Child Welfare Core Training: Ensuring Child Safety through Family Preservation and Engagement (Core) is four weeks in length and comprised of two two-week “clusters”: 1) Preserving Families throughout the Life of a Case and 2) Fundamentals of Engaging Families. Participants can begin attending Core at the start of either cluster. Core trainers provide content consistent with the Oregon Safety Model, family engagement, and trauma-informed practice using the Department’s administrative rule and procedure as a framework. The training incorporates well-known principles of adult learning such as, 1) people learn best when new material links to what is already known; 2) People are more likely to learn what you want them to learn if you present clear goals and expectations; 3) Effective learning skills requires modeling and practice; 4) Useful and lasting acquisition of knowledge requires the opportunity to apply that knowledge; and 5) Attitudes are best learned by example and best changed by situations that challenge them.

This two week cluster introduces the participant to an array of social issues common in child welfare and provides strategies for implementing best practice standards when working with children and families. Topics include but are not limited to domestic violence, mental illness, mental health needs of children, substance abuse, child sexual abuse, developmental issues of abused children, and child neglect. Sessions providing a foundation for child welfare practice include medical diagnosis of abuse children, sexual offenders, child interviewing, cultural considerations and disproportionality, the Indian Child Welfare Act, engagement skills, vicarious traumatization, and a caseworker’s role in the courtroom.
Child Welfare Core Training: Ensuring Child Safety through Family Preservation and Engagement

FUNDAMENTALS OF ENGAGING FAMILIES

The Child Welfare Program / Portland State University / School of Social Work
626 High Street NE, Floor 4 Salem, Oregon 97301
503-315-4267

Preferred Agenda

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<th>WEEK ONE SESSIONS</th>
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<tr>
<td>Monday</td>
<td>9:00-10:00</td>
<td><strong>Introduction to Engaging Families</strong></td>
<td>Linda Bello, Andrea Bellows</td>
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<td></td>
<td>10:00-Noon</td>
<td><strong>Mental Health Needs of Children</strong></td>
<td>Christine Ertl</td>
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<td>1:00-4:30</td>
<td><strong>Substance Abuse</strong></td>
<td>Jay Wurscher</td>
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<td>Tuesday</td>
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<td><strong>Mental Health Issues</strong></td>
<td>Dr. James Ewell, Karen</td>
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<td>1:00-4:30</td>
<td><strong>Developmental Issues of Maltreated Children</strong></td>
<td>Sandi McIlhenny, Karen</td>
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<td>Day</td>
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| Wednesday | 9:00-Noon  | Understanding and Responding to Child Sexual Abuse | • Statute of limitations and definition  
• Myths and misconceptions  
• Working with the non-offending parent  
• Strategies for working with sexually exploited children | Linda Bello  
Shelly Field  
Shelly/Linda |
|          | 1:00-4:30  | Sexual Offenders                 | • Defining, evaluating and responding to sexual behavior  
• Selection, seduction and exploitation of children  
• Dynamics of recantation  
• Contact and visitation criteria | Cory Jewell Jensen  
Linda |
| Thursday  | 9:00-4:30  | Child Neglect                    | • Identifying types of neglect  
• Assessing and responding to neglect  
• Effects of early neglect  
• Effects of poverty | Michelle Warden  
Andrea Bellows  
Andrea/Michelle |
| Friday    | 9:00-4:00  | Engagement Skills when Working with Families | • The value of client self-determination  
• Strategies for engaging clients in the change process  
• Culturally appropriate interviewing  
• Parent panel | Dan Garris  
Jennifer |
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<th>WEEK TWO SESSIONS</th>
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<td>Monday</td>
<td>9:00-4:30</td>
<td><strong>Domestic Violence</strong></td>
<td>Karen Moorhead</td>
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<td>• Dynamics of domestic violence</td>
<td>Shelly Field</td>
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<td>• The impact of domestic violence on children</td>
<td>Andrea/Shelly</td>
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<td>• Case management strategies when working with</td>
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<td>situations of domestic violence</td>
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<td>• Batterer interventions</td>
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<td>Tuesday</td>
<td>9:00-4:30</td>
<td><strong>Your Role in the Courtroom</strong></td>
<td>Karen Moorhead</td>
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<td>• Duties of a caseworker in the courtroom</td>
<td>Shelly Field</td>
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<td>• Types of hearings in juvenile court</td>
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<td>• Differences in the role of attorneys and</td>
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<td>• Understanding when a caseworker may need</td>
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<td>legal representation in juvenile court</td>
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<td>• Basic courtroom presentation skills</td>
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<td>• Practice basic skill of testifying</td>
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<td>Wednesday</td>
<td>9:00-4:30</td>
<td><strong>Interviewing Children</strong></td>
<td>Michelle Warden</td>
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<td>• Building rapport</td>
<td>Shantika Green</td>
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<td>• Stages of the interviewing process</td>
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<td>• Protocol and tips when interviewing</td>
<td>Shantika/Michelle</td>
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<td>• Types of questions</td>
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<td>Thursday</td>
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<td><strong>Medical Diagnosis of Child Maltreatment</strong></td>
<td>Dr. Jan Bays</td>
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<td>• The role of child abuse assessment centers</td>
<td>Michelle</td>
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<td>• Signs and indicators of physical abuse and</td>
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<td>1:00-4:30</td>
<td><strong>The Indian Child Welfare Act</strong></td>
<td>Michael Stickler</td>
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<td>• Historical perspective</td>
<td>Christine Kamps</td>
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<td>• Introduction to the act</td>
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<td>• Application of the act to a case study</td>
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<td>Friday</td>
<td>9:00-Noon</td>
<td><strong>Cultural Considerations and Disproportionality</strong></td>
<td>Oscar Herrera</td>
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<td>• Historical perspective on the issue</td>
<td>Anjelica Quintero</td>
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<td>• Cross cultural placement issues</td>
<td>Shantika</td>
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<td>• Working with refugee and immigrating</td>
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<td>1:00-2:00</td>
<td><strong>Review of Key Concepts Learned this Week</strong></td>
<td>Linda Bello, Kirstin O’Dell</td>
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<td>- Jeopardy!</td>
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<td>2:00-3:30</td>
<td><strong>Vicarious Traumatization: Taking Care of Yourself</strong></td>
<td>Shelly Field, Andrea</td>
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<td>- Identifying professional challenges</td>
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<td>- Developing strategies for building resilience and reducing effects of secondary trauma</td>
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<td>3:30-4:00</td>
<td><strong>Graduation and Evaluations</strong></td>
<td>Linda Bello, Andrea Bellows, Kirstin O’Dell</td>
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Fundamentals of Engaging Families:
Child Neglect

