
CHILD WELFARE CASE MANAGER

ROLE DELINEATION STUDY FINAL REPORT

July 30, 2007

The Florida Certification Board

in partnership with

Community Based Care of Seminole, Inc

and

Big Bend Community Based Care, Inc.



Florida Certification Board



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Introduction

In the fall of 2006, the Florida Certification Board (FCB) was approached by Mr. Glen Casel, CEO, Community Based Care of Seminole, Inc. and Mr. Mike Watkins, CEO, Big Bend Community Based Care, Inc. to explore the possibility of creating a Child Welfare Case Manager credential in the State of Florida. The FCB is a private, not-for-profit, third-party credentialing agency with over 25-years of experience certifying health and human service professionals in Florida. The FCB's mission is to *protect the health, safety, and welfare of the citizens of Florida by regulating our certified professionals through testing, training, and compliance with professional and ethical standards of practice*. Our approach and mission allows for an objective measurement of an individual's competency.

Over the last several years, the Department has embraced and moved to privatization of child welfare services. In keeping with this transition, the child welfare training and testing system has also evolved to meet the specific needs of the community based care (CBC) providers. While the current program meets the entry-level training and testing needs of community-based providers, FCB's CBC partners have indicated a desire to explore the development of an additional level of certification that is specific to child welfare case managers.

Nearly every profession uses credentialing to establish criteria for fairness, quality, competence, and safety for professional services, products, or educational endeavors. In some cases, professions voluntarily develop quality standards of practice. A profession may also be regulated by the State or Federal government. According to the National Organization for Competency Assurance (NOCA, 2005), credentialing programs serve many purposes including, but not limited to:

- Protecting the public;
- Establishing standards for professional knowledge, skills, and practice;
- Assuring consumers that professionals have met standards of practice;
- Meeting the requirements of governmental regulators;
- Reflecting an individual's attainment of knowledge of a specifically defined course of study or of technical skills recognized by a manufacturer or service provider;
- Providing the certified individual with a sense of pride and professional accomplishment; and,
- Demonstrating an individual's commitment to a profession and to life-long learning.

In addition to the broad benefits that all professions realize as a result of credentialing, FCB's CBC partners also identified additional benefits to be realized, which include:

- A third-party credential supports the current approach to decentralized training. This is because the FCB focuses solely on certification and, in keeping with national testing standards, does not provide content training in the areas that are being tested. As such, this project is specifically designed to build upon the existing pre-service training and testing program: it does not seek to replace any part of the current programming.
- The proposed credential is a universal Child Welfare Case Manager certification that is an appropriate measure of competency regardless of employer or agency model of care. The portability of the credential will provide employers with confidence that the credentialed employee possesses the minimum competencies necessary to perform as a CW Case Manager regardless of where they received their education, training, and on-the-job experience.
- The FCB requires all certified individuals to adhere to a Code of Ethics. The FCB investigates allegations of misconduct and responds accordingly. In the instance that a certified individual is found in violation of ethical practice, he or she will not be able to move from one employer to another with anonymity as employers will be able to verify an individual's certification status on the website.
- The FCB maintains an on-line database employers can access to determine if a candidate is certified in good standing, has been decertified, or is inactive for any number of reasons. The database provides employers with the individual's historical certification record, which helps to ensure consumer protection.
- The FCB requires certified individuals to adhere to a Code of Ethics. The FCB investigates allegations of misconduct and responds accordingly. In the instance that a certified individual is found in violation of ethical practice, he or she will be investigated and, if the allegations have merit, will be subject to sanctions, up to and including decertification. Sanctioned individuals will not be able to move from one employer to another with anonymity as employers will be able to verify an individual's certification status on the website.
- Child welfare is a highly technical field that requires practitioners to possess advanced knowledge and competency in order to continually and consistently exercise discretion and judgment in complex and dynamic situations. The establishment of a Child Welfare Case Manager credential establishes both a professional classification and a career path for the profession.

A valid, statistically defensible certification program provides benefits to the public, the certified population and employers. These benefits include:

AUDIENCE	BENEFIT
The Public	The <i>public benefits</i> when certified child welfare case managers perform their duties in a manner that protects children and their families and fulfills their statutory and organizational mandate and mission.
The Target Audience	The <i>certified population benefits</i> by allowing the opportunity to demonstrate their professionalism through earning a professional credential that distinguishes them from others in the workforce.
The Employers	<i>Employers benefit</i> by knowing that certified applicants have demonstrated their competency in the field of Child Welfare Case Management by meeting standards in areas such as formal education and training, on-the-job experience, clinical supervision experience, recommendations for certification, adherence to a professional code of ethics, and achieving a passing score on required tests.

The development of a credentialing program designed to measure an individual’s competence in a particular area is a long and complex process. A formal, psychometrically sound Role Delineation Study (RDS) is the first step of the credential development process and is the most commonly applied and accepted validation strategy used in designing credentialing programs. The purpose of the RDS is to formally identify the domains of knowledge and specific tasks needed to be a competent Child Welfare Case Manager Specialist (Child Welfare Case Manager). FCB’s RDS approach is designed by its psychometrician; Dr. Akhito Kamata, Ph.D.

Compliance with Standards

Two widely accepted standards for the development of credentialing programs and certifying agencies are the *Standards for Accreditation of Certifying Agencies* (National Commission for Certifying Agencies, 2002) and the *Standards for Educational and Psychological Tests* (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 1999). For the purpose of this report, the Standards for Accreditation of Certifying Agencies will be referred to as the NCCA Standards and the Standards for Educational and Psychological Tests will be referred to as the Joint Standards.

The NCCA Standards specifically state that a RDS “must be conducted to clearly delineate performance domains and tasks, associated knowledge and/or skills, and sets of content/item specifications to be used as the basis for developing each type of assessment instruments.” In addition, “a report must be published linking the job/practice analysis to specifications for the assessment instruments.” The Joint Standards similarly state “the test specifications should be documented, along with their rationale, and the process by which they were developed.” The Joint Standards also state that in credentialing tests, role delineation studies “usually provide the basis for defining the test specifications.”

The Florida Certification Board uses the above standards to help guide the process used for the RDS and in the development of all reports which will serve as documentation for content validity for any resulting Child Welfare Case Manager credentialing program.

The Role Delineation Study Process

As mentioned earlier, the RDS is the first step in developing a valid and reliable credentialing program. The RDS is a two-phase process, conducted by client identified subject matter experts (SMEs). Phase 1 consists of a workshop with SMEs in which the tasks, skills, and knowledge for competent performance are determined. Phase 2 revolves around the validation of the tasks identified by the SMEs in Phase 1.

The validation effort includes a survey distributed to a larger group of SMEs and job incumbents. Survey respondents are asked to review the list of tasks and rate each task in terms of its importance to competent job performance and the frequency which each task is performed. Once the survey has been completed and data has been gathered, FCB psychometricians conduct a data analysis to ensure that valid and reliable data was collected, then, an examination blueprint is prepared. The examination blueprint identifies the number of exam items to be written for each job task on the resulting testing instrument. The last step of the RDS process is to develop a final report. The final report details all activities undertaken and provides documentation that the credentialing effort was conducted to national standards.

In summary, the following steps were conducted during the RDS:

1. FCB's CBC partners convened a panel of Subject Matter Experts (SMEs) in the field of Child Welfare Case Management to determine the scope of practice. These SMEs were led through the role delineation process by the Florida Certification Board. During the workshop, the SME panel defined the major performance domains and the associated tasks necessary for competent performance. Knowledge, skills and abilities (KSAs) associated with each task were then identified.
2. The FCB conducted an editorial and psychometric review of the listing of domains, tasks, and knowledge and prepared a survey to be distributed to a representative sample of incumbent Child Welfare Case Managers and those individuals who are knowledgeable regarding the profession and job role.
3. The FCB and its CBC partners launched the validation survey and collected responses from a statistically significant portion of the incumbent population.
4. FCB psychometricians conducted a data analysis, established a valid and reliable examination blueprint, and developed the final RDS report.

This report documents the process and results of the Child Welfare Case Management Role Delineation Study.

The Role Delineation Study Workshop

The RDS workshop was held February 22 – 23, 2007, in Orlando, Florida. The workshop structure was established by Dr. Akihito Kamata, PhD, and was implemented by the FCB's Director of Training Programs, Ms. Pamela Waters. The following section identifies the workshop participants and agenda, and describes the methods used during the workshop.

A. List of Participants

Table 1 identifies the panel members who served as SMEs in the workshop. Panel members were recruited by the FCB'S CBC partners. Panel members are listed in alphabetical order by surname.

Table 1: Subject Matter Experts

Panel Member

Colleen Carter, Project Manager; Family Support Services of North Florida

Lisa Coy, Operations Specialist; Hillsborough Kids

Pam East, COO; Big Bend Community Based Care, Inc

Dian Greene, Director of Operations; Community Based Care of Seminole

Russell Kline, Quality Management Supervisor; United for Families

Myra MacLeod, Case Management Coordinator; Child and Family Connections

Vanessa McCottry, Assistant Director of Operations; Heartland for Children

Shalonda McHenry, Quality Assurance Director; Kids Central, Inc.

Rashid Muhammad, Program Office Supervisor; Community Partnership for Children

Karen Norton, Senior Director of Quality; Family Services of Metro Orlando

B. Agenda

The following agenda was established to guide the workshop:

February 22, 2007 (9:00 am to 4:30 pm)*

9:00 – 9:30	Welcome and Introductions
9:30 – 9:45	Overview of the Role Delineation Study
9:45 – 10:00	Define the Target Audience
10:00 – 10:45	Define Performance Domains
10:45 – 11:00	Break
11:00 – 12:00	Instruction on Identifying Task Statements
12:00 – 1:30	Lunch (provided)
1:30 – 4:00	Write/Review Task Statements
4:00 – 4:30	Review Progress/Prepare for Day 2
4:30	Adjourn

February 22, 2007 (9:00 am to 4:30 pm)*

9:00 – 9:15	Welcome/Introduction to Day 2
9:15 – 10:00	Validate Domains and Tasks
10:00 – 12:00	Write Knowledge/Skill Statements
12:00 – 1:00	Lunch (on your own)
1:00 – 2:30	Write/Review Knowledge/Skill Statements
2:30 – 3:00	Wrap-up and Discussion of Next Steps
3:00	Adjourn

**times are approximate. The agenda may change to meet the progress and needs of the group.*

C. Defining the Performance Domains

After multiple large groups, small group, and individual brainstorming sessions the panel members determined the major responsibilities or duties that define the Child Welfare Case Manager’s job role. After identifying all possible major responsibilities, the panelists identified the following five domains of practice, which are:

Domain 1: Assessment

Domain 2: Service Planning and Delivery

Domain 3: Professional Responsibility

Domain 4: Court Liaison

Domain 5: Documentation

Table 2 provides a summary of the parameters within which the task statements and knowledge, skill and ability statements were identified.

Table 2: Profession Parameters

Profession:	Child Welfare
Sub-Specialty:	Child Welfare Case Management
Basic Parameters:	The <i>Child Welfare Case Manager</i> credential denotes a specialization within the overall professional of child welfare. Individuals eligible for this credential will have at least two-years of related professional child welfare experience and will hold a minimum of a bachelor’s degree in Social Work or a related field.

D. Determining the Task Statements

Once the domains were finalized, the facilitator led the panel members through another brainstorming activity to identify the tasks that a Child Welfare Case Manager needs to perform competently within each domain. Once all the tasks were delineated, the panel members reviewed the tasks to ensure that the tasks provided full coverage of the job responsibilities, the

tasks were independent of each other, and the tasks were appropriately categorized within each domain.

E. Determining the Knowledge, Skill and Abilities (KSAs)

The final step in the RDS workshop was to determine the knowledge, skills and abilities necessary to perform the delineated tasks. As with the other steps, the facilitator led the panel members through brainstorming and group work to determine the appropriate list of knowledge and skills necessary for a competent performance by a Child Welfare Case Manager.

