

Requirements for Social Work Child Welfare Certificate Endorsement

The requester must:

- Be professionally accredited by the Council on Social Work Education (CSWE).
- Offer within the social work program a child welfare tract or emphasis which augments the social work curriculum.
- Designate a faculty member with an MSW who is responsible for overseeing the certificate program and communicating with DHS regarding program developments and new curriculum developments. Documentation may be requested to review these changes.
- Demonstrate that content related to child development is infused in the current social work curriculum.
- Offer and require two discrete courses:
 - Core course in child welfare,
 - Elective course that directly supports the theory, knowledge, skills and values required to work with families and children (i.e. substance abuse, domestic violence, children and families etc.).
- Offer and require a minimum 400-hour supervised field placement in a DHS, private child placing or tribal agency that:
 - Provides opportunities for the student to develop competencies in child welfare,
 - Evaluates the student on their achievement of child welfare competencies,
 - Orients child welfare field instructors to the training initiative, its resources and requirements.
- Provide DHS a list of the placement agency and field instructor (include contact information) for every student enrolled in the child welfare certificate program. Training opportunities will be extended to them during the course of their placement.
- Submit all required supporting documentation to Leslie-Marie Montgomery at:

BSW Child Welfare Certificate

Lansing Training Center

7109 W Saginaw Hwy., 3rd Floor

or

Montgomeryl2@michigan.gov

Lansing, Michigan 48917

*Electronic submissions are preferred, send multiple emails if needed to attach all required documentation.

Questions can be directed to Leslie at 517-241-8884.

Required Supporting Documentation

- Cover letter providing background, description and rationale of your Child Welfare Certificate program.
- Complete and return pages 5-24 of this application packet, including the Curriculum/Competency Analysis Table (CAT) that indicates where in your program child welfare competencies are addressed.
- Vitae or resume of faculty/staff person overseeing the certificate program.
- Syllabi of required core child welfare course and required course(s) containing information on child development. List of course names and brief description of the child welfare certificate program electives.
- The 400-hour field placement curriculum, include all documents that are applicable to describe your program:
 - Syllabus for Field Placement seminar class.
 - Field Manual describing the placement requirements for the child welfare certificate program.
 - Learning Contract for students placed in child welfare agencies showing how competencies will be addressed in the field.
 - Evaluation for students placed in child welfare agencies showing how competencies will be evaluated.

Michigan Social Work Child Welfare Certificate Field Placement

The practice behaviors listed below are to be infused with the social work learning contract during the 400-hour field placement.

Child welfare includes prevention, preservation, protection and permanency. While any individual field placement may not be able to provide each experience listed, it is expected that a placement would be able to meet more than half of the requirements in order to be acceptable, the placement must be able to meet all of the **bolded** practice behaviors.

Practice Behavior	Objectives	Activities
Explain Department of Human Services and Private Agency programs	Learn about the Department of Human Services and Private Agency Foster Care and Adoption services	<ul style="list-style-type: none"> • Review programs offered • Review policy • Review the Child Protection Law • Discuss the relationship between DHS and PAFC with mentor or supervisor
Follow office procedures	Learn office procedures	Collect copies of all appropriate procedural documents such as: <ul style="list-style-type: none"> • timekeeping • security • dress codes • transportation/driving regulations • phone usage
Explain and compare home calls	Learn how home calls are conducted	Home calls to observe: <ul style="list-style-type: none"> • family preservation • Children’s Protective Services (CPS) • foster care • adoption
Identify court procedures	Learn court procedures	<ul style="list-style-type: none"> • Observe a variety of child welfare court hearings • Observe a criminal court hearing related to child welfare • Review petitions • Interview a family court judge
Use evidenced based interviewing skills to engage children and families	Learn how to engage children and families	<ul style="list-style-type: none"> • Observe a strength based/solution focused interview • Observe a forensic interview at a Child Advocacy Center • Role play a strength based and

