

**REPORT OF THE
VIRGINIA DEPARTMENT OF SOCIAL SERVICES**

**IMPLEMENTATION OF CHILD
PROTECTIVE SERVICES
COMPETENCY-BASED TRAINING**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



HOUSE DOCUMENT NO. 44

**COMMONWEALTH OF VIRGINIA
RICHMOND
1995**



COMMONWEALTH of VIRGINIA

Office of the Governor

George Allen
Governor

Kay Coles James
Secretary of Health and Human Resources

February 8, 1995

TO: The Honorable George Allen

and

The General Assembly of Virginia

The report contained herein is pursuant to House Joint Resolution 82, agreed to by the 1994 General Assembly.

This report constitutes the response of the Virginia Department of Social Services to develop and implement a plan to require minimum competency standards for Child Protective Services staff.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Kay Coles James", written over a horizontal line.

Kay Coles James
Secretary of Health and Human Resources

TABLE OF CONTENTS

I. EXECUTIVE SUMMARY i

II. INTRODUCTION 1

III. METHODOLOGY 1

IV. CURRENT TRAINING SYSTEM 2

V. PROPOSED MANDATE FOR COMPETENCY BASED TRAINING 2

VI. IMPLEMENTATION 4

VII. IMPACT 5

APPENDIX A: House Joint Resolution No.82

APPENDIX B: Minimum Competency Standards for All New CPS Workers

APPENDIX C: Acknowledgements

EXECUTIVE SUMMARY

- ▶ House Joint Resolution 82, requested the Department of Social Services to develop a plan which would provide for the required minimum competency standards for child protective services (CPS) staff, including additional training and regular reassessment.
- ▶ The Department of Social Services began the delivery of competency-based, in-service training for CPS and other child welfare staff in the spring of 1991.
- ▶ This training program, known as the Virginia Institute for Social Services Training Activities (VISSTA), has been voluntarily attended by local social service agency CPS staff and others. The system includes an Individual Training Needs Assessment (ITNA) which assists the worker and supervisor in determining training needs.
- ▶ The Department of Social Services has identified three courses that are unique to CPS work and will require that all new CPS staff complete these courses, regardless of ITNA scores, within their first year of employment. Six other courses will be required to be completed, as needed, within the first two years of employment as a CPS worker.
- ▶ All CPS staff will be required to assess their training needs biennially and to attend needed training in a timely fashion.
- ▶ CPS staff who investigate complaints of sexual abuse of children will be required to do so under direct supervision until they have completed the three mandated courses and are deemed competent by their supervisors.
- ▶ The training plan described will require that by FY 1997 approximately 1000 CPS staff will begin attending up to 23 days of training. The standard cost is \$43 per day of training per participant for trainers, materials, facilities and other related costs. The department expects to absorb most costs through the contract with VISSTA and through obtaining IV-E federal funds.

IMPLEMENTATION OF CHILD PROTECTIVE SERVICES COMPETENCY-BASED TRAINING

I. INTRODUCTION

House Joint Resolution 82 of the 1994 General Assembly requests that the Department of Social Services implement a competency based training plan for child protective service (CPS) workers in local departments of social services. The plan is to: i) establish minimum competency standards for all new CPS workers, ii) assess existing worker competency levels on a biennial basis, iii) require that all new CPS workers who perform child sexual abuse investigations do so under direct supervision until deemed competent by their supervisor, iv) require that all new CPS workers complete a needs assessment instrument prior to the end of their probationary period, v) require that all CPS workers complete the appropriate training as indicated by a regular needs assessment, and vi) require that all new CPS workers complete policy training prior to the end of their probationary period.

The resolution directs the Department of Social Services to promulgate these requirements through appropriate Board action and record all data necessary to verify the completion of the requirements.

II. METHODOLOGY

The Department of Social Services formed a work group to assist in the formulation of a training plan for child protective services competency-based training. The work group members, representing various components of the social services system, and their affiliation are listed in Acknowledgements, Appendix C.