F. The Relationship between Domains, Job Tasks, and KSAs

As stated previously, domains identify the major duties that define a job role. Under each of these performance domains are specific tasks that the Child Welfare Case Manager is expected to perform on-the-job? The knowledge, skill and ability statements describe what the Child Welfare Case Manager must know or be able to do in order to carry out their job tasks in a competent manner.

Each of the knowledge, skill and ability statements refers to the cognitive abilities of the Child Welfare Case Manager that will facilitate his or her ability to perform the job tasks in partnership with the consumer. As such, the knowledge, skill and ability statements specifically do not refer to the consumer population that will receive support from the Child Welfare Case Manager. In addition, each statement is written to one of the following cognitive levels:

1. **Knowledge**, which refers to the Child Welfare Case Manager's ability to recall information. Knowledge statements frequently begin with action verbs such as *define, list, name, recall, state, etc.*
2. **Comprehension**, which refers to the Child Welfare Case Managers' ability to interpret information in their own words. Comprehension statements frequently begin with action verbs such as *describe, explain, identify, discuss, etc.*
3. **Application**, which refers to the Child Welfare Case Managers' ability to apply their knowledge or generalize it to a new situation. Application statements frequently begin with action verbs such as *demonstrate, apply, choose, interpret, etc.*

It is important to understand that in a role delineation study, the knowledge, skill and ability statements are written at the highest cognitive level required to competently perform the job task. It can be concluded that all higher order cognitive levels require that the Child Welfare Case Manager also possesses the lower level cognitive abilities required to perform at the highest level indicated.

After the Role Delineation Study Workshop, FCB's psychometric staff conducted an editorial and psychometric review of the five performance domains and 58 task statements; all recommended edits were approved by RDS workshop panel members. The next section lists the job tasks and associated knowledge, skill, and ability statements, identified by the RDS SME Panel Members, as necessary for competent performance as a Child Welfare Case Manager. The statements are grouped by performance domain. This list does not reflect the relative importance or frequency of any given task to another.

Performance Domains, Job Tasks, and KSAs

Domain 1: Assessment

Job Tasks that should be performed by the Child Welfare Case Manager in the *Assessment* domain are:

- 1.1 Engage and assess families from a strengths-based perspective.
- 1.2 Conduct individual and family group interviews.
- 1.3 Conduct required comprehensive assessments.
- 1.4 Refer individuals and families for further assessments, as needed.
- 1.5 Assess risk of future abuse, neglect and threatened harm, and continually reassess abuse, neglect, and threatened harm by gathering appropriate information.
- 1.6 Identify and document the parent or caregivers' parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.
- 1.7 Read and interpret the results of the department's child safety assessment protocol and make appropriate child safety determinations based on findings.
- 1.8 Conduct thorough home studies that assess the families' capacity to meet the needs of the child(ren).

- 1.9 Conduct purposeful visits with children and parents and/or caregivers that include the on-going assessment of child safety, permanency, and well-being.
- 1.10 Evaluate need/readiness for permanency planning.
- 1.11 Support and identify the findings of the assessment, case dispositions, and recommendations to other persons who have a role in case planning.

Knowledge, Skills and Abilities necessary to competently perform the job tasks in the *Assessment* domain are:

Knowledge of:

- Definitions of abuse, neglect and abandonment with maltreatment as specified in Florida Statute, and administrative code.
- Understands the challenges of conducting interviews with families who cannot fully express themselves in English.

Skills and Abilities to:

- Apply the following interview strategies:
 - Active listening
 - Supportive responses
 - Open-ended and closed-ended questions
 - Summarizing and redirecting
 - Giving options, suggestions, and advice
 - Confronting
- Interpret verbal and non-verbal communication and interpersonal interactions in order to gather accurate information about family dynamics and specific problems
- Engage families to elicit, gather, evaluate, analyze and integrate pertinent information, and form assessment conclusions
- Apply assessment processes to specialized assessments, including risk assessment; family assessment; foster, kinship and adoptive family assessment; and independent living assessments
- Determine the validity and reliability of information gathered, and integrate all the information into assessment conclusions
- Recognize indicators of domestic violence

- Recognize indicators of substance abuse by adults and youth
- Recognize indicators of mental health issues of both adults and children

Domain 2: Service Planning and Delivery

Job Tasks that should be performed by the Child Welfare Case Manager in the *Service Planning and Delivery* domain are:

- 2.1 Collaborate with family members and other parties involved in the case to develop an individualized, family-centered, strengths-based, assessment-based, and outcome-driven plan.
- 2.2 Develop and implement a case plan that is driven by the circumstances of the case and that meets the needs of the child(ren) and the family, and continually reassessing the overall effectiveness of the case plan.
- 2.3 Coordinate a comprehensive, team approach to the delivery of community-based services specific to remediate neglect and provide long-term support to families.
- 2.4 Serve as the conduit of information between all parties to the case and identified stakeholders, including medical, educational, and mental health providers.
- 2.5 Arrange preventative services, when necessary.
- 2.6 Conduct a diligent search for absent parents and relatives.
- 2.7 Identify and engage extended family and other community resources to strengthen a family's ability to care for their child(ren).
- 2.8 Ensure that the child(ren) and family members visit as frequently as possible and according to statutory requirements.
- 2.9 Arrange services and ensure ongoing collaboration to meet the specific, individual needs of the child(ren), family, and caregivers.
- 2.10 Plan, prioritize, and effectively monitor completion of activities and tasks within required timeframes.
- 2.11 Ensure age-appropriate referrals are made for treatment strategies and services that allow the child to develop physically, mentally, and emotionally.
- 2.12 Advocate with school personnel for children to access academic programming, to alleviate barriers to participation in school activities, and to solve school-related problems.
- 2.13 Obtain feedback from service providers to assist in case planning and assessment.

- 2.14 Facilitate placement and promote joint planning and delivery of services in collaboration with primary, foster, kinship, and adoptive families.
- 2.15 Provide foster and adoptive children supportive services to reduce the trauma of separation and placement and to enhance their adjustment and attachment to the substitute parent, in order to meet their needs while in placement.
- 2.16 Make and support permanency recommendations, i.e., reunification, termination of parental rights, other long-term care options, or case closure.

Knowledge, Skills and Abilities necessary to competently perform the job tasks in the *Service Planning and Delivery* domain are:

Knowledge of:

- The values that underlie a family-centered approach to child welfare, in providing services to improve individual and family functioning within the context of the family's culture and community
- Principles of family-centered practice are implemented in all phases of child welfare practice
- The skills and resources that parents need to provide adequate care for their children
- The importance of permanency planning at the time of first contact with the family
- Purpose and activities of a variety of prevention programs designed to mitigate the negative effects for children who have been maltreated, and to support families in preventing the occurrence of further maltreatment
- Roles and activities of the case manager in school-based programs to enhance children's adjustment in school, prevent academic failure and dropping out, and prevent maltreatment
- Applicable federal, state, and school-based regulations, and relevant procedures of school systems:
 - Structure of the school system and roles of specific school personnel
 - Provision of special educational programs for developmentally delayed and physically disabled students
 - School system protocol and confidentiality issues regarding interacting with children, parents, teachers and other school-related personnel
 - Education rights of children; privacy rights of parents regarding school issues

- Provisions of the Americans with Disabilities Act (including Individual Educational Plans) and Individuals with Disabilities Educational Act (including 409 plans) that impact children in school
- McKinney Act provisions that impact homeless children in schools
- Early signs of placement stress and typical stages of foster and adoptive placement disruption, and knows how to intervene early to prevent disruption and retain foster parents
- Processes used in a variety of models for family group meetings to promote family involvement in case planning and decision making
- Purpose and operations of a variety of work teams, and understands the worker's role in participating in these teams
- Requirements for "substantial compliance" with the case plan

Skills and Abilities to:

- Utilize a strength-based perspective and empowerment approaches to influence growth, development and behavior change
- Identify and evaluate the family's existing and accessible resources and support systems
- Use a variety of casework strategies and interventions with individuals and families
- Develop case plans that include measurable case goals, objectives, tasks, and outcomes
- Utilize concurrent case planning
- Provide support for common emotional, social, and financial issues, and potential problems experienced by adopted children and their adopted parents before, during, and after the adoption is finalized
- Access and work collaboratively with a variety of agency-based and community-based programs, to ensure the safety and well-being of children and families
- Support birth parents through the adoption process
- Implement problem-solving strategies and solution-focused interventions, and use these strategies to help families resolve their problems
- Develop safety plans and recidivism prevention plans in preparation for case closing
- Build and maintain effective networking relationships with personnel in the agency, in the community and in state-level agencies and systems

Domain 3: Professional Responsibility

Job Tasks that should be performed by the Child Welfare Case Manager in the *Professional Responsibility* domain are:

- 3.1 Provide culturally-competent casework services and link families with culturally-competent service providers.
- 3.2 Recognize and operate within the legal obligations and limitations that state and federal laws place on case managers.
- 3.3 Apply confidentiality requirements to casework tasks.
- 3.4 Implement ethical standards of the profession while conducting child welfare services.
- 3.5 Report child abuse and neglect cases using the Abuse Hotline procedures and reporting requirements.
- 3.6 Effectively communicate information about agency programs and services to clients, agency staff, or other service providers.
- 3.7 Work in partnership with various individuals and groups within the child welfare system and community to promote the safety and well-being of children and families.
- 3.8 Plan, organize, and manage multiple priorities, and perform work activities in a manner that efficiently uses existing resources and time.
- 3.9 Recognize symptoms of personal stress that may impact ability to serve clients, and employ strategies to manage stress and prevent burnout.
- 3.10 Use safety skills and techniques when faced with dangerous situations in the workplace and field.
- 3.11 Assist individuals and families in responding to a crisis in a manner that promotes positive change, growth, and development, and ensures safety for all family members.
- 3.12 Assure quality of care through a working knowledge of mandated performance standards and best practices.
- 3.13 Prepare for and participate effectively in case staffings and meetings as a leader and contributor.

Knowledge, Skills and Abilities necessary to competently perform the job tasks in the *Professional Responsibility* domain are:

Knowledge of:

- The philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation, including the Adoption and Safe Families Act (ASFA), the Indian Child Welfare Act (ICWA), the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), the Florida Statutes, the Florida Administrative Code, and all related laws
- Case situations (including removal of children) that may be inherently threatening and stressful to clients and may result in desperate behavior
- Importance of professional ethical standards in child welfare practice and the consequences of violating ethical standards
- Ethical issues involved in the delivery, development, and management of specific child welfare direct services
- Elements of reporting abuse and neglect to the Abuse Hotline
- Quality assurance practices and standards
- Confidentiality regulations
- Required performance standards and casework best practices
- Organizational risk management issues
- Definitions and fundamental concepts of culture and diversity
- Origins and tenets of one's personal value system, cultural background, and beliefs; understands how these may influence actions and decisions in child welfare practice
- Client differences in culture and ethnicity
- How stress can affect one's behavior

Skills and Abilities to:

- Use critical thinking skills and consultation with other professionals to make ethical decisions and conduct ethical casework
- Form constructive, collaborative relationships with clients of various cultures and use effective strategies for conducting culturally-competent casework practice
- Discern with whom protected information can be shared
- Recognize potentially dangerous situations during field visits and in the workplace
- Delineate the predictable stages of a crisis and how to intervene at each stage:
 - Immediate and ongoing assessment of the environment
 - Developing personal plan for safety
 - Crisis intervention

- Verbal de-escalation
 - Personal defense techniques
 - First aid and CPR procedures
- Use safety strategies to decrease vulnerability to danger during home visits
 - Communicate clearly, both verbally and in writing
 - Discern when the severity of family problems are beyond the case manager's skill or responsibility, and when referrals to other professionals are necessary

Domain 4: Court Liaison

Job Tasks that should be performed by the Child Welfare Case Manager in the *Court Liaison* domain are:

- 4.1 Perform case management responsibilities in accordance with state and federal laws on child abuse, abandonment, and neglect within required timeframes.
- 4.2 Use the juvenile court to protect children from maltreatment and assure permanency within legally established timeframes.
- 4.3 Collaborate with other service providers and legal and court personnel in preparing children and family members for court activity.
- 4.4 Prepare and file all court documents within required timeframes.
- 4.5 Provide factual information through reports and testimony to the court.
- 4.6 Perform casework processes with families in a manner that protects the rights of the family and protects the agency and the caseworker from litigation.
- 4.7 Work with Child Welfare Legal Services to prepare for legal action.
- 4.8 Prepare for and participate in all court hearings and effectively communicate case plan compliance to the court.
- 4.9 Assist families in advocating for their own needs.