Primary Trainer:  Michelle Warden
Back up trainer:  Andrea Bellows
Time:  6 hrs. 30 min.

More children suffer from neglect in the United States than from physical and sexual abuse combined and this statistic is true for Oregon as well. This session challenges workers to look at their own values, standards and biases around what constitutes neglect, and provides them with Oregon’s legal definitions of neglect.

Methods for differentiating the spectrum of neglectful parenting is explored. There is an emphasis placed on researching history, identifying patterns of neglect and the effects of neglect on the children. Participants will be introduced to the latest research on what constitutes quality assessment and case planning. The importance of thorough documentation will also be discussed.

Case Scenarios will be used for participants to practice: 1) Identifying types of neglect, 2) Assessing underlying causes of neglect, 3) Discussing actions to take to ensure child safety, and 4) Applying interventions.

Learning Objectives

- Describe the impact of neglect on children.
- Identify various types of child neglect.
- Assess causal factors of neglect and apply interventions using case scenarios.
- Recognize the dynamics of poverty and its unique challenges from the perspective of families involved with the child welfare system.
Fundamentals of Engaging Families:
Cultural Considerations & Disproportionality

Primary Trainer: Oscar Herrera and Angelica Quintero
Back up trainer: Shantika Green
Time: 3 hrs.

A model for culturally sensitive and legally sound casework is presented using a variety of group activities to increase cultural awareness in providing services to diverse populations. Special emphasis is placed on disproportionality and working with foreign families. Participants become aware of the need to develop placement resources and also the need to provide services that meet the ethnic and cultural needs of children and their families.

Learning Objectives

- Gain awareness of personal cultural influences and the impact on our views and behaviors.
- Identify cultural factors that may impact a child’s response to the separation and placement experience.
- Become aware of disproportionality issues in child welfare.
- Understand the implications of child welfare cases involving foreign families.
Fundamentals of Engaging Families:
Developmental Issues of Maltreated Children

Primary Trainer: Sandra McIlhenny
Back up trainer: Karen Moorhead
Time: 3 hrs.