The work group convened to define major components of the training plan including the courses required for competency and the parameters of competency for those investigating allegations of sexual abuse as well as time frames for the training.

Information on the number of local agency staff who met the definition for the purposes of this plan over the past year were pulled from the Child Abuse/Neglect Information System (CANIS).

Members of the work group received input from their own affiliations as well as from the Child Welfare Services Subcommittee of the Virginia Institute of Social Services Training Activities (VISSTA) and other staff at the department.

III. CURRENT TRAINING SYSTEM

In the Spring of 1990, the Department of Social Services adopted a system of providing training to local social service staff using the model of comprehensive, competency-based, in-service training developed by the Institute for Human Services of Columbus, Ohio. This model examines the unique knowledge, skills, and abilities required to accomplish a specific job and lists them as part of an Individual Training Needs Assessment (ITNA).

Working closely with their supervisors, local agency staff make two critical decisions about each specific competency in the ITNA. One decision is to what degree they can benefit from training on a particular competency. The other decision is how relevant that competency is to their specific job. The numerical value of each of these scores is averaged with other competencies grouped for a specific course and if the average is three or above, of a possible nine, the staff person is invited to attend training in the course.

The Virginia Institute for Social Service Training Activities (VISSTA) is the system for tracking assessed needs, developing, managing and delivering training to local social services and other human services staff. VISSTA is a collaboration among the department, the School of Social Work at Virginia Commonwealth University and four local departments of social services.

Currently the only mandate for training local social services staff is for CPS workers who investigate certain types of non-familial allegations of abuse and neglect. These staff must attend the CPS policy training specific to this area and attend or assess no need for nine VISSTA courses germane to non-familial CPS investigations.

IV. PROPOSED MANDATE FOR COMPETENCY BASED TRAINING

CHILD PROTECTIVE SERVICE WORKER, defined: for the purpose of this training plan a Child Protective Service Worker is any local agency employee who responds in person to a Child Protective Services complaint and gathers first hand information concerning the immediate danger to children and the immediate service needs of families as well as whether child abuse/neglect has occurred. This shall include anyone responsible for providing supervision to employees who engage in the above activities.

1. *ESTABLISH MINIMUM COMPETENCY STANDARDS FOR ALL NEW CPS WORKERS*

The minimum standards for all new CPS workers will be completing or assessing no need for six of nine courses from the Child Welfare Curriculum of VISSTA. Workers will be required to attend three courses (regardless of assessment) specific to child abuse and neglect investigations within the first year of their employment as child abuse/neglect investigators. The three required courses, VISSTA 203, Sexual Abuse, (an overview), VISSTA 204, Intake and Investigation in Child Abuse and Neglect, and VISSTA 207, Sexual Abuse Investigations, are the most specific to child protective services work and are considered critical to this highly specialized area of child welfare. Any identified need for training in the remaining six courses will be met within the first year after completion of their probationary period as a child protective services worker. The nine designated courses are:

VISSTA	101	Principles of Child Welfare
	102	Casework Process & Case Planning in Child Welfare
	103	Effects of Abuse & Neglect on Child and Adolescent Development
	104	Separation and Loss Issues in Human Service Practice
	203	Sexual Abuse
	204	Intake and Investigation of Child Abuse and Neglect
	207	Sexual Abuse Investigations* (Child Welfare)
	301	Crisis Intervention Theory and Strategies*
	310	Family Violence*
		(* these courses are currently under development)

2. *ASSESS EXISTING WORKER COMPETENCY LEVELS ON A BIENNIAL BASIS*

All CPS workers will complete an ITNA at least every two years. Both the worker and his/her supervisor will be required to sign the assessment. Their signature on the assessment will indicate mutual participation in its completion and agreement that the assessment reflects the worker's true training needs.

3. *REQUIRE ALL NEW WORKERS WHO PERFORM CHILD SEXUAL ABUSE INVESTIGATIONS TO DO SO UNDER DIRECT SUPERVISION UNTIL DEEMED COMPETENT BY THEIR SUPERVISOR*

The direct supervision (prior to being deemed competent) may be provided by either the new worker's immediate supervisor or by an experienced worker (already deemed competent in

sexual abuse investigation).

