



# Child Welfare Competencies

Minnesota's Child Welfare  
Competency Model

# Introduction

The Minnesota Child Welfare Practice Model identifies the outcomes, values, principles and skills necessary to assure child safety, permanency and well-being.

As Minnesota's child welfare practices evolve, there is an increasing understanding that better results are achieved when parents are engaged as partners with the child welfare system in securing the safety and well-being of their children.

While it is recognized that most parents want to keep their children safe, sometimes circumstances or conditions interfere with their ability to do so. When this occurs, families are best served by interventions that:

- Address immediate safety concerns and ongoing risks of child maltreatment.
- Engage their protective capacities
- Recognize and employ family strengths
- Maintain community and cultural connections

The Minnesota Department of Human Services and its county and tribal partners will support families and communities by engaging in essential partnerships needed to secure positive outcomes for children and youth served by the child welfare system. This practice model provides a common platform to guide mutual efforts.

# Outcomes

Minnesota's public child welfare system will operate within the Minnesota Child Welfare Practice Model with a goal of achieving the following outcomes for all families, children and youth who are touched by this system:

- Children are cared for in safe, permanent, and nurturing families who have the necessary skills and resources to provide for their physical and mental health, behavioral and educational needs
- Children, youth, and families who encounter Minnesota's child welfare system are supported to achieve equitable outcomes regardless of race, ethnicity, socioeconomic status or tribal status

- Children are safely maintained in their families and communities with connections, culture, and relationships preserved and established
- Minnesota's public child welfare staff is a diverse, professionally competent team that supports strength-based practice and demonstrates inclusiveness at all levels.

These outcomes are achieved through partnerships involving Minnesota's public child welfare system, the state's children, youth and families as well as the communities in which they live and work

# Values and Principles

To achieve the outcomes identified above, Minnesota's public child welfare system is committed to, and guided by, the following values and principles:

**Safety:** Child safety is paramount and best achieved by supporting parents within their community.

**Permanency:** Children and youth need and have the right to lifelong nurturing and secure relationships that are provided by families who can meet their specific needs. Efforts to identify and secure permanency for children are continuous and integrated into all stages of involvement with children and families.

**Fostering Connections for Youth:** As youth transition to adulthood, they benefit from services that promote healthy development, academic success and safe living conditions, as well as establish connections to caring adults who will commit to lasting supportive relationships.

**Well-being:** Children's well-being is dependent upon strong families and communities meeting their physical, mental, behavioral health, educational and cultural needs. **Family Focus:** Families are the primary providers for children's needs. The safety and well-being of children is dependent upon the safety and well-being of all family members.

**Partnership:** Families, communities, and the child welfare system are primary and essential partners in creating and supporting meaningful connections in a safe and nurturing environment for children and youth.

**Respectful Engagement:** Children, youth and families are best served when public child welfare staff actively listen to them and invite participation in decision making. Respectful engagement includes understanding and honoring of the family's history, culture and traditions, as well as empowering them

to meet their unique and individual needs through utilization of family strengths, and educating them regarding the child welfare process.

**Organizational Competence:** Minnesota's public child welfare agencies will perform as high quality organizations, guided by a clear mission, priorities and resource allocation with committed, qualified, trained and skilled staff and providers applying evidence-informed practices.

**Professional Competence:** The professional competence of Minnesota's public child welfare system will be demonstrated by a workforce that: proactively responds to the evolving needs of communities, is knowledgeable of the historical context within which the child welfare system operates, provides respectful treatment to families, and continually strives for professional excellence through critical self examination.

**Cultural Competence:** Cultural competence is achieved through understanding and serving children, youth, and families within a context of each unique family and community. This includes, but is not limited to, families' beliefs, values, race, ethnicity, history, tribe, culture, religion and language.

**Accountability:** The child welfare system holds itself accountable to the highest standards of practice. It recognizes its responsibilities to children, youth, families and other stakeholders to assess and manage its performance, self-correct, innovate and enhance its ability to achieve positive outcomes through continuous improvement efforts. The system also recognizes the need for its practices, service delivery and performance to be easily understood, evaluated, and open to feedback from stakeholders.