Knowledge, Skills and Abilities necessary to competently perform the job tasks in the *Court Liaison* domain are:

Knowledge of:

- The importance of adhering to the provisions of federal and state statutes in child welfare casework
- Purpose and timeframes for dependency court hearings and petitions
- Legal protections afforded to families and children by juvenile court intervention, and the potential detrimental consequences if legal procedures are not followed
- Chapter 39, Florida Statutes definitions for various forms of child maltreatment, including: abused child, neglected child and dependent child
- Legal requirements and case manager's role for the removal and placement of children
- Penalties and resulting agency and caseworker liability for submitting falsified documents, case notes and case plans to the court
- Caseworker's responsibilities in locating and contacting absent biological parents and putative fathers for court actions

Skills and Abilities to:

- Help family members develop appropriate techniques to advocate for their own interests and needs
- Gather appropriate data and prepare documentation to submit to the juvenile court
- Initiate juvenile court actions to protect children from future maltreatment
- Respond effectively, and present well-organized, relevant information during court testimony and cross-examination by present concise descriptions of facts

Domain 5: Documentation

Job Tasks that should be performed by the Child Welfare Case Manager in the *Documentation* domain are:

- 5.1 Write clear, legible, and concise documents, reports, and case information.
- 5.2 Build and maintain an up-to-date, organized, and accessible case file.
- 5.3 Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties to the case.
- 5.4 Prepare all casework and critical incident reports and required referral packets within the required timeframes.

- 5.5 Ensure all documentation regarding the child's safety, risk, placement, and services is gathered and included in the case file.
- 5.6 Enter and retrieve information from the child welfare data system.
- 5.7 Update the case file and child welfare data system to document all case activity within established timeframes.
- 5.8 Monitor and update each child's Child Resource Record and, when applicable, the Life Book, to ensure that each child has a life history traced over their time in care.
- 5.9 Monitor and update each child's Health and Education Passport to ensure that each child has a complete and current medical and educational record.

Knowledge, Skills and Abilities necessary to competently perform the job tasks in the *Documentation* domain are:

Knowledge of:

- The importance of timely, accurate case documentation for agency accountability
- Multiple types, purposes, and uses of case documentation
- Benefits of formally documenting the case plan in the case record

Skills and Abilities to:

- Apply the principles of grammar and professional writing
- Access and complete the variety of referral packets for other service providers
- Write and integrate summarized, concise, and timely assessment and case plan information, reports, and other supporting documentation

The Role Delineation Study Validation Survey

While the panel members of the RDS Workshop are considered subject matter experts, they represent only a small group of practitioners and their expert status may result in a perception of the profession that is different from many practitioners. It is for this reason that an RDS validation survey is developed and sent to a larger sample of practitioners. The survey was open to panel members prior to opening it to the target audience in order to gather data from the two groups. The responses from the survey respondents are then compared to the panelists' responses as a way to validate the panel's analysis of the profession.

A. Developing the Survey

After the Role Delineation Study Workshop, the FCB conducted an editorial and psychometric review of the domains and task statements. All changes were approved by members of the RDS Workshop panel. Using the final performance domains and task statements identified through the RDS workshop, the FCB prepared a web-based survey that enabled respondents to evaluate and provide feedback on the domains and task statements.

The survey provided respondents with an explanation of its purposes, as well as clear instructions for its completion. Along with each domain and task listing, definitions of the rating scales were provided on each page. Based on the list of 58 tasks for the five domains, the survey asked the respondent to rate the importance and the frequency (amount of time spent) of each task in the 5-point Likert-type scale, where a higher value indicated more importance and higher frequency. In addition to the domains and tasks, the survey collected confidential demographic information, such as gender, age, and level of education, used to document the respondents' qualifications and background.

The demographic data was used to verify that the survey data was representative of the practice settings, experience level, and education level of the population of incumbent Child Welfare Case Managers. All survey data was captured in a common database, which was then analyzed by FCB's psychometrician, Dr. Akihito Kamata.

B. The Survey Sample

FCB's CBC partners estimated the incumbent population of individuals practicing in job roles that would qualify them for the Child Welfare Case Manager at approximately 1,500 persons statewide. To contact these individuals, the FCB and its CBC partners developed a survey participation request letter, which was then disseminated by the statewide Community-Based Care association: The Florida Coalition for Children.

The request for participation letter provided a statement of purpose, a brief overview of the survey, the internet link to the survey itself, and the timeframe for completion. If the respondent did not have ready access to the internet, respondents were encouraged to contact the FCB for a hard copy of the survey if necessary. In total, 91 people responded to the survey. The demographic characteristics of the sample are summarized in Tables C-1 through C-9. In some cases, not all respondents answered every question, so the total number for respondents for each demographic question may not equal the total number of surveys analyzed. In

addition, for some questions, respondents had the opportunity to select more than one option, so the total value would be larger than the total number of surveys returned.

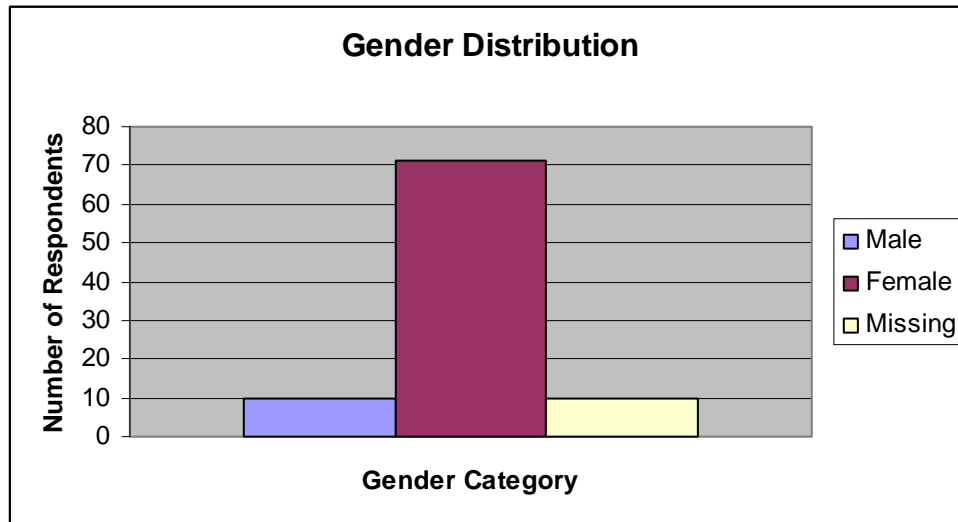
C. Analysis of Demographic Data

Nine (9) demographic questions were asked in the survey. This section provides a summary of the demographic results and confirms that the survey sample represents practitioners from a variety of practicing settings with varying levels of education, experience, and background. Note that some of the percents will not add to 100% due to rounding.

Gender:

Of those responding to the survey, 12.4% (n=10) of the respondents were male and 87.7% (n=71) of the respondents were female. Ten respondents did not indicate gender. Table C-1 summarizes the gender variable.

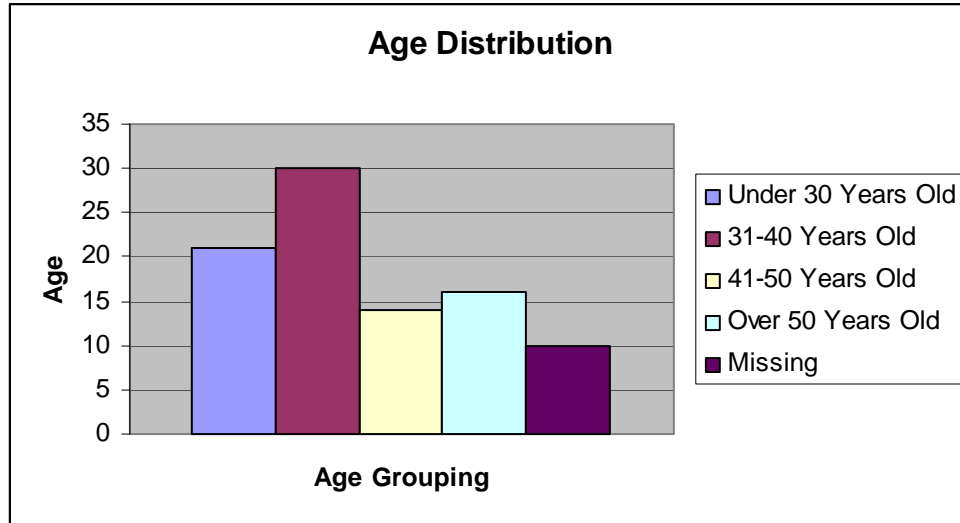
Table C-1: Summary of the Gender Demographic Responses



Age:

All levels of age were represented in the survey. The majority of the respondents (37%) were between the ages of 31 and 40. Slightly more than 25% of the respondents (25.9%) were under the age of 30. The remaining respondents were over the age of 41 years. The age variable is summarized below in Table C-2.

Table C-2: Summary of the Age Demographic Responses



Licensure/Certifications:

The majority of respondents (54.3%) indicated that they hold the current Child Welfare Pre-Service Certification credential. Surprisingly, only 5 respondents indicated that they are a Licensed Clinical Social Worker, however, 38.6% hold another license or certification. The distribution of existing licensure/certification is illustrated in Table C-3.

Years of Experience:

The majority of respondents (30.9%) indicated over ten years of experience in a Child Welfare Case Manager role, closely followed by 29.6% of respondents who indicate between 1 and 3 years of experience. The remainder of the respondents was equally distributed: 17.3% have 4 – 6 years of experience and 17.3% have 7 – 10 years of experience. Table C-4 provides the summary of the number of years of practice by survey respondents.