		forensic interview with mentor or supervisor
Identify community resources	Explore community resources	<ul style="list-style-type: none"> • Interview staff representing the continuum of services available to children and families • Interview community resource representatives • Create a list of community resources
Demonstrate safe practice behaviors	Learn about safe practice behaviors	<ul style="list-style-type: none"> • Complete Working Safe/Working Smart training online • Create a list of safety tips to share in the field practice seminar
Explain the MiTEAM process	Learn the MiTEAM process and the importance of its application as the DHS case practice model	<ul style="list-style-type: none"> • Discuss the MiTEAM process with supervisor • Discuss MiTEAM experiences with other staff • Observe MiTEAM meetings
Use appropriate case documentation and review methods	Learn how a case is documented and reviewed	<ul style="list-style-type: none"> • Using a review instrument, discuss cases with your field supervisor and in field seminar class • Observe and practice using the SWSS/SACWIS case management tool
Explain parenting time visits	Learn about parenting time visits	<ul style="list-style-type: none"> • Complete an observation sheet and field notes on each observation • Discuss with supervisor and in field seminar
Apply time management techniques	Learn time management techniques	<ul style="list-style-type: none"> • Document observed time management techniques • Complete time management training
Identify medical, mental health and educational needs of children	Learn about the medical, mental health and educational needs of children	<ul style="list-style-type: none"> • Attend an IEP meeting • Learn about the requirements for meeting children's needs • Learn the process for getting medical/mental health appointments for children

Michigan Social Work Child Welfare Certificate Endorsement Application

Name and address of Educational Institution: _____

Contact Person: _____

*Please contact DHS within one week of a contact person change, please include the new person's vitae or resume

Title/Degree: _____

Phone: _____

Email: _____

Do you have a social work program accredited by
the Council on Social Work Education?

Yes _____

No _____

Year accredited: BSW _____ MSW _____

Applying for endorsement for: BSW program _____ MSW program _____ Both _____

CURRICULUM/COMPETENCIES ANALYSIS TABLE (CAT)
MICHIGAN CHILD WELFARE TRAINING INSTITUTE
CHILD WELFARE COMPETENCIES

This table lists the competencies needed to be a successful child welfare caseworker. Please complete the table to identify if and where competencies are addressed in your program, identifying specific courses where indicated. Some areas are DHS specific competencies and as such, cannot be addressed by a social work program. It is understood that students may have different field experiences and may not have the opportunity to address all competencies during the course of their internship. At a minimum, you must document how your program meets all of the **bolded** competencies.

COMPETENCIES	BSW/MSW Curriculum (Identify course or sequence)	Child Welfare Course(s)	Child Welfare Elective(s)	BSW/MSW Field Internship in Child Welfare Agency
101 Orientation				
101-1 Staff understand the roles, responsibilities, and mission of the DHS, the family including extended family members, and other involved community agencies in the identification, assessment, and planning of services.				
101-2 Staff understand the need to work collaboratively with the family, extended family, substitute caregivers and other involved community agencies, in a team approach, to provide service.				
101-3 Staff understand the need to work collaboratively with DHS staff in other units to assure coordinated and timely services to families and children.				
101-4 Staff know the DHS confidentiality guidelines.				
102 Philosophy/Values				
102-1 Staff know the legal and philosophical bases of child welfare practice.				
102-2 Staff understand family member's rights and can interact with them in a way that does not violate their legal rights or				

