

Developmental Competencies for Social Workers and Social Service Specialists

All knowledge and skills related to assigned job tasks for social workers and social service specialists

TOPIC	FOUNDATION <i>Knowledge and skills essential to be "Field Ready"; Competencies provide fundamental level or are covered broadly</i>	IN-SERVICE <i>Knowledge and skills needed in specific program areas or for client populations; competencies are more discrete or specific</i>	FOCUSED <i>Knowledge and skills in related areas of practice and in advanced levels of mastery or proficiency; competencies are discrete and specific</i>
1. Orientation	<p>SW101-01 Ability to describe the organizational structure of DSHS and how administrative programs work together to enhance the safety, health, and well-being of individuals, families and communities</p> <p>SW101-02 Understands public service work and how it differs from other social service work</p> <p>SW101-03 Ability to identify Children’s Administration’s mission, vision, values and understand how they inform all work-related tasks and decision-making processes</p> <p>SW101-04 Understands the different program areas and roles within Children’s Administration</p> <p>SW101-05 Ability to identify core principles and goals of the agency practice model such as building partnerships, focusing on pragmatic everyday life events, and targeting measurable prevention skills</p>		

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	<p>SW101-06 Ability to use FamLink to document specific casework activities that pertain to a worker's position</p> <p>SW101-07 Ability to locate, comprehend, and follow agency policy</p>	<p>SW201-01 Ability to navigate FamLink to accomplish all tasks specific to their program area in accordance to best practice and policy</p>	
2. Racial Disproportionality and Disparities	<p>SW102-01 Knows the history of the public child welfare system and the impact of racial disproportionality</p> <p>SW102-02 Ability to provide casework services to families from diverse cultures</p>	<p>SW202-01 Understands the complex system factors that contribute to racial disproportionality within the child welfare system</p> <p>SW202-02 Knows and understands the dynamics of privilege, power, and oppression</p> <p>SW202-03 Understands how personal culture and life experiences impact views of others</p> <p>SW202-04 Ability to provide culturally relevant casework services</p>	<p>SW302-01 Ability to recognize, analyze, and respond to all forms of oppression</p> <p>SW302-02 Ability to integrate an anti-oppression lens in work processes such as engagement, assessment, service planning and service delivery with children and families</p>

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3. Engagement and Partnership	<p>SW103-01 Ability to approach engagement in a respectful manner and one that honors the importance of genuineness, integrity and empathy</p> <p>SW103-02 Understands why families may not willingly engage, share information, or be cooperative with public child welfare workers</p> <p>SW103-03 Ability to complete a child welfare interview with children and parents to gather full and accurate information</p> <p>SW103-04 Ability to both engage and set limits with parents who may be hostile, verbally abusive, or intimidating</p>	<p>SW203-01 Ability to enhance collaboration and service coordination among units, departments, and agencies serving children and families</p> <p>SW203-02 Ability to support families who are experiencing significant hesitation or reluctance about working with Children’s Administration</p> <p>SW203-03 Ability to employ developmentally and culturally appropriate interviewing techniques to help increase family participation and elicit necessary information</p> <p>SW203-04 Ability to engage and partner with non-offending parents to increase safety of children</p> <p>(SW214-08 Ability to engage youth about healthy relationships, consent, and dating violence)</p>	<p>SW303-01 Ability to represent the agency via participation in state-wide system improvement processes</p> <p>SW303-02 Ability to constructively manage conflicts with parents, youth, co-workers, and community professionals</p> <p>SW303-03 Ability to use a variety of interviewing strategies suitable for different purposes and situations, including children who are experiencing trauma, poverty, domestic violence, chemical dependency</p>

