



BCWEP

BACCALAUREATE CHILD WELFARE
EDUCATION PROGRAM
2015-2016 ANNUAL REPORT



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INTRODUCTION

The Baccalaureate Child Welfare Education Program is a partnership among a consortium of baccalaureate social work education programs, the New Jersey Department of Children and Families, and the New Jersey Chapter of the National Association of Social Workers. Participating undergraduate social work programs in the 2015-2016 academic year are Centenary University BSW Program; Georgian Court University Social Work Department; Monmouth University School of Social Work; Ramapo College Social Work Program; Rutgers University School of Social Work (Camden, Newark, and New Brunswick); Seton Hall University Department of Sociology, Anthropology, and Social Work; and Stockton University Social Work Program. This partnership was formally initiated in November 2005, when the project was funded by the New Jersey Office of Children's Services (now the New Jersey Department of Children and Families). Since the Stockton University federal Children's Bureau grant served as a model for structuring and implementing the statewide program, this report also includes outcome data from the federal grant.









The next table summarizes data on BCWEP student ethnic self-identification. We have used the ethnic designations used by the U.S. Census.

2004-16 BCWEP STUDENTS BY ETHNICITY

Ethnicity	# of Students 2004-05	# of Students 2005-06	# of Students 2006-07	# of Students 2007-08	# of Students 2008-09	# of Students 2009-10	# of Students 2010-11	Student 2011-
						5103	711	0.286
						0.533	0.341	scm 437.409
						415.68	36	12.24
						ref* BT 000	scm 0.570	0.38T

Fifty-six percent (56%) of this year's cohort identified their ethnicity as other than white. In fact, when all cohorts are considered together, about fifty-four percent (54%) of BCWEP participants have been non-white. The program continues to attract a very diverse group of students, a highly desirable feature, since New Jersey is one of the ethnically diverse states in the United States.



A number of BCWEP trainees have fluency in a language other than English. The table below summarizes the extent of this skill that BCWEP graduates bring to caseworker positions. Such a contribution is extremely valuable to an agency that serves New Jersey's diverse peoples. One hundred eighteen (28.2%) of the BCWEP graduates accepted have brought this skill to their work with DCP&P.

2004-2016

BCWEP STUDENTS

BY LANGUAGES SPOKEN OTHER THAN ENGLISH

Languages Spoken	# of Students 2004-05	# of Students 2005
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PROGRAM OUTCOMES 2015-2016

BCWEP GRADUATING STUDENTS' SELF-ASSESSMENTS AND PERCEPTIONS OF BCWEP

The most important measure of effectiveness for an educational program is whether it achieves its objectives. BCWEP's educational objectives were a 2004 BSW Curriculum Competencies first developed by the California Social Work Education Center (CalSWEC) and then modified by BCWEP to make to New Jersey. In compiling the competencies, researchers first interviewed hundreds of public child welfare caseworkers about what they need to know t



DCP&P Units/Services Experienced by BCWEP Interns

Question: In what service(s) did you have an opportunity to work during your internship (e.g., intake, permanency, foster care)?

During the 2015-2016 Academic Year, nearly all students were exposed to work in at least two units (Intake and Permanency) during their internships. In fact, nearly all students had the opportunity to experience three or more units/services. The breakdown is as follows:

This year, only one student (down from two last year) was limited to experience in the field instructor's own unit. Six students (21%) were exposed to two units. Sixteen students (49%) had learning experiences in three or four units. An additional 8 (28%) had the opportunity to experience five or six units. While the amount of time actually spent in each unit varied considerably, it is clear that a significant amount of students this year had learning experiences in multiple units. This is so because the program has promoted as essential in preparing students for their eventual work assignments. Students have consistently asked to be given experiences in



Students' Perceptions of the Strengths of BCWEP

Question: What are the strengths of the BCWEP Child Welfare Traineeship Program?

Students identified a number of themes related to the strengths of BCWEP. The most commonly mentioned strength was the opportunity for hands-on experience with DCP&P under the supervision and mentoring of experienced professionals. The students seem to understand the role that fieldwork plays in helping them gain knowledge, skills, and resources that will allow them to become effective workers. Students also mentioned the value of the Work Readiness Training and the availability of guaranteed incentives for BCWEP participants. The sense of community and support fostered by the program's structure and staff were also identified as strengths. Examples of each theme are given below, in the students' own words.