create liability for staff or DHS.				
102-3 Staff know the values and principles of child welfare practice, including child safety, permanence, family preservation, preservation of parent's and children's rights, respect for individual difference, and identifying and building on the family's strengths.				
102-4 Staff know social work values and principles, including respecting dignity, individuality, right to self-determination, and building on strengths.				
102-5 Staff understand the role of child welfare in identifying child abuse and neglect and of assuring protection and permanence for children.				
102-6 Staff know the legal and operational definitions of physical abuse, sexual abuse, neglect, and mental injury.				
103 Culture				
103-1 Staff understand the concept of cultural diversity; know how one's own culture affects behavior and values; and know how cultural and ethnic differences may affect the delivery of child welfare services.				
103-2 Staff understand the potential effects of cultural and ethnic differences on the development of the casework relationship, and know strategies to establish relationships with family members from cultural backgrounds different from one's own.				
104 Attachment and Separation				
104-1 Staff understand the process and dynamics of attachment of children to their parents, extended family members, and to other significant caregivers.				
104-2 Staff understand permanency				

planning and reunification and the potentially traumatic outcome of separation and placement for children and their families.				
104-3 Staff understand the physical, emotional and behavioral indicators of placing children and the impact on families.				
105 Child Development				
105-1 Staff understand the stages, processes, and milestones of physical, cognitive, social, and emotional development of children from birth through adolescence and know how developmental variables affect the child's behavior.				
105-2 Staff understand how children's behavior problems may be symptoms of underlying developmental delays/disabilities or emotional disturbance and can identify appropriate referrals for developmental assessment and services.				
105-3 Staff understand the need to advise caregivers on age-appropriate expectations for children, and can help set realistic expectations for children who demonstrate developmental needs and/or delays as a result of abuse or neglect.				
106 Parenting Skills				
106-1 Staff understand the elements of effective parenting.				
106-2 Staff know child management, discipline and guidance strategies that are appropriate for a child's developmental level and individual needs.				
106-3 Staff are able to use solution-focused techniques with families to support appropriate child management, discipline and guidance.				
107 Strength Based Solution-Focused Interviewing				
107-1 Staff are able to engage family				

members in solution-focused relationships, building on the family's strengths, and can use these relationships to promote joint case planning and service delivery with a solution focus.				
107-2 Staff are able to use solution-focused interviewing techniques to defuse hostility and resistance.				
107-3 Staff know the principles of conducting effective solution-focused interviews.				
107-4 Staff know specialized solution-focused interviewing techniques that are effective with children and adolescents.				
107-5 Staff know the proper sequence of steps in the solution-focused casework process.				
107-6 Staff know how to invite family members to develop time-limited goals with observably measurable indicators of progress.				
107-7 Staff know how to invite family members to prioritize needs and objectives, and how to develop service plans with family members within the boundaries of agency policy.				
201 Children's Protective Services (CPS Training also includes 206 competencies)				
201-1 Staff are able to accurately identify physical, emotional, and behavioral indicators of abuse, neglect, and mental injury in child victims and their families.				
201-2 Staff know appropriate investigation techniques to thoroughly investigate alleged abuse or neglect.				
201-3 Staff are able to make decisions at key				

decision points such as whether to investigate, substantiate, provide services, and petition the court with or without removal.				
201-4 Staff know the responsibilities of the agency in responding to complaints of maltreatment, providing ongoing in-home services, providing temporary substitute care placements and permanent homes for children.				
202 Foster Care (Foster Care Training also includes 206 & 207 competencies)				
202-1 Staff understand the importance of working collaboratively with substitute caregivers and the child's family to assess a child's need for special developmental, medical, educational, social, psychological, and other services; to identify resources and to obtain needed services.				
202-2 Staff know how to negotiate a parent-agency agreement.				
202-3 Staff understand the social work aspects of the decision to recommend termination of parental rights and how to refer to adoption planning when return of a child to his or her family or to relatives can no longer be considered.				
203 Prevention (Prevention training also includes 206 competencies)				
203-1 Staff know the prevention priority groups and know how to screen cases to determine eligibility for Preventive Services.				
203-2 Staff understand the voluntary nature of the program and are able to encourage family members to accept services.				
203-3 Staff understand the Preventive Services for Families model and can implement it.				

