

Sequence and Spacing

Click on the shapes to view information about each course.

KEY:



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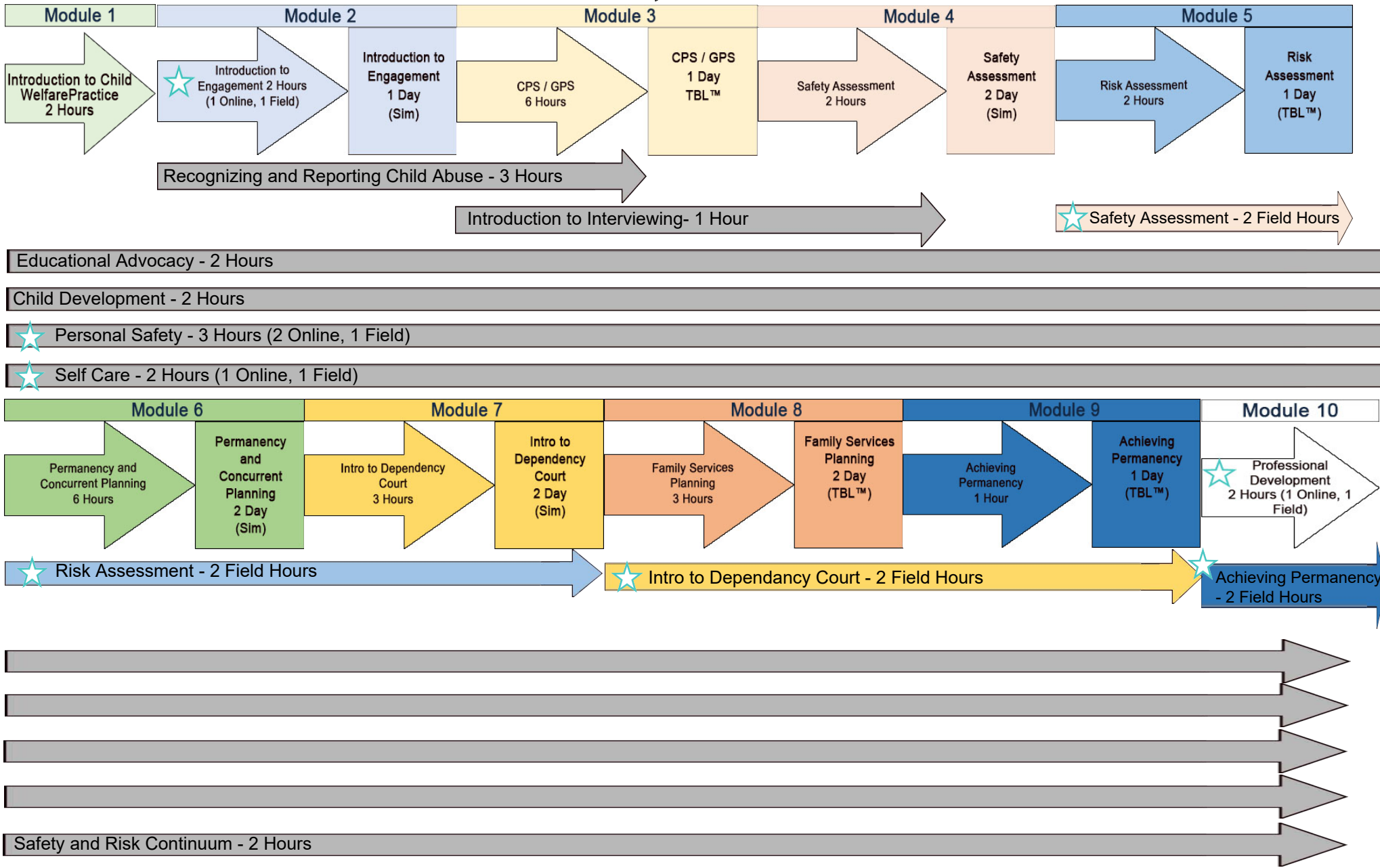
Rectangles indicate an in person module