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4. In-Take, Referrals and Screening	<p>SW104-01 Understands the roles and tasks of the in-take process</p> <p>SW104-02 Understands level prioritization during the referral process including the ability to identify when a referral qualifies as an emergency and requires immediate attention</p> <p>SW104-03 Ability to identify and manage personal biases that can impact the screening and intake processes</p> <p>SW104-04 Knows to gather information that may identify the child as an Indian or Tribal member</p>	<p>SW204-01 Ability to gather full information needed to determine whether a referral should be accepted as a report of abuse or neglect, should receive supportive services through a family assessment response, or if the referral does not warrant additional services</p> <p>SW204-02 Ability to screen maltreatment referrals and make recommendations regarding case opening and response priority</p> <p>SW204-03 Ability to identify and describe the reasoning behind how and why referrals are prioritized</p>	<p>SW304-01 Ability to use family developmental theory when gathering information from family members and collateral contacts</p>

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5. Assessment in Public Child Welfare Practice	<p>SW105-01 Ability to complete thorough assessments that identify family culture, strengths, contributors to child maltreatment, the sequence of events surrounding the maltreatment, family needs, and resources to promote child safety and family well-being</p> <p>SW105-02 Ability to distinguish what information is critical to obtain to complete a comprehensive assessment</p> <p>SW105-03 Ability to complete a safety assessment by identifying specific safety threats and determining safety threshold</p> <p>SW105-04 Ability to identify family development stages and everyday family management tasks that interrupt family functioning and create safety threats</p> <p>SW105-05 Understands how one’s own background and intersections of personal identities inform beliefs, feelings, actions, and relationships with others and how a lack of cultural knowledge can influence a worker’s judgment and contribute to biased decisions</p>	<p>SW205-01 Ability to elicit, analyze, and integrate relevant information to support decision making at all phases of case involvement</p> <p>SW205-02 Ability to screen for domestic violence, mental health, and substance abuse, and assess the impact on child safety</p> <p>SW205-03 Ability to assess safety throughout the life of a case and evaluate conditions for family reunification</p> <p>SW205-04 Ability to assess families’ cultural norms, values, traditions, and child-rearing practices and recognize how these influence the organization of parenting tasks</p> <p>SW205-05 Ability to identify, assess, and provide support to families experiencing child neglect</p>	<p>SW305-05 Ability to assess his or her own emotional responses to clients, co-workers and situations in which the worker’s values are challenged</p> <p>SW305-06 Ability to use strategies to mitigate the safety threats of acute and chronic neglect</p> <p>SW305-07 Ability to implement a case plan that specifically addresses all the factors that contributed to child neglect, that builds upon natural supports</p> <p>SW305-08 Ability to select and provide appropriate casework interventions to help parents resolve concerns that contributed to the physical abuse and develop non-abuse methods for interacting with their children</p> <p>SW305-09 Ability to successfully collaborate with law enforcement, Child Advocacy Center Staff, tribes, and county prosecutors to gather full information to ensure child safety</p>

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5. Assessment in Public Child Welfare Practice - continued	<p>SW105-06 Understands the scope and types of child maltreatment</p> <p>SW105-07 Ability to differentiate between poverty, homelessness, substandard living conditions and neglect and understand how poverty confounds child neglect</p>	<p>SW205-06 Ability to identify, assess, and provide support to families experiencing child physical abuse</p> <p>SW205-07 Ability to identify, assess, and provide support to families experiencing sexual abuse</p> <p>SW205-08 Understands the characteristics, interpersonal dynamics, and emotional/social functioning of sexual abuse offenders, non-offending parents, and siblings where sexual abuse occurred</p> <p>SW205-09 Ability to apply principles of child interviewing and assessment</p> <p>SW205-10 Ability to elicit thorough and complete information, as well as the ability to minimize trauma and maximize child's comfort during an interview</p> <p>SW205-11 Ability to identify special consideration in child interviewing such as: interviewing adolescents or children with special needs</p> <p>SW205-12 Ability to practice and enhance interviewing skills by conducting mock interviews</p>	<p>SW305-10 Understands the critical issues related to family reunification in sexual abuse situations and knows how to properly sequence and implement activities toward reunification</p>