203-4 Staff are familiar with models of effective parenting, including STEP, Building Strong Families, and Nurturing Programs.				
203-5 Staff can teach parenting strategies to parents by explaining and modeling parenting techniques, can support parents in trying new strategies, and can refer parents to formal training classes or groups when needed.				
204 Juvenile Justice (Juvenile Justice Training also includes 206 & 207 competencies)				
204-1 Staff can assess a youth's need for specialized services, including residential placement, treatment, and know how to locate and refer children to these resources.				
204-2 Staff are able to assess a youth's ability to function successfully in the least restrictive setting and are aware of community-based alternatives to placement.				
204-3 Staff understand the importance of working collaboratively with the substitute caregivers/residential staff and the family to help facilitate a successful re-entry of the youth to the community.				
205 Adoption (Adoption Training also includes 206 & 207 competencies)				
205-1 Staff know the individual and family characteristics and dynamics that contribute to effective adoptive parenting.				
205-2 Staff can conduct thorough home study assessments of adoptive family applicants.				
205-3 Staff know how to complete an adoption evaluation.				
205-4 Staff are able to develop collaborative relationships with adoptive families and can promote joint planning and delivery of services.				

205-5 Staff know the importance of post-placement supportive and treatment services, and know strategies to assure that these services are provided to children and their adoptive families.				
205-6 Staff know public relations and marketing strategies to recruit adoptive applicants; and can use resource listings, adoption exchanges, and inter-agency planning to facilitate recruitment.				
205-7 Staff understand the use of Michigan Adoption Resource Exchange (MARE) to achieve timely and appropriate adoptive placement of children.				
205-8 Staff understand the Michigan Adoption Subsidy Program and are able to assist families in applying for other community, state and federal resources.				
206 Case Management (Trained in CPS, Foster Care, Prevention, Juvenile Justice, and Adoption)				
206-1 Staff are able to use a computer as needed to assist with case management.				
206-2 Staff know how to prioritize and organize their workload to ensure timely completion of caseload activities, including responding to information systems reports.				
206-3 Staff know and understand the relationship of child placing agency rules to placement decisions and documentation.				
206-4 Staff know how to accurately complete data reporting, eligibility, payment and case maintenance forms.				
206-5 Staff understand the legal base for providing child welfare services and are able to provide services in a manner consistent with all legal requirements.				

206-6 Staff can accurately open cases on SACWIS and use SACWIS reports to maintain current caseload.				
206-7 Staff are able to accurately assess risk and intervene appropriately to ensure child safety.				
206-8 Staff are able to develop well-written case assessment, case plan, and other supporting documentation in the case record within required time frames.				
206-9 Staff can coordinate the delivery of services to meet identified needs through case management, advocacy, and directly providing supportive or rehabilitative services to strengthen the family so they can function independently and provide a safe, nurturing environment for their children.				
206-10 Staff know how to balance the use of authority with the use of casework methods to simultaneously protect children and engage families.				
206-11 Staff are able to conduct routine and timely case reviews, and can reassess the outcomes of all case plans and service interventions and make appropriate modifications in the case plan.				
206-12 Staff know the importance of, and can initiate, intensive, in-home supportive services, and mobilize, when appropriate, extended family resources to prevent removal of the child from the home.				
206-13 Staff are able to work with family members to identify needed services, resources available, and the barriers to using help effectively.				
206-14 Staff are able to work with family members to assist them in connecting with				

and maintaining needed services and supports.				
206-15 Staff know and understand the dual roles of the child welfare caseworker to protect children from maltreatment and to provide services to strengthen and empower families.				
206-16 Staff know how to close cases based on criteria specified in policy.				
207 Placement (Trained in Foster Care, Juvenile justice, and Adoption)				
207-1 Staff understand the importance of maintaining extended family relationships and their priority consideration in out-of-home placement.				
207-2 Staff know how to conduct placement and replacement activities, including pre-placement preparation and visits, which provide emotional support to the child, family, extended family, and substitute caregivers to prevent or reduce crisis.				
207-3 Staff know how to prepare extended family, foster parents, and other substitute caregivers to receive children in placement to reduce the child's stress and facilitate the child's adjustment.				
207-4 Staff know how to implement strategies to identify, strengthen, and maintain the least restrictive, most family-like placement to meet a child's needs.				
207-5 Staff are able to assist families to identify strategies to support and strengthen families, to involve them in all phases of placement planning and implementation, and to provide services that help them meet mutual case goals and objectives.				
207-6 Staff understand the purpose and significance of visits for the child and his/her				