Table C-3: Summary of Licensure/Certification

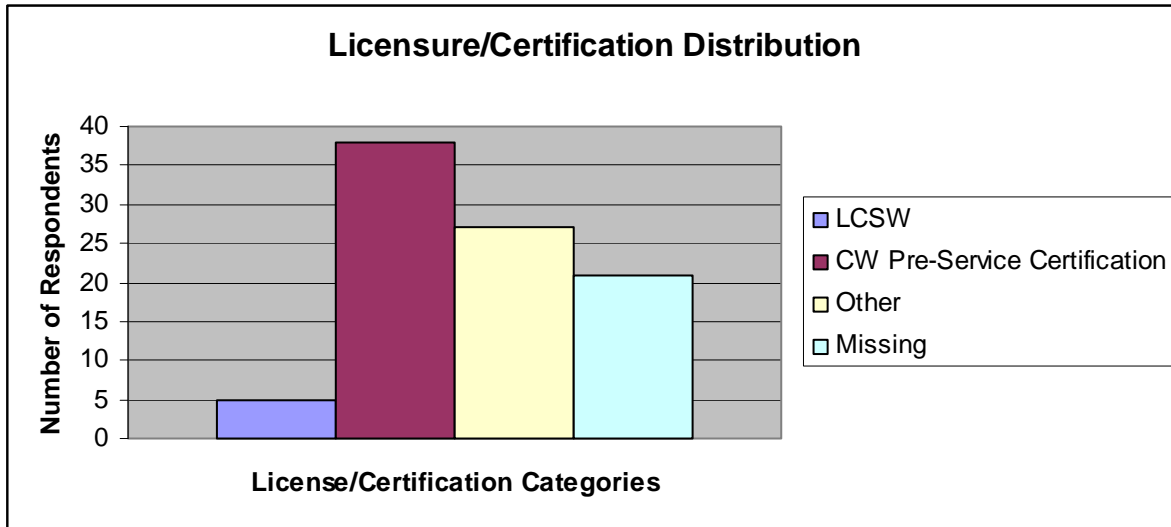
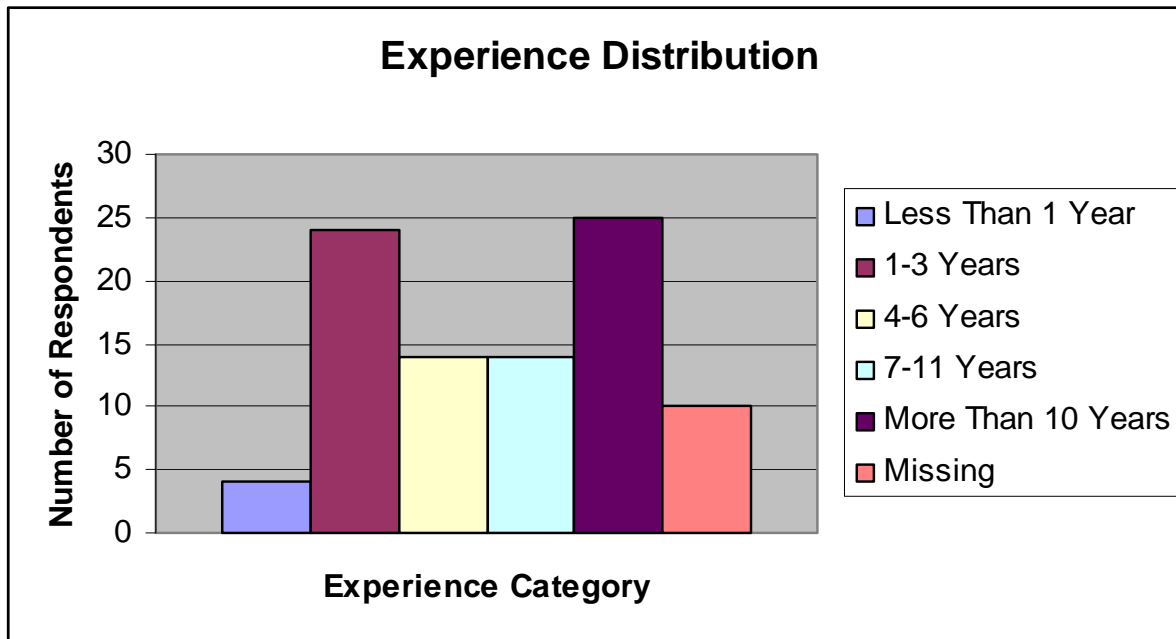


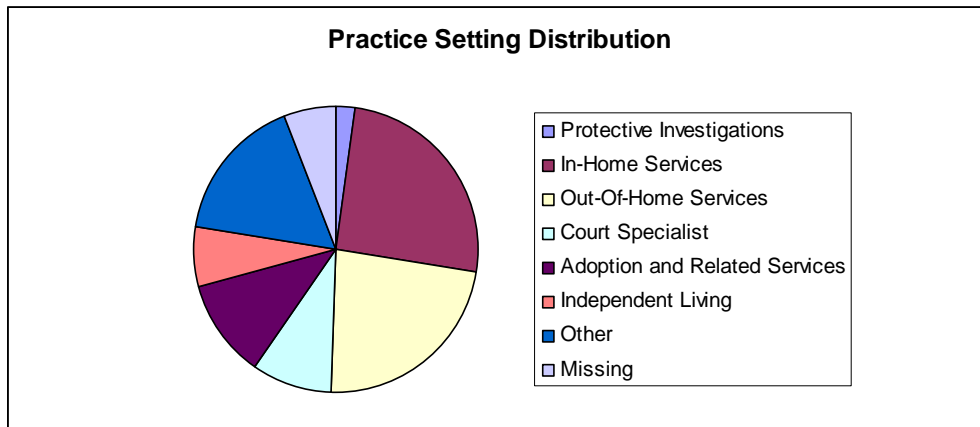
Table C-4: Summary of the Years of Experience Demographic Responses



Practice Area:

A variety of practice settings were represented by the survey respondents as shown below in Table C-5. Although respondents may work in multiple practice settings, respondents were asked to select their *primary* practice area.

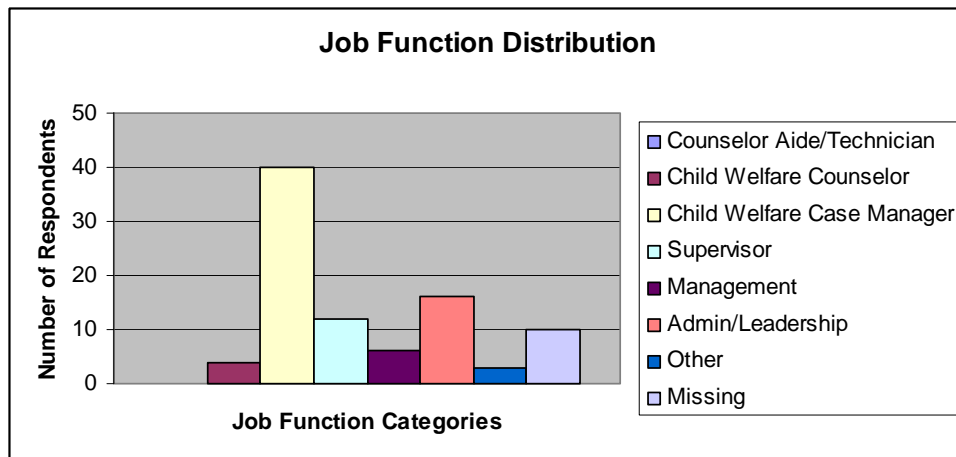
Table C-5: Summary of the Practice Area Demographic Responses



Job Function:

In addition to working in a variety of practice settings, the survey indicated that individuals responding to the survey work in various job functions, as indicated in Table C-6 below. Almost half (49.4%) of the respondents indicated that they currently serve in a Child Welfare Case Manager role. Only 4 respondents (4.9%) indicated they work as a Child Welfare Counselor and the remaining respondents are in supervisory, management, or leadership roles.

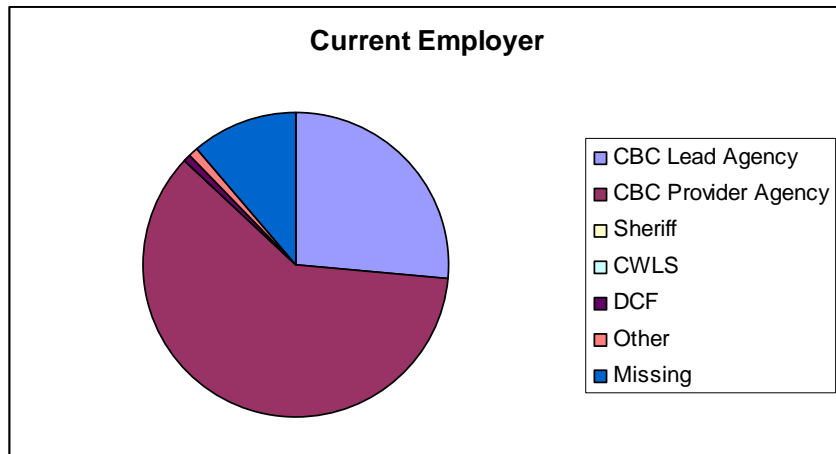
Table C-6: Summary of the Highest Level of Education Demographic Responses



Current Employer

Respondents were asked to identify their current employer. Almost 100% of respondents work for a CBC Lead Agency (29.6%) or a CBC Provider Agency (67.9%). One respondent is employed by the Department of Children and Families (DCF) and one respondent indicated that he or she works for an “other” employer. The distribution is illustrated in Table C-7.

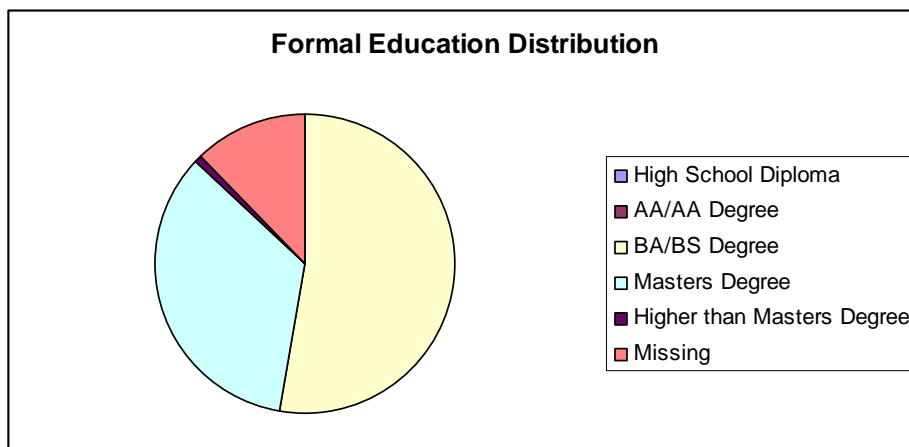
Table C-8: Summary of Current Employer Demographic Responses



Formal Education

Respondents were asked to identify their highest level of formal education. Again, almost 100% of respondents hold a bachelors degree or a masters degree: no respondents held less than a bachelors degree. One respondent holds a degree higher than a masters degree and 11 did not indicate their level of formal education. The distribution is illustrated in table C-8.

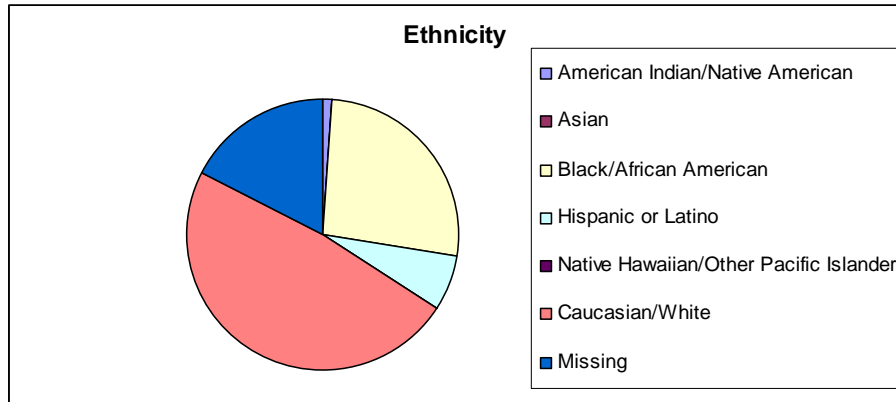
Table C-8: Summary of the Highest Level of Education Demographic Responses



Ethnicity

The final survey demographic question asked information regarding the ethnicity of the respondents. As shown in Table C-9, a range of ethnicities was represented.

Table C-9: Summary of the Ethnicity Responses



Determining the Domain Percentages

The responses from the survey were analyzed and compared to the responses of the panel members. In particular, the domains are compared to ensure that the coverage on the examination at the domain level is not significantly different between panel members and the survey respondents. If the responses for the domain ratings are similar between the two groups, then one can assume that the work produced by the panel members is a valid assessment of the profession.

The survey respondents and the panel members were asked to evaluate the five domains in terms of importance and frequency, using the same five-point scale. In addition, survey respondents and panel members were asked to estimate the percentage of time a Child Welfare Case Manager spends performing duties in these domains.

A. Importance Ratings

Respondents were asked to use the five-point scale (see table A-1, below) to respond to the following question, “How important is the domain, relative to the other domains, to the job performance of a Child Welfare Case Manager?”