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6. Child Protective Services	<p>SW106-01 Ability to use a solution based casework approach when conducting child maltreatment investigations</p> <p>SW106-02 Ability to incorporate structured decision making into investigative decision making processes and document in FamLink</p> <p>SW106-03 Ability to elicit, analyze, and integrate relevant information to support decision making at all phases of case involvement</p> <p>SW106-04 Ability to prepare children and families for child removal in a manner that reduces trauma, minimizes stress, and enhances partnership</p>	<p>SW206-01 Ability to define child maltreatment in terms of disruptions in managing everyday life tasks</p> <p>SW206-02 Ability to track and document the sequence of events that led to abuse or neglect in the family</p> <p>SW206-03 Ability to build consensus with the family around safety threats and plans to address those threats</p> <p>SW206-04 Ability to coordinate and work jointly with law enforcement when appropriate</p> <p>SW206-05 Ability to coordinate and work jointly with tribal partners when applicable</p> <p><i>(See SW205-09 through SW205-12)</i></p>	<p>SW306-01 Ability to help family members in a crisis situations in a manner that promotes safety, stability, and productive change</p>

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7. Family Assessment Response	<p>SW107-01 Knows and understands the procedural differences between Child Protection Services and Family Assessment Response paths</p>	<p>SW207-01 Ability to form and maintain partnerships with community and tribal resources throughout the life of a case</p> <p>SW207-02 Ability to engage collaboratively to build consensus with the family within a voluntary context</p> <p>SW207-03 Ability to assist the family in meeting the safety and well-being needs of their children without the requirement of making a finding of abuse or neglect</p> <p>SW207-04 Ability to explain to the family the procedural differences between Child Protective Services and FAR</p> <p>SW207-05 Ability to identify the needs with the family through the FAR Family Assessment and match those needs with appropriate resources</p> <p>SW207-06 Ability to teach the family how and when to access services on their own</p> <p>SW207-07 Ability to engage and coordinate with Tribes, and recognized American Indian Organizations</p>	

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8. Planning in Public Child Welfare	<p>SW108-01 Ability to co-create in-home and out-of-home safety plans with families that specify the safety threat in the home and concretely identify the action steps required to mitigate risk of abuse or neglect</p> <p>SW108-02 Ability to develop case plans with families that include both family and individual level objectives that are supported by specific and measureable tasks that build on family strengths, tribal resources, and natural supports</p> <p>SW108-03 Understands permanency planning and the prioritization levels of available permanency options</p> <p>SW108-04 Ability to determine when concurrent planning is needed to best ensure permanence for children and youth</p>	<p>SW208-01 Ability to incorporate specific safety activities and tasks, including formal and informal supports, that control safety threats or substitutes diminished caregiver protective capacities</p> <p>SW208-02 Ability to explain concurrent planning to families, and to plan both permanency paths concurrently early and throughout case involvement</p> <p>SW208-03 Ability to document and write case plans</p> <p>SW208-04 Ability to integrate permanency planning throughout the life of the case</p> <p>SW208-05 Ability to locate and engage family members and other adults to become permanent, life-long resources for children in care</p> <p>SW208-06 Ability to recommend and support the termination of parental rights when a safety concern cannot be mitigated and children remain at risk of abuse or neglect</p>	<p>SW308-01 Ability to assist families and treatment providers to identify and address cycles of maltreatment and use relapse prevention techniques to prevent further maltreatment</p>