Arrows indicate online modules

Colors correspond to Module number, gray indicates standalone Modules



Indicates Field Work



Foundations: Summary of the Modules



Module 1: Introduction to Child Welfare Practice (2 hours online)

LEARNING OBJECTIVES:

Participants will be able to:

- Know the child welfare outcomes
- Know that all states are held accountable for achieving safety, permanency, and well-being outcomes
- Comprehend the child welfare professional's role in achieving outcomes through the use of competencies
- Know the Pennsylvania Child Welfare Competencies
- Recognize the role of the child welfare professional in preventing child abuse and neglect

CALENDAR SUMMARY:

The *Introduction to Child Welfare Practice* online module is designed to orient new child welfare professionals to the overall goals of their work as well as to introduce the concept that achievement of these goals is measured by the federal and state governments. Participants will explore the relationship between the Pennsylvania Child Welfare Competencies and the Child Welfare Outcomes. The course is founded on a belief that people want to know what is expected of them and are self-motivated to do well.

This module is a pre-requisite to all other modules in the Foundations Series.



Module 2: Introduction to Engagement

(2 hours online, 1 day in person simulation)

LEARNING OBJECTIVES:

Participants will be able to:

- Know the skills to engage children, youth, and families
- Explain the importance of engagement skills in child welfare practice
- Comprehend the importance of planning to visit a family
- Develop a plan to introduce yourself to children, youth, and families
- Demonstrate engagement skills to build relationships with children, youth, and families

CALENDAR SUMMARY:

Module 2, Introduction to Engagement, two-hour online module informs child welfare professionals about the skills needed to engage, build rapport, and foster helping relationships with children, youth, and families (1 hour) and asks child welfare professionals to discuss the use of engagement skills with the children, youth, and families in their counties with their advisors (1 hour). This module introduces child welfare professionals to the following engagement skills: effective use of authority, tone of voice, body language, cultural humility, and active listening.

Module 2, Introduction to Engagement, also provides a one day, skills-based opportunity to practice engaging a family at first contact. Participants will conduct a home visit with a family member through simulations. Participants will be using the engagement, and cultural awareness and responsiveness child welfare competencies throughout this training. This training is an in-class simulation-based training.



Module: Introduction to Interviewing

(1 hour online)

LEARNING OBJECTIVES:

Participants will be able to:

- Describe the phases of interviewing in child welfare practice
- Explain the importance of interviewing skills in child welfare practice

CALENDAR SUMMARY:

The purpose of the Introduction to Interviewing online module is to provide information and tangible skills to prepare child welfare professionals to gather information for case planning and assessment through the use of effective interviewing techniques. This module introduces child welfare professionals to the four phases of interviewing, which include: preparation, rapport building, information gathering and sharing, and closure.

The online module prepares child welfare professionals to gather information for case planning and assessment during subsequent in-class modules on topics such as safety, risk, court, family service planning, and permanency.



Module: Recognizing and Reporting Child Abuse

(3 hours online)

LEARNING OBJECTIVES:

Participants will be able to:

- Identify the infrastructure for protecting children from abuse in the Commonwealth of Pennsylvania
- Identify the legal definition of Child Abuse according to Pennsylvania's Child Protective Services Law
- Recognize potential indicators of child abuse
- Determine when to report suspected child abuse
- Recognize the effect of trauma on children who have been abused
- Recognize how disproportionality and disparity effect the reporting of child abuse
- Describe the roles, rights, and responsibilities of mandated and permissive reporters of suspected child abuse
- Recognize mandated reporter protections as well as consequences for failure to report
- Identify the process that follows after a report is made
- Understand the roles and responsibilities of the county agency once a report is received
- Define the process for reporting suspected child abuse

CALENDAR SUMMARY:

This three-hour online module provides information on the recognition of child maltreatment, the obligation or opportunity to report child maltreatment, and the procedures for making a report of child maltreatment.



