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CHILD WELFARE C.O.R.E. 101-102

COURSE SEQUENCE AND OVERVIEW

This is the first and second sections of the four part Child Welfare C.O.R.E. training series. The four part Child Welfare (C.O.R.E.) training series was initially developed by the Institute for Human Services in Columbus, Ohio. This curriculum has been recognized and accepted by the Child Welfare League of America as their nationally sponsored Child Welfare Training Program. It has also and been implemented in numerous Child Welfare agencies across the United States. Through your participation in this program you will learn and apply the critical principles and skills which currently guide the provision of Child Welfare services. This competency based training system will provide students with the basic knowledge skills and abilities necessary for successful performance as child welfare workers. This Semester's students will complete CORE 101 during the first half, and CORE 102 during the second half. The entire CORE series can be completed by continuing with next semester's section which will cover CORE 103 and CORE 104.

COURSE OBJECTIVES/COMPETENCIES

CORE101 Family-centered child protective services

This half-semester course establishes a foundation for the delivery of child protective services. It will address the following competencies as identified for Child Welfare Workers:

1. The student understands the legal and philosophical basis of Child Welfare

practice.

2. The student knows the state's legal definitions of physical abuse, sexual abuse, neglect, dependency and mental injury.
3. The student knows the values of Child Welfare practice, including client self-determination, permanency, family preservation, preservation of parents' and children's rights, and respect for individual differences.
4. The student understands the dual roles of the Child Welfare caseworker to protect children from maltreatment and to provide services to enable and empower families.
5. The student can accurately identify physical, emotional and behavioral indicators of abuse, neglect, failure to thrive, and sexual abuse in child victims and their families.
6. The student knows how child abuse and neglect are presenting symptoms of family dysfunction and can assess individual, family and environmental contributors to abuse, neglect and sexual abuse.
7. The student knows what data must be gathered from reporting resources, case records and other sources to thoroughly investigate alleged abuse or neglect, and knows how to use the data to support or refute the allegation.
8. The student can identify the factors that increase the level of risk for an abused or neglected child in the family, and can use a standardized risk assessment tool in completing the determination of risk.
9. The student can determine when abuse or neglect is substantiated or indicated; when complaints are unsubstantiated, yet should be referred for agency or community services; and when complaints should be dismissed.
10. The student knows the responsibilities of the child protection agency and caseworker, including investigating complaints of maltreatment, providing ongoing in-home services, providing temporary substitute care placements, and providing permanent homes for children.
11. The student knows the proper roles and responsibilities of other community agencies in the child protective service process and can collaborate with these agencies and practitioners to develop case plans and to provide services.

12. The student understands the concept of cultural competence; knows how one's own culture affects behavior and values; and knows how cultural and ethnic differences may affect the delivery of Child Welfare services.
13. The student knows how in-home family services can prevent the removal of children from their homes.

CORE 102 Casework Process and Case Planning

This half-semester course gives five principles of effective case assessment and planning, and stresses the importance of the casework relationship as the foundation of intervention. The course also provides training in interviewing skills. The course will address the following casework competencies as identified for Child Welfare Workers:

COURSE OBJECTIVES /COMPETENCIES

1. The student is able to apply social work values and principles in practice, including the client's dignity, individuality, and right to self-determination.
2. The student understands the importance of effective case assessment and planning as the foundation for casework intervention.
3. The student knows the proper sequence of steps in the case planning process.
4. The student can assess clients' cognitive, behavioral, and emotional strengths and weaknesses and can use this information to formulate case goals and plans.
5. The student knows strategies to engage clients in constructive casework relationships and can use these relationships to promote joint case planning and service delivery.
6. The student is able to use casework methods to defuse client hostility and resistance.
7. The student is able to integrate the use of authority with the use of casework methods to simultaneously protect children and engage families.
8. The student understands the potential effects of cultural and ethnic differences on the development of the casework relationship, and knows strategies to establish relationships with clients from cultural backgrounds that are different from his own.
9. The student is able to develop appropriate, time-limited case goals and objectives, and

can formulate observable, behavioral measures of these goals and objectives.