# Minnesota Practice Model Skills

The following skills are instrumental in implementation of the practice model at all levels of the child welfare system:

**Engaging:** Effectively joining with families and communities to establish common goals concerning child safety, permanency and well-being.

**Assessing:** Gathering information about reported concerns and family needs, evaluating the relevance of that information, as well as identifying family strengths and community and tribal resources that may be applied to address those concerns and needs.

**Partnering:** Working in respectful and meaningful collaboration with families and communities to achieve shared goals.

**Planning:** Setting goals, developing strategies, and outlining tasks and schedules to accomplish goals derived from the engaging, assessing and partnering process.

**Implementing:** Identifying and applying the most effective and culturally appropriate services, resources, and processes to meet goals established in the planning stage.

**Evaluating:** Monitoring outcomes of service plans and system programs to determine if the desired goals are being achieved, and if not, to use this information to reconsider goals and strategies developed in the planning phase, or services and resources identified in the implementation stage.

**Advocacy:** Recognizing individual or group needs, providing intervention on behalf of a client or client group, communicating to decision makers, and initiating actions to secure or enhance a needed service, resource or entitlement.

**Communication:** Effectively sending and receiving information within the appropriate cultural context. Methods include verbal, non-verbal, electronic and written communication.

**Cultural Competence:** Interacting with families without making assumptions, respecting and learning from the unique characteristics and strengths of families and tribes, while acknowledging and honoring the diversity within and across cultures, and applying these skills to the partnership with a family and tribe, and the options available to them.

## NEW

The following three skill areas were added during competency development to further define skills needed for effective child welfare practice.

**Policy:** Understanding policies that affect delivery of child welfare services and the mission, priorities and resource allocation that guide the development and implantation of policy in public and private non-profit social services.

**Supervision and Management:** Recognizes the importance of the supervisory role in achieving desired service and organizational outcomes for children, youth and families and other stakeholders, in assessing and managing performance, and enhancing the ability to achieve positive outcomes through continuous improvement efforts

**Professionalism in Child Welfare:** Demonstrating professional competence in child welfare while providing respectful and culturally appropriate services to children and families and demonstrating professional use of self within the values and ethics of social work practice.

The Minnesota Practice Model Skills are further articulated as a series of competencies which are demonstrated through knowledge (K; knowledge and conceptual mastery) and skill (S; skills and experiential mastery). Competencies were developed at the foundational and advanced levels to allow skill development for workers entering child welfare with varied levels of preparation as well as to allow for continued skill development throughout the course of one's career.

## 1 ENGAGING

*Effectively joining with families and communities to establish common goals concerning child safety, permanency and well-being.*

### Foundation

- 1a. Creates a relationship with children, youth and families by listening and appreciating the families' stories and recognizing and acknowledging their (children/family) expertise about their own family system. (K & S)
- 1b. Understands the critical role of developing trust with children and families engaged in child welfare services. (K)
- 1c. Understands the importance of engaging and building relationships with all parental figures, including non-custodial parents. (K)
- 1d. Understands the community context of children and family and why that context is important to the engagement process (e.g. tribes). (K)
- 1e. Can demonstrate understanding of reasonable and active efforts policies and how they play a role in how county child welfare workers engage and work with families involved in the court system. (K)
- 1f. Demonstrates transparency, develops trust, identifies areas of common ground and shares feasible power in engaging individuals and families around concerns such as safety. (S)
- 1g. Understands how child welfare involvement, including but not limited to attachment, separation and placement, affects a child and family and how these experiences may influence a child's physical, cognitive, social and emotional development. (K)
- 1h. Demonstrates understanding of child and youth development, including physical, cognitive, social and emotional development. (K)
- 1i. Demonstrates understanding of the primary stages and processes of adult development and family life. (K)
- 1j. Recognizes developmental indicators of abuse or neglect. (K & S)

