

Block 3 – Assessment	
Field	Completing Assessment Tools 2 hours
	Safety and Risk in Teams 3 hours

Activity 8: Completing Assessment Tools

Learning Objectives

Field Activity: Completing Assessment Tools (2 hours)	
Knowledge	
K1. The trainee will be able to identify county protocols related to the use of the SDM assessment system. ¹	
Skill	
S1. The trainee will be able to apply SDM definitions and complete the following tools:	
<ul style="list-style-type: none"> a. SDM Safety Assessment Tool or SDM Reunification Safety Assessment b. SDM Risk Assessment Tool or SDM Risk Reassessment Tool 	
Values	
V1. The trainee will value following SDM policies and county protocols for the SDM assessment system.	

Activity

Practice Area:	Assessment
Competency:	
Estimated Time Required:	2 hours

Description of Activity:

Trainee will complete the SDM Safety Assessment or SDM Reunification Safety Assessment **and** the SDM Risk Assessment or SDM Risk Reassessment tools using the SDM Policy and Procedure Manual, based on information gathered from the family or through consultation with the case carrying social worker. If

¹ Counties using the Comprehensive Assessment Tools will receive modified versions of assessment training excluding content related to Structured Decision Making.

completing the SDM Reunification Safety Assessment or the SDM Risk Reassessment, the trainee must first review the initial SDM safety and risk assessments, along with the case file, prior to starting this activity.

Before the practice opportunity

Field Advisor Responsibility:

- ❑ Meet with the trainee and ensure the trainee has access to SDM documents and the SDM Policy and Procedure Manual.
- ❑ Ensure the trainee will have an opportunity to meet with the family to gather information or consult with the case carrying social worker.
- ❑ Work with the trainee to select a case for this field activity.
- ❑ Discuss with the trainee which SDM assessment tools will be used for the activity (based on the trainee's caseload):
 - SDM Safety Assessment
 - SDM Reunification Safety Assessment
 - SDM Risk Assessment
 - SDM Risk Reassessment
- ❑ Review any county specific procedures regarding completing assessment tools and answer any questions the trainee has about using the SDM tools.

Social Worker Responsibility:

- ❑ Ask any questions necessary to clarify the process for this activity or the use of SDM tools.
- ❑ If not able to access web SDM, work with the field advisor to obtain hard copies of the SDM tools needed **and** the SDM Policy and Procedure Manual.

During the practice opportunity

Social Worker Responsibility:

- ❑ Review the SDM tools that will be completed for the selected case.
- ❑ Collect information through conversation with the family or consultation with the case-carrying social worker to complete the SDM tools.
- ❑ Complete the SDM tools using the SDM Policy and Procedure Manual. *Note: Pay special attention to the definitions provided in the SDM Policy and Procedure Manual and ensure thorough review of case information to determine which SDM definition(s) apply.*

Field Advisor Responsibility:

- ❑ Answer any questions the trainee has about using the SDM tools for the selected case.

After the practice opportunity

Field Advisor Responsibility:

- ❑ Review the completed SDM tools with the trainee.
- ❑ Verify that the information used by the trainee is accurate. This may be done by reviewing the case with the trainee and the completed SDM tool. The field advisor should go through each section of the completed SDM tool and the associated definitions from the SDM Policy and Procedure Manual with the trainee and have a discussion about each. Some questions for discussion:
 - Where did the information come from? Is this information documented in the case?
 - How do we know?
 - If the information is unknown, how/where can the information be obtained?
 - Does the information available meet the definition in the SDM Policy and Procedure Manual?
 - Were any overrides used? If so, why?
- ❑ Discuss use of the tool with the trainee and any next steps for the trainee related to SDM tools.

Social Worker Responsibility:

- ❑ Reflect on how the SDM tools were completed. Did you use the definitions? Was there information that appeared to be missing after reviewing the completed tool? How will you go about collecting the needed information? How will you document the information that was obtained in the case file?
- ❑ Reflect on how the process of collecting information for completion of the tool may impact future decisions for the case and how information may be used in the future.

Activity 9: Safety and Risk in Teams

Learning Objectives

Field Activity: Safety and Risk in Teams (2 hours)

Knowledge

K1. The trainee will be able to identify the safety and risk assessment information that teams need to develop safety plans.

K2. The trainee will be able to identify strategies for how he/she will engage the family in the process.

Skill

S1. The trainee will be able to develop a safety plan with a child and family team.

Values

V1. The trainee will value the role of the team in developing a safety plan.

Activity

Practice Area: Assessment

Competency:

Estimated Time Required: 2 hours

Description of Activity:

Trainee will participate in a team meeting with a family on his/her caseload. This may include a TDM, safety mapping, Child Family Team meeting, or any other meeting that brings the family together with the child welfare agency to discuss safety and safety planning. At the conclusion of the meeting, the trainee will have participated in developing a plan that ensures safety for the child/youth.

Before the practice opportunity

Field Advisor Responsibility:

- Become familiar with the safety and risk definitions in the SDM policy and procedure manual. Have a copy of the manual available for reference during the meeting with the social worker.
- Meet with the trainee and discuss the purpose of the family team meeting.