Module 3: *Child Protective Services and General Protective Services* (6 hours online, 1 day in person TBL™)

LEARNING OBJECTIVES:

Participants will be able to:

- Know the Child Protective Services Law
- Know the indicators of child abuse and neglect and their required actions
- Comprehend the decision-making process for arriving at a CPS and GPS determination
- Comprehend the importance of teaming in CPS and GPS
- Apply the Child Protective Services Law to scenarios to make a determination
- Contribute to a collaborative approach when making CPS and GPS determinations

CALENDAR SUMMARY:

The six-hour Foundations Module 3: *Child Protective Services and General Protective Services* online module informs child welfare professionals about medical indicators of child abuse (2 hours), Child Protective Services and General Protective Services (2 hours), and teaming (2 hours). This module reviews the responsibilities of county children and youth agencies (CCYAs), as mandated by Pennsylvania laws and regulations, to provide Child Protective Services (CPS) and General Protective Services (GPS) when children and families are referred to the CCYA.

Foundations Module 3: *Child Protective Services and General Protective Services* in-person Team-Based Learning™ session provides a skills-based opportunity to apply critical thinking skills to Child Protective Services and General Protective Services practice requirements as guided by relevant federal, state, and local laws, policies, and procedures. Participants will engage in multiple application activities that require critical thinking and skills practice around various topics, including information gathering, engagement, determination of child abuse, and crucial conversations as they relate to CPS and GPS practice requirements and the competencies of Assessment and Law and Policy.



Module 4: Safety Assessment

(2 hours online, 2 days in person simulation, 2 hours field

work)

LEARNING OBJECTIVES:

Participants will be able to:

- Know how and where to gather information to assess the safety of a child
- Comprehend the safety threshold
- Comprehend the use of engagement in gathering information to assess the safety of a child
- Plan to assess the safety of a child
- Assess and determine the safety of a child
- Demonstrate how to engage a caregiver in a crucial conversation about the safety of a child
- Use the results from a safety assessment to determine next steps on a case

CALENDAR SUMMARY:

Assessing for safety is a key component of all child welfare practice. Module 4: *Safety Assessment* is designed to provide information and concepts presented in the Safety Assessment and Management Process (SAMP). The online course provides a foundational overview of the engagement skills necessary for a new child welfare professional to maintain child, youth, and family participation in the SAMP. Active family participation is vital for the child welfare professional to gather pertinent and sufficient information necessary to perform safety assessments. The course also provides an overview of the assessment skills necessary to make a safety determination for a child.

Module 4: Safety Assessment also provides a skills-based opportunity to practice assessing and gathering information, by engaging a family, to complete the In-home Safety Assessment Worksheet. Participants will conduct a home visit and interviews with family members through simulations. Participants will then incorporate this information into the In-Home Safety Assessment Worksheet. Participants will be using the engagement, assessment, and teaming child welfare competencies throughout this training. This training is an in-class simulation-based training.

Safety Assessment Field Work provides an opportunity to practice completing an In-Home Safety Assessment Worksheet based on the family case from Module 4: *Safety Assessment*. This module will provide guidance for completing the worksheet and will provide supervisors an opportunity to step through the worksheet with their staff to provide feedback and recommendations to be incorporated into case work practice. This online fieldwork builds on the competencies of engagement and assessment and supports the child welfare professional to ensure skilled work is well documented.



Module 5: Risk Assessment (2 hours online, 1 day in person TBL™, 2 hours field work)

LEARNING OBJECTIVES:

Participants will be able to:

- Know how and where to gather information to assess risk (15 factors)
- Comprehend risk continuum
- Plan to assess risk for a child and family
- Assess and determine the presence of risk factors and strengths for a child and family
- Use the results from a risk assessment to determine next steps on a case
- Contribute to a collaborative approach when assessing risk

CALENDAR SUMMARY:

Assessing risk of maltreatment is a basic case work task that directly informs the implementation of most child welfare services. *Module 5: Risk Assessment* provides an overview of the concepts presented in the Pennsylvania Model Risk Assessment Manual. The Pennsylvania Risk Assessment Process will be covered in detail, as well as its documentation requirements. Additionally, this online module will help you prepare for the team-based training session, *Module 5: Risk Assessment*.

