Assessment Block Content Overview

The Assessment Block content focuses on critical thinking, standardized assessment, and child maltreatment identification. This includes identification of a critical thinking process; information about assessment policy and practice; and tips and practice for identifying neglect, physical abuse, emotional abuse, sexual abuse, and exploitation.

The revised content in Common Core 3.0 replaces the following modules in the current core curriculum:

- Critical Thinking in Child Welfare Assessment: Safety, Risk and Protective Capacity
- Structured Decision Making (SDM) and Critical Thinking in Child Welfare Assessment
- Child Maltreatment Identification, Part I: Neglect, Physical Abuse and Emotional Abuse
- Child Maltreatment Identification, Part 2: Sexual Abuse and Exploitation

There are 2 e-learning modules, 4 classroom modules, and 2 field activities in this block:

- E-learning
  - Overview of Assessment Procedures
  - Child maltreatment identification
- Classroom
  - Critical Thinking and Assessment
  - Assessment Skills Lab
  - Assessing for Key Child Welfare Issues
  - Child maltreatment Identification Skills lab
- Field
  - Safety and Risk in Teams
  - Completing Assessment Tools

### Block 3 – Assessment

<table>
<thead>
<tr>
<th>100 Level</th>
<th>Overview of assessment procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elearning</td>
<td>120 minutes</td>
</tr>
<tr>
<td></td>
<td>• The difference between safety and risk</td>
</tr>
<tr>
<td></td>
<td>• Protective capacity (including operationalizing protective capacity in teams)</td>
</tr>
<tr>
<td></td>
<td>• SDM policies and procedures</td>
</tr>
<tr>
<td>Child maltreatment identification</td>
<td>120 minutes</td>
</tr>
<tr>
<td></td>
<td>• Types of maltreatment</td>
</tr>
<tr>
<td></td>
<td>• Recognizing neglect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>100 Level</th>
<th>Critical thinking and assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>½ day</td>
</tr>
<tr>
<td></td>
<td>• Information analysis and synthesis</td>
</tr>
<tr>
<td></td>
<td>• Fact checking</td>
</tr>
<tr>
<td></td>
<td>• Supervisor consultation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SDM Assessment Skills lab</th>
<th>1 ½ day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• SDM tools throughout the life of the case</td>
</tr>
<tr>
<td></td>
<td>• Practice completing assessment tools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessing for key child welfare issues</th>
<th>½ day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Special issues in assessment (red flags for Intimate Partner Violence, Mental Health, Substance Abuse)</td>
</tr>
</tbody>
</table>
- Assessing for well-being factors (health, education supports, mental health)
- Understanding the purpose of using mental health screening tools

<table>
<thead>
<tr>
<th>Child maltreatment identification skills lab</th>
<th>1 day</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Skills practice identifying neglect, physical abuse, sexual abuse, neglect using a framework</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field</th>
<th>Safety and risk in teams</th>
<th>2 hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Observe safety and risk case presentation in a team setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Practice completing a safety plan with a team</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completing assessment tools</th>
<th>2 hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Practice completing safety and risk assessment tools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>200 Level</th>
<th>Classroom - Knowledge and skill reinforcement</th>
<th>1 day</th>
<th></th>
</tr>
</thead>
</table>
Learning Objectives

Online Module: Overview of Assessment Procedures (120 minutes)

Knowledge
K1. The trainee will be able to describe the following definitions as they apply to child protective services:
   a. Safety
   b. Risk
   c. Protective Capacity
K2. The trainee will be able to identify the stages in CWS cases where assessments of safety, risk, and protective capacity must occur.
K3. The trainee will be able to describe the following SDM assessment tools and their respective purposes:
   a. SDM Hotline Tools: informs referral acceptance, in person-response, response time and differential response (if applicable)
   b. SDM Safety Assessment Tool: informs presence of safety threats, protective capacities and whether a child needs to be placed
   c. SDM Risk Assessment Tool: informs whether or not to close a referral or promote to a case.
   d. SDM Family Strengths and Needs Assessment (FSNA) Tool: prioritizes strengths and needs for case planning
   e. SDM In-Home Risk Reassessment Tool: informs whether or not to close a case.
   f. SDM Reunification Reassessment Tool: informs whether to return a child home.
K4. The trainee will be able to identify the elements of an effective safety plan.
K5. The trainee will be able to define and identify the factors to consider in assessing Minimum Sufficient Level of Care.
K6. The trainee will be able to describe three strategies for developing safety plans in a team setting.
K7. The trainee will be able to describe the strategies for incorporating existing protective capacities and community supports in safety planning in a team setting.

Values
V1. The trainee will value recognizing and acknowledging self-advocacy from children, youth, young adults or other family members during the team meeting process.
V2. The trainee will value the role of the community and the family’s social support network in enhancing safety, decreasing risk and increasing protective capacity.
Online Module: Child Maltreatment Identification (120 minutes)

Knowledge
K1. The trainee will be able to identify indicators of:
   a. Physical abuse
   b. Neglect
   c. Emotional abuse
   d. Sexual abuse and exploitation
K2. The trainee will be able to identify how cultural factors can affect identification of child maltreatment.
K3. The trainee will be able to identify the impact of family roles and interactions on identification of sexual abuse.
K4. The trainee will be able to identify:
   a. The associated sections of the Welfare & Institutions Code Section 300 (a) - (j)
   b. The legal basis for identifying physical abuse, sexual abuse and exploitation under California law specifically as defined by the Penal Code

Values
V1. The trainee will value making decisions consistent with the legal definitions described in the Penal Code and Welfare & Institutions Code Section 300 (a) - (j).

