

Case Worker Pre-Service Web-Based Modules 1/3/2023

Section Titles and Descriptions and Recorded Module Length / Time

Pre-Service training provides beginning knowledge and awareness of areas essential to child welfare practice, including knowledge of the scope and philosophical base of child protective services, the basic process and functions of providing child protective services, and an introduction to engagement, safety, court, and human behavior.

The web-based Pre-Service training is approved by the Wisconsin Department of Children and Families. This content meets the requirement for pre-service training identified in DCF 43. The web-based Pre-Service modules are intended to be used as one component of a new worker’s pre-service orientation package that should also include direct supervision, job shadowing, and other on the job training.

Section #	Section Title	Section Description	Module Time
Module: Introduction to Child Protective Services			62 minutes
Section 1	Welcome and Introduction to Pre-Service	In this section the mission of the Wisconsin Child Welfare Professional Development System (WCWPDS), the role WCWPDS plays in helping Child Protective Service workers meet the Administrative Rule 43 pre-service training requirements, and the Wisconsin Child Welfare Model for Practice are explained; knowledge is shared about how child protective services work is affected by four levels of government: Federal, State, Native American Tribes, and County; and the primary areas of concern related to ethical practice in child welfare are introduced.	
Section 2	Wisconsin Statewide Automated Child Welfare Information System (eWISACWIS)	Information about eWISACWIS – what it is, how it is used by CPS, and where one can find more information about this information collection system – are explained in this section.	

Module: Engaging in Child Protective Services			60 minutes
Section 1	Engaging Families	Getting the family engaged in change requires a skillful social worker who is able to empathize and respect family members. This section provides suggestions and builds your skill in being able to engage families.	
Section 2	Engaging Families with WICWA	This section introduces child welfare professionals to the federal Indian Child Welfare Act (ICWA) and the Wisconsin Indian Child Welfare Act (WICWA). You will begin to build skill in engaging American Indian families by understanding the history and requirements of ICWA and WICWA and examining strategies to engage American Indian families and tribes.	
Module: Child Abuse and Neglect			68 minutes
Section 1	Human Development	This Section on Child Development introduces child welfare professionals to the four domains of child and adolescent development and provides developmental milestones for different age groups.	
Section 2	Dynamics of Maltreatment	This Section introduces the dynamics of maltreatment, including risk factors and characteristics associated with maltreatment, as well as protective factors that can mitigate the likelihood of abuse and/or neglect.	
Section 3	Signs of Maltreatment	Child protective services is intended to protect children who experience maltreatment. This Section looks at signs of Abuse and Neglect to aid child welfare professionals in recognizing possible signs of maltreatment.	
Section 4	Child Welfare Considerations for Children with Disabilities	Children with disabilities are an especially vulnerable group within those children and youth who are at risk for maltreatment. In this Section the benefits to early identification of disabilities and potential risk factors for parents and children are explored. Since it is likely that child welfare professionals will work with children with disabilities, the importance of collaboration with partners and connection to resources is stressed.	

Module: Trauma			83 minutes
Section 1	Trauma	This module provides an overview of trauma and common types of trauma child welfare professionals may encounter in their work. Learners will hear how trauma impacts children developmentally, and how it impacts behaviors of children and adults. Child welfare professionals will gain basic strategies to build resilience and minimize trauma in their approach with families.	
Section 2	Managing the Impact of Traumatic Stress on the Child Welfare Professional	This module provides information on the impact of traumatic stress on child welfare workers. Learners will become familiar with and be able to identify the types of trauma that can affect child welfare professionals in their personal and professional lives. Child welfare professionals will gain an understanding of strategies, resources, and tools to build resilience and minimize the effect of trauma.	
Module: Co-Occurring Considerations			90 minutes
Section 1	Substance Use in Child Welfare	The child welfare system in the State of Wisconsin has been significantly impacted by the drug epidemic facing our state and nation, and families continue to be affected by substance use. The stigma of substance use can create barriers to successful partnerships with families. Child welfare professionals need to be compassionate and understanding while also maintaining child safety and parental accountability. This web-based training provides child welfare professionals with an understanding of substance use and how to recognize the effects of parental substance use on children and families. Additionally, it focuses on the importance of partnering and collaboration in order to achieve successful outcomes for children and families. By the end of this section, the child welfare professional will recognize the impact of bias and stigma with substance use; become familiar with the effects of substance use on parenting, children, and families; recognize the signs and symptoms of common substances and substance use; and understand the importance of collaboration within a system of care.	

Section 2	Domestic Violence and Child Maltreatment	Domestic violence has a damaging impact on children. Households with domestic violence are often households where children are not safe. Domestic violence is difficult to spot. As a practitioner, you need to learn how to identify domestic violence so that the children in your families remain safe. This section presents you with valuable information that will help you understand the nature of domestic violence and provide you with background which might help you identify it.	
Module: Safety			48 minutes
Section 1	Safety and Safety Interventions	This section provides an overview of the Wisconsin safety intervention system and gives the basic understanding of language and concepts used to assess child safety. New caseworkers will be introduced to the definition of safe and unsafe, present and impending danger threats, and how those definitions are used to make safety determinations.	
Module: Court			36 minutes
Section 1	Navigating the Court Process	In your work as a child welfare professional, court should be the last result when working with children, youth, and families. When court involvement is required, you need to be able to understand the state statutes that govern your work, as well as your county's court policies and procedures to effectively assist the families you work with and guide them through the court process. Preparation is a key strategy in navigating the court system. Family involvement can lead to successful outcomes in the court process. In this section, you will become familiar with Chapter 48 and Chapter 938 and understand how WICWA interacts with the court system. You will be given information on how to enhance your learning with further training.	