Assessing risk of maltreatment is a basic case work task that directly informs the implementation of most child welfare services. *Module 5: Risk Assessment* builds on the concepts provided in the online course. Within a team-based learning environment, participants will apply the risk assessment knowledge they have gained thus far to a detailed case scenario. Finally, participants will be provided an opportunity to practice conducting a risk assessment with a family.

Assessing risk of maltreatment is a basic case work task that directly informs the implementation of most child welfare services. *Module 5: Risk Assessment: Field Work* is a continuation of *Module 5: Risk Assessment* and provides an opportunity to practice completing a Risk Assessment Worksheet based on the family case from *Module 4: Safety Assessment* simulation-based training Session. This module provides guidance for completing the Risk Assessment Worksheet and provides supervisors an opportunity to step through the worksheet with their staff to provide feedback and recommendations to incorporate into case work practice. This online fieldwork supports the child welfare professional to ensure skilled assessments are well documented to support effective service implementation.



Module 6: Permanency and Concurrent Planning (6 hours online, 2 days in person simulation)

LEARNING OBJECTIVES:

Participants will be able to:

- Recognize the impact of trauma, grief, and loss on children and families when separation occurs
- Know how permanency is defined in Pennsylvania
- Recognize the impact of placement stability, continuity of family relationships, and permanency connections on a child's well-being
- Recognize the importance of and the steps involved in concurrent planning
- Identify the five permanency goals and the hierarchy of these goals
- Engage a caregiver in a crucial conversation to plan for permanency
- Contribute to a collaborative approach to child permanency planning

CALENDAR SUMMARY:

The six-hour online module provides child welfare professionals with trauma-informed approaches and best-practice strategies to minimize the effects of trauma, grief, and loss on children and families, when separation occurs (2 hours). This module also explores permanency, stability, and placement options, focusing on engaging kin to ensure children have committed and permanent caregivers, and introduces laws and policies which guide placement selection and kinship care (2 hours). Additionally, this module provides a general understanding of permanency planning for children and older youth, full disclosure, relevant laws, policy, and best practice to inform concurrent planning, and the five permanency goals (2 hours).

One of the most fundamental components of concurrent planning practice is engaging in ongoing full disclosure conversations with all members of the family team. The ability to facilitate respectful and transparent full disclosure discussions lays the foundation for effective permanency planning. This module provides a skill-based opportunity to apply engagement skills within a full disclosure conversation. Through simulation exercises, participants will facilitate full disclosure conversations with a parent while attempting to increase the parent's motivation to team with the child welfare professional to develop and implement permanency plans. Participant will be using engagement and planning child welfare competencies throughout this training. This training is an in-class simulation-based training.



Module 7: Introduction to Dependency Court Practice (3 hours online, 2 days in person simulation, 2 hours field work)

LEARNING OBJECTIVES:

Participants will be able to:

- Know the different types of child welfare related court hearings
- Know legal terminology
- Know appropriate demeanor and dress at all stages of court practice
- Recognize the courts authority in holding court participants accountable to standards of practice
- Recognize how preparation and evidence to be presented differ by type of court hearing
- Understand how to incorporate fact and eliminate opinion in testimony
- Demonstrate how to incorporate fact and eliminate opinion in testimony
- Demonstrate how to testify in a dependency court hearing

CALENDAR SUMMARY:

Module 7: Introduction to Dependency Court Practice begins with a 3-hour online course which provides participants an overview of the Dependency Court process in Pennsylvania. This course provides participants with an overview of the court structure, regulations and requirements of the court system, roles and responsibilities of participants in the court process, and an overview of best practice for testifying in court.

The in person portion provides a skills-based opportunity for participants to practice testifying for court in a dependency case. Participants will use records and case notes to prepare for and testify in an adjudication hearing. Participants will testify to direct and cross examination during a simulated court session.

The field work is a 2-hour online course which provides participants a structure through which to observe an adjudicatory hearing. Participants will receive a checklist of information to complete while observing a dependency hearing. Participants will then complete the checklist online and review with a supervisor.