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9. Child and Family Case Management	<p>SW109-01 Ability to work with parents throughout the case to help identify and address barriers to family reunification and continually celebrate a parent’s progress</p> <p>SW109-02 Understands the importance of selecting services and providers with children and parents that are culturally relevant, address the specific need(s) of the family and enhance natural supports</p> <p>SW109-03 Ability to identify the degree to which community-based services are supported by evidence and suggest benefit</p> <p>SW109-04 Ability to help prepare parents and children for the unique challenges of family reunification in a manner that minimizes stress and provides maximum support</p> <p>SW109-05 Ability to complete comprehensive and timely case documentation and maintain a case file that is organized, accurate, and aligns with current agency requirements</p> <p>SW109-06 Ability to identify criteria for determining when family reunification is not plausible</p>	<p>SW209-01 Ability to monitor case progress based upon behavioral indicators and make adjustments to case plans as needed</p> <p>SW209-02 Ability to use family team meetings as a decision making strategy throughout the life of the case</p> <p>SW209-03 Ability to locate and use academic literature to guide case practice, case recommendations, and decision making processes</p> <p>SW209-04 Ability to use a variety of caseworker strategies and interventions with children and families to prevent placement disruption and re-entry of children into care</p>	<p>SW309-01 Ability to advocate on behalf of children and families and teach clients self-advocacy strategies</p> <p>SW309-02 Ability to collaborate with tribes, county programs, non-profit agencies and employment services staff to help families access benefits and services and to coordinate required program-related activities of family members</p> <p>SW309-03 Ability to participate in agency evaluative processes, steering committees, and/or programmatic reform efforts that aim to strengthen the child welfare system</p> <p>SW309-04 Ability to provide support to parents who are facing parental termination including discussing voluntary relinquishment and alternative permanent placement for children and youth</p>

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10. Visitation	<p>SW110-01 Ability to complete visitation plans that underscore the importance of arranging and maintaining immediate, frequent, and meaningful parent-child visitation when out-of-home placements are deemed necessary</p> <p>SW110-02 Ability to prepare parents for the agency’s expectations about a parent’s role and responsibilities during parent-child visitation</p> <p>SW110-03 Understands the complex emotions experienced by children and parents prior to, during, and after parent-child visitation</p>	<p>SW210-01 Ability to arrange visits so that parents have an opportunity to practice skills and behaviors needed to reduce risk and increase safety</p> <p>SW210-02 Ability to assess for new skills and protective capabilities during parent-child visitation and accurately document progress</p> <p>SW210-03 Ability to help caregivers anticipate and manage the challenges and stressors children experience from parent-child visitation</p>	<p>SW310-01 Ability use parent-child visitation as teaching opportunities to encourage the refinement of parenting skills and discipline strategies</p>

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11. Indian Child Welfare	<p>SW111-01 Ability to identify the provisions of the state and federal Indian Child Welfare Acts and understand the implications for child welfare practice</p> <p>SW111-02 Knows the definition of an Indian child</p> <p>SW111-03 Ability to identify the order of placement preferences for American Indian or Alaskan Native child</p>	<p>SW211-01 Knows the historical significance of ICWA</p> <p>SW211-02 Knows the history and location of Washington's tribes</p> <p>SW211-03 Ability to submit inquiries to tribes to determine a child's Indian status</p> <p>SW211-04 Ability to notify tribes of CA involvement with their tribal child and support tribal engagement in the case proceedings</p> <p>SW211-05 Ability to facilitate legal notice in accordance with the state and federal Indian Child Acts</p> <p>SW211-06 Understands when a child may require a LICWAC staffing</p>	<p>SW311-01 Ability to collaborate with tribes on a government to government basis such that the collaboration results in better outcomes through information sharing, culturally appropriate case planning, expanded placement resources and timelier permanency planning</p> <p>SW311-02 Understand the different levels of involvement a tribe may take in case planning; no involvement; case planning participation; intervention as a legal party; transfer of jurisdiction to tribal court</p>