- ❑ Discuss with the trainee their role in the meeting. Check for understanding about the social worker's role and responsibilities in the meeting.
- ❑ Discuss with the trainee who is part of the family's circle of support and/or safety network. Who should participate in the team meeting?
- ❑ Discuss with the trainee how the family's culture and trauma history may have an impact on the meeting. How has the trainee explored this with the family?
- ❑ Discuss with the trainee how participants will be prepared for the meeting.
 - For example:
 - What prompted the meeting?
 - Who should participate in the meeting?
 - Who does the family want to participate in the meeting?
 - Who does the youth want to participate in the meeting?
 - Who does the child welfare agency want to participate in the meeting?
 - Is each participant aware of the meeting? How is the social worker going to ensure the right people participate in the meeting?
 - What is each participant's understanding about why the meeting is taking place? How do we know?
 - Does any participant have questions or concerns about the meeting?
 - How will details about the meeting be communicated with the family's circle of support or safety network?
- ❑ Discuss documents, materials, or other information that may be needed prior to the meeting in order to develop an adequate plan to meet the safety needs of the child/youth. This includes any safety and risk assessment tools and county policies and procedures regarding safety plans.
- ❑ The field advisor will assist the trainee in developing a description that identifies the teaming process as a collaboration with families and their network to understand their perspective and build shared understanding about the safety and risk concerns.²
- ❑ Discuss how safety and risk assessment tools will be presented in the meeting. Practice how safety and risk assessments will be explained to the participants.
- ❑ Direct the trainee to any helpful resources to prepare for the meeting (such as the Worker's Guide for Social Workers in the TDM Toolkit, Structured Decision Making Policy and Procedures Manual, Integrated Safety Organized Practice: Module 11 - Organizational Environments: Reflection, Appreciation, and Ongoing Learning, or Safety Organized Practice: Practice Profiles).

Social Worker Responsibility:

- ❑ Gather balanced information about the family and the issue to be discussed. Information should include what's working well for the family and what the child welfare agency and family are worried about. Be knowledgeable about the family, the current circumstances, assessments completed, and relevant history, taking into consideration the family's culture and trauma history.

² Adapted from California's Practice Profiles (University of California, Davis, Northern Training Academy) – Safety Mapping: Purpose

- ❑ Talk about any factors that may affect how safety and risk information is presented, including whether or not children or youth will be at the meeting, concerns about mental health, intimate partner violence, or substance abuse.
- ❑ Ask any questions necessary to clarify the process and the role of the social worker in the family team meeting
- ❑ Explore family relationships and natural circles of support. Encourage the family to identify natural supports to be included on their team.³
- ❑ Communicates with team members about the meeting to help them understand the purpose/process of the family team meeting.⁴ (Identify method of communication to be used with each team member: telephone, in-person, email, etc.)
- ❑ Works collaboratively with the meeting participants to plan the meeting and establish a clear purpose for the meeting. Participants are able to articulate the purpose of the meeting and feel included in the planning process.
- ❑ Ensure that all documents, materials, or other information identified during the meeting with the field advisor are collected and available for the family team meeting.

During the practice opportunity

Social Worker Responsibility:

- ❑ Create an environment for open and honest communication with the family and the family team.
- ❑ Be transparent about the purpose of the meeting and relevant court timeframes (if applicable) so that the team's planning and decision-making is informed, relevant, and timely.⁵
- ❑ Engage the family in discussing their concerns, their thoughts about what is working well for them, and their plans for ensuring the safety of the children and youth in the family.
- ❑ Actively participate in the meeting by providing relevant case information. Be behaviorally specific when discussing the purpose of the meeting, what is working well, what the child welfare agency and family are worried about, and what needs to happen next to ensure the safety and well-being of the child/youth.
- ❑ Discuss information from the safety and risk assessment tools that have been completed.
- ❑ Promote self-advocacy by encouraging, supporting, and providing opportunities for youth and families to actively share their voice, offer solutions, act as leaders and be central in assessment, planning and decisions about their lives.⁶
- ❑ Develop a safety plan with the family and ensure that the safety plan addresses any safety threats that had been identified during the meeting.
- ❑ Explore with team members what roles they can play over time to strengthen and support the family.⁷

³ Adapted from CAPP Behaviors

⁴ Adapted from California's Practice Profiles (University of California, Davis, Northern Training Academy) – Safety Mapping: Stakeholders

⁵ Adapted from CAPP Behaviors

⁶ Adapted from CAPP Behaviors

- ❑ Ensure that each participant in the safety plan understands any role/responsibility he/she has in ensuring the child/youth's safety.

Field Advisor Responsibility:

- ❑ If participating in the meeting (rather than being in the role of "observer"), prompt the trainee if needed by asking questions to help elicit any pertinent information. As a participant, the field advisor may ask additional questions and clarify or reframe information if needed.

After the practice opportunity

Social Worker Responsibility:

- ❑ Reflect on your use of safety and risk tools during the meeting.
- ❑ Reflect on your efforts to engage the family in the meeting process and safety planning.
- ❑ Reflect on the safety plan. Include discussion of the follow-up needed by the social worker to support the plan.

Field Advisor Responsibility:

- ❑ Debrief with trainee regarding the meeting process. The debrief should occur after the social worker's self-reflection.
 - Ask the social worker about what they did well in the meeting and any upgrades/challenges during the meeting.
- ❑ Provide feedback to the trainee about what worked well during the meeting and any suggestions to enhance practice.
- ❑ Provide feedback on the safety plan and how it meets the family's needs.

⁷ Adapted from CAPP Behaviors