Module: Educational Advocacy (2 hours online)

LEARNING OBJECTIVES:

Participants will be able to:

- Identify the education laws related to child welfare practice
- Recognize the importance of teaming with families and the education system to ensure a child's educational stability and success

CALENDAR SUMMARY:

This two-hour online module introduces child welfare professionals to the laws and expectations that support and ensure the educational stability and success of children and youth. This module includes information on federal and state laws that guide and support educational stability and success and tangible actions child welfare professionals can take to ensure educational stability and success. This module also includes information on laws, policies, and procedures related to chronic absence, truancy, and special education needs and how addressing these concerns supports the educational stability and success of children and youth.



Module 8: Family Service Planning (3 hours online, 2 days in person TBL™)

LEARNING OBJECTIVES:

Participants will be able to:

- Know the purpose of a family service plan
- Know the components of a family service plan
- Recognize the elements from a safety and risk assessment that must be included in a family service plan
- Recognize the importance of teaming with the family throughout the family service planning process
- Recognize how the inclusion of strengths and needs in the family service planning process supports the achievement of child and family well-being
- Engage a family in a crucial conversation about family service planning
- Develop a family service plan
- Contribute to a collaborative approach to family service planning

CALENDAR SUMMARY:

The three-hour online module informs child welfare professionals about legislation requirements for service planning with a family involved with county children and youth agencies (CCYAs). This module will explore the components of the family service plan including what the family service plan must address. Additionally, this module presents the importance of incorporating and considering children and family's strengths and need in the family service plan. Furthermore, this module examines engaging with the family throughout the family service planning process and collaborating with other professionals, team members, and service providers to connect the family to individualized services.

The twelve-hour Team-Based Learning™ module allows child welfare professionals to practice skills, through application activities, which will be used in the field during the family service planning process. These skills include using the information gathered through their assessments to case plan with the family to address absent and/or diminished protective capacities, safety threats, moderate and/or high risk factors, and any other identified needs. Additionally, participants will use engagement skills when working with a family to create objectives and tasks for a family service plan while recognizing, affirming, and valuing the family's beliefs and perspectives.



LEARNING OBJECTIVES:

Participants will be able to:

- Know the purpose of a child's permanency plan
- Know the components of a child permanency plan (SMART goals, objectives, tasks)
- Recognize the legal requirements of a child permanency plan
- Recognize the importance of teaming with the family throughout the child permanency planning process
- Recognize how including strengths and needs in the child permanency planning process supports the achievement of permanency and child and family well-being
- Develop a child's permanency plan
- Demonstrate how to respond to changing circumstances in a child's permanency plan
- Contribute to a collaborative approach to child permanency planning

CALENDAR SUMMARY:

Foundations Module 9: Achieving Permanency builds on the content covered in *Module 8: Family Service Planning*. Participants will apply the family service planning process covered in Module 8: Family Service Planning to families who have children in out-of-home care. This module is designed to provide participants with a general understanding of how to apply the values/principles identified in the Pennsylvania Child Welfare [Practice Model](#) to permanency planning. Participants will explore the additional case planning requirements for children in out-of-home care, including the required components of a Child's Permanency Plan (CPP). The module will prepare participants to plan, implement, monitor, and adjust CPPs using services and evidence-based practices to support the achievement of legal permanency for children and youth. Furthermore, the module reviews the importance of visitation to support safety, permanency, and well-being for children in out-of-home placement. Finally, participants will explore and consider the specific needs and case planning requirements for older youth in out-of-home care.

The in-class workshop provides participants the opportunity to apply child welfare laws, policy, values and principles to permanency planning. Participants will work in teams to solve problems to realistic permanency dilemmas they may experience throughout the case work process. By the end of the workshop, participants will be able to apply critical thinking skills needed to plan, implement, monitor and adjust permanency plans to achieve permanency for children and older youth. Case management for families with children in out-of-home care requires the child welfare professional to be skilled at teaming with families to plan and coordinate services and monitor those services for effectiveness. It also requires the ability to know when and how to respond to a child, youth, and family's changing needs and circumstances. Adjustments to plans must be implemented with adherence to law and policy, application of the Pennsylvania Child Welfare Practice Model, and with a unity of effort towards outcomes of safety, permanency, and well-being. This module provides participants an opportunity to shadow an experienced child welfare professional during case activities for a child in out-of-home care. The participant will identify what new information was discovered and apply critical thinking skills to decide hypothetically, if adjustments to the plan are necessary. Then, the supervisor will be given the opportunity to discuss with their employee, service coordination and how decisions are made to adjust plans and services for families with children in out-of-home care. Guidance is also provided to the supervisor to help assess the decision-making skills of their staff and provide feedback to enhance their ability to know when adjustments to plans are needed.