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12. Kinship and Fictive Kin Caregivers	<p>SW112-01 Understands the importance of working with families to maintain relative or fictive kin connections and/or secure placement options for children and understands the physiological and emotional connections provided by relative caregivers</p> <p>SW112-02 Ability to identify the mandate, principles and premises that guide the development of relative care as a part of the continuum of child welfare practice and permanency planning for caregivers</p> <p>SW112-03 Ability to identify, explore, and pursue birth family relationships with relatives at the initial point of contact and from that point forward as a resource to help meet child and family needs and provide notice of agency involvement to relatives of children in care</p>	<p>SW212-01 Understands how relative care requires role alignment within the existing family network and (specific practice strategies needed to support whose) a successful plan for the child</p> <p>SW212-02 Understands the issues of intergenerational trauma, grief, and loss to promote understanding and support engagement of birth parents, children, youth and their relatives</p> <p>SW212-03 Ability to locate and engage family members and fictive kin to become permanency resources for children in care and follow regional documentation policy to ensure continual contact with supportive family members</p>	<p>SW312-01 Ability to facilitate relative families connection with one another in ways that promote self-help, mutual support, leadership, shared resources, and advocacy</p>

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13. Foster Placements	<p>SW113-01 Ability to plan and implement placements that reduce stress, minimize trauma, promote placement stability and permanence for children</p> <p>SW113-02 Understands the importance of maintaining sibling connections in out-of-home placements</p>	<p>SW213-01 Ability to choose appropriate placements for children and prepare and support foster families for placement</p> <p>SW213-02 Ability to prepare foster families to provide proper care for children of a different cultural background</p>	<p>SW313-01 Ability to provide support to foster caregivers in a manner that avoid placement emergencies</p>

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14. Children and Adolescent Well-Being	<p>SW114-01 Understands the importance of providing children and youth the opportunity to participate in everyday activities such as extracurricular activities, birthday parties, and school related trips</p> <p>SW114-02 Ability to provide necessary support to youth as they transition into adulthood, including promoting the acquisition of independent living skills</p> <p>SW114-03 Ability to recognize indicators of developmental delays, disabilities, mental health concerns, illness or other conditions that impact child develop and provide necessary supports to ensure children or youth have no un-met needs</p>	<p>SW214-01 Ability to assess readiness for independent living and develop, coordinate, and implement independent living plans for teens</p> <p>SW214-02 Understands service needs of sexually active youth, pregnant and parenting teens, including the need for birth control and dating violence prevention and education</p> <p>SW214-03 Ability to prepare children and adolescents for psychological, psychiatric, and developmental assessments and, when appropriate, help them understand diagnosis</p> <p>SW214-04 Understands mental health service needs of children who are in foster care</p>	<p>SW314-01 Ability to track the utilization and access information on the side effects of psychotropic medication prescribed to children to ensure that prescription is warranted, prescribed for intended purpose, and administered with guidelines</p>

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15. Child and Adult Development	<p>SW115-01 Ability to identify indicators of age appropriate development including stages, processes and milestones of normal development of infants, toddlers, preschool children, school-age children, preadolescent children, and adolescents.</p> <p>115-02 Ability to understand and assess infant safety related to safe sleeping and periods of increased baby crying, and to educate parents/caregivers on safe practices.</p>	<p>SW215-01 Ability to understand how children’s maltreatment, and placement histories can affect their current functioning and development, can impact permanency and well-being; can be influenced by culture and their need for ongoing connections to their cultural context, and how development in each domain influences development in other domains.</p> <p>215-02 Ability to use information from a variety of developmental assessment sources to identify and prioritize children’s developmental or treatment needs and write case plan objectives that address these needs.</p>	<p>SW315-01 Ability to coordinate the gathering of child-specific information, analyze findings, and synthesize information into a coherent assessment of a child’s development.</p> <p>215-02 Ability to incorporate understanding of child development into planning and resource identification throughout the life of the case.</p>