Through the use of group activities, films, and application to case studies, participants receive knowledge related to the development level of abused children.

Learning Objectives

- Developmental stages of childhood.
- Trauma affected development.
- Applying developmental knowledge.
Fundamentals of Engaging Families: Domestic Violence

**Primary Trainer:** Shelly Field and Cheryl O’Neill

**Back up trainer:** Andrea Bellows

**Time:** 6 hrs.

Domestic violence is a significant risk and safety threat in the lives of families served by child welfare agencies and presents unique challenges in assessment and safety planning. These arise from a substantial overlap between domestic violence and all forms of child maltreatment, particularly with physical abuse cases involving critical injuries or child fatalities. The pervasiveness of the issue, and the fact that it remains deeply embedded in familial and social structures, creates additional challenges for child welfare intervention. Perhaps most critically, the dynamics of violent relationships create the risk that the intervention itself may exacerbate the risk to both the adult victim/survivor and the children, creating a need for specialized intervention strategies and skills in these cases.

This session covers a basic overview of the dynamics and stereotypes of domestic violence casework and an overview of integration of these concepts with the Oregon Safety Model. Participants will be introduced to basic principles and strategies of CPS assessment and case practice where domestic violence is present through the use of lecture, guided discussion utilizing a case example and PowerPoint.

Participants will use a case scenario to discuss adequate documentation, safety planning and batterer engagement. Finally participants will discuss critical elements in measuring change in domestic violence cases.

Participants should have experienced some training in the basic dynamics of domestic violence relationships to make best use of this session.
Learning Objectives

- Define domestic violence and the concepts of power and control.
- Explore a strengths based family approach for assessing and interviewing in domestic violence cases.
- Develop skills in safety planning and documentation for domestic violence cases.
- Practice engaging batterers without colluding.
- Discuss techniques for measuring change in domestic violence cases.
Fundamentals of Engaging Families:
Engagement Skills when Working with Families

Primary Trainer: Dan Garris
Back up trainer: Jennifer Scholes
Time: 7 hrs.

Interaction between the child welfare professional, the child welfare client and their families takes in high stakes human concerns that do not exclude the possibility of experiencing the most intense emotions and volatile results. Skill that is ethical and tactical answers this dilemma. Ethical engagement of a family will operationalize respect for those involved, seek to preserve dignity and attain professional goals. Tactical engagement is the synergy of an ethical mind-set, verbal and para-verbal skills and responsive proxemetics that enhance working relationships, generate partnering efforts and keep us safer. Ethical and tactical engagement skills lend themselves to a moral clarity and confidence that serve our professional objectives while tracing the lines that connect the core human needs we share.

Learning Objectives

- Understand the qualities and characteristics of a well-rounded child welfare professional able to build rapport and convey respect in situations that are pressurized by high stakes human concerns.
- Learn and practice key communication strategies that cultivate a prepared mind-set for performance in high pressure situations.
- Review and practice responsive listening techniques and action-generating techniques.
- Deepen insight and empathy through a facilitated Parent Mentor panel with a question and answer format.
Fundamentals of Engaging Families:  
The Indian Child Welfare Act

Primary Trainer:  Michael Stickler & Christine Kamps  
Back up trainer: Michelle Warden  
Time: 3 hrs.

A historical and personal perspective on the Indian Child Welfare Act (ICWA) sets a foundation for this discussion of casework responsibilities related to this federal legislation. The definition of “Indian Child,” the process for identifying and searching for a child’s Indian heritage, and examples of reasonable and active efforts is discussed. A brief introduction of Oregon’s tribal population is provided.

Learning Objectives

- Become familiar with the history behind the need for the Indian Child Welfare Act.  
- Describe key elements of casework practice unique to managing an ICWA case such as the definition of an “Indian Child,” legal requirements for contacting and working with tribes and what is meant by the term “Active Efforts.”
Fundamentals of Engaging Families: Interviewing Children

Primary Trainer: Michelle Warden
Back up trainer: Shantika Green
Time: 6 hrs. 30 min.

