

# PRESERVICE 2015 SYLLABUS

## MODULE I: ORIENTATION TO FOSTER CARE, KINSHIP CARE, AND ADOPTION (SACWIS 901)

### Description:

Module I of Preservice training provides an overview of the child welfare system and examines the differences between foster care, adoption, and kinship care. Participants receive information about the needs of waiting children as well as the process of becoming a foster or kinship caregiver or adoptive parent. CEUs are not provided for this three-hour training.

### Competencies:

- 901-01-002 Aware of the differences between foster care, adoption, and kinship care and the purpose of each type of care in the child welfare system
- 901-01-003 Aware of all placement care options and the importance of permanency when considering placement options for children

### Learning Objectives:

- Participant can identify the goals of child welfare.
- Participant can explain the difference between foster care, kinship care, and adoption.
- Participant can determine whether or not to continue exploring foster care, kinship care, or adoption.

### Agenda:

I.	Introduction	20 minutes
II.	Preservice Learning Objectives	10 minutes
III.	Rules of the Road	5 minutes
IV.	Expectations	45 minutes
	BREAK	15 minutes
V.	Goals and Principles of Child Welfare	30 minutes
VI.	Specific Program Information	30 minutes
VII.	Transfer of Learning	20 minutes
VIII.	Evaluation	5 minutes

### OAC 5101:2-5-33 Rule Addressed:

- The recommending agency's policies and procedures of regarding foster caregivers
- ODJFS' requirements for certifying foster homes
- The reasonable and prudent parent standard as described in division (C) of section 5103.162 of the Revised Code

# PRESERVICE 2015 SYLLABUS

## MODULE II: THE CHILD PROTECTION TEAM (SACWIS 902)

### Description:

Module II of Preservice training discusses the history and goals of foster care, kinship care, and adoption and examines the role of foster and kinship caregivers and adoptive parents within the system. Emphasis is placed on the primary care team: the child, the foster or kinship caregiver or adoptive parent, the primary parent, and the agency caseworker. Participants become aware of strategies to use teams effectively to serve children and families. CEUs are not provided for this three-hour training.

### Competencies:

901-01-001	Aware of the primary goals of child welfare services and the types of services that can help abused and neglected children and their families
901-02-001	Aware of federal and state laws and rules regulating child welfare practice, including foster care rules
902-01-002	Aware of his role as a member of the team serving the child and his family. This includes collaborating with the caseworker, agency staff, and other professionals
902-01-004	Aware of the caregiver's role in case planning and case coordination with other team members
902-01-006	Aware of the caregiver's role in assuring the children in their care have access to services and activities they need
902-01-007	Aware of the roles and responsibilities of court personnel. This includes Guardians ad Litem, Court Appointed Special Advocates (CASA), prosecuting attorneys, defense attorneys, judges, referees, and court investigators
902-01-008	Aware of the roles and responsibilities of other members of the child protection team, including the caseworker, agency staff, and other professionals

### Learning Objectives:

- Participant can identify the members of the child welfare team and the role of these members in serving a child.
- Participant can identify advantages and challenges to teaming.
- Participant can describe the life of a child welfare case from allegation to permanency (reunification, legal custody, adoption).

### Agenda:

I.	Welcome and Introductions	20 minutes
I.	Understanding the Child Welfare System	70 minutes
III.	History of Foster Care in the US	10 minutes
	BREAK	15 minutes
IV.	The Team Approach	45 minutes
V.	Transfer of Learning Activity	15 minutes
VI.	Evaluation	5 minutes

### OAC 5101:2-5-33 Rule Addressed:

- The legal rights and responsibilities of foster caregivers
- Foster caregivers' involvement in permanency planning for children and their families
- Community health and social services available to children and their families
- Cultural issues including cultural diversity
- The reasonable and prudent parent standard as described in division (C) of section 5103.162 of the Revised Code

## PRESERVICE 2015 SYLLABUS

### MODULE III: CHILD DEVELOPMENT (SACWIS 903)

#### Description:

Module III of Preservice training introduces the core concepts of early childhood development. Participants receive an overview of brain development and gain an awareness of the importance of attachment, self-regulation, and initiative to child development. Factors that enhance development are also addressed. CEUs are not provided for this three-hour training.