### ADVANCED

- 1k. Can explore and partner with potential resources and natural networks (family, friends, religious communities, etc.) to utilize strengths and enhance safety. (S)
- 1l. Works collaboratively with biological families, foster families, adoptive families, kin and tribal networks involving them in assessment and planning, helping them access services and develop coping strategies. (S)
- 1m. Understands normal responses to involuntary contact and is able to respond in ways that reduce mistrust and strengthen relationships. (K)
- 1n. Can clarify and express legal parameters for risk and danger. (S)

## 2 ASSESSMENT

*Gathering information about reported concerns and family needs, practicing basic principles and techniques of interviewing children and families, evaluating the relevance of that information, as well as identifying family strengths and community and tribal resources, with special attention to problems and concerns related to child protection and family preservation.*

### Foundation

- 2a.** Is able to identify the major family, health and social factors contributing to child abuse and neglect, as well as the resilient and positive factors that act to preserve the family and protect the child. (K)
- 2b.** Recognizes and accurately identifies the physical and behavioral indicators of abuse, family violence and neglect, and can assess the dynamics underlying these behaviors. (K)
- 2c.** Is able to integrate knowledge of individual, family and cultural dynamics, and recognizes signs and symptoms of at-risk behaviors including chemical health and domestic violence in children/youth and adults, and assess their impact. (K&S)
- 2d.** Demonstrates understanding and an ability to integrate into an assessment the strengths perspective and empowerment approaches and understands how they can positively influence growth, development and behavior change. (K&S)
- 2e.** Is able to gather, assess, analyze and present pertinent information from interviews, case records, and collateral sources when evaluating an abuse or neglect allegation and making assessments, effective referrals for services or further evaluation. (S)
- 2f.** Has familiarity with mandated mental health screenings and other standardized children's mental health assessments; trauma-informed screening and effective evidence-based assessment instruments. (K)
- 2g.** Demonstrates the ability to perform a preliminary safety assessment and to monitor the safety of the child through ongoing assessment of risk. (S)

### Advanced

- 2h.** Demonstrates an understanding of basic child development and how developmental level affects a child's perception of events, coping strategies, and physical and psychological responses to stress and trauma. (K)
- 2i.** Can identify a variety of informant sources to be engaged during the assessment process. (S)
- 2j.** Demonstrates the ability to assess the effects of family transitions and the potential impact of becoming a "client" of the child welfare system. (S)
- 2k.** Demonstrates understanding and an ability to integrate into an assessment, the dynamics and effects of trauma. (K&S)
- 2l.** Is able to use the Diagnostic and Statistical Manual of Mental Disorders (DSM) as a tool in the assessment process. (K&S)
- 2m.** Is able to read, critically consider, and apply results from an adult or child mental health assessment. (S)
- 2n.** Demonstrates the ability to recognize and assess potential for violence, suicide, and complex psychological difficulties. (S)
- 2o.** Identifies and demonstrates a variety of interviewing techniques used with children, youth and families for assessment, service planning, intervention and forensic purposes. (S)
- 2p.** Demonstrates the ability to conduct various types of assessments using standardized instruments including: risk, safety, psychosocial, strengths and needs assessment. (S)

## 3 PARTNERING

*Working in respectful and meaningful collaboration with families and communities to achieve shared goals.*

### Foundation

- 3a. Identifies current and potential resources in the neighborhood and community, both formal and informal, to assist the family in safety and coping. (S)
- 3b. Strives to maintain and enhance community and cultural connections with children, youth and families. (S)
- 3c. Demonstrates familiarity with such community collaborations as family group decision making, citizen review panels, child protection teams and child mortality reviews and parent leadership teams. (K)
- 3d. Demonstrates an ability to work in multidisciplinary teams and willingness to incorporate different professional and/or cultural perspectives into case plans/ practice strategies when appropriate. (S)
- 3e. Understands with the various roles of people in the legal and court process related to child welfare (protection, custody, adoptions) as well as how to effectively interact with people in those roles. (K&S).