This training module is focused on assisting participants in becoming more knowledgeable and comfortable with interviewing children as a part of the entire assessment process. Through the use of lecture, guided discussion, video and role play, participants will be introduced to: policy and protocols for child interviews, the differences and similarities of forensic interviews in a child abuse assessment center versus child welfare interviews in the field, phases of the child interview, guidelines and enhancers to child interviews, and types of questions that increase the accuracy of children’s statements. This training is hands-on with a focus on participants discussing, seeing modeled, and then practicing the techniques used in child interviews.

Learning Objectives

- Become familiar with Oregon’s policies and protocols related to child interviewing.
- Know the typical stages in a child interview.
- Know different types of questions used in child interviewing.
- Practice interviewing children of different developmental levels.
Fundamentals of Engaging Families:
Introduction to Fundamentals of Engaging Families

Primary Trainer: Linda Bello
Back up trainer: Andrea Bellows
Time: 1 hr.

This is the introductory session of Fundamentals covering logistics, the evaluation and observation processes, and an overview of the two-week curriculum. Participants engage in a pairing activity to interview and then introduce their partners to the large group.
Fundamentals of Engaging Families: Medical Diagnosis of Child Maltreatment

Primary Trainer: Dr. Jan Bays
Back up trainer: Michelle Warden
Time: 3 hrs.

This presentation acquaints participants with medical issues related to casework staff conducting CPS assessments when there have been allegations of child physical abuse, sexual abuse, and/or neglect. Topics addressed include history of child abuse awareness in the United States; risk factors for child maltreatment; accidental vs. non-accidental physical injuries; skin, head, bone and sexual abuse injuries; and determining when medical conditions may mimic abuse.

Learning Objectives

- Increase knowledge and awareness of what constitutes physical abuse, sexual abuse, and neglect, and those medical conditions, which may mimic abuse.
- Staff will increase ability to communicate and work with the medical community in assessing situations involving abuse allegations.
- Practice self-care techniques that can assist those working in the stressful, emotional and high demanding field of child welfare.
Fundamentals of Engaging Families: Mental Health Issues

Primary Trainer: Dr. James Ewell
Back up trainer: Karen Moorhead
Time: 3 hrs.

Presenter introduces participants to mental health issues common to parents involved with child welfare cases. Participants learn general types of treatment associated with some psychological diagnoses. Presenter will explain some of the most relevant changes between the DSM IV TR manual and the new DSM 5 diagnostic criteria. Participants also learn how psychological evaluations are performed including experiencing segments of several psychological tests.

Learning Objectives

- Demonstrate knowledge of a variety of mental health issues common to the child welfare client population.
- Increase empathy for clients referred for psychological evaluations.
- Understand diagnostic information that is included in a psychological evaluation.
Fundamentals of Engaging Families:
Mental Health Needs of Children

Primary Trainer: Christine Ertl
Back up trainer: Andrea Bellows
Time: 3 hrs.

This module is an overview of common reasons for mental health treatment for children in care and the information therapists need to enter into mental health treatment with a child, including a typical assessment tool and diagnostic tool. In addition, the session provides a framework around questions caseworkers need to ask therapists about treatment recommendations and plans, key components of effective therapies with abused/neglected and traumatized children, including evidence-based therapies and universal components of these therapies. This training provides examples of complete mental health packages that include access concerns, preparation for treatment, evaluation of treatment and co-occurring issues. Lastly there is application via brainstorming a typical assessment and treatment plan.

Learning Objectives

- Understand current policy regarding mental health services for children in foster care.
- Clarify information therapists need for mental health assessments.
- Clarify questions caseworkers need to ask therapists about treatment recommendations and plans.
- Understand key components of effective therapies with abused/neglected and traumatized children.
- Review complete mental health packages: access, preparation, evaluation, co-occurring issues.
Fundamentals of Engaging Families:
Review of Key Concepts

**Primary Trainer:** Linda Bello and Kirstin O’Dell

**Back up trainer:** Andrea Bellows

**Time:** 1 hr.

This session utilizes a Jeopardy game to review content covered during the two-weeks of Fundamentals. Participants are divided into small teams and complete to answer questions that range in difficulty correctly.
Fundamentals of Engaging Families: Sexual Offenders

Primary Trainer: Cory Jewel Jensen
Back up trainer: Linda Bello
Time: 3 hrs. 30 min.