family and can facilitate them.				
207-7 Staff know how to include substitute caregivers, including extended family, as part of the team in the goal of family preservation and developing a case plan.				
207-8 Staff are able to assess a youth's level of ability in critical skills needed for independent living, including problems that may interfere with successful emancipation, and can plan and provide services to prepare adolescents for independent living.				
207-9 Staff understand the need for and how to gather, record, and maintain a child's lifebook for the child as a permanent record.				
207-10 Staff can prepare children and families for placement, replacement, and adoption, to reduce placement-induced stress, and to maintain identity and continuity for the child.				
301 Mental Health				
301-1 Staff know the behavioral indicators and dynamics of depression.				
301-2 Staff know the behavioral indicators and dynamics of suicide.				
301-3 Staff know appropriate referral methods for further assessment and treatment related to the above diagnosis and know referral sources to further investigate other possible mental health problems.				
301-4 Staff know mental health conditions that can affect the well-being of children and families, or that can contribute to or result from abuse or neglect. Common conditions include, but are not limited to; post-traumatic stress disorder, anxiety disorders, oppositional defiant disorder, attention deficit-hyperactivity disorder, reactive-attachment disorder and bipolar				

disorder.				
301-5 Staff know basic information about the appropriate use of psychotropic medications.				
302 Defusing Threatening Behavior				
302-1 Staff can use precautionary measures that reduce vulnerability to assault.				
302-2 Staff can identify the nature and circumstances of various forms of physical aggression.				
302-3 Staff can assess potentially violent situations, and know initial strategies for de-escalation/deterrence.				
302-4 Staff know techniques for defusing potentially violent encounters.				
303 Substance Abuse				
303-1 Staff can recognize indicators of alcohol abuse/dependency in adults and children including the role alcohol abuse/dependency plays in the family structure and the roles of family members.				
303-2 Staff can recognize indicators of drug abuse/dependency including illegal an prescription drugs in adults and children including the role drug abuse/dependency plays in the family structure and the roles of family members.				
303-3 Staff understand the dynamics of alcohol and drug abuse/dependency and recovery including various screening procedures, treatment programs, 12 step programs and relapse issues and can refer to appropriate treatment resources.				
303-4 Staff understand the effect of parental alcohol and drug abuse/dependency on a child's development and behavior including the correlation between alcohol abuse and family violence.				

303-5 Staff can recognize the indicators of infants born with fetal alcohol syndrome or other drug addiction and understand the special needs of these children.				
303-6 Staff understand the referral process for obtaining a developmental assessment for fetal alcohol syndrome or other drug addicted infants and the development of case plans and provision of services to meet the child's developmental needs.				
304 Domestic Violence				
304-1 Staff can recognize the indicators of family violence, including spouse abuse.				
304-2 Staff understand the dynamics of family violence and can assess the family to determine risk to family members.				
304-3 Staff can develop case plans to address family violence and to protect family members; and can make appropriate referrals to shelters and other specialized resources.				
305 Health and Medical				
305-1 Staff know health and medical conditions that can affect the well-being of children and families, or that can contribute to or result from abuse or neglect. These include failure to thrive, prematurity, HIV, SIDS (Sudden Infant Death Syndrome), and ADHD.				
306 Sexual Abuse				
306-1 Staff can identify the physical, behavioral, and emotional indicators of sexually abused children.				
306-2 Staff understand the family dynamics and interaction patterns in sexual abuse cases.				
306-3 Staff are aware of their own emotional responses to sexual abuse and of the potential for these responses to interfere with the casework process.				