Classroom Training: Critical Thinking and Assessment (1/2 day)

Knowledge
K1. The trainee will be able to describe a process to analyze and synthesize information from multiple sources when conducting a child welfare assessment.
K2. The trainee will be able to describe how life experiences, personal values, and bias may affect determination of minimum sufficient level of care (MSLC) in assessing safety and risk and developing safety plans.
K3. The trainee will recognize the role of reflective practice in child welfare assessment.

Skill
S1. Given a case scenario, the trainee will be able to check facts and analyze factors relevant to an assessment of safety, risk, and protective capacity which includes information from the reporting party, extended family members, case records, and other collateral sources.
S2. The trainee will be able to identify and resolve effects of their own life experiences, personal values, and biases in establishing MSLC and assessing safety and risk.

Values
V1. The trainee will value obtaining consultation as needed to conduct an effective assessment.
V2. The trainee will value fact checking in child welfare assessment.
Classroom Training: Assessment Skills Lab (1 ½ Day)

Knowledge

K1. The trainee will be able to recognize key definitions used in the SDM assessment system, including
   a. Excessive discipline
   b. Primary caregiver
   c. Policy override
   d. Substance abuse

Skill

S1. Given multiple case scenarios, the trainee will be able to apply SDM definitions and complete the following tools:
   a. SDM Hotline Tools
   b. SDM Safety Assessment Tool
   c. SDM Risk Assessment Tool
   d. SDM Family Strengths and Needs Assessment (FSNA Tool)
   e. SDM In-Home Risk Reassessment Tool
   f. SDM Reunification Reassessment Tools

Values

V1. The trainee will value how the SDM model, SDM tools and definitions were developed in order to appreciate the accuracy and consistency of recommended decisions.

Classroom Training: Child Maltreatment Identification Skills Lab (1 day)

Knowledge

K1. The trainee will be able to identify physical, emotional, and behavioral characteristics of children who have been maltreated.
K2. The trainee will be able to identify cultural practices that may be mistaken for child maltreatment.
K3. The trainee will be able to identify when to seek consultation from agency resources medical staff, mental health professionals, law enforcement, or forensic experts during child maltreatment identification efforts.

Skill

S1. The trainee will be able to use the child maltreatment indicators to identify child maltreatment in a vignette.
S2. Using a vignette, the trainee will be able to identify cultural factors that affect child maltreatment identification, including distinguishing child maltreatment from cultural factors.
S3. Using a vignette, the trainee will be able to identify developmental factors that affect child maltreatment identification.
S4. Using a vignette, the trainee will critically analyze motivation, credibility and the information provided by family members and others regarding sexual abuse.

Values

V1. The trainee will value using a strength-based model of practice that provides a holistic
view of the family as part of the child maltreatment identification process.

**V2.** The trainee will value an understanding of how poverty, lack of education, community distress and environmental stressors can contribute to risk for child maltreatment.

**V3.** The trainee will value working collaboratively with agency resources, law enforcement and medical, mental health, and forensic experts in identifying child maltreatment.

### Classroom Training: Assessing for Key Child Welfare Issues (1/2 day)

#### Knowledge

**K1.** The trainee will be able to identify how assessment can be impacted by:

- a. Caregiver substance abuse
- b. Mental health issues
- c. Intimate partner violence
- d. Trauma and deprivation

**K2.** The trainee will be able to identify the role of teaming with experts in working with families to assess issues related to:

- a. Caregiver substance abuse
- b. Mental health issues
- c. Intimate partner violence
- d. Trauma and deprivation

**K3.** The trainee will be able to describe how cultural differences and historic trauma can affect assessment and the assessment relationship.

**K4.** The trainee will be able to recognize how the use of authority can affect the process of conducting an assessment.

#### Skill

**S1.** Using a vignette the trainee will be able to conduct a balanced and accurate assessment that focuses on child and youth safety and risk and addresses:

- a. Caregiver substance abuse
- b. Mental health issues
- c. Intimate partner violence
- d. Trauma and deprivation
- e. Child and youth well-being

**S2.** Using a vignette, the trainee will be able to describe a process for consulting and collaborating with health care providers, educators, mental health providers, and other community members regarding medical needs, educational needs and mental health needs of foster children and foster youth.

**S3.** Using a vignette, the trainee will be able to differentiate between child and youth safety and risk of maltreatment to a child or youth in a situation involving substance abuse.

#### Values

**V1.** The trainee will value being sensitive to factors that affect assessment such as:

- a. Fair, careful, and transparent use of authority
- b. Establishing productive relationships with families
- c. The possible history of oppression experienced by the family

**V2.** The trainee will value assessment as an ongoing collaborative process with families and their support networks / family teams.

**V3.** The trainee will value a rigorous assessment process that that considers the family’s strengths, protective capacities, and safety needs in the effort to achieve child and youth safety.