

DEPARTMENT OF HUMAN RESOURCES DEVELOPMENT
STATE OF HAWAII

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Specifications for the classes:

CHILD/ADULT PROTECTIVE SERVICES SPECIALIST
(CHILD/ADLT PROTV SVCS SPCLT)

CHILD/ADULT PROTECTIVE SERVICES SUPERVISOR I & II
(CHILD/ADLT PROTV SVCS SUPV I & II)

Distinguishing Characteristics

Child/Adult Protective Services (C/APS) Specialists and Child/Adult Protective Services (C/APS) Supervisors are located in the Department of Human Services (DHS) and provide or supervise the provision of professional protective services to children and dependent adults in accordance with HRS 587-21, which authorizes the DHS to investigate any reports that a child is subject to imminent harm, and HRS 346-227 and HRS 346-228, which authorize DHS to investigate and take necessary actions on reports of abuse/neglect of dependent adults (as defined in HRS 346-222).

Child/Adult Protective Services Specialist

Positions in this class are distinguished by the critical, predominantly investigative work they do to identify and confirm reports of alleged child/dependent adult abuse/neglect, and develop primary treatment plans. Work is frequently crisis-oriented and confrontational, and may involve challenging family members and other persons directly in their treatment of children and dependent adults, and performing assessments of situations, where, because of the danger of imminent harm, children or dependent adults may be immediately removed, using police assistance as necessary. Because of the serious nature of allegations being investigated, C/APS Specialists frequently find themselves in extremely volatile situations, particularly in on-site visits where they may encounter a high degree of hostility from family members.

Workers in this class must be able to independently make critical and sometimes immediate decisions affecting the immediate fate of an alleged victim of abuse/neglect even though such decisions are often made in crises when not all facts are available, or conflicting information is presented. In order to effectively perform such work, workers must be extremely competent in identifying and applying appropriate casework skills, and must have a comprehensive knowledge of their overall service delivery program, including the role of adjunctive agencies.

Casework skills include, but are not limited to, interviewing techniques; understanding the nature of human behavior such as individual motivations and group dynamics; understanding and assessing client strengths, problems and needs; the development of treatment plans; direct provision and/or coordination/referral of treatment services; monitoring and evaluating progress and providing support; and making changes to service plans as necessary. Casework skills are comparable to

those utilized by other classes of work such as the Human Services Professionals or Social Workers in State service, but are focused on the investigative and primary treatment components of work.

In addition, positions must have specific knowledge and skills in protective services work. This includes knowledge of the abuse/neglect continuum, including, but not limited to, role/evolution of victims, including symptoms of victimhood such as aggression, denial, depression, physical injury caused by others and/or self mutilation, etc.; family/societal influences and actions leading to abuse/neglect situations; how to engage resistive clients, including alleged perpetrators and caretakers of alleged victims; conflict resolution, which includes knowing how to diffuse antagonistic and potentially fatal situations; methods to break cycles of abuse/neglect; legal rights of victims; etc.

Laws, agency policies, casework techniques, etc., may differ in working with adult vs. child victims of abuse/neglect.

Examples of Duties: *(Positions may not be assigned all of the duties listed; nor do the examples necessarily include all of the duties which may be assigned. Some examples of work are common to both child and adult protective services; some work is specific to the clientele served.)*

1. Receives reports of alleged abuse/neglect; conducts home/site visitations/telephone calls to interview victim, if possible, caretakers, and other collateral contacts such as family members, neighbors, school officials, physicians, etc., to obtain information. Makes determination on whether case should be investigated as possible abuse/neglect case, or whether community or other agency can provide services. Explains departmental involvement, answers questions about the assessment/investigation process.
2. Enlists aid of police as needed to gain entry to homes, removes alleged victim of abuse/neglect from his/her home for protective custody, or to pursue action for criminal investigation.
3. In cases of uncooperative dependent adults who may not be capable of making appropriate decisions, enlists aid of doctors or psychiatrists to examine clients and make statements of clients' condition, with goal of removing clients from potentially harmful environment.
4. Works with Attorney General's Office, Family Court, or other similar agencies to ensure that all legal procedures are followed in carrying out plans for protection. Protective plans for children may involve seeking out and arranging for temporary foster home placement. Protective plans for adults may also involve seeking

alternative care arrangements; initiating steps toward obtaining legal guardianship to take care of physical, emotional, and sometimes financial needs of clients; etc.