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16. Trauma	116-01 Understands the tenets of trauma informed care.	<p>216- 01 Ability to identify and describe key signs, symptoms, impacts and manifestations of trauma, disrupted attachment, and childhood adversity in children and adults and to incorporate trauma informed care into case and safety plans.</p> <p>216-02 Understands how current and past trauma impacts the families with whom workers interact and the impacts of trauma on child and family well-being over time.</p> <p>216-03 Ability to respond to client needs based on an understanding of how the culture of a child or family influences the child’s response to trauma</p>	<p>316-01 Ability to educate parents and caregivers on the risks and protective factors related to trauma and assist them to develop and use tools for effective responses.</p> <p>316-02 Ability to engage parents and caregivers, treatment providers, educators, family friends and other community supports in a wraparound approach to trauma-informed care.</p>

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17. Evidence-Based Practices	<p>117-01 Ability to identify and describe the elements and criteria of Evidence-Based Practices (EBP)/Promising Practices.</p> <p>117-02 Ability to reflect a basic knowledge of EBP's in their region, which EBP's best match particular client needs and how to make referrals to EBP/other services as appropriate, and how to provide detailed information about expected outcomes to service providers.</p>	<p>SW217-01 Ability to provide or identify and refer for children and youth individualized supportive and treatment services as needs emerge</p>	<p>SW 317-01 Ability to monitor service provision and advocate on behalf of children to ensure that developmental and treatment needs are met</p>

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18. Education	<p>SW118-01 Ability to monitor children’s educational success and make certain that children and youth receive all necessary supports</p> <p>SW118-02 Ability to collaborate with schools, teachers, and educational professionals</p>	<p>SW218-01 Ability to advocate for children’s educational needs, including special education</p> <p>SW218-02 Ability to coordinate school-community-home service strategies for children and youth in care</p> <p>SW218-03 Understands how to minimize school disruptions due to placement changes</p> <p>SW218-04 Ability to address emergent educational issues like suspension and expulsion</p>	

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19. Supporting Parents	<p>SW119-01 Ability to use a variety of strategies to engage fathers from first contact with the family and throughout the life of a child welfare case</p> <p>SW119-02 Ability to recognize cultural factors that influence parenting tasks and their impact on a family's response to CA involvement</p> <p>SW119-03 Ability to identify the goals, processes, and appropriate use of various parenting interventions that aim to help families develop healthy and safe relationships and interactions</p> <p>SW119-04 Ability to maintain open communication with parents regarding the well-being of their children, placement options, the agency permanency plans, and status of case progress</p> <p>SW119-05 Ability to ensure that parents receive an orientation to child welfare services by referring to Dependency 101 or refer to a local veteran parent program</p>	<p>SW219-01 Ability to respectfully relate to, engage, and assess parents from a strengths-based "person in environment" perspective, and to develop and implement a case plan based on this assessment</p> <p>SW219-02 Ability to identify a client's stage of change and respond in a way to enhance their internal motivation</p> <p>SW219-03 Ability to work with parents to help them use information and skills, and resources, developed from service provision to strengthen their ability to provide safe care to their children</p> <p>SW219-04 Ability to use the Shared Planning process to promote collaboration, shared-decision making, and discuss progress and/or barriers to successful outcomes</p> <p>SW219-05 Ability to assess the effects of family transitions and the potential impact of child welfare involvement</p>	<p>SW319-01 Ability to utilize mothers and fathers as experts of their own experiences and family in order to draw and identify protective efforts</p> <p>SW319-02 Understands mechanisms of oppression and discrimination that impact low-income, non-traditional and culturally diverse families and use this knowledge to provide equitable and effective child welfare services</p> <p>SW319-03 Ability to assist parents in advocating for, obtaining, coordinating and supporting comprehensive services for children</p>