## 4 PLANNING

*Setting goals, developing strategies, and outlining tasks and schedules to accomplish goals derived from the engaging, assessing and partnering process.*

### Foundation

- 4a. Understands and demonstrates the ability to develop a safety plan with the family based upon information gathered during the assessment of the family. (K & S)
- 4b. Understands and demonstrates the ability to develop a case plan with the family using strengths-based, family-centered, person-in-environment perspectives, and seeks opportunities to include family choices as a means of promoting empowerment. (K & S)
- 4c. Is able to articulate with the family the effects of maltreatment and the behaviors or conditions contributing to its risk. (S)
- 4d. Is able to develop a case plan (taking into account legal requirements and related policies) for effectively serving and making decisions regarding children and parents with special needs and disabilities. (S)
- 4e. Utilizes knowledge of and the requirements of the Indian Child Welfare Act and the Multiethnic Placement Act and applies those provisions in working with tribal representatives, agencies, legal entities and families to create appropriate case plans. (K&S)
- 4f. Demonstrates the ability to identify service/treatment plan requirements and to construct measureable objectives with the family so the family knows when the goals are achieved. (K&S)
- 4g. Understands the principles of concurrent and permanency planning and is able to integrate those principles into a case plan, taking into account the educational, health and emotional needs of children. (K&S)

## Advanced

- 4h. Can apply theories of human development and attachment in creating and managing effective case plans with children and families. (S)
- 4i. Demonstrates an understanding of pre-placement preventive services and constructs supportive systems for children and families that may include collaboration with multiple agencies and disciplines. (K)
- 4j. Demonstrates knowledge of after-care services and skill in developing a transition and independent living plan with a foster youth that addresses educational, housing, health care, transportation, money management, social and recreational issues, and establishing connections with the child's family and community. (K&S)

## 5 IMPLEMENTING

*Identifying and applying the most effective and culturally appropriate services, resources, and processes to meet goals established in the planning stage.*

### Foundation

- 5a. Utilizes engagement and assessment skills to maintain and develop an ongoing, productive and respectful relationship with children, youth, families and tribes. (S)
- 5b. Demonstrates understanding of processes for identifying resources and making appropriate service referrals in order to implement a case plan. (K)
- 5c. Demonstrates an ability to understand and present permanency options for children and youth, including, when appropriate, kinship care and adoption services. (S)
- 5d. Demonstrates the ability to monitor implemented strategies and to follow legal standards for case reviews appropriate to the practice setting in order to achieve case plan goals and make adjustments as necessary. (S)
- 5e. Understands the importance of maintaining connections with biological family. (K)
- 5f. Demonstrates an understanding of the complexity of a child's ties with foster, adoptive and biological families and interaction with his/her community. (K & S)
- 5g. Demonstrates how to plan for and initiate termination of professional relationship with children and families. (S)
- 5h. Understands the importance of actively pursuing and maintaining sibling bonds (with siblings in placement and/or at home) and demonstrates the ability to do so. (K)

### Advanced

- 5i. Uses understanding of the dynamics and effects of trauma to continuously evaluate and adjust intervention strategies and case plan goals. (K&S)
- 5j. Demonstrates the ability to recognize abuse occurring in out-of-home placements and to take corrective action and follow through with reports and licensing issues in order to protect children. (S)
- 5k. Is able to use understanding of the structure of the child welfare system (child protection, foster care, kinship, adoption, family assessment, tribal sovereignty) to guide children and families to the most appropriate resources for achieving their goals. (S)
- 5l. Demonstrates the ability to work with adolescents in out-of-home placements and to advocate for permanency options and to guide them through the transition to adult life in the community. (S)