The department will provide guidance to local supervisors that new workers may be considered minimally competent upon completion of the three required VISSTA courses (203, 204, and 207) and all other that the worker has an assessed need for on their most recent ITNA.

4. REQUIRE ALL NEW CPS WORKERS TO COMPLETE THE NEEDS ASSESSMENT INSTRUMENT PRIOR TO THE END OF THEIR PROBATIONARY PERIOD

All new CPS staff, in conjunction with their supervisors, will complete the VISSTA ITNA prior to the end of their probationary period.

5. REQUIRE ALL CPS WORKERS TO COMPLETE THE APPROPRIATE TRAINING AS INDICATED BY A REGULAR NEEDS ASSESSMENT

Item number one above requires that every new CPS worker complete the three mandated courses within the first year of employment. Completion of the remaining six courses, for which a need is identified, is required within one year after completion of the worker's probationary period.

As CPS workers complete the biennial ITNA (reference number two above) they will be required to attend any needed training within the two year period before completion of another ITNA.

6. REQUIRE ALL NEW CPS WORKERS TO COMPLETE APPROPRIATE POLICY TRAINING PRIOR TO THE END OF THEIR PROBATIONARY PERIOD

All new CPS workers will be required to complete the department's child protective services policy training within their probationary period.

V. IMPLEMENTATION

Training as required by this resolution will affect approximately 700 CPS workers statewide and their supervisors. This is based on the Child Abuse/Neglect Information System (CANIS) which showed that 694 individual workers handled CPS complaints in the year ending June 30, 1994.

The majority of the curriculum and trainer development for six of the nine VISSTA courses has occurred and the three remaining courses are near completion, (VISSTA 207, 301, and 310).

The department already has access to an information system that gathers and sorts data on the assessed training needs and training history of local social service staff. In addition the department has systems that are capable of reporting new hires and attendance at policy training. Work has already begun to modify these systems, combining various facets of them where possible, to implement this training plan.

The department will implement the training plan through appropriate State Board action. The projected implementation date is January, 1996.

VI. IMPACT

The department developed the Virginia Institute for Social Service Training Activities, VISSTA, in the Spring of 1990 to address the need for consistent quality skills and practice (beyond policy) training for local social service agency staff and supervisors. Included is a mechanism for training needs assessment.

Current figures show that in excess of 95 per cent of local social service agency child welfare staff have completed the Individual Training Needs Assessment. A statewide training needs analysis also shows that many staff who have a documented need for training have not attended. In spite of the documented need for training, VISSTA has canceled a significant number of training events due to lack of registrants. Local directors and supervisors have stated that they cannot afford to let staff go to training because of caseload demands.

The training plan described will require that by FY 1997 approximately 1000 CPS staff will begin attending up to 23 days of training. The standard cost is \$43 per day of training per participant for trainers, materials, facilities and other related costs. The department expects to absorb most costs through the contract with VISSTA and through obtaining IV-E federal funds.

Questions have been raised recently concerning the public's perception of the intrusiveness of investigations of child abuse and neglect. Increased training and the resulting improvement of skills for CPS staff statewide will decrease the level of intrusiveness as the workers become more skilled at focusing the investigation and demonstrating greater sensitivity to family privacy issues.

APPENDIX A

GENERAL ASSEMBLY OF VIRGINIA -- 1994 SESSION

HOUSE JOINT RESOLUTION NO. 82

Requesting the Department of Social Services to develop a plan which would provide for and require minimum competency standards for Child Protective Services staff, including additional training and regular reassessment.