306-4 Staff can appropriately use strategies and authority in conducting a sexual abuse investigation, and know proper investigation practices and procedures.				
306-5 Staff can recognize the indicators of infants born with fetal alcohol syndrome or other drug addiction and understand the special needs of these children				
306-6 Staff understand the role and responsibility of other disciplines in the investigation, prosecution, and treatment of sexual abuse; and can work jointly with these practitioners.				
306-7 Staff understand how to assess the validity of sexual abuse complaints.				
307 Youth Gangs				
307-1 Staff have a general knowledge of youth gangs, including their language, structure, and activities.				
307-2 Staff understand the treatment and placement needs of youth gang members and resources available for treatment.				
308 Juvenile Sex Offenders				
308-1 Staff know the indicators, dynamics, and patterns of juvenile sex offenders.				
308-2 Staff understand the treatment and placement needs of juvenile sex offenders.				
309 Legal Issues for CPS and Foster Care				
309-1 Staff can determine when emergency protection of a child is necessary, and can initiate the appropriate law enforcement/juvenile court proceedings to obtain emergency custody.				
309-2 Staff can elicit and document pertinent facts to be included in the preparation of a case for judicial or administrative hearings/proceedings.				

309-3 Staff know the role and responsibility of the caseworker in judicial or administrative hearings, know applicable rules of evidence, are able to prepare testimony, and can testify appropriately.				
309-4 Staff can weigh the risk to a child of remaining at home against the potential trauma of separation when deciding whether to place a child into substitute care.				
309-5 Staff understand relevant parts of the Juvenile Code and Court Rules including standards for removal, case plan requirements, visitation guidelines, time frames, guardianship, and grounds for termination of parental rights.				
310 Legal Issues for Juvenile Justice				
310-1 Staff have knowledge of the legal system, Michigan law, and court rules applicable to juvenile justice matters in Juvenile, District, Recorders, and Circuit Courts.				
310-2 Staff understand their roles and responsibilities within the legal system as related to juvenile justice matters.				
310-3 Staff are able to process a case from complaint/petition/warrant to adjudication and disposition.				
310-4 Staff understand their role and responsibility in juvenile and adult court hearings; know applicable rules of evidence; and are able to prepare testimony and testify appropriately.				
310-5 Staff are able to collaborate effectively with law enforcement agencies and Prosecutor's offices.				
311 Legal Issues for Adoption				
311-1 Staff understand Federal and State statutes governing the adoption process.				

311-2 Staff are able to file a petition to adopt with supporting documents, obtain the appropriate consent, effectively participate in a hearing on the petition, and prepare the dispositional placing order and the order confirming the adoption.				
311-3 Staff understand the legal procedures and can process all documents necessary to facilitate a child's adoption by a family.				
311-4 Staff understand the legal procedures and can process all documents necessary for a parental voluntary release.				
312 Community Collaboration				
312-1 Staff understand asset mapping.				
312-2 Staff are able to use an asset orientation in their efforts to advocate and collaborate within communities to promote prevention efforts for children and families.				
313 Solution Focused Creative Brainstorming				
313-1 Staff can brainstorm with families and communities to develop creative solution-focused ideas to prevent child abuse and neglect.				
316 Inter-Ethnic Placement Issues in Foster Care and Adoptions				
316-1 Staff understand the goal of the Multiethnic Placement Act as amended by the Interethnic Adoption Provisions which is to achieve foster care and adoptive placements that have not been based on the race, color, or national origin of the foster parents, adoptive parents or children involved.				
316-2 Staff understand how the Multiethnic Placement Act as amended by the Interethnic Adoption Provisions applies to the placement process and how race and ethnicity may be considered.				