- 5m.** Helps children and adolescents develop the skills to relate to their family or origin around the issues that led to removal from the home. (S)
- 5n.** Demonstrates advanced skills in problem solving and issues analysis in areas such as: maltreatment reporting and assessment, service delivery, conflicts in placements, CHIPS and TPR proceedings, orders for protection and cases involving ICWA. (S)
- 5o.** Understands the basic principles of county and community agency contracting for the purchase of child welfare services and how to appropriately utilize these contracts for the benefit of children and families. (K)
- 5p.** Demonstrates the ability to negotiate and advocate for the development of resources that children and families need to meet personal goals and that child welfare agencies need to meet programmatic goals. (S)
- 5q.** Understands the basic principles of mediation and restorative justice practices and what they may need to be employed in the implementation of a case plan to assist families in achieving their goals. (K)
- 5r.** Understands the importance of assessing the needs of adoptive parents/families and connecting them with appropriate aftercare services. (K)
- 5s.** Is able to assess and support the ongoing and unique service needs of foster parents and kinship providers. (S)

## 6 EVALUATING

*Monitoring outcomes of service plans and system programs to determine if the desired goals are being achieved, and if not, to use this information to reconsider goals and strategies developed in the planning phase, or services and resources identified in the implementation stage.*

### Foundation

- 6a.** Demonstrates a commitment of evaluating his/her own social work/child welfare practice. (S)
- 6b.** Understands the purpose of outcome measurement and is able to seek family, organization, and community feedback for purposes of monitoring practice, service refinement and outcome evaluation. (K&S)
- 6c.** Is able to communicate the effectiveness of her/his practice to families, colleagues, employers, etc. (S)
- 6d.** Understands the role of external review and accrediting bodies including the federal government/Children's Bureau, Council on Accreditation, citizen review panels and the child mortality reviews. (K)
- 6e.** Understands the criteria used to evaluate state and county child welfare agency performance in federal reviews as it relates to child, family and program outcomes. (K)
- 6f.** Understands the importance of evaluating his/her own professional education and training needs. (K)

### Advanced

- 6g.** Is able to re-evaluate progress outcomes and consider potential contributing factors when goals are not being achieved without sole focus placed upon the youth or family. (S)
- 6h.** Understands practice accountability and the variety of ways in which agency and individual practice can be evaluated. (K)
- 6i.** Understands how to use information, technology, and evidence-based research to advocate, evaluate and improve policy, practice and program effectiveness. (K)

## 7 ADVOCACY

*Recognizing individual or group needs, providing intervention on behalf of a client or client group, communicating to decision makers, and initiating actions to secure or enhance a needed service, resource or entitlement.*

### Foundation

- 7a.** Is able to identify agency and legislative policies and procedures that may negatively affect child well-being and the success of permanency and family reunification. (S)
- 7b.** Understands negotiation and advocacy for the development and retention of resources that children, youth, and families need to meet personal goals and agencies need to meet administrative goals. (K)
- 7c.** Is able to identify the strengths and limitations of an organization, including its cultural competence and commitment to human diversity and can assess the effects of these factors on services for children, youth, and families. (K & S)
- 7d.** Is able to communicate clearly, concisely and objectively to decision-makers the recognized and documented needs of individuals and groups. (S)

### Advanced

- 7e.** Is able to identify individual or group needs and provide the appropriate intervention on behalf of a child, youth, caregiver or family system. (K)
- 7f.** Demonstrates the ability to apply coalition-building strategies across diverse communities and providers in order to identify and achieve enhanced and culturally competent services, resources or entitlements for children and families. (S)

## 8 COMMUNICATION

*Effectively sending and receiving information within the appropriate cultural context. Methods include verbal, non-verbal, electronic and written communication.*

### Foundation

- 8a.** Demonstrates an ability to employ clear, concise and cohesive writing skills with attention to structure, grammar and spelling. (S)
- 8b.** Demonstrates the ability to accurately and concisely document a variety of case related information, including assessment content, case notes and court narratives. (S)
- 8c.** Understands the importance of and is able to modify written forms of communication based upon a child or caregiver's cognitive ability, literacy level, and use of their primary language and understanding of the English language. (K&S)
- 8d.** Understands and is able to apply data privacy laws and policies to the handling of sensitive data on children and families in the child welfare system. (K&S)