#### Competencies:

903-01-001	Aware of the stages of emotional, physical, cognitive, social, and language development in children and teens
903-01-002	Aware of the principles of development
903-01-003	Aware of how heredity, environment, and the primary family's culture affect development
903-01-004	Aware of the importance of attachment for children's development
904-01-006	Aware of how healthy attachment develops

#### Learning Objectives:

- Participant can identify the three primary social and emotional developmental tasks of young children.
- Participant can describe what is meant by brain plasticity.
- Participant can identify factors that can enhance early childhood development and promote well-being.

#### Agenda:

I.	Introduction and Overview	15 minutes
II.	Individual Development	20 minutes
III.	Attachment	35 minutes
IV.	Self-Regulation and Initiative	35 minutes
	BREAK	
V.	Brain Development	25 minutes
VI.	Protective Factors	15 minutes
VII.	Transfer of Learning	15 minutes
VIII.	Evaluation	5 minutes

#### OAC 5101:2-5-33 Rule Addressed:

- The effects of physical abuse, sexual abuse, emotional abuse, neglect, and substance abuse on normal human growth and development
- Issues confronting adolescents preparing for independent living
- The reasonable and prudent parent standard as described in division (C) of section 5103.162 of the Revised Code

## PRESERVICE 2015 SYLLABUS

### MODULE IV: TRAUMA AND ITS EFFECTS (SACWIS 903)

#### Description:

Module IV of Preservice training helps participants understand how childhood trauma can effect development, including brain development, as well as emotions and behavior. CEUs are not provided for this three-hour training.

#### Competencies:

903-03-003	Aware of how children who have been maltreated may be delayed in their ability to regulate their emotions
903-03-004	Aware of the effects of child abuse, neglect, and sexual abuse on development
904-01-001	Aware of disruptions to the development of healthy attachments
991-01-001	Knows what child traumatic stress is
991-01-002	Knows how experiences such as abuse, neglect, witnessing violence, and loss of a loved one can be traumatic for children
991-01-003	Knows feelings and responses associated with trauma

#### Learning Objectives:

- Participant can identify childhood traumas.
- Participant can describe how attachment can be impacted by complex trauma.
- Participant can describe the possible behavioral indicators of a child who is experiencing toxic stress.

#### Agenda:

I. Overview of Trauma	20 minutes
II. Trauma and Toxic Stress	30 minutes
III. Emotional Effects	20 minutes
IV. Behavioral Effects	20 minutes
BREAK	15 minutes
V. Responsibilities	30 minutes
VI. Transfer of Learning	40 minutes
VII. Evaluation	5 minutes

#### OAC 5101:2-5-33 Rule Addressed:

- The effects placement, separation, and attachment issues have on children, their families, and foster caregivers
- The effects of physical abuse, sexual abuse, emotional abuse, neglect, and substance abuse on normal human growth and development
- Behavior management techniques

## PRESERVICE 2015 SYLLABUS

### MODULE V: CHILD SEXUAL ABUSE (SACWIS 903)

#### Description:

Module V of Preservice training provides an overview of child sexual abuse and is designed to help prospective caregivers and adoptive parents understand basic facts about child sexual abuse, recognize potential indicators of sexual abuse, and take beginning steps to making their homes safe environments for children who have been sexually abused. CEUs are not provided for this three-hour training.

#### Competencies:

- 903-02-003     Aware of the scope and dynamics of sexual abuse and is familiar with indicators
- 903-02-004     Familiar with the signs of sexual abuse in children
- 903-02-005     Familiar with ways that a sexually abused child or teen might interact with caregiving family members
- 903-02-006     Aware that children who have sexually abused others may act out sexually
- 903-02-007     Aware of the caregiver's responsibility to intervene when there is sexual interaction between children or teens in the home

#### Learning Objectives:

- Participants can explain why children placed in foster care may have experienced sexual abuse they have not yet disclosed.
- Participants can discuss potential indicators that a child has been sexually abused or exposed to a highly sexualized environment.
- Participants can identify ways to modify home environment and house rules to ensure the safety and well-being of all children in the home.

#### Agenda:

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| I. Introduction  | 10 minutes |
| II. Definitions and Basic Facts about Child Sexual Abuse                           | 75 minutes |
| Break  | 15 minutes |
| III. Potential Impact and Indicators of Child Sexual Abuse                         | 20 minutes |
| IV. Creating a Safe Environment  | 30 minutes |
| V. Foster and Kinship Caregivers' and Adoptive Parents' Roles and Responsibilities | 15 minutes |
| VI. Transfer of Learning   | 10 minutes |
| VII. Evaluation  | 5 minutes  |

#### OAC 5101:2-5-33 Rule Addressed:

- The effects of physical abuse, sexual abuse, emotional abuse, neglect, and substance abuse on normal growth and development

## PRESERVICE 2015 SYLLABUS

### MODULE VI: MINIMIZING THE TRAUMA OF PLACEMENT (SACWIS 904)

#### Description:

Module VI of Preservice training addresses strategies caregivers and adoptive parents can use to help the child feel safe and accepted in their home and community. The importance of gathering background information and maintaining connections is stressed. CEUs are not provided for this three-hour training.