Agreed to by the House of Delegates, February 1, 1994

Agreed to by the Senate, March 8, 1994

WHEREAS, in Virginia, the Department of Social Services is charged with administering the investigation of suspected cases of child abuse; and

WHEREAS, local departments of social services are responsible for the actual investigation of the child abuse complaints; and

WHEREAS, the availability of highly trained local staff is necessary to properly conduct these investigations; and

WHEREAS, the Virginia Department of Social Services has the authority to offer appropriate training to local social services staff to assist them in conducting these investigations; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Virginia Department of Social Services be requested to implement a training plan for Child Protective Services (CPS) workers which will (i) establish minimum standards for all new CPS workers, (ii) assess existing worker competency levels on a biennial basis, (iii) require all new workers who perform child sexual abuse investigations to do so under direct supervision until deemed competent by their supervisor, (iv) require all new CPS workers to complete the needs assessment instrument prior to the end of their probationary period, (v) require all CPS workers to complete the appropriate training as indicated by a regular needs assessment, and (vi) require all new CPS workers to complete appropriate policy training prior to the end of their probationary period. The Virginia Department of Social Services is requested to promulgate these requirements through appropriate Board action and record all data necessary to verify the completion of the requirements.

The Department of Social Services is requested to submit an interim report on the implementation of the training plan to the House Committee on Health, Welfare and Institutions and the Senate Committee on Rehabilitation and Social Services on November 1, 1994.

The Department shall complete its work in time to submit its findings and recommendations to the Governor and the 1995 Session of the General Assembly as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

APPENDIX B

MINIMUM COMPETENCY STANDARDS FOR ALL NEW CPS WORKERS

▶ COURSE #/TITLE: 101: Principles of Human Services

COURSE DESCRIPTION:

This course offers an overview of the history and magnitude of issues facing human service professionals. Issues addressed include cultural diversity, value clarification and the professional, and roles and responsibilities represented on the services team. Also included are exercises in team building, networking, and an examination of innovative programs which focus on keeping families together. Workers are given an opportunity to examine their own job expectations and performance and to evaluate their own professional development needs.

LENGTH OF COURSE: Three Days

LIST OF COMPETENCIES: The trainee:

- understands the historical, legal and philosophical basis of human services.
- can demonstrate his/her knowledge of professional terminology in human service practice, including definitions and concepts.
- understands the values of human service including client self-determination, permanence, family preservation, preservation of parent's and children's rights, and respect for individual differences.
- understands that family preservation strategies and services may facilitate families staying together.
- understands the diversity of roles and responsibilities of the human services staff in simultaneously protecting children and engaging families.
- understands the agency's missions and mandates in providing services to families.
- understands the responsibilities of other community agencies in the delivery of services for families and can collaborate with these agencies and practitioners to develop case plans and to provide services.
- can work collaboratively as a team member.
- has developed an understanding of how his/her own personal experiences and values impact his/her professional experience.
- is able to begin assessing his/her own professional development and identifying a support network.
- 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 human services.

► COURSE #/TITLE: 102: Casework Process and Planning in Human Services

COURSE DESCRIPTION:

This course is designed for human service professionals to develop skills which will enhance their delivery of services to families. A variety of effective ways for empowering both the workers and their families are in this curriculum, including steps in the case planning process, interviewing techniques, developing appropriate, time-limited case goals, objectives, and formulating observable behavioral measures, and developing case plans, goals and objectives. Writing a concise, summarized case assessment and case plan are also included.

LENGTH OF COURSE: Five days

LIST OF COMPETENCIES: The trainee:

- is able to apply humanistic values and principles in practice, including respecting the family's dignity, individuality and right to self-determination.
- is able to integrate the use of his/her legal authority with the use of casework methods to simultaneously protect children and engage families.
- 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 different from one's own culture.
- can use casework methods to promote family preservation and permanence for children by involving family members in case planning, by providing services to maintain children in their homes, by assuring families' involvement with children in any placement and by providing service toward family reunification.
- understands the importance of effective case assessment and the case planning process; the foundation of casework intervention.
- can assess the family's cognitive, behavioral and emotional strengths and weaknesses and can use this information to formulate case goals and plans.
- understands and utilizes the sequence of steps in the case planning process.
- is able to develop appropriate, time-limited case goals, objectives and can formulate observable behavioral

measures of these goals and objectives.