316-3 Staff understand what constitutes a violation of the Multiethnic Placement Act as amended by the Interethnic Adoption Provisions and are aware of the possible consequences for such violations.				
403 Forensic Interviewing				
403-1 Staff will be able to identify common features of effective interviewing protocols.				
403-2 Staff will be able to identify the Michigan Forensic Interview Protocol and the role of the DHS worker.				
403-3 Staff will be able to identify the phases of a Forensic Interview.				
403-4 Staff will be able to identify key aspects of child language development and the implications for effective interviewing of children.				
403-5 Staff will be able to demonstrate Forensic Interviewing techniques through small group practice.				
410 Intervention Strategies				
410-1 Staff understand and can use intervention strategies such as behavior modification and reality therapy.				
410-2 Staff understand the dynamics of crisis and can provide crisis intervention services.				
411 Recognizing and Assessing Developmental Delay and Disability				
411-1 Staff know how developmental disabilities can be both the cause and effect of abusive or neglectful care, understand the dynamics of this relationship, and can implement preventive strategies.				
411-2 Staff know the natural history of the primary developmental disabilities including mental retardation, cerebral palsy, epilepsy, autism, spina bifida, Down syndrome, and				

other conditions.				
411-3 Staff know how to refer children with developmental delays or disabilities for comprehensive assessment; know how to use this information in case planning, and how to access appropriate developmental, medical, educational, social, and recreational services.				
411-4 Staff understand the effect on families of parenting a developmentally disabled child and the importance of linking families with proper supportive, financial, educational, and respite services.				
411-5 Staff are aware of the negative stereotypic attitudes and misconceptions regarding developmental disabilities and know how these stereotypes can interfere with the provision of services to clients with disabilities.				
412 Specialized Mental Health Issues				
412-1 Staff recognize the primary indicators of mental illness including symptoms of schizophrenia, paranoia, other psychosis, depression, anxiety, and personality disorders.				
412-2 Staff understand the effects of parental mental illness or emotional problems on child development and behavior, and can accurately assess the risk to the child of remaining in the primary care of an emotionally disturbed/mentally ill parent.				
412-3 Staff have realistic expectations for the treatment of mental illness and emotional disorders, can recognize signs that hospitalization may be needed, are aware of community treatment resources and funding, and can use these resources in developing a service plan.				
412-4 Staff know the utility and side effects of often-prescribed medications in the treatment of mental illness.				

412-5 Staff know the behavioral indicators of emotional disturbances in children such as oppositional defiant disorder, conduct disorder, and attention deficit hyperactivity disorder.				
412-6 Staff know how to interpret psychological evaluations, and the proper use of evaluations in child welfare practice.				
413 Human Sexuality				
413-1 Staff understand sexual development and behavior, including dynamics of child and adolescent sexuality and teen pregnancy.				
413-2 Staff know facts and issues related to birth control, sexually transmitted disease, abortion, precocious sexuality, homosexuality, HIV, and other sexual issues.				
413-3 Staff can refer family members to the appropriate community agency to obtain medical and social services for sexually related issues.				
413-4 Staff know the range of behaviors that are classified as child sexual abuse and how these behaviors differ from healthy family sexuality.				
413-5 Staff can recognize age-appropriate sexual knowledge and awareness and behavior in children, and can identify problematic sexual knowledge, preoccupation and/or behavior.				
414 Stress Management				
414-1 Staff understand the origins and consequences of work related stress and have well-developed coping and management skills to prevent burnout.				
415 Kinship				
415-1 Staff know how to conduct an extended family network assessment.				
415-2 Staff are able to decide with a family				

on interventions which link kin with resources, strategies for self-help, and, support systems.				
416 Family Systems Theory				
416-1 Staff understand family systems theory and its application to case planning.				
416-2 Staff understand family dynamics including relationships and interactions of family members, family roles, use of power, communication patterns, family strengths, and the family's functioning within the community.				