Module: *Safety and Risk Continuum*

(2 hours online)

LEARNING OBJECTIVES:

Participants will be able to:

- Comprehend how to simultaneously assess safety and risk
- Distinguish the difference between safety and risk assessments

CALENDAR SUMMARY:

Safety and Risk Continuum is designed to provide a continuum of information on the similarities and differences of risk and safety in child welfare. This course will crosswalk safety and risk by reviewing key components of each and highlighting their unique and complimentary features. At the end of this course you will have a more holistic understanding of your role in assessing and promoting the safety, permanency, and well-being of children and families in Pennsylvania.



Module: Child Development

(2 hours online)

LEARNING OBJECTIVES:

Participants will be able to:

- Know the stages of child development
- Know the milestones for each stage of child development
- Assess a child's development
- Recommend services aligned with your assessment of a child's development

CALENDAR SUMMARY:

This two-hour online module informs child welfare professionals about stages of child development and developmental milestones. This module reviews indicators of concern within each stage of child development and explores the relationship between brain development, medical and physical needs, and child development. Furthermore, this module explores different informal and formal screening and assessment tools for child development and how to refer a child to an appropriate service provider when developmental delays are suspected.



Module: Personal Safety

(2 hours online, 1 hour field work)

LEARNING OBJECTIVES:

Participants will be able to:

- Know the policies for personal safety at your county agency
- Know how to keep yourself safe in child welfare practice
- Recognize the importance of engaging families to increase your personal safety
- Develop a plan for personal safety

CALENDAR SUMMARY:

Child welfare professionals engage with children, families, and daily, often while involved in highly emotional and stressful situations. For example, the families we meet with may be upset with the referral and your being there to talk about their children. They might be experiencing stress or trauma, which can lead to adverse reactions. This online module addresses the importance of effectively engaging families within this often emotionally charged context and provides strategies to increase personal safety in child welfare practice through Engagement, Planning, Law and Policy, and Monitoring and Adjusting (2 hours). The field work module provides a structure for a discussion between a child welfare professional and a supervisor about agency and child welfare professional specific safety strategies (1 hour).



Module: *Self Care*

(1 hour online, 1 hour field work)

LEARNING OBJECTIVES:

Participants will be able to:

- Know the policies for personal safety at your county agency
- Know how to keep yourself safe in child welfare practice
- Recognize the importance of engaging families to increase your personal safety
- Develop a plan for personal safety

CALENDAR SUMMARY:

The online module *Self Care*, is designed to provide participants with a foundation of information that will prepare them to plan, monitor and adjust to stress, burnout, and trauma and the effects these components have on body and mind.

As a child welfare professional, participants strive to support the children and families they work with, and they will also need to work to attend to their own well-being.



Module 10: Professional Development

(2 hours online)

LEARNING OBJECTIVES:

Participants will be able to:

- Comprehend the child welfare professional's role in achieving outcomes through the use of competencies
- Recognize the importance of professional development
- Conduct a self-assessment to identify areas of growth and needs for professional development
- Explain how competencies guide professional development

CALENDAR SUMMARY:

Professional Development reviews the ten child welfare competencies and explores the importance and benefits of professional development. The course provides participants the opportunity to consider their competency strengths and needs to support competency growth for their current position as well as to support longevity in the field of child welfare.

This course also provides fieldwork activities for the participant and guidance for the supervisor to facilitate the completion of the Individual Training Needs Assessment (ITNA). It encourages the supervisor and participant to apply the learning and collaborate to create a professional development plan to support the participant's longer-term career goals.