#### Competencies:

904-01-002	Aware of the emotional distress and acting out that often results when children are separated from their families
904-01-006	Familiar with ways children may be affected by their past experiences and previous placements
904-02-001	Aware of common emotional reactions to the stress of placement. Aware of ways to help the child handle feelings of sadness, loss, anxiety, and anger
904-02-004	Familiar with the kinds of information to request from the primary family or previous caregivers
904-02-005	Aware of ways to decrease the distress of placement
991-02-001	Understands how situations in the environment can trigger trauma responses in children
991-02-003	Knows ways to help traumatized children feel safe in the foster home

#### Learning Objectives:

- Participant can explain strategies they can use to help a child feel emotionally safe.
- Participant can explain how helping the child maintain connections with important people from his past minimizes the trauma of placement.
- Participant can describe the kind of information from a child's history that can help determine appropriate parenting strategies.

#### Agenda:

I. The Trauma Of Placement	10 minutes
II. What Trauma Looks Like	30 minutes
III. Creating Emotional Safety	40 minutes
Break	15 minutes
IV. Importance of Gathering Information	60 minutes
V. Identifying Strategies for Emotional Safety	20 minutes
VI. Evaluation	5 minutes

#### OAC 5101:2-5-33 Rule Addressed:

- The effects of placement, separation, and attachment issues have on children, their families, and foster caregivers
- Behavior management techniques
- The substance of section 2151.72 (information required to be shared)

## PRESERVICE 2015 SYLLABUS

### MODULE VII: TRANSCENDING DIFFERENCES IN PLACEMENT (SACWIS 907)

#### Description:

Module VII of Preservice training helps participants gain awareness of their own diversity in order to better understand the diversity of each child that comes into their home. Participants also consider ways they can prepare their home and community to welcome and provide a safe and nurturing environment for a child. CEUs are not provided for this three-hour training.

#### Competencies:

907-01-001	Aware of the difference between culture, race, and ethnicity
907-01-002	Aware of how values are often similar among cultural groups. Aware of how codes of conduct may be different, even in the same cultural group
907-01-003	Aware of ways caregivers' cultural point of view affects their relationships with children and birth families whose cultural point of view is different from theirs
907-01-004	Aware of cultural issues involved in caring for children from other families
907-01-005	Aware of the importance of understanding the child's culture and incorporating the child's culture into family practices and celebrations
907-01-006	Aware of ways caregiver's cultural background, values, beliefs, and standards may be different from the child's. Aware of how these differences can affect the adjustment of the child and the caregiving family
907-01-007	Aware of ways children's behavior reflects the values and codes of conduct of their birth/primary families
907-01-008	Aware of ways to help children with problems related to cultural issues at school, in the neighborhood, and with social service providers

#### Learning Objectives:

- Participants can explain how flexibility in caregiving and adoptive parenting contributes to respecting differences.
- Participants can identify ways a family can help a child feel welcomed and respected for who they are.
- Participants can identify ways a child who looks like the caregiver or adoptive family can still be different from that family.
- Participants can explain how a foster and adoptive caregiver or adoptive parent can help prepare their community for a new child.

#### Agenda:

Introduction	20 minutes
Rationale for Transcending Differences	20 minutes
The Importance of Self-Awareness	35 minutes
BREAK	15 minutes
Preparing Your Home and Family	60 minutes
Preparing Your Community	20 minutes
Transfer of Learning	5 minutes
Evaluation	5 minutes

#### OAC 5101:2-5-33 Rule Addressed:

- Cultural issues in placement including cultural diversity

## PRESERVICE 2015 SYLLABUS

### Module VIII: HELPING THE CHILD MANAGE EMOTIONS AND BEHAVIORS (SACWIS 905)

#### Description:

Module VIII of Preservice training introduces foster and kinship caregivers and adoptive parents to strategies they can use to assist children in learning to manage their emotions and control their behaviors. CEUs are not provided for this three-hour training.

