

**Title IV-E Education for Public Child Welfare Practice Program
Self Evaluation of Child Welfare Competencies**

Date: _____ Field Placement Site: _____

Field Instructor: _____

Prior to this year, have you participated in the Title IV-E Education for Public Child Welfare Program? Yes No

Did you have any other child welfare experience beside the experience you have the Title IV-E Program? If yes, please describe that experience.

The following is a self-assessment tool that measures some key social work practice skills in a public child welfare setting. Your answers will not affect your grades or employment. The purpose of the self-evaluation is to help us evaluate the outcomes for the Title IV-E Program.

For each skill listed, circle the number that best describes your level of confidence to perform the skill successfully at this time, with 0 representing no confidence and 10 representing complete confidence.

1. The ability to engage a family (or youth) in a strengths-based, family centered assessment process. (This skill involves the ability to work together with a family in assessing their strengths and needs in order to develop a service plan.)

0 1 2 3 4 5 6 7 8 9 10

2. The ability to work together with a family and others to develop and implement a service agreement with clear goals, strategies, timeframes, and desired outcomes. (This skill involves the ability to work with families in all phases of service plan development, identifying action steps for families and professionals, assisting clients to access services, and evaluating the outcomes of service strategies.

0 1 2 3 4 5 6 7 8 9 10

3. The ability to function as a case manager, and as a service team member, and collaborate with other service providers on behalf of the child/family. (This skill involves the ability to provide social work services which link families to community resources, coordinate the services of multiple service providers, and determine the appropriateness of community services to meet the needs of individual children and families).

0 1 2 3 4 5 6 7 8 9 10

4. The ability to use self in relation to diverse children, families and agency settings. (This skill involves the ability to recognize and address the affects of cultural, ethnic, and racial differences to the development of the social worker-client relationship.)

0 1 2 3 4 5 6 7 8 9 10

5. The ability to assess for child abuse or neglect and child safety and to intervene to ensure the safety of the child and to meet legal and professional mandates. (This skill involves the ability to accurately define physical, emotional, sexual abuse, and neglect; to identify the physical and behavioral indicators of each; to initiate a plan to ensure the safety of the child, to report child maltreatment report, and to conduct a child safety assessment, and to implement a safety plan).

0 1 2 3 4 5 6 7 8 9 10

6. The ability to provide crisis intervention, parenting skills training, family counseling, conflict resolution, and individual and group work. (These are a range of clinical skills needed to address the specific needs of individual children and families).

0 1 2 3 4 5 6 7 8 9 10

7. The ability to work with children and families in their own homes and other out-of-the-office settings. (This skill involves the ability to utilize client contacts in a wide variety of settings to address child/family needs; i.e. foster homes, schools, courts, etc.)

0 1 2 3 4 5 6 7 8 9 10

8. The ability to assess for substance abuse and to include substance abuse treatment needs and referral in the service plan. (This skill involves the application of knowledge of indicators of drug and alcohol abuse in adults and children, the dynamics of alcoholic and drug abusing families, and the impact of both on child development and behavior).

0 1 2 3 4 5 6 7 8 9 10

9. The ability to assess for sexual abuse and provide or arrange for treatment of the child and his/her family. (Providing sexual abuse treatment is considered an advanced skill.)

0 1 2 3 4 5 6 7 8 9 10

10. When indicated for the child's safety, the ability to arrange for out-of-home placement. (This skill involves the ability to utilize the authority of the court to provide a temporary foster care placement, minimize the trauma of parent-child separation, determine the type of out-of-home placement that would best meet the needs of the child in the least restrictive setting, secure such a placement, and maintain appropriate bonds between parent and child).

0 1 2 3 4 5 6 7 8 9 10

11. The ability to work with biological families to make and effect a permanent plan for a child in foster care, kinship care, or group care. (This skill involves the ability to promote permanency for children through reunification with biological parents, kinship care, or adoption).

0 1 2 3 4 5 6 7 8 9 10

12. The ability to work effectively in the juvenile court system, including the ability to provide clearly written documentation for court and to testify in CINA proceedings in support of agency legal intervention.

0 1 2 3 4 5 6 7 8 9 10

13. The ability to work with children and adolescents at various developmental stages and with a wide range of needs, applying knowledge of human behavior and intervention skills.

0 1 2 3 4 5 6 7 8 9 10