During this presentation participants will examine the etiological and operational aspects of sexual assault and child molestation (Pedophilia). Participants will study (via multiple videotaped interviews with offenders) the specific strategies that child molesters use to seduce and manipulate child victims and the “grooming” tactics they employ within the adult community as well. While the primary goal of these behaviors is to facilitate offending, they also have an extremely negative impact on victims, families, churches and schools in that they inhibit identification and reporting. The impact these behaviors have on investigation, prosecution and containment will be discussed, especially as they relate to families. The speaker will also address the current rate of child sexual abuse, the true number of offenders living in our communities and, the increasing trend in sexually deviant behavior associated with the Internet. In addition, the philosophical and practical basis for making sound and supportable decisions when allowing contact to occur between child molesters and children will be discussed as well as treatment protocols.

Learning Objectives

- Identify processes by which child molesters seduce and exploit children.
- Become familiar with the tactics child molesters employ within the adult community that undermine child safety and reporting.
- Introduce assessment criteria used to determine the level of risk an offender poses.
- Become familiar with case management strategies that involve sex offenders.
Fundamentals of Engaging Families: Substance Abuse

**Primary Trainer:** Jay Wurscher  
**Back up trainer:** Andrea Bellows  
**Time:** 3 hrs.

This session provides an overview of issues relating to chemically addicted parents and their families. A comprehensive discussion outlines the most common drugs used by child welfare involved parents, the effects of those drugs on the parents and children, and how best to engage these families in the treatment process. There is also discussion around family dynamics related to substance abuse, and the caseworker’s role in ensuring appropriate boundaries and services are utilized. Implications for casework practice are explored and include service planning, prognosis for treatment outcomes, and treatment monitoring.

**Learning Objectives**

- Understand addiction as a disease process.
- Understand the impact of addiction on parents, children, and extended family members.
- Understand addiction treatment options and benefits.
- Develop strategies for successfully engaging families with substance abuse issues.
Fundamentals of Engaging Families: Understanding & Responding to Child Sexual Abuse

Primary Trainer: Linda Bello
Back up trainer: Shelly Field
Time: 3 hrs.

The purpose of this session is to provide an overview of common issues caseworkers face when managing cases that involve child sexual abuse. Participants will learn the statute of limitations for sexual offenses and those pertaining to termination of parental rights. Common myths and misconceptions relating to sexual abuse are thoroughly explored, including a review of the spectrum of sexual behaviors. The issue of commercially sexually exploited children is introduced and referenced as part of the Child Welfare Practices for Cases with Child Sexual Abuse. Through a group activity using case vignettes, the role of and interventions for the non-offending parent is explored.

Learning Objectives

- Recognize definitions and time limitations of child sexual abuse.
- Demonstrate knowledge of common misconceptions that exist about child sexual abuse including commercially exploited children.
- Practice applying a model of intervention when dealing with non-offending parents of sexual abuse victims.
DHS Child Welfare staff work in a stressful and challenging environment. Research has shown that exposure to the traumatic events of clients can be problematic if workers are not prepared for the exposure and equipped with information and skills to process and manage the experience. This session will provide information about vicarious trauma, managing work stress and how this can impact the worker, their clients and their family. This session will also provide workers with hands-on skills to prevent the harmful effects of vicarious trauma including building their own plan for managing vicarious trauma during the session.

Learning Objectives

- Discuss the challenges of child welfare work for social service specialists related to vicarious trauma and secondary traumatic stress.
- Identify strategies for building resilience and reducing the effects of vicarious trauma.
Fundamentals of Engaging Families:
Your Role in the Courtroom

Primary Trainer: Karen Moorhead
Back up trainer: Shelly Field
Time: 6 hrs.

This session is designed to provide a basic foundation in the legal system that affects child welfare practice. Participants learn information about different types of law that affect child welfare work, including federal law, state law, and case law. The session moves on to discuss the adversarial system as a means of dispute resolution. The session also explores the roles of attorneys and social workers in a juvenile court. Particular attention is spent talking about the role of the district attorney and when a DHS caseworker may need the assistance of an AAG. The training focuses on successful presentation in a juvenile court hearing. The session concludes with practice through a role play on testifying in a Juvenile Court Hearing.

Learning Objectives

- Understand the role that different types of law have in affecting child welfare practice.
- Differentiate between the roles of social workers and attorneys in Juvenile Court.
- Be able to identify the situations in which a DHS worker may need legal representation in court.
- Develop an understanding of the types of questions that DHS representatives are likely to encounter when testifying in a Juvenile Court proceeding.