10. The student is able to prioritize case needs and objectives, and can develop action/service plans that reflect these priorities.
11. The worker can coordinate the delivery of services to meet identified needs through case management, referral to community resources, advocacy, and directly providing supportive or rehabilitative services.
12. The student is able to conduct effective casework interviews. This includes the ability to communicate the purpose of the interview; to control the process and direction of the interview while encouraging client participation; to use a variety of interview methods, including open- and closed-ended questions, clarification, support, summarization, and confrontation; and to help clients communicate feelings as well as facts.
13. The student can use casework methods to promote family preservation and permanence for children by involving parents in case planning; by providing services to maintain children in their own homes; by assuring parents involvement with children in placement; and by providing services towards timely reunification.
14. The student understands the importance of conducting routine and timely case review and can reassess the outcomes of all case plans and service interventions and make appropriate modifications in the case plan.
15. The student is able to write concise, summarized case assessments, case plans, and other supporting documentation into family case records in a timely manner.

COURSE FORMAT

Class sessions will use case examples, group discussion, role play, other simulations, and lecture to promote understanding of the values and concepts of child protection and to develop student skills. Maximum learning and development will be achieved as all students participate actively in the class process.

Outside of the classroom experience, students will be expected to participate in transfer of learning activities, assigned readings, and preparing a brief synopsis of an article about an area of child protective services.

COURSE MATERIALS

Handouts and reading materials will be provided by the instructor during the class sessions. In addition each student will need to use the library facilities to locate and read one article from a

professional journal.

We will also use Field Guide to Child Welfare. Volumes I and II.

GRADING CRITERIA

In-class quizzes:

The quizzes may contain materials from the class discussions, experiential exercises, lectures, and readings from the previous class session.

Assignments:

Complete one Risk Assessment

1 paper/synopsis: (1 page or less, about an article of your choosing from a professional journal re. any area of Child Protective Services.) (The paper and risk assessment will be due at the beginning of the session when the mid-term is given.)

Complete one Functional Family Assessment and Child and Family plan. (The Functional Assessment and Child and Family plan will be due at the beginning of the last session of class.)

Mid-term and final exams:

The mid-term exam may contain materials from all of the class discussions, experiential exercises, lectures, readings, and activities from the first half of the course (CORE 101).

The Final exam may contain materials from all of the class discussions, experiential exercises, lectures, readings, and activities from the second half of the course (CORE 102).

The total grade for the course will be based on the following formula: 20% quizzes, 30% assignments and class participation, and 50% for mid-term and final.

The quizzes and mid-term will be graded according to the following scale:

A	93-100%	B	80-84%	C	65-69%	D	50-54%	F	40% and below
A-	90-92%	B-	75-79%	C-	60-64%	D-	45-49%		
B+	85-89+	C+	70-74%	D+	55-59%				

Date	COURSE CONTENT	Reading	Course Objective/ Competencies
August 30 CORE 101	The historical, philosophical, and legal bases of child welfare	Vol. I 1-42	Core 101: 1, 2, 3, 4
September 6	The identification and assessment of child abuse and neglect	43-68	5, 2, 6
September 13	Sexual abuse	149-219	5, 6, 7
September 20	The assessment of risk and the dynamics of child maltreatment	69-120	8
September 27	Developing knowledge about culture and cultural diversity Intake and screening of referrals and Conducting the intake assessment	121-136 (Vol. II 411-437)	12, 7, 9, (CORE 102) 8
October 4	Family-centered services and the role of the caseworker	137-148	10, 11, 13
October 11	Mid-term exam Assignment: Complete one Risk Assessment paper/synopsis: (1 page or less, about an article of your choosing from a professional journal re. any area of Child Protective Services.)	None	
October 18 CORE 102	Casework and protective authority: a comparison and integration of methods Development of relationship: the foundation of the casework process	Vol. II 221-256	1, 2, 5, 6, 7
October 25	The case assessment	257-326	2, 3, 4
November 1	The case assessment	257-326	2, 3, 4
November 8	Developing the intervention plan	327-358	9, 10, 11, 13
November 15	Reassessment and termination	359-366	14
November 22	No class, Happy Holiday		
November 29	Case recording The casework interview	399-410 367-398	15, 12
December 6	The casework interview	367-398	12
December 13	Final Exam Assignment Complete one Functional Assessment and One Child and Family plan.	None	