

LEARNING OBJECTIVES

Participants will be able to:

- Define the stages of addiction and the stages of change.
- Identify the basic treatment modalities and the nature and process of recovery.
- Identify the primary and secondary indicators of substance abuse in families.
- Determine the issues of safety and risk to substance abusing families.
- Identify the criteria to use in assessing the effectiveness of treatment programs.
- Transfer their knowledge and skills related to substance abuse to families, supervisees, other service professionals.
- Assess staff training needs and provide appropriate resources for learning related to substance abuse.
- Use various techniques to assist workers in gaining skills and knowledge related to substance abuse including supervision, unit meetings, role modeling and referrals to alternative training resources.

COMPETENCY

533-1: The Supervisor understands their role to facilitate the worker's growth and development on the job through management practices, on-the-job training, and support.

PA STANDARDS

Assessment Standards

Produce Family-Focused Assessment (I-E): The Child Welfare worker must work directly with and involve all family members, as well as others involved with the family, in a comprehensive family-focused assessment to determine the strengths and needs of the family. The initial family-focused assessment must be completed within 60 calendar days of the referral and must include an assessment of the family's living conditions, the family's financial situation, available family and community supports, parent/child interactions, parenting skills, substance abuse, functioning and behaviors of the children, parent's history and personal characteristics, parent's developmental levels, and interactions between the parents and/or among the household members.

Assess Interrelationships of Critical Issues (I-F): The Child Welfare worker must, on an ongoing basis, identify, assess, and document the impact and interrelationships of critical issues including, but not limited to, cognitive abilities; delinquency and/or criminal justice; domestic violence; drug and alcohol abuse; economic issues; emotional capacities; physical health, housing, and mental health issues; and parent/child developmental levels.

Service Delivery Standards

Connect Service Plan and Delivery (III-A): The Child Welfare worker will monitor service plans and delivery for achievable goals for the child and family through case reviews; regular contact with the child, family and service providers; and the use of supervision and case conferences. The Child Welfare worker will coordinate, implement, monitor, and assess the delivery of services identified in the service plan on an ongoing basis.