- is able to prioritize case needs, objectives and can develop action/service plans that reflect these priorities.
- is able to write a concise, summarized case assessment, case plan and other supporting documentation into the family case record in a timely manner, can reassess the outcomes of case plans, service interventions and make appropriate modifications in the case plans.
- understands and demonstrates strategies to engage and join with individuals and families, developing constructive relationships to promote joint case planning and service delivery.
- is able to conduct effective interviews, and to help families communicate feelings as well as facts.
- can coordinate the delivery of services to meet identified needs through case management, creative problem solving, referral to community resources, advocacy and direct provision of supportive or rehabilitative services.
- is able to understand and use casework methods to defuse hostility and resistance.

▶ COURSE #/TITLE: 103: The Effects of Abuse & Neglect on Child and Adolescent Development

COURSE DESCRIPTION:

This training session is centered on basic child development theory, with application of how maltreatment impacts normal development. The four primary domains to be considered are physical, cognitive, social, and emotional. These developmental domains are discussed in four age groups: infants/toddlers (birth to 3); preschool children (3-5); school age children (6-12); and adolescents (12-18). Characteristics associated with abuse or neglect, the impact of abuse and neglect on survivors of childhood maltreatment, casework examples, appropriate referral services, and effective intervention techniques are examined.

LENGTH OF COURSE: Two Days

LIST OF COMPETENCIES: The trainee:

- has a thorough knowledge of the stages, processes and milestones of normal physical, cognitive, social, and emotional development of children from birth through adolescence, within a systems perspective.
- knows the potential developmental problems that child abuse, neglect and sexual abuse can have on a child's or adolescent's development, and can identify indicators of

developmental delay or problems in abused and neglected children and adolescents.

- understands and recognizes that a child's or adolescent's behavioral problems may be symptoms of underlying dysfunctional patterns in the family or specific developmental delays.
- is able to advise families on age-appropriate expectations for children and adolescents, and can help set realistic expectations for those who demonstrate developmental problems as a result of abuse and neglect.

COURSE #/TITLE: 104: Separation & Loss in Human Service Practice

COURSE DESCRIPTION:

This course is designed to help workers understand the dynamics of separation & loss in children and families. The cycle of grief and effects of stress and traumatization are examined and workers are given the opportunity to practice crisis intervention strategies, assess the degree of traumatization to a child and family, and examine the diagnostic implications and behaviors associated with each stage.

LENGTH OF COURSE: Two Days

LIST OF COMPETENCIES: The trainee:

- understands the reciprocal process and dynamics of normal attachment of children to their families, parents and to significant others.
- understands the potentially traumatic outcomes of the separation and loss experiences for children, adolescents, and their families.
- recognizes the precipitation of psychological crises which can result in the serious disruption of families and disturbances in the child's or adolescent's cognitive, emotional, social, and physical development.
- has an understanding of the concepts of reunification and permanency planning, and understands the impact of change on children and adolescents.
- can recognize the physical, emotional, and behavioral indicators of the grief cycle in children, adolescents, and families.
- can work collaboratively with the family's extended support system to assess the child's and family's needs in coping with separation and loss.
- recognizes the importance of empowering birth families.
- understands the personal and psychological stresses associated with human services practice and can identify

strategies to prevent emotional distress and burnout.

► COURSE #/TITLE: 203: Sexual Abuse

COURSE DESCRIPTION:

This course is divided into two sections. The first two days teaches general concepts and issues related to working with sexual abuse. It includes what sexual abuse is, how and why it can happen, and how to approach intervention with in-home and out-of-home cases.

In the second part three days, trainees will learn some of the principles for intervening with individuals within a family context. Trainees will also learn appropriate interviewing strategies for alleged offenders, children, and non-offending caretakers; and be able to identify specific therapeutic issues to be addressed.