Developmental Competencies for Social Workers and Social Service Specialists

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20. Domestic Violence	<p>SW120-01 Ability to screen for domestic violence, and assess the impact of domestic violence on children and child safety, and engage people experiencing domestic violence</p> <p>SW120-02 Understands the impact of domestic violence on children, DV victims, and DV perpetrators, and how being a victim of domestic violence impacts parents and parenting capacity</p> <p>SW120-03 Understanding that DV is not something that place “between” two people, but is something that one person has the capacity and inclination to do to another; and understand the implications of these choices regarding parenting judgment and capacity</p>	<p>SW220-01 Ability to identify domestic violence in families, understand the dynamics of domestic violence, and implement safety plans for survivors and their children</p> <p>SW220-02 Ability to screen, assess, plan and coordinate services to children and family members who have been maltreated as a result of domestic violence</p> <p>SW220-03 Ability to collaborate with community partners to remove safety concerns and increase safety for children and non-offending parents</p> <p>SW220-04 Ability to engage, plan, and coordinate services and accountability processes for DV perpetrators</p> <p>SW220-05 Ability to use DSHS tools and resources on behalf of children and adult victims</p>	<p>SW 320-01 Ability to identify the typologies of perpetrators of domestic violence</p> <p>SW 320-02 Understand the nature of abusive tactics and the impact of the domestic violence on adult victims</p> <p>SW320-03 Knowledge of the impact that DV has on the individual child development, family system, and community</p> <p>SW320-04 Understand community resources and responses regarding DV, including DV advocacy, law enforcement response, and protective orders from the courts</p> <p>SW320-05 understands the connection between child safety and parent safety, and how child resilience is increased by maintaining a consistent connection with a protective parent</p>

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21. Mental Health	SW121-01 Ability to identify characteristics and behavioral indicators of developmental or mental health concerns in adult family members and determine when they increase the likelihood of abuse or neglect	SW221-01 Ability to provide services to parents diagnosed with mental health concerns and help parents balance a mental health diagnosis with safe parenting SW221-02 Ability to review, understand, and describe psychological evaluations and mental health assessments, and provide parents support to follow recommendations	SW321-01 Understands diagnoses included in the DSM and understand potential implications of different diagnoses for safe parenting
22. Substance Abuse	SW122-01 Ability to identify indicators of substance abuse, assess the impact of substance abuse on child safety, and the stages of recovery	SW222-01 Ability to support parents working towards recovery including incorporating a relapse prevention plan into case practice SW222-02 Ability to assess safety risk to children as a result of substance abuse of parents or family members and to consider substance abuse issues in case planning	SW322-01 Ability to identify the diagnostic indicators of maternal chemical abuse vs. dependency SW322-02 Understands co-occurring disorders and to consider these issues in case planning

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23. Adoption	<p>SW123-01 Understands the benefits and the possible challenges of open adoption arrangements and promote open adoptions when appropriate</p> <p>SW123-02 Understands the range of emotional responses of youth to adoption and importance of preparing a youth for adoption process</p> <p>SW123-03 Understands the predictable phases (placement, honeymoon period, pre-finalization, and post-finalization) in adjusting to adoption and the worker's role in supporting the child and family in each stage</p> <p>SW123-04 Understands how the home study is used to educate, select, and prepare prospective applicants for adoptive placements</p>	<p>SW223-01 Ability to facilitate information-sharing between birth parents and prospective adoptive parents</p> <p>SW223-02 Ability to support children and youth transitioning into adoptive placement by utilizing lifebooks and securing necessary community services to best ensure placement stability</p> <p>SW223-03 Ability to prepare families to recognize early indicators of serious problems in the adoptive relationship and to intervene to prevent escalation into crisis and adoptive placement disruption</p> <p>SW223-04 Ability to determine suitability of applicants to serve as adoptive placement resources for children</p> <p>SW223-05 Ability to use recruitment tools and events to find adoptive placements for children and youth</p>	<p>SW323-01 Understands the unique factors associated with trans-racial adoption and assist prospective adoptive families to make necessary changes in parenting and social affiliations to support and maintain the child's cultural identification</p> <p>SW323-02 Understands the importance of birth families giving their children permission to be part of another family and is able to help birth parents develop and deliver developmentally appropriate permission messages</p> <p>SW323-03 Ability to maintain the adoptive family as a source of emotional/social support for the child or youth after adoptive placement disruption when appropriate</p> <p>SW323-04 Ability to find permanent homes for children and youth identified as hard to place</p> <p>SW323-05 Understands the specific adoptions requirements for Indian children</p>

