Assessment in Family-Centered Child Protective Services – Module IV

Agenda and Objectives

Section I: Welcome and Introductions

Objectives:

• Trainees will get to know one another and the trainer
• Trainees will identify their learning needs specific to this module

Section II: Introduction to Assessment

Objectives:

• Trainees will develop an awareness and understanding of assessment as a fundamental and critical prerequisite for all decision-making.
• Trainees will understand the potentially negative impact of poor assessments on outcomes for maltreated children and their families.
• Trainees will understand that assessments of various kinds are conducted throughout the life of the case.
• Trainees will be able to identify types of assessments, their purposes, the decisions to be made and the various kinds of information to be gathered in each.
• Trainees will know the seven steps of critical thinking common to all types of assessments.
  A. What Is an Assessment?
  B. Assessments in Child Welfare Practice
  C. Seven Steps of Critical Thinking in the Assessment Process

Section III: Fundamentals of Assessment

Objectives:

• Trainees will understand the complexity of conducting a thorough and accurate assessment and the factors that impact the process, including their own preferences and skills in processing information.
• Trainees will be able to identify and differentiate salient and relevant information and will learn how to sharpen their powers of observation.
• Trainees will learn how to analyze, synthesize and derive accurate meaning from information collected through making and testing hypotheses.
  
  A. Information Processing  
  B. Practicing Observation Skills  
  C. The Missing Factor: Understanding the Information Collected  
  D. Making and Testing Hypotheses  
  E. Summary of Day One  

Section IV: Applying Assessment Skills to Critical Child Protective Services  

Objectives:  

• Trainees will understand the types of assessments that are ongoing, such as safety assessments, as well as assessments specific to critical case decision-making points, such as reunification assessments.  
• Trainees will be able to differentiate safety assessments, risk assessments and family-based assessments.  
• Trainees will understand the purposes of, factors to consider, and information-gathering strategies for safety, risk and family-based assessments.  
• Trainees will practice gathering and analyzing information for safety, risk and family-based assessments.  
  
  A. Safety Assessment  
  B. Risk Assessment  
  C. Family-based Assessment  

Section V: Action Planning and Close of the Workshop  

Objective:  

• Trainees will identify skill areas needing further practice and support.