



	Agency Orientation	Intake	Initial Assessment/ Investigation	On-Going	Level of Priority Task 1	Task 1	Level of Priority Task 2	Task 2	Level of Priority Task 3	Task 3	Exemptions BSW/ MSW
<b>Alternate Care</b>											
Accessing placement resources (kinship, relative, alternate care)			√	√						√	
Alternative care services				√				√			
Maintaining and supporting placements				√						√	
Preparing families for placement			√	√						√	
Recruiting foster homes				√						√	
<b>Legal/Setting Parameters</b>											
ASFA (safety, permanence, well-being & concurrent planning from legal standpoint))		√	√	√	1	√		√	111		
CAPTA, knowledge of policy--inform maltreater of allegations		√	√	√				√			
Chaffee Act				√						√	
Client's rights, (consents, agency role, limitations)		√	√	√				√			
Compliance issues				√				√			
Confidentiality (including what can tell media, schools, family, referral agencies, etc.		√	√	√	11111	√					
Court documents (review, court reports, etc.)			√	√						√	
HFS 56 (Foster home licensing primarily)				√						√	
I.C.W.A.		√	√	√				√		√	
M.E.P.A. (Multiethnic Placement Act)		√	√	√						√	
Preparation for court (worker)		√	√	√						√	
Protocol for removing a child		√	√	√		√		√			
Scope of job per Chapters 48, 938		√	√	√	11	√	1	√	1		
Terminating parental rights				√						√	
<b>Underlying Principles; Social Work/Child Welfare</b>											
Concurrent planning (philosophical & practice implications)			√	√					1	√	
CPS as community responsibility; understanding of				√					111	√	
Cultural sensitivity/competence		√	√	√			11	√			
Ethics and boundaries (Including professional behavior)		√	√	√		√	11	√		√	
Helper/authority role				√		√					
Permanency planning		√	√	√				√	1	√	
Strength-based practice		√	√	√			1	√			
Teaming (e.g., coordinated treatment team)				√						√	

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<b>Knowledge and Skills for Practice</b>											
AODA; knowledge of issues				√				√		√	
Child development		√	√	√	1	√	1	√		√	
Court processes (understanding & working effectively within)			√	√		√	1	√	1111	√	
Domestic violence; basic knowledge				√				√		√	
Dynamics of maltreatment (physical, sexual abuse/neglect)		√	√	√			111	√	11111		
Effects of maltreatment		√	√	√						√	
Engaging families			√	√			11	√	1	√	
Family group conferencing				√				√			
Forensic interviewing			√	√		√		√			
Helping families plan and manage change over the long haul (includes stages of change)				√						√	
Information gathering re: IV-E, child support, relative placement		√	√	√						√	
In-home safety services				√				√			
Interviewing skills (including being purposeful)		√	√	√		√	1111	√			
Involuntary families-relatives; approaching and working with				√			1	√			
Join with family to set goals, track progress				√					1	√	
Linking families with community resources; How to		√	√	√		√		√		√	
Maintaining family's involvement in process				√					1	√	
Match resources to family needs (connect family to community)				√					1	√	
Mental health; basic knowledge		√	√	√				√		√	
Mutual interviews with police; process of			√	√							
Reading case file (terminology, acronyms, documents used & purpose)		√	√	√	11	√					
Removing children; impact of			√	√				√			
Safety											
Present danger threats		√	√	√				√			
Protective plan		√	√	√		√	1	√	1	√	
Impending danger threats		√	√	√		√					
Safety plan (present dangers)		√	√	√	1	√	1	√	1	√	
Safety vs risk		√	√	√			11	√			
Roles of community partners (law enforcement, court, schools)		√	√	√		√		√			
Self-awareness (awareness of limits)		√	√	√				√	1		
Separation and loss, Impact of				√					1	√	

