

Executive Summary
Child Maltreatment Identification, Part 1: Neglect, Physical & Emotional Abuse

Course Description

The Child Maltreatment Identification provides an overview of the identification and effects of neglect, physical, and emotional abuse. The training focuses on common circumstances that can lead to neglect and stressors that can lead to abuse as well as practicing strength based applications in the process of identifying child maltreatment throughout the life of a child. Additionally, the training highlights the cultural influences which can sometimes be misconstrued as abuse and/or neglect. Finally, participants will learn key concepts related to the identification of abuse and neglect while reviewing relevant sections of the California W & I codes. The course utilizes lecturette, case studies, small group interaction, and slide photos to help participants integrate the information.

Target Audience

This training is appropriate for new workers. New workers will be exposed to new information to assist with beginning case work while recognizing signs and symptoms and building their awareness of possible case interventions.

Outcome Objectives

1. Identify indicators of physical and emotional abuse and neglect as well as characteristics of children who have been maltreated.
2. Review the legal basis of identifying abuse and neglect in California, and understands the associated sections of the Welfare & Institutions Code Section 300 (a) - (j) while identifying their personal values related to the codes.
3. Identify strength-based information gathering strategies (that include exploration of family strengths, resources, and risk and safety factors) necessary for working with children, families, and others in the context of making a child maltreatment determination.
4. Identify three cultural practices that may be mistaken for child maltreatment.
5. Given a case scenario, the trainee can identify child maltreatment and distinguish child maltreatment from benign cultural factors.
6. Trainees will practice making decisions consistent with the legal definition as described in the Penal Code and Welfare & Institutions Code Section 300 (a) - (j).

Ways that Supervisors can support the Transfer of Learning from the classroom to the job...

BEFORE the training

1. Supervisors should ask the worker to consider what feelings are triggered when thinking of the ways that children can be neglected or abused.
2. Supervisors should ask the worker to consider the reasons why someone might hurt or neglect a child and talk through these reasons with the worker expanding the worker's understanding of the realities.

AFTER the training

1. Supervisors should ask the trainee to verbally review the evaluation scenarios and the decisions the worker made regarding child maltreatment while discussing the county's process in each type of scenario.
2. Supervisors should ask the trainee to name at least 2 cultural practices that can be misconstrued as abuse or neglect and link to specific cases in which similar cultural practices within the county exist and have been identified in the course of working with a family.