implement case planning based upon quality assessments;
- Transfer attachments from you to other relationships in the family and community.

FSFN Ongoing Assessment and Permanency Computer Course

The FSFN Ongoing Assessment/Permanency course guides the new workers in learning to navigate FSFN in the completion of most of the Case Manager's daily job task responsibilities. Specifically, new workers are guided through the actions necessary to:

- update person demographic information, case information, and family assessments
- create/document on-going case notes,
- create a respite placement,
- document missing child information,
- document relative placement requirements (Unified Home Study),
- document medical/mental health information,
- complete the Parental Reunification Readiness Assessment and Home Study,
- add additional case participants,
- create Independent Living information,
- document ICPC
- case closure activities
- develop a Judicial Review Social Study Report/Permanency Report

Adoptions

Module One

Module 1 provides information on:

- The legal definition of adoption
- Child Welfare League of America's values and standards
- The legal basis of the adoption program
- The guidelines for adopting a child in the state of Florida
- Access to reports and records of child abuse according to the "Open Records Bill".
- The legal steps of adoption from goal change to finalization.

Module 2

Module 2 provides information on:

- Preparation of the child and adoptive parent/family
- Pre placement activities
- Placement stability/post placement supervision services
- Finalization
- Components of a child study and an adoptive home study (unified home study)
- Confidentiality requirements for adoption records

Suggested Activities: Adoption Process

Please refer to the Adoption Counselor's Field Guide for all activities associated with the Adoption process.

FSFN Adoption Computer Course

The FSFN Adoption course instructs new workers in the necessary steps for documenting an adoption finalization. New workers use step-by-step guides to complete a Unified Home Study for an adoptive home and also learn how to create adoption information containing all-important AFCARS elements.

In-Services

Independent Living

This in-services provides detailed information regarding the Independent Living program. It must be supplemented with your region/circuit/agency procedures/protocols.

Placement Tasks

This course is an On-line course that provides the following information:

- Recognizing the dynamics of separation on the child and family
- Preparing and supporting the child, parents, and caregivers during the placement process.

Suggested Field Activity: Separation

Arrange for the new worker to observe a child being placed in an out-of-home placement. After the shadowing experience, ask the new worker to answer the questions listed below and process the answers and case with a Child Protection Professional.

Were there any child behaviors that you recognized that indicated the child may be suffering from traumatic separation from their parents?

How was the child prepared for the move? Give examples.

How were the caretakers prepared for the acceptance of the child? Give examples.

Was a life book discussed/started with the child? If so, what was done?

Was the Child's Resource Record provided to the caretaker?

Decision-Making

Decision-making emphasizes critical tasks related to assessing immediate and ongoing risk to determine the child's safety. The following information is covered:

- Determining how to prepare for contact utilizing the child maltreatment index, the Quality of Practice Standards and the PI checklist.
- Reviewing case documentation and determining additional investigative activities relevant to the case
- How assessment effects decision-making
- Identifying immediate safety concerns for the child and deciding what the appropriate recommended disposition
- Assessing risk and making safety decisions using the safety assessment tool
- Practicing and evaluating safety assessment activities and decision-making by comparing their decisions to a Protective Investigators decisions regarding a case scenario
- Evaluating a PI's assessment activities and decision making regarding a case scenario using the Child Maltreatment Index and Florida Statutes/Rule.
- Practicing assessment and decision-making by determining risk factors and safety actions for a second child in the case scenario

FSFN Education Records

This is a trainer guided FSFN course that provides information on accessing/inputting information regarding children's educational records.

FSFN File Cabinet

This is a trainer guided FSFN course that provides information on accessing/using the FSFN File Cabinet

Chapter 4: Resources

The **Child Welfare Pre-Service Training** includes 3 resources to help emphasize the instructional themes and to assist with quality documentation:

- quality outcomes for the child,
- quality practice standards, and
- job responsibilities/requirements that guide daily work

Each provides a focus for quality case management and can be used to assess daily tasks, quality work, and compliance with federal and state requirements.

Florida Child and Family Services Review (FL CFSR)

The FL CFSR checklist is a summary of the 7 Federal outcomes for child welfare and the corresponding performance items for child safety, permanency, and well-being.

The purpose of the CFSR is to ensure state compliance with Federal child welfare outcomes. The CFSR plays an important role in improving services and outcomes for abused and neglected children, children in out-of-home care, and children awaiting adoptive families.

The focus on outcomes promotes increased safety for children who are maltreated, assists with quicker movement to permanency, and enhances the well-being of families.

The **Child Welfare Pre-service Training** focuses on all of the outcomes for children. All job tasks must be directed towards the safety and well-being of children and the importance of a permanent, stable home for each child.

First and foremost, children must be protected from maltreatment. All workers are required to receive child protection training and demonstrate their ability to protect Florida's children.

Workers must be able to gather and analyze information, and respond in accordance with Chapter 39, Florida Statutes, to determine when a child needs to be removed from the home. Every worker must know how to take protective action if a child is not safe.

Case Managers must also work with the child, parents, and caregiver to accomplish the permanency goal which best meets the needs of the child. Meeting the child's educational, physical, and mental health needs must always be a major focus.

Quality of Practice Standards (QPS) Job Aids

Quality Assurance Tools are being used by agencies to evaluate the quality of work. These review tools use Florida's "Quality of Practice Standards" as a basis for evaluation. QPS Job Aids are based upon the Department's quality standards for protective investigations and case management and include F.S., F.A.C. and CFSR references. These job aids can be used by supervisors to provide guidance regarding mandated/best practice actions required during the case flow process.

Program Area Checklists

The **Child Welfare Pre-Service Training** incorporates the Quality of Practice Standards into program specific job aids and checklists used during classroom training activities to:

- provide opportunities to evaluate case work during job practice activities.
- compare case work decisions to quality practice standards.
- connect statutory and administrative codes to job requirements/standards.

Each of the 3 checklists includes job tasks and requirements cross-referenced to statute, rule, and the QPS.

- Protective Investigations
- Case Management
- Adoption

Child Maltreatment Index

Additional Resource

The curriculum also introduces the new workers to the uses and benefits of the Child Maltreatment Index. This CFOP is used in Maltreatments, Investigative Response, and Decision-Making.

FSFN Navigational Guides

FSFN scenarios are used to complete major navigation steps for investigations and case management tasks. Due to FSFN functionality, the scenarios could not be developed to execute every step normally required during the case flow process. However, while scenarios may not show the completion of all casework steps (i.e. weekly and monthly contacts), new workers will practice all of the steps during the course of the FSFN training.

FSFN classes were created to accommodate system functionality. Districts/regions may differ regarding documentation responsibilities, so inform new workers how it is done within your system of care.

The majority of the FSFN instruction uses two case scenarios, with the first case scenario being used during guided practice exercises. Trainers guide new workers through the navigation steps using the case scenario facts and step-by-step guides.

The second case scenario is used by the new workers to independently navigate and document in the FSFN training region with the trainer available to assist, as necessary. They are to use the step-by-step guides to assist them in their independent navigation. In addition, these step-by-step guides can be used by the new worker upon receipt of their caseload.

As new workers navigate, document, and print FSFN documentation during activities, the following outcomes are accomplished:

- New worker self-assessment of navigation skills
- New worker opportunity to strengthen navigation skills
- trainer availability to mentor new workers
- trainer assessment of new workers' navigation skills