LENGTH OF COURSE: Two Days

LIST OF COMPETENCIES: The trainee:

- can define the nature and scope of behaviors that are classified as child and adolescent sexual abuse,
- can identify the physical, behavioral, and emotional indicators of sexual abuse,
- can recognize the patterns of interaction in families that maintain intra-familial sexual abuse.
- can recognize age-appropriate sexual knowledge and awareness in children and adolescents and can identify abnormal and/or precocious sexual knowledge or preoccupation.
- is aware of common offender profiles and current therapies and interventions for the offender and family,
- is knowledgeable of the dynamics of families that have experienced sexual abuse, is able to assess the family's needs from a strength's-based perspective, and utilize community services and resources,
- understands victim and non-offending caretaker characteristics and can identify common reactions they experience as a result of the sexual abuse,
- is aware of the variety of techniques (e.g., anatomical dolls, drawings, puppets) that may be used to develop therapeutic relationships with children and adolescents,
- is aware of the developmental and psychological consequences of sexual abuse (i.e., depression, anger, stress, low self-esteem, post-traumatic stress, mistrust, and pseudomaturity, etc.), can assess and refer the family for supportive or therapeutic services,

- understands the role and responsibility of other disciplines in the pre-investigation, the investigation, prosecution, and treatment of sexual abuse and can work jointly with these practitioners to manage and serve cases of sexual abuse,
- is aware of his/her own emotional responses to sexual abuse and of the potential for these responses to interfere with the casework process.

▶ COURSE #/TITLE: 204: Intake & Investigation in Child Protective Services

COURSE DESCRIPTION:

This is an overview course designed to introduce workers to basic concepts of intake and investigation in child protective services. The functions, processes and products of intake and investigation are matched with casework theory and practice. Investigative interviewing, decision-making, and documentation skills are included in the course. Trainees will identify casework strategies to use at intake; learn some precautions to help assure personal safety; understand the need for specialized techniques and practice them; learn specialized techniques necessary for interviewing children, and learn how to prepare for court. Policy is not specifically taught in the course, though policy is used as a foundation for the practices being taught.

LENGTH OF COURSE: Two Days

LIST OF COMPETENCIES: The trainee:

- has thorough knowledge of the personal, interpersonal, family, and environmental factors that increase risk of maltreatment of children by care givers.
- understands the difference between general, therapeutic, and investigative interviews and can conduct investigative interviews to determine the degree of risk to a child of remaining at home,
- can determine when emergency protection of a child is necessary and can initiate the appropriate juvenile court proceeding to obtain emergency custody,
- can use casework methods during the investigation to begin to establish a supportive casework relationship, to involve families in a joint assessment of the need for services, and to motivate families to work with the agency toward elimination of abuse and neglect,
- is able to gather pertinent information about the complaint from the family, the child, and collateral

- sources, can make an initial assessment of the family's problems, needs, and strengths, and can make the appropriate case disposition and level of risk,
- knows the importance of, and can initiate, intensive in-home supportive services to prevent removal of the child from the home,
- understands the ways in which cultural variables can confound an assessment of child abuse and neglect, and can conduct investigation activities that are congruent with a family's cultural background,
- can elicit and document pertinent facts to be included in the preparation of a case for the juvenile court,
- knows specialized investigation methods and the appropriate use of legal authority to assess alleged abuse, neglect or sexual abuse in foster and adoptive placements,
- can document the process and conclusions of the investigation in the case record in a thorough, concise, and timely manner.

COURSE #/TITLE: 207: Sexual Abuse Investigations

COURSE DESCRIPTION:

(From draft curriculum) Designed to provide child protective services workers and supervisors with the skills and knowledge needed to investigate complaints of child sexual abuse both in intrafamilial and out-of-family settings. It is strongly recommended that workers and supervisors complete VISSTA courses 203 Child Sexual Abuse and 204 Intake and Investigation before attending 207. The activities are specifically designed to incorporate information from these courses.

LENGTH OF COURSE: Three days

LIST OF COMPETENCIES: The trainee:

- has an understanding of the sensitive nature of sexual abuse and how this guides practice with everyone involved in the case, especially the victims.
- knows strategies for overcoming reluctance and resistance to discuss sexual matters
- has a knowledge of the legal definitions and potential legal consequences of sexually abusive behaviors.
- understands the need for strategic planning and collaboration with law enforcement, prosecutors, and other professionals who will affect the process and outcome of the sexual abuse investigation.
- understands and be able to demonstrate specialized

strategies and techniques which are useful in sexual abuse investigations.