Child/Adult Protective Services Supervisor I

Positions in this class serve as unit supervisors with full technical and administrative responsibility over a group of Child/Adult Protective Services Specialists, possibly other professional staff engaged in providing direct protective services work, and non-professional support staff. Positions are responsible for planning, organizing, and directing the activities of the unit in order to meet program and organizational objectives. Positions assign, review, and evaluate the work of subordinate staff; provide technical guidance, staff training, and development; counsel and discipline/recommend discipline for staff; and perform other related duties as necessary. Positions may assume stronger authority and control over protective service cases which are in an extreme state of crisis, subject to intense public scrutiny, which may be precedent-setting, or which are being handled by less experienced staff. Positions may also make recommendations regarding the development and/or revision of program policies and procedures.

Child/Adult Protective Services Supervisor II

Positions in this class serve as section supervisors over groups of units, whose supervisors include Child/Adult Protective Services Supervisors I, and are engaged in professional child and/or adult protective services work. Positions work within a framework of established departmental/divisional policies to plan, direct, and coordinate services in order to meet program and organizational objectives, and make substantial recommendations regarding the development and/or revision of program policies and procedures. Positions assign, review, and evaluate the work of subordinate staff; provide technical guidance, staff training, and development; and counsel and discipline/recommend discipline for staff. In addition, positions may be called upon to supervise units when coverage is lacking, and will use their protective services expertise to provide expert testimony in court and at administrative hearings to represent the Department of Human Services and clarify the Department's policies and procedures; and provide input, de-escalate and intervene in hostile, conflicting, or extremely complex cases brought to their attention by caseworkers and unit supervisors.

Knowledge and Abilities Required: The knowledge and abilities required in order to effectively perform the key duties for each of these classes are indicated in the table below. Unless noted, the knowledge and abilities listed are required both in working with abused/neglected children and dependent adults.

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*"P" indicates prerequisite knowledge and abilities, which must be brought to the job.
"A" indicates knowledge and abilities that are required for full performance but may be
acquired on the job, within the probationary period.*

	C/APS Spclt	C/APS Supvr I	C/APS Supvr II
KNOWLEDGE OF:			
1. Research methods and techniques.	P	P	P
2. Methods and techniques for evaluating and analyzing facts.	P	P	P
3. Report and letter writing.	P	P	P
4. Interviewing methods and techniques.	P	P	P
5. Counseling methods and techniques.	P	P	P
6. Various social, environmental, psychological, economic and emotional factors, such as culture, drugs, gender, age, values, etc., that can influence the behavior and attitude of individuals.	P	P	P
7. Principles and practices of behavioral sciences.	P	P	P
8. General casework methods and techniques.	P	P	P
9. Family/societal dynamics which allow abuse/neglect of children or dependent adults; impact of abuse/neglect on victims and collaterals; and methods to break abuse/neglect cycles.	P	P	P
10. Laws, rules, regulations, policies and procedures (e.g., investigative procedures and assessment skills) pertaining to the services provided to abused/neglected children or adults. Includes definitions of abuse/neglect, child, dependent adult; legal rights of clientele, possibly including other family members; legal rights and role as a worker; etc.	P	P	P
11. Court procedures and requirements specific to dealing with cases of abuse/neglect of children or dependent adults; e.g., initiating Family Court petitions to place a child in a temporary foster home; making a referral to the Attorney General's Office for a plan of protection for a dependent adult.	P	P	P
12. Mission, goals, and objectives of the organization.	P	P	P
13. Role of the program and the organization, and its relationship with other human service organizations.	P	P	P
14. Community resources available to client groups.	P	P	P
15. Principles and practices of supervision.		A	P