Table A-1: Importance Rating Scale

Rating	Description
1	Not Important
2	Somewhat Important
3	Important
4	Very Important
5	Extremely Important

As shown in Table A-2, all five of the domains were evaluated as being important by both panel members and survey respondents, as the lowest rating was 4.47.

Table A-2: Comparison of Importance Ratings – Survey Respondents vs. Panelists

Performance Domains	Panelists' Importance Ratings	Survey Importance Ratings
Assessment	4.65	4.42
Service Planning and Delivery	4.85	4.39
Professional Responsibility	4.47	4.53
Court Liaison	4.60	4.55
Documentation	4.55	4.46

While the panelists felt that Service Planning and Delivery was the most important domain, the survey respondents rated Court Liaison as the most important domain. However, the difference is less than half a percentage point and the survey respondents and the panelists consistently rated each of the five domains as Important to Very Important.

B. Frequency Ratings

Respondents were asked to use the five-point scale (see table B-1, below) to respond to the following question, "How much time does a Child Welfare Case Manager spend performing duties in these domains, relative to the other domains?"

Table B-1: Frequency Rating Scale

Rating	Description
1	Not Much Time
2	A Little Bit of Time
3	An Average Amount of Time
4	A Fair Amount of Time
5	A Large Amount of Time

As shown in Table B-2, all four domains were evaluated as being performed an average or fair amount of time, with the lowest rating at 3.67.

Table B-2: Comparison of Frequency Ratings – Survey Respondents vs. Panelists

Performance Domains	Panelists' Frequency Ratings	Survey Frequency Ratings
Assessment	4.42	3.80
Service Planning and Delivery	4.83	3.76
Professional Responsibility	4.67	3.80
Court Liaison	3.72	4.14
Documentation	4.84	4.06

The survey respondents and the panelists agreed that an average to a fair amount of time is spent performing the tasks in each domain, however, there were some differences between the survey respondents' frequency ratings and those of the panelists for the other domains. The survey respondents felt that the most frequently performed tasks are in the Service Planning and Delivery domain, followed by Documentation, Assessment, Court Liaison, and then Professional Responsibility.

Conversely, the panelists felt that the most frequent duties are in the Court Liaison domain, followed by Documentation. Tasks were closely spread out among the domains of Assessment, Service Planning and Delivery, and Professional Responsibility. Again, the differences in the means are not significant: the responses for each domain are within no more than half of a percentage point.

C. Summary of Findings Regarding Domains

As shown in the tables in the preceding pages, the perception of the profession by the survey respondents is consistent with the perception of the panelists. Both groups found all five domains “important” to “extremely important.” In addition, while there were some differences in the frequency and estimated percentages, the differences were not by significant values. In fact, the minor differences between the panelists and survey respondents in terms of the frequency and estimated percentage of time spent in the domains may be attributed to the small number of panel members per the workshop design. The small number of panel members needed to conduct the RDS Workshop (Phase 1) is one reason why a validation survey (Phase 2) is sent to a larger audience.

In accordance with standard practice, the test blueprint is computed based on the survey responses rather than the panelists’ ratings. However, in the final acceptance of the test blueprint, the data from the workshop panelists may also be considered.

The Test Blueprint

The final phase of the Role Delineation Study was to develop the test blueprint. The test blueprint provides the exact number of items from each domain and task that should appear on the examination. Exam items should be developed to assess the knowledge and skills in each domain and task according to the determined percentages.

Appendix B contains a summary test blueprint, which contains the number of items for each domain and task. Appendix C contains a detailed test blueprint, which adds to the Summary Test Blueprint by including the knowledge and skill statements associated with each performance domain. The detailed test blueprint is typically found helpful to item writers as examination items are developed and to curriculum developers designing competency-based instruction. In addition, the detailed blueprint provides the candidates with considerably more information regarding the scope of knowledge the examination will be measuring.

A. Testing Format

A variety of testing formats exist for appropriately assessing a candidate’s knowledge. Typically, multiple-choice examinations are used to measure knowledge, while performance-

based examinations are used to assess skills and actual job performance. Each testing format has its advantages and its disadvantages. Ultimately, it is the decision of the certifying agency as to which examination format they prefer to use.

The Florida Certification Board recommends that the Child Welfare Case Manager certification examination be in multiple-choice format. This format can be scored objectively, allows for the most thorough content coverage, and is the least expensive to administer. In addition, the FCB evaluated the tasks and associated knowledge statements outlined in the role delineation and concluded that the use of a written, multiple-choice examination format is appropriate to assess candidate performance for the Child Welfare Case Manager.

The FCB recommends that no fewer than 100 items or greater than 150 items be used on the examination, as 100 items are the minimum number of items necessary to ensure adequate reliability. Due to the critical public safety issues associated with this credential, as well as the considerable number of job tasks, the FCB recommends that the examination instrument includes 150 items. The examination blueprint has been calculated for 100, 125, and 150 items.

B. Overview of Statistical Analysis

All statistical work was conducted by the FCB's psychometrician, Dr. Akihito Kamata. When developing the test blueprint for the Child Welfare Case Manager examination, the first consideration was given to the mean percentage assigned to each domain. The mean value was used to:

1. identify any task statements that should be eliminated from the test blueprint, and
2. determine the percentage of the examination that should be allocated for the domain.

First, the mean rating was calculated for "Importance" and "Frequency" by task. Tasks with a mean rating of less than 2.5 are flagged as "not important" or "not frequently performed." As expected, none of the tasks identified by the panelists in the Role Delineation Study Workshop would be eliminated as these panelists have delineated these tasks as critical for competent performance of a Child Welfare Case Manager. The survey data analysis indicated that all tasks are important and are frequently performed, as the lowest survey mean rating was 4.08. Therefore, all tasks identified by the panelists were used in the development of the test blueprint.

To calculate the percentage allocated per domain, the weight of each task was determined in the following way.

- ☑ First, the average ratings for “Importance” and “Frequency” were calculated for each task.
- ☑ Next, the mean of the two ratings was calculated, establishing the Mean Combined Rating.
- ☑ Then, the mean combined rating for each of the 58 tasks was summed to establish the Total Rating Score, which is 242 in this case.
- ☑ Finally, the weight for each task (exam proportion) was computed by dividing the Mean Combined Rating by the Total Rating Score.

The summary blueprint is presented in Appendix B.

The proportion of each task to the entire task inventory within each domain was then calculated. This proportion was directly used to determine the number of items that should be allocated to each task. The differences in exam proportions between tasks were rather small; the lowest was 1.46% (Task 5.8), and the highest was 1.91% (Task 4.1). Since the difference was less than 1%, each task should be allocated essentially the same number of items. For each case of the total number of test items, 100, 125, and 150, the number of items for each task was determined by the following procedure.

First, the exam proportion for each domain was computed by summing the exam proportions for tasks within each domain. They were 18.7%, 26.9%, 22.4%, 16.1%, and 15.8% for the 5 domains.

Second, the number of items for each domain was determined for each of the three test-item-number cases (100, 125, and 150) by multiplying the number of test items by the domain proportion and rounding to the nearest integer. For example, the number of items for Domain 1 was 19, 23, and 28 for the three test-item-number cases. The numbers of items for other domains are summarized in Table 2.

Third, the number of items for each task was determined within each domain. For example, for Domain 1 with the 100 test-item scenario, it was determined that 19 items are needed for this domain. Since there are 11 tasks for this domain, 1 item should be allocated for 3 tasks with the lowest exam proportions, while 2 items should be allocated for the remaining 8 tasks.

Consequently, tasks 1.2, 1.3, and 1.7 were chosen to assign only 1 item. For the 125 test-item scenario, it was determined that 23 items are needed for Domain 1. Therefore, 3 items should be allocated for 1 task with the highest exam proportion (Task 1.9), while 2 items should be allocated for the remaining 10 tasks. For the 150 test-item scenario, 28 items are allocated to Domain 1. Therefore, 3 items were allocated for 6 tasks with high exam proportions (Tasks 1.1., 1.4, 1.5, 1.8, 1.9, 1.11), while 2 items were allocated for the remaining 5 tasks. The same procedure was used for the remaining 4 Domains.

C. Reliability of Task Ratings

Since the mean task ratings for importance and frequency are directly used to determine the number of exam items, it is important that the data be reliable. The reliability of the task ratings can be described as the consistency of the score/ratings that are obtained on the observed scales.

One of the most common methods used to determine the reliability of a measurement instrument is the Cronbach Coefficient Alpha (Cronbach, 1951). This statistic measures the internal consistency of responses made within a survey. A widely used rule of thumb is that the reliability coefficient should be at least .70 (Nunnally, 1978). However, it is noted that this is just a rule of thumb and there have been many studies published in the social science literature with coefficient alpha reliabilities under .70.

The coefficient reliability of each scale (importance and frequency) was calculated across all tasks. The results (see Table C-1, below) support the use of the survey respondents' ratings to determine exam proportions of each task.

Table C-1: Reliability Estimates of the Task Ratings

Variable	Reliability Estimate
Importance	.978
Frequency	.979

With reliability estimate values greater than .80, we can assume that the respondents responded to the survey in a consistent manner with thoughtful consideration to each rating provided and that the questions relating to those tasks were appropriately interpreted by respondents.

D. Summary Statistics for the Domains and Tasks

To determine the proportion of the examination to be allocated to each domain, the mean percentage values per the survey respondents was computed. Table D-1 provides a listing of the calculated percentage (adjusted/rounded to yield 100%). The importance and frequency mean ratings for the tasks, and the calculated exam proportions, are provided in table D-2.

Table D-1: Percent of Exam Items per Domain

Domain	Percent of Exam Item
Assessment	18.7%
Service Planning and Delivery	26.9%
Professional Responsibility	22.4%
Court Liaison	16.1%
Documentation	15.8%

Table D-2a: Summary of Ratings with Calculated Exam Proportions by Domain

Domain	Importance Rating	Frequency Rating	Exam Proportion
Assessment	4.42	3.80	18.7%
Service Planning and Delivery	4.39	3.76	26.9%
Professional Responsibility	4.53	3.80	22.4%
Court Liaison	4.55	4.14	16.1%
Documentation	4.46	4.06	15.8%

Table D-2b: Summary of Ratings with Calculated Exam Proportions by Domain and Task

Domain/Task	Importance Rating	Frequency Rating	Exam Proportion
Domain 1: Advocacy			
Task 1.1	4.43	3.8	1.70%
Task 1.2	4.21	3.65	1.62%
Task 1.3	4.1	3.31	1.53%
Task 1.4	4.6	3.71	1.72%
Task 1.5	4.77	4.27	1.87%

Domain/Task	Importance Rating	Frequency Rating	Exam Proportion
Task 1.6	4.33	3.62	1.64%
Task 1.7	4.26	3.32	1.57%
Task 1.8	4.57	4.01	1.77%
Task 1.9	4.74	4.44	1.90%
Task 1.10	4.38	3.8	1.69%
Task 1.11	4.27	3.85	1.68%
Domain 2: Professional Responsibility			
Task 2.1	4.48	3.83	1.72%
Task 2.2	4.7	4.07	1.81%
Task 2.3	4.31	3.72	1.66%
Task 2.4	4.22	4.19	1.74%
Task 2.5	4.32	3.47	1.61%
Task 2.6	4.14	3.11	1.50%
Task 2.7	4.19	3.44	1.58%
Task 2.8	4.45	3.93	1.73%
Task 2.9	4.45	3.98	1.74%
Task 2.10	4.5	4.2	1.80%
Task 2.11	4.42	3.78	1.69%
Task 2.12	4.07	3.3	1.52%
Task 2.13	4.41	3.74	1.68%
Task 2.14	4.33	3.75	1.67%
Task 2.15	4.6	3.6	1.69%
Task 2.16	4.7	3.98	1.79%
Domain 3: Professional Responsibility			
Task 3.1	4.25	3.37	1.57%
Task 3.2	4.68	4.11	1.82%
Task 3.3	4.69	3.93	1.78%
Task 3.4	4.7	4.06	1.81%
Task 3.5	4.83	3.33	1.69%