- can apply knowledge of victim, non-offending caretaker, and perpetrator profiles in planning, conducting, and decision making (including disposition) in a sexual abuse investigation.
- is aware of medical practices and issues specific to sexual abuse investigations and can identify resources which can provide specialized care.
- is aware of the special issues surrounding juvenile perpetrators and caretaker sibling incest and knows helpful strategies to guide the outcome of these cases.
- is aware of the legal complexities of sexual abuse investigations and understands practices which lead to legally sound casework, i.e. appropriate mirandizing, non-leading interviews, proper preparation for court, etc.
- understands the investigator's role from the initial crisis through the successful resolution of treatment from a strength-based perspective utilizing community-based services.

▶ COURSE #/TITLE: 301: Crisis Intervention Theory and Strategies

COURSE DESCRIPTION:

(From the draft curriculum) This course helps participants distinguish between crisis, emergency and trauma. A six principles of intervention model will be presented and participants will use this model to choose specific types of action to take. In examining the different types of interventions and actions to take, participants will learn ways to assess risk for themselves and the family members. Safety techniques that can be used at each stage of a crisis and to deescalate a situation will be presented by video and a game. The interventions methods and techniques learned in this course can apply to children, adolescents, adults and entire families.

LENGTH OF COURSE: Two days

LIST OF COMPETENCIES: The trainee:

- understands the dynamics of crisis and the effects of stress on behavior.
- is aware of and can demonstrate safety techniques to use when the individual, family member or trainee is placed at risk during a crisis.
- can identify effective and ineffective coping strategies in both the trainee and the family and can strengthen

- effective coping strategies.
- is aware of specialized methods of counseling children, adolescents, adults, and families in crisis, and is able to make appropriate referrals.

▶ COURSE #/TITLE: 310: Family Violence

COURSE DESCRIPTION:

(From the draft curriculum) This course looks at violence in American society through both a social work and sociologist lens. By examining how our society values violence, children, men and women, relationship and have translated these values in laws we can get a clearer definition of the causes and effects of family violence. The course focuses on a variety of assessment techniques that can be used with children or adults. A new scale that measures a persons potential readiness to change his/her behaviors will be used with more traditional assessment tools. Participants will get to practice assessment and developing safety plans and interventions for a variety of settings. Finally, participants will examine how our society needs to change to begin to truly break the cycle of violence. Each person will leave with ideas on how he/she can personally contribute to Stopping The Violence.

LENGTH OF COURSE: Two days

LIST OF COMPETENCIES: The trainee:

- recognizes the indicators and understand the dynamics of family violence.
- can assess the family situation to determine risk to family members.
- can work with the family to collaboratively address family violence and to protect family members, and can appropriately refer families to community resources.

APPENDIX C

ACKNOWLEDGEMENTS

The Department would like to thank the following individuals for their contribution to this report.

Mary Adams, Regional Child Protective Services Coordinator
Virginia Department of Social Services, Abingdon

Donna Anderson, Training and Curriculum Developer
VCU School of Social Work, Richmond

Diane Carter, Personnel Specialist
Virginia Department of Social Services, Richmond

Mary Catherine Foster, Assistant Director, Isle of Wight
Department of Social Services, representing the Virginia League
of Social Service Executives, (the organization of local agency
directors and administrators)

Gail Heath, Regional Child Protective Services Coordinator
Virginia Department of Social Services, Virginia Beach

Robert Honour, Area Training Coordinator, Virginia Institute for
Social Service Training Activities, Fairfax Dept. of Human
Development

Denise Naples, Child Protective Services Worker, King George
Dept. of Social Services, representing the Virginia Alliance of
Social Work Practitioners (the organization of local agency
social work staff and supervisors)

Linda Nisbet, Domestic Violence Coordinator
Virginia Department of Social Services, Richmond

Vernon Simmons, (Chair) Child Welfare Training Coordinator
Virginia Department of Social Services, Richmond