### Advanced

- 8e.** Demonstrates the ability to use different methods of documentation to communicate assessment information. (S)
- 8f.** Understands the basic premise of working with a translator as a means of primary communication with a child and family. (K)
- 8g.** Understands the impact of the media on the field of child welfare as well as on those professionals working within the field. (K)

## 9 CULTURAL COMPETENCE

*Interacting with families without making assumptions, respecting and learning from the unique characteristics and strengths of families and tribes, while acknowledging and honoring the diversity within and across cultures, and applying these skills to the partnership with a family and tribe, and the options available to them.*

### Foundation

- 9a. Can demonstrate understanding how diversity characterizes and shapes children's and families' experiences in receiving child welfare services, further understanding that dimensions of diversity include age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation. (S)
- 9b. Become familiar with the children's families' beliefs, values, race, ethnicity, history, tribe, culture, religion and language. (S)
- 9c. Demonstrates self-awareness and understanding of the influence of culture on human behavior and family dynamics. (S)
- 9d. Demonstrates an attitude of respecting and learning from the unique characteristics and strengths of families and tribes while honoring diversity within and across cultures. (S)
- 9e. Demonstrates basic knowledge of legal, socioeconomic and psychosocial issues facing immigrants, refugees and/or minority groups and can apply that knowledge in devising culturally competent and effective intervention. (K&S)
- 9f. Understands the influence and value of the families' traditional, culturally based child rearing practices and uses this knowledge in working with families. (K&S)
- 9g. Demonstrates understanding of the importance of children and families' primary language and supports it use in providing child welfare assessment and intervention services. (K)
- 9h. Can conduct an individualized ethnically and culturally competent assessment of a child and family and develop an effective intervention plan that is tailored to that child and family. (S)
- 9i. Assesses his/her own knowledge and humility about individuals from specific groups they work with and seeks consultation and expertise to fill gaps. (S)
- 9j. Demonstrates knowledge of the rationale for and requirements of the Multi-Ethnic Placement Act and of the Indian Child Welfare Act and applies those provisions in working with families and Tribal representatives. (K&S)

### Advanced

- 9k. Can openly inquire about families' behaviors and attitudes related to child safety and avoids making untested assumptions about such behaviors and attitudes. (S)
- 9l. Critically evaluates the relevance of commonly used assessment criteria and intervention models in terms of their utility with diverse ethnic and cultural populations. (S)
- 9m. Demonstrates knowledge about historical trauma and racism and other forms and mechanisms of oppression and discrimination pertaining to low-income, non-traditional, and culturally diverse families and uses this knowledge to provide equitable and effective child welfare services. (K&S)
- 9n. Demonstrates awareness of systemic biases such as racial disproportionality in the child welfare service population and is familiar with services and programs designed to mitigate those biases. (K)

## 10 POLICY

*Understanding policies that affect delivery of child welfare services and the mission, priorities and resource allocation that guide the development and implantation of policy in public and private non-profit social services.*

### Foundation

- 10a.** Demonstrates basic knowledge of the philosophy, purpose, requirements, and application of the major federal, state, and local social policies affecting children, youth, and families in the child welfare system, including ICWA, MEPA, Title IV-B, Title IV-E, CAPTA, CFSR, ASFA, PSSF, TANF, WIA, Chafee, and Fostering Connections. (K)
- 10b.** Demonstrates an understanding of the legal framework for child welfare practice, including the Juvenile Court process and other court proceedings related to child welfare practice. (K)

### Advanced

- 10c.** Demonstrates knowledge of the philosophy, purpose, requirements, and application of the major federal, state, and local disability policies affecting children, youth and families in the child welfare system, including ADA, Title II and IDEA. (K)
- 10d.** Demonstrates basic knowledge of various federal, state, and local child welfare funding sources and their influence on agency policy, objectives and service delivery. (K)
- 10e.** Understands how political activities and regulatory, legislative, and judicial processes at local, state, and national levels influence agency policies, procedures and programs. (K)
- 10f.** Is able to analyze and evaluate agency and legislative child welfare policies procedures, describe the interrelationship of practice and policy and identify the impact of specific policies on children and families. (S)
- 10g.** Is familiar with substantive legal issues affecting social workers and the families they work with in the child welfare system and demonstrates the necessary skills for effective participation in the legal system. (K&S)