Domain/Task	Importance Rating	Frequency Rating	Exam Proportion
Task 3.6	4.36	3.77	1.68%
Task 3.7	4.4	4.04	1.74%
Task 3.8	4.56	4.28	1.83%
Task 3.9	4.42	3.24	1.58%
Task 3.10	4.59	3.35	1.64%
Task 3.11	4.57	3.81	1.73%
Task 3.12	4.43	3.94	1.73%
Task 3.13	4.47	4.15	1.78%
Domain 4: Court Liaison			
Task 4.1	4.72	4.55	1.91%
Task 4.2	4.48	4.06	1.76%
Task 4.3	4.22	3.93	1.68%
Task 4.4	4.57	4.51	1.88%
Task 4.5	4.85	4.36	1.90%
Task 4.6	4.63	4.1	1.80%
Task 4.7	4.45	3.65	1.67%
Task 4.8	4.77	4.48	1.91%
Task 4.9	4.25	3.59	1.62%
Domain 5: Documentation			
Task 5.1	4.64	4.53	1.89%
Task 5.2	4.59	4.26	1.83%
Task 5.3	4.72	4.48	1.90%
Task 5.4	4.6	4.38	1.86%
Task 5.5	4.65	4.3	1.85%
Task 5.6	4.35	4.15	1.76%
Task 5.7	4.51	4.11	1.78%
Task 5.8	3.93	3.14	1.46%
Task 5.9	4.16	3.19	1.52%

Conclusion

The FCB's contract with our CBC partners to conduct a Child Welfare Case Manager Role Delineation Study Workshop and Validation Survey effort is indicative of the state's CBC Lead Agency and Provider agencies commitment to the professionalization of the child welfare case management workforce by developing valid and reliable certification programs. The Child Welfare Case Manager Role Delineation Study was conducted in keeping with the professional credential development standards established by the NCCA and Joint Standards. With the domains and tasks finalized, the next phases of the credential development process can begin.

Upon completion of the Role Delineation Study Final Report, the test blueprint is final and should not be changed until an updated Role Delineation Study is completed. In particular, the domains, tasks, and assigned percentages cannot be modified. The associated knowledge and skill statements can be modified, if necessary. However, this modification can in no way change the percentage values for the domains and tasks.

The lifespan of the Role Delineation Study and test blueprint is five years. After five years, it is recommended that another Role Delineation Study is conducted to update the domains and tasks and to assess any changes to the importance and frequency ratings. Although this is a relatively new job specialization, especially in terms of service delivery, the job tasks conducted in the field of child welfare are well established. If significant changes occur, such as a significant shift in the professional body of knowledge due to advances in evidence based practice, there may be a need to consider updating the Role Delineation Study sooner than the year 2012.

Appendices

- A: Validation Survey Instrument
- B: Summary Test Blueprint
- C: Detailed Test Blueprint

Appendix A: Validation Survey Instrument

Note: the Survey was conducted on-line. This document duplicates the survey content and format. For access to the on-line version of the survey, please contact the FCB offices.

Child Welfare Case Manager RDS Validation Survey

This document is the validation survey for the Child Welfare Case Manager credential. All responses are anonymous: data is pulled into a single file for analysis.

There are three sections to the survey: each section begins with detailed instructions.

In **Section A**, you are asked to complete a demographic survey which will provide the FCB with the demographic information necessary to ensure that professionals working in various settings with differing backgrounds are represented in the data collection.

In **Section B**, you are asked to evaluate the task statements required for competent performance as a Child Welfare Case Manager.

In **Section C**, you are asked to rate the performance domains that have been identified as defining the profession of the Child Welfare Case Manager.

Section A: Demographic Data

Please provide your demographic information. This information is used to ensure that a representative sample of professionals working in the field responded to the survey.

1. Gender:
 Female Male
2. Age:
 Under 30 years old 41 – 50 years old
 31 – 40 years old Over 50 years old
3. What other professional licenses or certifications do you hold?
 LCSW Other
 CW Pre-service Certification
4. How long have you worked in the Child Welfare field?
 Less than 1 year 7 – 9 years
 1 – 3 years More than 10 years
 4 – 6 years
5. Which of the following best describes your current practice setting? Check all that apply.
 Protective Investigations Adoption and Related Services
 In-Home Services Independent Living
 Out-of-Home Services Other
 Court Specialist
6. Which of the following best describes your current job function? Check all that apply.
 Counselor Aide/Technician Manager
 Child Welfare Counselor Administration/Leadership
 Child Welfare Case Manager Other
 Supervisor
7. Who is your current employer? Check all that apply.
 CBC Lead Agency CWLS
 CBC Provider Agency DCF
 Sheriff Other
8. What is your highest level of education completed? Select only one.
 High School Diploma Masters Degree
 AA/AS Degree Higher than a Masters Degree
 BA/BS Degree
9. **Optional Question:** Which of the following best describes your ethnicity/race? Select one.
 American Indian/Alaska Native Hispanic or Latino
 Asian Native Hawaiian/Other Pacific Islander
 Black/African American Caucasian/White
 Other

Section B Introduction:

The following domains of knowledge have been identified for Child Welfare Case Managers:

- Domain 1: Assessment
- Domain 2: Service Planning and Delivery
- Domain 3: Professional Responsibility
- Domain 4: Court Liaison
- Domain 5: Documentation

Within each domain, there are a set of tasks that are performed by a Child Welfare Case Manager. The purpose of this section is to differentiate between the importance and frequency of the tasks *relative to each other* within each domain. The ratings you provide will be used in determining the percentage of items that each task will have on the examination. That is, tasks that are more important and are more frequently performed will have more questions on the exam.

Directions:

Each domain area and its associated tasks will appear on the following pages. Please rate each task statement according to the rating scale below.

Rating for Importance ~ For each task statement, ask yourself, “How important is the task, compared to all the other tasks in this domain, to the job of the Child Welfare Case Manager?” Rate each statement according to this scale:

1	Not Important
2	Somewhat Important
3	Important
4	Very Important
5	Extremely Important

Rating for Frequency ~ For each task statement, ask yourself, “How much time does a Child Welfare Case Manager spend performing this task, as compared to the other tasks in the domain?” Rate each statement according to this scale:

1	Not Much Time
2	A Little Bit of Time
3	An Average Amount of Time
4	A Fair Amount of Time
5	A Large Amount of Time

Review of Rating Scales

Importance Ratings		Frequency Ratings	
1	Not Important	1	Not Much Time
2	Somewhat Important	2	A Little Bit of Time
3	Important	3	An Average Amount of Time
4	Very Important	4	A Fair Amount of Time
5	Extremely Important	5	A Large Amount of Time

Domain 1: Mentoring

Task Statement		Importance					Frequency				
1.1	Engage and assess families from a strengths-based perspective.	1	2	3	4	5	1	2	3	4	5
1.2	Conduct individual and family group interviews.	1	2	3	4	5	1	2	3	4	5
1.3	Conduct required comprehensive assessments.	1	2	3	4	5	1	2	3	4	5
1.4	Refer individuals and families for further assessments, as needed.	1	2	3	4	5	1	2	3	4	5
1.5	Assess risk of future abuse, neglect and threatened harm, and continually reassess abuse, neglect, and threatened harm by gathering appropriate information.	1	2	3	4	5	1	2	3	4	5
1.6	Identify and document the parent or caregivers' parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.	1	2	3	4	5	1	2	3	4	5
1.7	Read and interpret the results of the department's child safety assessment protocol and make appropriate child safety determinations based on findings.	1	2	3	4	5	1	2	3	4	5
1.8	Conduct thorough home studies that assess the families' capacity to meet the needs of the child(ren).	1	2	3	4	5	1	2	3	4	5
1.9	Conduct purposeful visits with children and parents and/or caregivers that include the on-going assessment of child safety, permanency, and well-being.	1	2	3	4	5	1	2	3	4	5
1.10	Evaluate need/readiness for permanency planning.	1	2	3	4	5	1	2	3	4	5
1.11	Support and identify the findings of the assessment, case dispositions, and recommendations to other persons who have a role in case planning.	1	2	3	4	5	1	2	3	4	5

Domain 2: Service Planning and Delivery

Task Statement		Importance					Frequency				
2.1	Collaborate with family members and other parties involved in the case to develop an individualized, family-centered, strengths-based, assessment-based, and outcome-driven plan.	1	2	3	4	5	1	2	3	4	5
2.2	Develop and implement a case plan that is driven by the circumstances of the case and that meets the needs of the child(ren) and the family, and continually reassessing the overall effectiveness of the case plan.	1	2	3	4	5	1	2	3	4	5
2.3	Coordinate a comprehensive, team approach to the delivery of community-based services specific to remediate neglect and provide long-term support to families.	1	2	3	4	5	1	2	3	4	5
2.4	Serve as the conduit of information between all parties to the case and identified stakeholders, including medical, educational, and mental health providers.	1	2	3	4	5	1	2	3	4	5
2.5	Arrange preventative services, when necessary.	1	2	3	4	5	1	2	3	4	5
2.6	Conduct a diligent search for absent parents and relatives.	1	2	3	4	5	1	2	3	4	5
2.7	Identify and engage extended family and other community resources to strengthen a family's ability to care for their child(ren).	1	2	3	4	5	1	2	3	4	5
2.8	Ensure that the child(ren) and family members visit as frequently as possible and according to statutory requirements.	1	2	3	4	5	1	2	3	4	5
2.9	Arrange services and ensure ongoing collaboration to meet the specific, individual needs of the child(ren), family, and caregivers.	1	2	3	4	5	1	2	3	4	5
2.10	Plan, prioritize, and effectively monitor completion of activities and tasks within required timeframes.	1	2	3	4	5	1	2	3	4	5
2.11	Ensure age-appropriate referrals are made for treatment strategies and services that allow the child to develop physically, mentally, and emotionally.	1	2	3	4	5	1	2	3	4	5
2.12	Advocate with school personnel for children to access academic programming, to alleviate barriers to participation in school activities, and to solve school-related problems.	1	2	3	4	5	1	2	3	4	5

Appendix A: Validation Survey Instrument

Task Statement		Importance					Frequency				
2.13	Obtain feedback from service providers to assist in case planning and assessment.	1	2	3	4	5	1	2	3	4	5
2.14	Facilitate placement and promote joint planning and delivery of services in collaboration with primary, foster, kinship, and adoptive families.	1	2	3	4	5	1	2	3	4	5
2.15	Provide foster and adoptive children supportive services to reduce the trauma of separation and placement and to enhance their adjustment and attachment to the substitute parent, in order to meet their needs while in placement.	1	2	3	4	5	1	2	3	4	5
2.16	Make and support permanency recommendations, i.e., reunification, termination of parental rights, other long-term care options, or case closure.	1	2	3	4	5	1	2	3	4	5

Domain 3: Professional Responsibility

Task Statement		Importance					Frequency				
3.1	Provide culturally-competent casework services and link families with culturally-competent service providers.	1	2	3	4	5	1	2	3	4	5
3.2	Recognize and operate within the legal obligations and limitations that state and federal laws place on case managers.	1	2	3	4	5	1	2	3	4	5
3.3	Apply confidentiality requirements to casework tasks.	1	2	3	4	5	1	2	3	4	5
3.4	Implement ethical standards of the profession while conducting child welfare services.	1	2	3	4	5	1	2	3	4	5
3.5	Report child abuse and neglect cases using the Abuse Hotline procedures and reporting requirements.	1	2	3	4	5	1	2	3	4	5
3.6	Effectively communicate information about agency programs and services to clients, agency staff, or other service providers.	1	2	3	4	5	1	2	3	4	5
3.7	Work in partnership with various individuals and groups within the child welfare system and community to promote the safety and well-being of children and families.	1	2	3	4	5	1	2	3	4	5
3.8	Plan, organize, and manage multiple priorities, and perform work activities in a manner that efficiently uses existing resources and time.	1	2	3	4	5	1	2	3	4	5
3.9	Recognize symptoms of personal stress that may	1	2	3	4	5	1	2	3	4	5