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24. Legal	<p>SW124-01 Ability to identify major child welfare legislation such as Adoption Safe Families Act, the state and federal Indian Child Welfare Acts and the Multiethnic Placement Act and their implications to practice</p> <p>SW124-02 Ability to identify the legal rights of children, parents, and caregivers involved in the public child welfare system</p> <p>SW124-03 Understands the specific functions, processes, and terminology of dependency, juvenile, family and drug courts as they relate to child welfare services</p> <p>SW124-04 Ability to prepare and testify in court hearings and termination trials</p>	<p>SW224-01 Ability to follow agency policy and laws to prevent litigation against the agency and its staff</p> <p>SW224-02 Ability to gather, prepare, complete legal documentation required for petitions, court reports, discovery requests, etc... that can withstand court scrutiny</p> <p>SW224-03 Ability to use strategies for providing accurate information when testifying and remaining composed during cross examination</p> <p>SW224-04 Understands the legal requirements and process for sending notices to tribes in accordance with the state and federal Indian Child Welfare Acts</p>	<p>SW324-01 Ability to read and interpret legal documents that pertain to a case</p> <p>SW324-02 Can meet legal requirements and avoid personal or agency liability by following policies and procedures in all casework activities and using supervision to check accuracy and thoroughness of work processes</p> <p>SW324-03 Can prepare court documentation that builds an organized history of the case, provides evidence of substantiation of the agency's position and rationale for the recommendations</p> <p>SW324-04 Ability to remain professional and respectful in demeanor when court proceedings are contested and adversarial</p>

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25. Professionalism and Ethics	<p>SW125-01 Ability to follow agency policy regarding appropriate use of email, telephone, state issued cell phones, cars, and other state property</p> <p>SW125-02 Ability to protect the confidentiality of children and families receiving supportive services from the public child welfare system</p> <p>SW125-03 Ability to identify the fundamental principles of time management and the personal and work-related consequences if time is not well managed</p> <p>SW125-04 Understands the ethical principles that guide professional behavior in the child welfare field and how these apply to direct practice with families and children</p>	<p>SW225-01 Ability to adhere to the laws and regulations that protect the rights and interests of clients served by the child welfare system, and how these affect direct practice</p> <p>SW225-02 Ability to assess individual work activities to determine their relative importance and urgency and use this information to set priorities</p> <p>SW 225-03 Ability to access and utilize ethical standards to guide decision making and professional behavior</p>	<p>SW325-01 Ability to organize workload and effectively manage time and priorities</p> <p>SW325-02 Ability to follow and incorporate social work ethics into child welfare practice</p>

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26. Self Care and Professional Development	<p>SW126-01 Understands the provisions of agency policies, procedures, and formal protocols designed to ensure the safety of staff members</p> <p>SW126-02 Understands the origins and potential consequences of work-related stress in child welfare practice</p> <p>SW126-03 Ability to participate in individual needs-assessment to determine what additional trainings or supports would enhance job performance</p>	<p>SW226-01 Ability to recognize and act accordingly to potentially dangerous conditions in workplace and or in the field</p> <p>SW226-02 Ability to use communication strategies and personal demeanor that may de-escalate angry, hostile, and agitated behaviors</p> <p>SW226-03 Ability to assess personal work related stress level and develop self-care and other strategies to minimize negative effects</p> <p>SW226-04 Ability to work with supervisor to create personal development plan based on individual needs assessment</p>	<p>SW326-02 Ability to regulate and manage personal stress associated with child welfare work</p>