## 11 SUPERVISION AND MANAGEMENT

*Recognizes the importance of the supervisory role in achieving desired service and organizational outcomes for children, youth and families and other stakeholders, in assessing and managing performance, and enhancing the ability to achieve positive outcomes through continuous improvement efforts*

### Foundation

**11a.** Understands how organizational structure, climate, and culture affect service effectiveness, worker productivity and morale. (K)

### Advanced

**11b.** Understands the important role of and use of supervision in social work in providing support, knowledge, and growth as well as monitoring and appraisal of work, workloads, standards and performance, and in case consultation. (K)

**11c.** Understands and can utilize educational, supportive, and administrative techniques of supervision. (K&S)

**11d.** Understands the ethical and legal obligations of social work supervision. (K)

**11e.** Understands the dynamics of staff groups and the supervisor's role in group process and the support of competent practice. (K)

**11f.** Understands and can use the principles of adult learning and the parallel process in supervision and consultation activities. (K&S)

**11g.** Understands and can address issues of difference and the effects of culture, religion, race, age, physical disability, sexual orientation and gender in the supervisory process. (K)

**11h.** Understands the use of self in supervision, including the nature and use of power and authority, self-management of time and stress and role and boundary issues. (K)

**11i.** Understands ways to use data to inform supervision and guide practice. (K)

**11j.** Understands the principles of risk management as well as the use of appreciative inquiry to establish and communicate successful policies and practices. (K)

**11k.** Has an understanding of the roles/responsibilities of a leader/manager to plan and develop systems that enhance staff diversity and alleviate racial and ethnic disproportionality in the child welfare service population. (K)

**11l.** Understands how leaders/managers use the collaborative process for the purpose of planning, formulating policy and implementing services. (K)

## 12 PROFESSIONALISM IN CHILD WELFARE

*Demonstrating professional competence in child welfare while providing respectful and culturally appropriate services to children and families and demonstrating professional use of self within the values and ethics of social work practice.*

### Foundation

**12a.** Understands the importance of the use of supervision and consultation in child welfare practice and actively seeks feedback and consultation from supervisors and experienced colleagues. (K&S)

**12b.** Demonstrates an ability to establish appropriate boundaries with children, families and colleagues. (S)

**12c.** Demonstrates the ability to work with colleagues from a wide array of personal and professional backgrounds in a respectful and productive manner. (S)

**12d.** Understands how professional social work values, the NASW's Code of Ethics, and Minnesota Board of Social Work's Standards of Practice and Ethical Conduct influence decision making and planning in public child welfare practice. (K)

**12e.** Is able to identify and analyze ethical issues that arise in the course of practice in social work. (K&S)

**12f.** Understands and distinguishes among personal and professional values and ethics and considers possible courses of action to pursue when personal and professional values conflict. (S)

**12g.** Understands mandated reporting laws and his/her role as a mandated reporter of child abuse and/or neglect. (K)

**12h.** Understands and is able to apply data privacy laws and policies to the handling of sensitive data on children and families in the child welfare system. (K&S)

**12i.** Understands the concept of vicarious or secondary trauma and its potential impact on personal health and professional practice, and has developed healthy coping methods and self-care strategies to address this issues. (K&S)

### Advanced

**12j.** Demonstrates the ability to present, orally and in writing, a logical, ethically sound, culturally competent argument for the resolution of ethical dilemmas or issues relevant to social work practice in the child welfare system. (S)

*Sources include current syllabi, CALSWEC competencies, MCWTS, community and key stakeholder and student focus groups.*

POST – DHS review in December 2012/January 2013/April 2013

#### Key:

**(K) – Knowledge statement** - this competency addresses knowledge and conceptual mastery.

**(S) – Skill Statement** - this competency addresses skills and experiential mastery

**(K&S) – Knowledge & Skills** - This competency addresses both conceptual and experiential mastery