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ABILITY TO:			
1. Read, understand and interpret complex written materials such as laws and regulations.	P	P	P
2. Collect, analyze, evaluate and interpret information.	P	P	P
3. Prepare written reports, correspondence, and other official documents.	P	P	P
4. Communicate effectively with others, orally and in writing.	P	P	P
5. Establish and maintain effective working relationships with a variety of people.	P	P	P
6. Understand and apply principles, methods and techniques of human services.	P	P	P
7. Understand, interpret and apply laws, rules and regulations pertaining to human service programs of the employing agency.	P	P	P
8. Elicit pertinent facts and information from individuals and relate such information to a helpful course of action.	P	P	P
9. Exercise tact, diplomacy and discretion in working with clients.	P	P	P
10. Maintain an objective and emotionally stable attitude in working with criminal offenders and others in possibly distressing situations.	P	P	P
11. Supervise the work of others.		P	P
12. Develop new/revised program policies and procedures.		P	P
13. Develop short- and long-range plans in accordance with program goals and objectives, and identify available and additional resources required.		P	P

MINIMUM QUALIFICATION REQUIREMENTS

Basic Education Requirement

Graduation from an accredited four (4) year college or university with a bachelor's degree which included a minimum of 12 semester credit hours in courses such as counseling, criminal justice, human services, psychology, social work, social welfare, sociology or other behavioral sciences.

The education background must also demonstrate the ability to write clear and comprehensive reports and other documents; read and interpret complex written material; and solve complex problems logically and systematically.

Desirable/Preferred Educational Qualifications:

- *Master's degree in Social Work*

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- *Master's degree in a behavioral science*
- *Bachelor's degree in Social Work*
- *Bachelor's degree in a behavioral science*

In any case, completion of a practicum or internship.

Experience Requirements

Applicants must have had progressively responsible experience of the kind and quality described in the statements below and in the amounts shown below, or any equivalent combination of training and experience.

Class Title	Specialized Experience (years)	Protective Svcs. Exp. (years)	Supervisory Experience (years)	Total Experience (years)
C/APS Specialist	1-1/2	1		2-1/2
C/APS Supervisor I	1-1/2	2	*	3-1/2
C/APS Supervisor II	1-1/2	2	1	4-1/2

Specialized Experience:

Progressively responsible professional work experience which involved helping individuals and their families find satisfactory ways of identifying their problems, coping with their conditions, and functioning effectively within their environments. Depending on the employment setting and the kinds of clients served, job duties and responsibilities may vary, although typically the work will include the identification and evaluation of the client's problems and needs; the development of a service or treatment plan, sometimes in tandem with other professionals working in an interdisciplinary team; the initiation and implementation of the service/treatment plan, either directly or through the authorization of provider/vendor services; monitoring of services being provided; and evaluation/assessment of the client's progress, with amendments to the service/treatment plan made as appropriate.

Experience and training must clearly show that the applicant has acquired the knowledge, skills and abilities needed to perform the duties and responsibilities of the position for which he/she is being considered.

Protective Services Experience:

Professional social or human service work which primarily involved conducting investigations in order to identify and confirm cases of child/dependent adult abuse/neglect, and developing and implementing primary treatment plans, including

termination of parental rights as necessary. Such work is characterized as frequently being undertaken under fast-paced and intense, often crisis-oriented conditions, where workers must make decisions within short time frames, with incomplete or misleading information, and facing angry and/or frightened children, parents and collaterals. Work must have demonstrated knowledge of the abuse/neglect continuum, including, but not limited to, role/evolution of victims, including symptoms of victimhood such as aggression, denial, depression, physical injury caused by others and/or self mutilation, etc.; family/societal influences and actions leading to abuse/neglect situations; intervention techniques; e.g., how to engage resistive clients, including alleged perpetrators and caretakers of alleged victims; conflict resolution, which includes knowing how to diffuse antagonistic and potentially fatal situations; methods to break cycles of abuse/neglect; legal rights of victims; etc.

Applicants for the class C/APS Specialist must possess at least one (1) year of experience comparable to the State class Social Worker/Human Services Professional III, Type B.

Applicants for the classes C/APS Supervisor I & II must possess at least one (1) year of experience comparable to the State class C/APS Specialist.