Appendix A: Validation Survey Instrument

Task Statement	Importance	Frequency
impact ability to serve clients, and employ strategies to manage stress and prevent burnout.		
3.10 Use safety skills and techniques when faced with dangerous situations in the workplace and field.	1 2 3 4 5	1 2 3 4 5
3.11 Assist individuals and families in responding to a crisis in a manner that promotes positive change, growth, and development, and ensures safety for all family members.	1 2 3 4 5	1 2 3 4 5
3.12 Assure quality of care through a working knowledge of mandated performance standards and best practices.	1 2 3 4 5	1 2 3 4 5
3.13 Prepare for and participate effectively in case staffings and meetings as a leader and contributor.	1 2 3 4 5	1 2 3 4 5

Domain 4: Court Liaison

Task Statement	Importance	Frequency
4.1 Perform case management responsibilities in accordance with state and federal laws on child abuse, abandonment, and neglect within required timeframes.	1 2 3 4 5	1 2 3 4 5
4.2 Use the juvenile court to protect children from maltreatment and assure permanency within legally established timeframes.	1 2 3 4 5	1 2 3 4 5
4.3 Collaborate with other service providers and legal and court personnel in preparing children and family members for court activity.	1 2 3 4 5	1 2 3 4 5
4.4 Prepare and file all court documents within required timeframes.	1 2 3 4 5	1 2 3 4 5
4.5 Provide factual information through reports and testimony to the court.	1 2 3 4 5	1 2 3 4 5
4.6 Perform casework processes with families in a manner that protects the rights of the family and protects the agency and the caseworker from litigation.	1 2 3 4 5	1 2 3 4 5
4.7 Work with Child Welfare Legal Services to prepare for legal action.	1 2 3 4 5	1 2 3 4 5
4.8 Prepare for and participate in all court hearings and effectively communicate case plan compliance to the court.	1 2 3 4 5	1 2 3 4 5
4.9 Assist families in advocating for their needs.	1 2 3 4 5	1 2 3 4 5

Domain 5: Documentation

Task Statement	Importance	Frequency
5.1 Write clear, legible, and concise documents, reports, and case information.	1 2 3 4 5	1 2 3 4 5
5.2 Build and maintain an up-to-date, organized, and accessible case file.	1 2 3 4 5	1 2 3 4 5
5.3 Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties to the case.	1 2 3 4 5	1 2 3 4 5
5.4 Prepare all casework and critical incident reports and required referral packets within the required timeframes.	1 2 3 4 5	1 2 3 4 5
5.5 Ensure all documentation regarding the child's safety, risk, placement, and services is gathered and included in the case file.	1 2 3 4 5	1 2 3 4 5
5.6 Enter and retrieve information from the child welfare data system.	1 2 3 4 5	1 2 3 4 5
5.7 Update the case file and child welfare data system to document all case activity within established timeframes.	1 2 3 4 5	1 2 3 4 5
5.8 Monitor and update each child's Child Resource Record and, when applicable, the Life Book, to ensure that each child has a life history traced over their time in care.	1 2 3 4 5	1 2 3 4 5
5.9 Monitor and update each child's Health and Education Passport to ensure that each child has a complete and current medical and educational record.	1 2 3 4 5	1 2 3 4 5

Section C Introduction:

The purpose of this section is to differentiate the percentage of time a Child Welfare Case Manager spends performing these duties, relative to the other domains (the last section compared frequency relative to other task statements per domain).

Directions:

Assign the percentage of time you spend *OR* the percentage of time you believe a Child Welfare Case Manager would spend performing duties in these domains.

The total percentage must equal 100%.

Please Circle Your Responses

Domain	Percentage
Domain 1: Mentoring	_____
Domain 2: Advocacy	_____
Domain 3: Professional Responsibility	_____
Domain 4: Court Liaison	_____
Domain 5: Documentation	_____
	100%

This concludes the Survey.

Thank you for your time and input.

Appendix B: Summary Test Blueprint

Child Welfare Case Manager Summary Test Blueprint (based on 150 multiple-choice items)

Domain/Task		Items per Task	Items per Domain
Domain 1: Assessment			28
1.1	Engage and assess families from a strengths-based perspective.	3	
1.2	Conduct individual and family group interviews.	2	
1.3	Conduct required comprehensive assessments.	2	
1.4	Refer individuals and families for further assessments, as needed.	3	
1.5	Assess risk of future abuse, neglect and threatened harm, and continually reassess abuse, neglect, and threatened harm by gathering appropriate information.	3	
1.6	Identify and document the parent or caregivers' parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.	2	
1.7	Read and interpret the results of the department's child safety assessment protocol and make appropriate child safety determinations based on findings.	2	
1.8	Conduct thorough home studies that assess the families' capacity to meet the needs of the child(ren).	3	
1.9	Conduct purposeful visits with children and parents and/or caregivers that include the on-going assessment of child safety, permanency, and well-being.	3	
1.10	Evaluate need/readiness for permanency planning.	2	
1.11	Support and identify the findings of the assessment, case dispositions, and recommendations to other persons who have a role in case planning.	3	
Domain 2: Service Planning and Delivery			40
2.1	Collaborate with family members and other parties involved in the case to develop an individualized, family-centered, strengths-based, assessment-based, and outcome-driven plan.	3	
2.2	Develop and implement a case plan that is driven by the circumstances of the case and that meets the needs of the child(ren) and the family, and continually reassessing the overall effectiveness of the case plan.	3	
2.3	Coordinate a comprehensive, team approach to the delivery of community-based services specific to remediate neglect and provide long-term support to families.	2	

2.4	Serve as the conduit of information between all parties to the case and identified stakeholders, including medical, educational, and mental health providers.	3		
2.5	Arrange preventative services, when necessary.	2		
2.6	Conduct a diligent search for absent parents and relatives.	2		
2.7	Identify and engage extended family and other community resources to strengthen a family's ability to care for their child(ren).	2		
2.8	Ensure that the child(ren) and family members visit as frequently as possible and according to statutory requirements.	3		
2.9	Arrange services and ensure ongoing collaboration to meet the specific, individual needs of the child(ren), family, and caregivers.	3		
2.10	Plan, prioritize, and effectively monitor completion of activities and tasks within required timeframes.	3		
2.11	Ensure age-appropriate referrals are made for treatment strategies and services that allow the child to develop physically, mentally, and emotionally.	2		
2.12	Advocate with school personnel for children to access academic programming, to alleviate barriers to participation in school activities, and to solve school-related problems.	2		
2.13	Obtain feedback from service providers to assist in case planning and assessment.	2		
2.14	Facilitate placement and promote joint planning and delivery of services in collaboration with primary, foster, kinship, and adoptive families.	2		
2.15	Provide foster and adoptive children supportive services to reduce the trauma of separation and placement and to enhance their adjustment and attachment to the substitute parent, in order to meet their needs while in placement.	3		
2.16	Make and support permanency recommendations, i.e., reunification, termination of parental rights, other long-term care options, or case closure.	3		
Domain 3: Professional Responsibility				34
3.1	Provide culturally-competent casework services and link families with culturally-competent service providers.	2		
3.2	Recognize and operate within the legal obligations and limitations that state and federal laws place on case managers.	3		
3.3	Apply confidentiality requirements to casework tasks.	3		
3.4	Implement ethical standards of the profession while conducting child welfare services.	3		
3.5	Report child abuse and neglect cases using the Abuse Hotline procedures and reporting requirements.	2		
3.6	Effectively communicate information about agency programs and services to clients, agency staff, or other service providers.	2		
3.7	Work in partnership with various individuals and groups within the	3		

	child welfare system and community to promote the safety and well-being of children and families.		
3.8	Plan, organize, and manage multiple priorities, and perform work activities in a manner that efficiently uses existing resources and time.	3	
3.9	Recognize symptoms of personal stress that may impact ability to serve clients, and employ strategies to manage stress and prevent burnout.	2	
3.10	Use safety skills and techniques when faced with dangerous situations in the workplace and field.	2	
3.11	Assist individuals and families in responding to a crisis in a manner that promotes positive change, growth, and development, and ensures safety for all family members.	3	
3.12	Assure quality of care through a working knowledge of mandated performance standards and best practices.	3	
3.13	Prepare for and participate effectively in case staffings and meetings as a leader and contributor.	3	
Domain 4: Court Liaison			24
4.1	Perform case management responsibilities in accordance with state and federal laws on child abuse, abandonment, and neglect within required timeframes.	3	
4.2	Use the juvenile court to protect children from maltreatment and assure permanency within legally established timeframes.	3	
4.3	Collaborate with other service providers and legal and court personnel in preparing children and family members for court activity.	2	
4.4	Prepare and file all court documents within required timeframes.	3	
4.5	Provide factual information through reports and testimony to the court.	3	
4.6	Perform casework processes with families in a manner that protects the rights of the family and protects the agency and the caseworker from litigation.	3	
4.7	Work with Child Welfare Legal Services to prepare for legal action.	2	
4.8	Prepare for and participate in all court hearings and effectively communicate case plan compliance to the court.	3	
4.9	Assist families in advocating for their needs.	2	
Domain 5: Documentation			24
5.1	Write clear, legible, and concise documents, reports, and case information.	3	
5.2	Build and maintain an up-to-date, organized, and accessible case file.	3	
5.3	Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties to the case.	3	
5.4	Prepare all casework and critical incident reports and required referral packets within the required timeframes.	3	
5.5	Ensure all documentation regarding the child's safety, risk, placement, and services is gathered and included in the case file.	3	

5.6	Enter and retrieve information from the child welfare data system.	2	
5.7	Update the case file and child welfare data system to document all case activity within established timeframes.	3	
5.8	Monitor and update each child's Child Resource Record and, when applicable, the Life Book, to ensure that each child has a life history traced over their time in care.	2	
5.9	Monitor and update each child's Health and Education Passport to ensure that each child has a complete and current medical and educational record.	2	

Appendix C: Detailed Test Blueprint

Child Welfare Case Manager Detailed Test Blueprint (based on 150 multiple-choice items)

Domain/Task		Items per Task	Items per Domain
Domain 1: Assessment			28
1.1	Engage and assess families from a strengths-based perspective.	3	
1.2	Conduct individual and family group interviews.	2	
1.3	Conduct required comprehensive assessments.	2	
1.4	Refer individuals and families for further assessments, as needed.	3	
1.5	Assess risk of future abuse, neglect and threatened harm, and continually reassess abuse, neglect, and threatened harm by gathering appropriate information.	3	
1.6	Identify and document the parent or caregivers' parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.	2	
1.7	Read and interpret the results of the department's child safety assessment protocol and make appropriate child safety determinations based on findings.	2	
1.8	Conduct thorough home studies that assess the families' capacity to meet the needs of the child(ren).	3	
1.9	Conduct purposeful visits with children and parents and/or caregivers that include the on-going assessment of child safety, permanency, and well-being.	3	
1.10	Evaluate need/readiness for permanency planning.	2	
1.11	Support and identify the findings of the assessment, case dispositions, and recommendations to other persons who have a role in case planning.	3	
<p>Knowledge, Skills and Abilities that the Child Welfare Case Manager should possess in order to perform the tasks identified in the <i>Assessment</i> domain:</p> <p>Knowledge of:</p> <ul style="list-style-type: none"> • Definitions of abuse, neglect and abandonment with maltreatment as specified in Florida Statute, and administrative code. • Understands the challenges of conducting interviews with families who cannot fully express themselves in English. <p>Skills and Abilities to:</p> <ul style="list-style-type: none"> • Apply the following interview strategies: <ul style="list-style-type: none"> ○ Active listening 			