#### Competencies:

905-01-005	Aware of why corporal punishment is bad for children who have been abused or neglected. Aware that caregivers cannot use corporal punishment
905-01-006	Familiar with non-physical disciplinary techniques including natural and logical consequences and rewarding positive behavior
905-01-009	Aware of the importance of providing structure and predictability for children who have been maltreated
905-02-004	Aware of how the caregivers' emotional state may affect his ability to calmly react the children
991-01-005	Understands how children's unusual or difficult behaviors may be attempts to cope with trauma
991-03-002	Knows ways to help traumatized children understand and manage overwhelming emotions
991-03-004	Knows ways to help traumatized children develop healthy attachments
991-04-002	Understands key principles for working with children who have been traumatized

#### Learning Objectives:

- Participant can identify a child's behavior as their primary communication tool
- Participant can identify interventions that promote positive development (attachment, self-regulation, and initiative)
- Participant can explain why physical punishment is not allowed to be used on foster children

#### Agenda:

I.	Behavior as a Communication Tool	15 minutes
II.	Managing Your Emotions	20 minutes
III.	Attachment-Focused Interventions	45 minutes
	BREAK	15 minutes
IV.	Self-Regulation and Initiative Building Interventions	45 minutes
V.	Physical Punishment and Restraint	20 minutes
VI.	Transfer of Learning	15 minutes
VII.	Evaluation	5 minutes

#### OAC 5101:2-5-33 Rule Addressed:

- The recommending agency's policies and procedures regarding foster caregivers
- Behavior management techniques
- Physical restraint (specialized requirement)

## PRESERVICE 2015 SYLLABUS

### MODULE IX: UNDERSTANDING PRIMARY FAMILIES (SACWIS 908)

#### Description:

Module IX of Preservice training presents a rationale for involvement of foster and kinship caregivers and adoptive parents in promoting connections to primary family members, particularly primary parents and siblings. The training encourages a non-judgmental approach to the caregiver's or parent's work with primary families to promote reunification. CEUs are not provided for this three-hour training.

#### Competencies:

908-01-001	Aware of the emotional and social outcomes for children who do not have contact with their primary families
908-01-002	Aware of the importance of helping children have positive relationships with their primary families
908-01-003	Aware of the importance of supporting children's positive feelings and memories about their primary family members
908-01-004	Aware of why it is important not to talk in a negative way about the birth family
908-01-006	Aware of the grief process parents experience when their children are placed in care. Aware of behaviors that indicate grieving
949-01-002	Knows the benefits of placing siblings together. Knows the role of caregivers or adoptive parents to keep siblings in contact with one another when they cannot be kept together

#### Learning Objectives:

- Participant can discuss common reactions to loss the primary parents may experience when their children are in out-of-home care.
- Participant can discuss the advantages to the child when there is positive interaction between primary parents and caregivers or adoptive parents.
- Participant can discuss ways caregivers or adoptive parents can involve the primary parents in decisions regarding the care of his or her child.
- Participant can explain the importance of maintaining strong sibling connections.

#### Agenda:

I.	Introduction	20 minutes
II.	Collaboration	30 minutes
III.	Reactions of Families with Children in Care	45 minutes
	BREAK	15 minutes
IV.	A Continuum of Contact	30 minutes
VI.	Sibling Connections	25 minutes
VII.	Transfer of Learning	10 minutes
VIII.	Evaluation	5 minutes

#### OAC 5101:2-5-33 Rule Addressed:

- Foster caregiver's involvement in permanency planning for children in their home
- The legal rights and responsibilities of foster caregivers

## PRESERVICE 2015 SYLLABUS

### MODULE X: THE EFFECTS OF CAREGIVING ON THE CAREGIVER FAMILY (SACWIS 906)

#### Description:

Module X of Preservice training examines the impact of foster care, kinsip care, and adoption on individual members of the caregiving family as well as the impact on their relationships with one another. Participants are introduced to effective coping strategies to prevent against burnout and secondary traumatic stress. CEUs are not provided for this three-hour training.

#### Competencies:

- 906-01-001 Aware of the importance for caregivers and adoptive parents to assess their ability to care for abused and neglected children
- 906-01-002 Aware of typical stresses involved in foster/adoptive/kinship parenting
- 906-01-003 Aware of how caring for maltreated children and teens can affect foster, adoptive, and kinship families
- 906-01-004 Familiar with signs of family stress and the effects of stress on caregiver family members
- 906-01-005 Aware of the importance of developing support systems to help manage stress and prevent family crisis
- 906-01-006 Aware of unrealistic expectations for foster care and adoption that may lead to disappointment
- 990-01-001 Knows health, hygienic, and nutritional practices that prevent or reduce the likelihood of illness in children

#### Learning Objectives:

- Participant can identify common stressors for foster and kinship caregivers and adoptive parents.
- Participant can describe realistic expectations about foster and kinship caregiving and adoptive parenting.
- Participant can identify self-care strategies.
- Participant can discuss the potential consequences of foster and kinship caregiving and adoptive parenting on family relationships.