Non-Qualifying Experience

Specialized Experience:

Experience which did not provide the necessary professional human services concepts and theories and the background and knowledge of the principles, methods, and techniques of professional human services work will not be considered as qualifying experience. Examples of non-qualifying experience include, but are not limited to:

- 1) Experience providing supportive services to professional Social Worker/Human Services Professionals, Social Workers, Vocational Rehabilitation Specialists, Public Housing Managers, or other professional workers in such programs as public welfare, family court, etc., where predominant tasks included, e.g., transporting persons, making phone calls to confirm/monitor appointments, entering data; and
- 2) Experience determining the eligibility of applicants/recipients for benefits under a public welfare program such as medical assistance, food stamps, and other benefits.

Protective Services Experience:

Professional social or human service work will not qualify for the Protective Services Experience requirement unless work regularly involved provision of direct casework services to alleged/confirmed child/dependent adult victims of abuse and neglect. Examples of non-qualifying experience include, but are not limited to:

- 1) Experience which primarily involved only the review of reports of child abuse/neglect casework services performed by other social workers and professional staff, and the summarization and evaluation of such reports, but did not involve regular and direct relationships with clients and the provision of direct casework services which included assessment, development, and implementation of treatment plans.
- 2) Experience which involved primarily observing children/dependent adults who may have been abused, and referring them to Protective Services, but did not involve provision of significant protective services treatment plans.

Supervisory Experience

Supervisory work experience which included: 1) planning, organizing, scheduling, and directing the work of others; 2) assigning and reviewing their work; 3) advising them on difficult work problems; 4) training and developing subordinates; and 5) evaluating their work performance.

* Applicants for the class C/APS Supervisor I must possess supervisory aptitude. Supervisory aptitude is the demonstration of aptitude or potential for the performance of supervisory duties through successful completion of regular or special assignments which involve some supervisory responsibilities or aspects of supervision, e.g., by serving as a group or team leader; or in similar work in which opportunities for demonstrating supervisory capabilities exist; or by the completion of training courses in supervision accompanied by application of supervisory skills in work assignments; and/or by favorable appraisals by a supervisor indicating the possession of supervisory potential.

Substitutions Allowed

1. A Bachelor's degree in Social Work from an accredited college or university may be substituted for six (6) months of Specialized Experience. Coursework which integrates the knowledge and skills gained in the classroom with field work, and

which allows the applicant, under appropriate supervision, to work and gain an understanding of people in need of human services, is preferred.

2. A Master's degree in Social Work from an accredited college or university may be substituted for one and one-half (1-1/2) years of Specialized Experience, provided that coursework focused on preparation for direct services work; i.e., helping people in need, rather than, e.g., being concerned primarily with administration or academic research. Practicum experience which focused on helping people in need is also preferred.
3. A Master's degree in counseling, psychology, social welfare, sociology, or other behavioral science, which included successful completion of a minimum of three (3) courses dealing with the human condition such as understanding human behavior, motivations, and emotions; socialization processes; personality development; understanding of various cultures; behavior disorders; etc., may be substituted for one and one-half (1-1/2) years of Specialized Experience. A practicum or internship which allowed the practice, under appropriate supervision, of studied theory, is preferred.
4. Excess Protective Services Experience may be substituted for Specialized Experience on a month-for-month basis.

Quality of Experience

Possession of the required number of years of experience will not in itself be accepted as proof of qualification for a position. The applicant's overall experience must have been of such scope and level of responsibility as to conclusively demonstrate that he/she has the ability to perform the duties of the position for which he/she is being considered.

Selective Certification

Specialized knowledge, skills and abilities may be required to perform the duties of some positions. For such positions, Selective Certification Requirements may be established and certification may be restricted to eligibles who possess the pertinent experience and/or training required to perform the duties of the position.

Agencies requesting selective certification must show the connection between the kind of training and/or experience on which they wish to base selective certification and the duties of the position to be filled.

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Tests

Applicants may be required to qualify on an appropriate examination.

Physical and Medical Requirements

Applicants must be able to perform the essential functions of the position effectively and safely, with or without reasonable accommodation.

This is an amendment to the specifications for the classes CHILD/ADULT PROTECTIVE SERVICES SPECIALIST and CHILD/ADULT PROTECTIVE SERVICES SUPERVISOR I & II which were approved on November 7, 2005.

Date Approved: _____

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