Appendix C: Detailed Test Blueprint

	<ul style="list-style-type: none"> ○ Supportive responses ○ Open-ended and closed-ended questions ○ Summarizing and redirecting ○ Giving options, suggestions, and advice ○ Confronting ● Interpret verbal and non-verbal communication and interpersonal interactions in order to gather accurate information about family dynamics and specific problems ● Engage families to elicit, gather, evaluate, analyze, and integrate pertinent information, and form assessment conclusions ● Apply assessment processes to specialized assessments, including risk assessment; family assessment; foster, kinship, and adoptive family assessment; and independent living assessments ● Determine the validity and reliability of information gathered, and integrate all the information into assessment conclusions ● Recognize indicators of domestic violence ● Recognize indicators of substance abuse by adults and youth ● Recognize indicators of mental health issues of both adults and children 		
Domain 2: Service Planning and Delivery			40
2.1	Collaborate with family members and other parties involved in the case to develop an individualized, family-centered, strengths-based, assessment-based, and outcome-driven plan.	3	
2.2	Develop and implement a case plan that is driven by the circumstances of the case and that meets the needs of the child(ren) and the family, and continually reassessing the overall effectiveness of the case plan.	3	
2.3	Coordinate a comprehensive, team approach to the delivery of community-based services specific to remediate neglect and provide long-term support to families.	2	
2.4	Serve as the conduit of information between all parties to the case and identified stakeholders, including medical, educational, and mental health providers.	3	
2.5	Arrange preventative services, when necessary.	2	
2.6	Conduct a diligent search for absent parents and relatives.	2	
2.7	Identify and engage extended family and other community resources to strengthen a family's ability to care for their child(ren).	2	
2.8	Ensure that the child(ren) and family members visit as frequently as possible and according to statutory requirements.	3	
2.9	Arrange services and ensure ongoing collaboration to meet the specific, individual needs of the child(ren), family, and caregivers.	3	
2.10	Plan, prioritize, and effectively monitor completion of activities and tasks within required timeframes.	3	
2.11	Ensure age-appropriate referrals are made for treatment strategies and services that allow the child to develop physically, mentally, and emotionally.	2	
2.12	Advocate with school personnel for children to access academic programming, to alleviate barriers to participation in school activities,	2	

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	and to solve school-related problems.		
2.13	Obtain feedback from service providers to assist in case planning and assessment.	2	
2.14	Facilitate placement and promote joint planning and delivery of services in collaboration with primary, foster, kinship, and adoptive families.	2	
2.15	Provide foster and adoptive children supportive services to reduce the trauma of separation and placement and to enhance their adjustment and attachment to the substitute parent, in order to meet their needs while in placement.	3	
2.16	Make and support permanency recommendations, i.e., reunification, termination of parental rights, other long-term care options, or case closure.	3	

Knowledge, Skills and Abilities that the Child Welfare Case Manager should possess in order to perform the tasks identified in the *Service Planning and Delivery* domain:

Knowledge of:

- The values that underlie a family-centered approach to child welfare, in providing services to improve individual and family functioning within the context of the family’s culture and community
- Principles of family-centered practice are implemented in all phases of child welfare practice
- The skills and resources that parents need to provide adequate care for their children
- The importance of permanency planning at the time of first contact with the family
- Purpose and activities of a variety of prevention programs designed to mitigate the negative effects for children who have been maltreated, and to support families in preventing the occurrence of further maltreatment
- Roles and activities of the case manager in school-based programs to enhance children's adjustment in school, prevent academic failure and dropping out, and prevent maltreatment
- Applicable federal, state and school-based regulations, and relevant procedures of school systems:
 - Structure of the school system and roles of specific school personnel
 - Provision of special educational programs for developmentally delayed and physically disabled students
 - School system protocol and confidentiality issues regarding interacting with children, parents, teachers and other school-related personnel
 - Education rights of children; privacy rights of parents regarding school issues
 - Provisions of the Americans with Disabilities Act (including Individual Educational Plans) and Individuals with Disabilities Educational Act (including 409 plans) that impact children in school
 - McKinney Act provisions that impact homeless children in schools
- Early signs of placement stress and typical stages of foster and adoptive placement disruption, and knows how to intervene early to prevent disruption and retain foster parents
- Processes used in a variety of models for family group meetings to promote family involvement in case planning and decision making
- Purpose and operations of a variety of work teams, and understands the worker’s role in participating in these teams
- Requirements for “substantial compliance” with the case plan

Skills and Abilities to:

- Utilize a strength-based perspective and empowerment approaches to influence growth, development and

Appendix C: Detailed Test Blueprint

behavior change <ul style="list-style-type: none"> Identify and evaluate the family’s existing and accessible resources and support systems Use a variety of casework strategies and interventions with individuals and families Develop case plans that include measurable case goals, objectives, tasks and outcomes Utilize concurrent case planning Provide support for common emotional, social and financial issues, and potential problems experienced by adopted children and their adopted parents before, during and after the adoption is finalized Access and work collaboratively with a variety of agency-based and community-based programs, to ensure the safety and well-being of children and families Support birth parents through the adoption process Implement problem-solving strategies and solution-focused interventions, and can use these strategies to help families resolve their problems Develop safety plans and recidivism prevention plans in preparation for case closing Build and maintain effective networking relationships with personnel in the agency, in the community and in state-level agencies and systems 			
Domain 3: Professional Responsibility		34	
3.1	Provide culturally-competent casework services and link families with culturally-competent service providers.	2	
3.2	Recognize and operate within the legal obligations and limitations that state and federal laws place on case managers.	3	
3.3	Apply confidentiality requirements to casework tasks.	3	
3.4	Implement ethical standards of the profession while conducting child welfare services.	3	
3.5	Report child abuse and neglect cases using the Abuse Hotline procedures and reporting requirements.	2	
3.6	Effectively communicate information about agency programs and services to clients, agency staff, or other service providers.	2	
3.7	Work in partnership with various individuals and groups within the child welfare system and community to promote the safety and well-being of children and families.	3	
3.8	Plan, organize, and manage multiple priorities, and perform work activities in a manner that efficiently uses existing resources and time.	3	
3.9	Recognize symptoms of personal stress that may impact ability to serve clients, and employ strategies to manage stress and prevent burnout.	2	
3.10	Use safety skills and techniques when faced with dangerous situations in the workplace and field.	2	
3.11	Assist individuals and families in responding to a crisis in a manner that promotes positive change, growth, and development, and ensures safety for all family members.	3	
3.12	Assure quality of care through a working knowledge of mandated performance standards and best practices.	3	
3.13	Prepare for and participate effectively in case staffings and meetings as a leader and contributor.	3	
Knowledge, Skills and Abilities that the Child Welfare Case Manager should possess in order to perform the tasks			

identified in the *Professional Responsibility* domain:

Knowledge of:

- The philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation, including the Adoption and Safe Families Act (ASFA), the Indian Child Welfare Act (ICWA), the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), the Florida Statutes, the Florida Administrative Code, and all related laws
- Case situations (including removal of children) that may be inherently threatening and stressful to clients and may result in desperate behavior
- Importance of professional ethical standards in child welfare practice and the consequences of violating ethical standards
- Ethical issues involved in the delivery, development, and management of specific child welfare direct services
- Elements of reporting abuse and neglect to the Abuse Hotline
- Quality assurance practices and standards
- Confidentiality regulations
- Required performance standards and casework best practices
- Organizational risk management issues
- Definitions and fundamental concepts of culture and diversity
- Origins and tenets of one's personal value system, cultural background, and beliefs; understands how these may influence actions and decisions in child welfare practice
- Client differences in culture and ethnicity
- How stress can affect one's behavior

Skills and Abilities to:

- Use critical thinking skills and consultation with other professionals to make ethical decisions and conduct ethical casework
- Form constructive, collaborative relationships with clients of various cultures and use effective strategies for conducting culturally-competent casework practice
- Discern with whom protected information can be shared
- Recognize potentially dangerous situations during field visits and in the workplace
- Delineate the predictable stages of a crisis and how to intervene at each stage:
 - Immediate and ongoing assessment of the environment
 - Developing personal plan for safety
 - Crisis intervention
 - Verbal de-escalation
 - Personal defense techniques
 - First aid and CPR procedures
- Use safety strategies to decrease vulnerability to danger during home visits
- Communicate clearly, both verbally and in writing
- Discern when the severity of family problems are beyond the case manager's skill or responsibility, and when referrals to other professionals are necessary

Appendix C: Detailed Test Blueprint

Domain 4: Court Liaison			24
4.1	Perform case management responsibilities in accordance with state and federal laws on child abuse, abandonment, and neglect within required timeframes.	3	
4.2	Use the juvenile court to protect children from maltreatment and assure permanency within legally established timeframes.	3	
4.3	Collaborate with other service providers and legal and court personnel in preparing children and family members for court activity.	2	
4.4	Prepare and file all court documents within required timeframes.	3	
4.5	Provide factual information through reports and testimony to the court.	3	
4.6	Perform casework processes with families in a manner that protects the rights of the family and protects the agency and the caseworker from litigation.	3	
4.7	Work with Child Welfare Legal Services to prepare for legal action.	2	
4.8	Prepare for and participate in all court hearings and effectively communicate case plan compliance to the court.	3	
4.9	Assist families in advocating for their needs.	2	
<p>Knowledge, Skills and Abilities that the Child Welfare Case Manager should possess in order to perform the tasks identified in the <i>Court Liaison</i> domain:</p> <p>Knowledge of:</p> <ul style="list-style-type: none"> • The importance of adhering to the provisions of federal and state statutes in child welfare casework • Purpose and timeframes for dependency court hearings and petitions • Legal protections afforded to families and children by juvenile court intervention, and the potential detrimental consequences if legal procedures are not followed • Chapter 39, Florida Statutes definitions for various forms of child maltreatment, including: abused child, neglected child and dependent child • Legal requirements and case manager's role for the removal and placement of children • Penalties and resulting agency and caseworker liability of submitting falsified documents, case notes and case plans to the court • Caseworker's responsibilities in locating and contacting absent biological parents and putative fathers for court actions <p>Skills and Abilities to:</p> <ul style="list-style-type: none"> • Help family members develop appropriate techniques to advocate for their own interests and needs • Gather appropriate data and prepare documentation to submit to the juvenile court • Initiate juvenile court actions to protect children from future maltreatment • Respond effectively, and present well-organized, relevant information during court testimony and cross-examination by present concise descriptions of facts 			
Domain 5: Documentation			24
5.1	Write clear, legible, and concise documents, reports, and case information.	3	

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5.2	Build and maintain an up-to-date, organized, and accessible case file.	3	
5.3	Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties to the case.	3	
5.4	Prepare all casework and critical incident reports and required referral packets within the required timeframes.	3	
5.5	Ensure all documentation regarding the child's safety, risk, placement, and services is gathered and included in the case file.	3	
5.6	Enter and retrieve information from the child welfare data system.	2	
5.7	Update the case file and child welfare data system to document all case activity within established timeframes.	3	
5.8	Monitor and update each child's Child Resource Record and, when applicable, the Life Book, to ensure that each child has a life history traced over their time in care.	2	
5.9	Monitor and update each child's Health and Education Passport to ensure that each child has a complete and current medical and educational record.	2	
<p>Knowledge, Skills and Abilities that the Child Welfare Case Manager should possess in order to perform the tasks identified in the <i>Documentation</i> domain:</p> <p>Knowledge of:</p> <ul style="list-style-type: none"> • The importance of timely, accurate case documentation for agency accountability • Multiple types, purposes, and uses of case documentation • Benefits of formally documenting the case plan in the case record <p>Skills and Abilities to:</p> <ul style="list-style-type: none"> • Apply the principles of grammar and professional writing • Access and complete the variety of referral packets for other service providers • Write and integrate summarized, concise, and timely assessment and case plan information, reports, and other supporting documentation 			