Module: Access			55 minutes
Section 1	Introduction to Access	This section describes types of Access reports, categories of caregivers (primary, secondary and non-caregivers), and the information that needs to be collected and documented to support decisions about screening and response time. It outlines requirements for inquiring whether a child is an American Indian child and informing tribes of a report, when applicable. This section reviews strategies for engaging with reporters to gather sufficient information.	
Module: Initial Assessment			75 minutes
Section 1	Initial Assessment	Initial Assessment is a demanding function of the child welfare practice. Yet, it's an opportunity for caseworkers to make a significant impact by approaching an Initial Assessment as a process that is done "with" families, rather than "to" families. This section reviews the requirements necessary to complete this function according to Standards and best practices of collaborative and transparent communication. This section identifies the individuals who must be interviewed for an initial assessment, reviews the categories of information that must be gathered, describes how to make maltreatment and maltreater determinations, identifies the requirements of the Wisconsin Indian Child Welfare Act (WICWA) at initial assessment, and explains the final steps of why and how a case moves to case closure or opens in Ongoing Services.	

Module: Ongoing Services			60 minutes
Section 1	Introduction to Ongoing Services	This section reviews the importance of the ongoing services caseworker and responsibilities in assessment, planning, and evaluation across the case process. It identifies the focus on safety, permanency and well-being for ongoing services in Child Protective Services and Child Welfare cases. New caseworkers will become familiar with the Ongoing Services Standards and where and how the Wisconsin Indian Child Welfare Act (WICWA) impacts the Ongoing Services Standards and case process. Strategies to assist in assessment, planning, and evaluation and ways to engage and partner with children, families, and their support systems are explored.	
Module: Placement			138 minutes
Section 1	Placement: Placement Requirements	This section identifies the requirements for choosing an out-of-home placement and the resources for choosing that placement, and explains how to prepare the child, their family and the caregivers for the move to out-of-home placement. The forms that are required at placement are explored and the change of placement process is discussed.	
Section 2	Placement: Preparing and Sustaining Out-of-Home Placement	This section explores how to support and safely sustain children in out-of-home care by preparing and supporting members of the child welfare team to utilize strategies that build a child's resilience, enhance personal growth and preserve family connections.	
Section 3	Wisconsin Indian Child Welfare Act (WICWA)	In this section, we will overview the requirements of WICWA when placing an American Indian child in out-of-home care. We will review the standards required to remove an American Indian child from their home, when Qualified Expert Witness testimony is necessary, and the requirements regarding placement preferences for American Indian children.	
Section 4	Multi-Ethnic Placement Act (MEPA)	This section explores the purpose of the Multi-Ethnic Placement Act (MEPA) and identifies that practices that are prohibited and permitted.	

Module: Confirming Safe Environments			80 minutes
Section 1	Introduction	Placement of a child may be necessary to assure child safety or provide specific services or sanctions to a child. Part of the child welfare responsibility assumed when placing a child is assuring it is a safe placement for this child at this point in time. When placement continues, assuring that the placement is safe is an ongoing assessment issue and responsibility. This section defines your role in assuring safety for children in out-of-home case and identifies how CSE fits into your larger responsibility for child safety, permanency and well-being.	
Section 2	Components and Tools of CSE & RSE	This section examines the standards, steps and time frames of CSE and RSE, identifies sources of information that inform placement decisions, and introduces what questions to ask to gather critical information for decision-making. Placement Danger Threats are a particular focus.	
Section 3	Timeline and Process Requirements for CSE	The timeline and process for confirming the safety of the placement setting for a child is explored including: components of the assessment, information gathering to support thorough assessments and implications of the assessment for child welfare decision making.	
Section 4	Timeline and Process Requirements for RSE	The timeline and process for re-confirming the safety of the placement setting for a child is explored including: components of the assessment, information gathering to support thorough assessments and implications of the assessment for child welfare decision making.	
Module: Permanence			123 minutes
Section 1	Permanency	This section reviews the values of permanency and your responsibility to identify a permanent home for children, while cultivating a network of supportive, nurturing adults and connections which, together, increases a child's likelihood for success and positive outcomes now and into the future.	
Section 2	Permanency Tools and Resources	This section reviews tools and resources that can be used to join with children to learn about their families and important people in their lives in order to expedite permanency.	

Module: Guide to the Standards		120 minutes
Section 1	Guide to the Standards: Pre-Service Capstone	<p>This module was created to convey the value and guidance that the standards provide to caseworkers in the field. As a capstone, or last module, it connects to earlier concepts in Pre-Service to remind learners of their commitment to children and families in our state. The training explains how the Standards uphold their responsibility as child welfare caseworkers through a navigation metaphor. Caseworkers implement state and federal laws and policies, on the ground, with real families, in which the standards are to be used a guide.</p> <ul style="list-style-type: none"> • A robust activity rounds out this module which creates a hands-on learning opportunity. The scenario-based questions require participants to search in the standards for answers to typical situations in the field. This reinforces the desired practice of caseworkers to seek guidance from the standards to answer their questions and support decision making. • Learners are expected to print out the standards. The activity is scored and upon achieving a passing score, the module is complete. The practice of using their standards as a guide, as described above, is reinforced by this activity. This is not meant to be a 'gotcha' activity. Learners are given plenty of guidance to answer correctly, have several attempts to pass and can go back to questions missed.
Total Training Time		1098 minutes (18 hrs, 18 mins)