

# Learning Objectives and Competencies:

## Learning Objectives:

By the end of Module 13, the successful participant will be able to:

- Recognize the importance of permanency planning as a vehicle for Child Welfare Professionals to ensure the safety, permanency, and well-being of a child.
- Recognize the potentially traumatic outcomes of the separation and placement experience for children and their families, including precipitation of psychological crisis, serious disruption of family relationships, and disturbances in the child's cognitive, emotional, social, and physical development.
- Recognize how properly preparing for placement and visitation can help minimize the grief and stress to the child and parents when an out of home placement is in the best interest of the child.

## Competencies:

- 100-2: The Child Welfare Professional understands the proper role of the juvenile court system in Child Welfare and knows how to use the juvenile court to protect children.
- 101-3: The Child Welfare Professional knows the values of Child Welfare practice, including client self-determination, permanence, family preservation, preservation of parent's and children's rights, and respect for individual differences.
- 101-12: The Child Welfare Professional understands the concept of cultural competence; knows how one's own culture affects behavior and values; and knows how cultural and ethnic differences may affect the delivery of Child Welfare Services.
- 104-1: The Child Welfare Professional understands the process and dynamics of normal attachment of children to their parents and to significant caretakers.
- 104-2: The Child Welfare Professional understands the potentially traumatic outcomes of the separation and placement experience for children and their families, including precipitation of psychological crisis, serious disruption of family relationships, and disturbances in the child's cognitive, emotional, social, and physical development.
- 104-3: The Child Welfare Professional can define "reunification" and "permanency planning" and knows the negative effects on children of changing and inconsistent living arrangements.
- 104-6: The Child Welfare Professional can recognize the physical, emotional, and behavioral indicators of placement-induced stress in the families of children being placed.

# Learning Objectives and Competencies (continued):

## Competencies (continued):

- 104-7: The Child Welfare Professional understands how properly structuring a placement can help prevent crisis and its consequences, and can conduct placement activities, including pre-placement preparation and visits, that minimize stress and provide emotional support to the child and family.
- 104-8: The Child Welfare Professional knows how to prepare foster parents, relatives, and other substitute caregivers to receive children in placement to reduce the child's stress and to facilitate the child's adjustment.
- 104-11: The Child Welfare Professional can implement strategies to identify, strengthen, and maintain the least restrictive (i.e., kinship care) and/or most appropriate placement to meet a child's special needs.
- 104-12: The Child Welfare Professional provides services to assist families in meeting case goals and objectives by involving them in all phases of placement planning and implementation. Those services include the supporting and empowering of parents and the understanding of multicultural norms, values, traditions, and child rearing practices of ethnic and cultural groups.
- 104-13: The Child Welfare Professional knows the necessity of regular and frequent visits to maintain the parents' relationship with the placed child, and can use casework strategies that enable parents to participate in planning and attending visits.