#### Agenda:

I.	Introduction	25 minutes
II.	Stressors	30 minutes
III.	Burn Out, Secondary Traumatic Stress, and Parental Self-Care	40 minutes
	BREAK	15 minutes
IV.	Impact of Fostering and Kinship Care and Adoption on Existing Family Relationships	50 minutes
V.	Communicable Diseases and Standard Precautions	5 minutes
VI.	Transfer of Learning	10 minutes
VII.	Evaluation	5 minutes

#### OAC 5101:2-5-33 Rule Addressed:

- Effects of caregiving on children's families
- Prevention, recognition, and management of communicable diseases

## PRESERVICE 2015 SYLLABUS

### MODULE XI: LONG-TERM SEPARATION (SACWIS 909)

#### Description:

Module XI of Preservice training describes the emotions children experience when reunification efforts with the birth parents fail. Feelings of adopted children and children in long-term substitute care placements are explored. Participants will learn about typical triggers of long-term grief. CEUs are not provided for this three-hour training.

#### Competencies:

- 909-03-001 Aware of common emotional issues children have about long-term separation from their birth families. Aware of how these issues may affect the child's behavior and development
- 909-03-002 Aware of situations or events that can trigger emotional reactions regarding adoption for the child
- 909-03-003 Aware of the importance of talking with adopted children about their birth families in a way that they can easily understand

#### Learning Objectives:

- Participant can explain the benefits of permanency for children.
- Participant can identify issues that could result from long-term separation from birth parents.
- Participant can describe situations or events that might trigger difficult to manage emotions resulting from long-term separation from birth parents.

#### Agenda:

I. Importance of Understanding Permanency Issues	10 minutes
II. Adoption Dynamics for Children	60 minutes
BREAK	15 minutes
III. Adoption Issues Across Development	25 minutes
IV. An Adopted Person's Perspective	50 minutes
VI. Transfer of Learning	10 minutes
VII. Evaluation	5 minutes

#### OAC 5101:2-5-33 Rule Addressed:

- Foster caregivers' involvement in permanency planning for children and their families
- Effects placement, separation, and attachment issues have on children, their families, and foster caregivers

## PRESERVICE 2015 SYLLABUS

### MODULE XII: POST ADOPTION ISSUES FOR FAMILIES (SACWIS 909)

#### Description:

Module XII of Preservice training describes adoption dynamics impacting families. Openness in adoption is addressed as well as stages of adjustment for new adoptive families. Post adoption services including subsidy are also discussed in this module. CEUs are not provided for this three-hour training.

#### Competencies:

- 909-01-001 Aware of adoption subsidies. Aware of how to apply for subsidies and how to appeal a denial
- 909-01-002 Aware of resources and supports for adoptive parents after adoption finalization
- 909-02-001 Familiar with emotional conflicts adoptive parents may have after the adoption
- 909-02-002 Familiar with three ways parents respond to differences between parenting adopted children and children born to the family
- 909-02-003 Aware of how a child's emotional issues might impact the long-term adjustment of the family
- 909-02-004 Aware of the need for services and resources following an adoption.  
Aware of how to access the services and resources
- 909-03-003 Aware of the importance of talking with adopted children about their birth families in a way that they can easily understand

#### Learning Objectives:

- Participant can identify long-term issues impacting parents who adopt children from foster care.
- Participant can identify reasons why children need to understand their histories.
- Participant can explain different types of post adoption support for adoptive families.

#### Agenda:

I. Introduction	5 minutes
II. Adoption Dynamics Impacting Families	35 minutes
III. Talking about Adoption	40 minutes
BREAK	15 minutes
IV. Stages of Adjustment for New Adoptive Families	20 minutes
V. Post Adoption Services	10 minutes
VI. Openness in Adoption	35 minutes
VII. Transfer of Learning and Graduation	15 minutes
VIII. Evaluation	5 minutes

#### OAC 5101:2-5-33 Rule Addressed:

- Effects of caregiving on children's families
- Foster caregivers' involvement in permanency planning for children and their families