Themes Identified by Students

Strengths	Frequency Mentioned
Hands-on Employment Preparation and Experience with DCP&P	25
Work Readiness Trainings and Simulations	8
Financial Incentives and Guaranteed Employment Upon Completion	5
Sense of Community and Networking with Colleagues	4
Support and Accessibility of Program Staff	4

Hands-on Employment Preparation and Experience with DCP&P

- The fact that we get time in the field and real-life experience of the job we will be doing, along with all the classes and training to discuss our experiences.
- The strengths are that you receive hands-on training, including documentation of contact sheets, collaterals, etc. You also get the opportunity to work with children and families directly.
- It helped prepare me for the field in which I'll be working. It also helped me clarify any question and concerns I had.
- The strengths of BCWEP are that it brings more social workers to DCP&P, and that it has prepared me to be more competent in the field of child welfare.
- The strengths are that we are learning hands-on, while being in the office and observing workers.

Work Readiness Trainings and Simulations

- I would say the WRT were great in terms of the paperwork, group assignments, and sharing our experiences—those trainings were a very beneficial program. The simulation was also a great experience.
- There are trainings while attending internship, which allows students to gain more information and put it into practice.
- During training days, everyone gathers and shares their experiences, thoughts, and concerns, which opens up even more discussion.
- Some of the trainings, such as the one pertaining to legal issues, and the videotaped simulation were very helpful.



Financial Incentives and Guaranteed Employment Upon Completion

- A huge strength is that BCWEP allows you to have a secure job after graduation while also paying for your senior year's tuition.
- Knowing that you have a job when you complete the program is a great bonus.

Sense of Community and Networking with Colleagues

- You are able to learn and discuss topics relative to your field placement with other people going through the same thing. This helps because people ask questions about similar topics and are able to address them as a group.
- We are able to network (while still a student) with other students, supervisors, the LOM, etc.

Support and Accessibility of Program Staff

- BCWEP staff and coordinators were excellent at communication with students and instructors.
- The support of the BCWEP cohort, guest speakers, Celeste, Dawn, and Joe made me feel comfortable.

Students' Perceptions of Their Professional Preparation

Question: How well do you think the BCWEP Child Welfare Traineeship prepared you for your professional role at DCP&P? (Consider your child welfare coursework, the DCP&P internship, and the Work Readiness Training all as part of the BCWEP Child Welfare Traineeship.)

Most students reported that they felt well prepared for their future roles at DCP&P. A few expressed slight reservations about their readiness, mostly because they had more to learn about documentation and the NJ SPIRIT system. Below are some examples of their responses:

Well Prepared

- I believe that BCWEP prepared me tremendously well to become an efficient worker. My field instructor exposed me to so much throughout the internship. I know there is a lot I still need to learn, but I think BCWEP gives a great introduction and preparation for what it's like when you become an official worker.
- I think it has done a great job preparing me. I was exposed to a lot of different units and situations in the field, which are important things during training that will help me with any difficulties I have had with those experiences.
- The child welfare coursework was a brief introduction to the field of child welfare. The DCP&P internship put those brief introductions into practice and provided additional support to strengthen my knowledge and skills. Because of these three components, I feel prepared to be successful in this field.
- I think that it prepared me well. The time in the office helped me to learn professional and DCP&P expectations. Trainings and coursework helped me develop a social work mindset and how to actually do the job.



Some Reservations about Being Well Prepared

- When it comes to my knowledge of abuse and neglect, safety and risk—I feel confident on those topics. In terms of documentation and NJ SPIRIT as confident—I would have liked more practice in these fields.
- I feel I was prepared in general, but with limited access to NJ SPIRIT, some of the procedures were difficult to learn because we don't have permission to use them.

Students' Perceptions about Field Instructors' Helpfulness

Question: How helpful was your field instructor in providing you with the learning experiences you needed to gain the competencies listed on the BCWEP TRAINEE ASSESSMENT form?

In general, students viewed their field instructors as helpful in providing appropriate learning experiences with regard to the BCWEP competencies. Students were asked to rate their field instructor's helpfulness on a scale of 1 (Extremely Unhelpful) to 10 (Extremely Helpful). Of the BCWEP respondents, 45% gave their field instructor the highest possible rating of 10. About one third (35%) of students gave a rating of 8 or 9. One tenth (10%) of students rated their field instructor as 7, and the remaining 9% gave a rating of 4, 5, or 6. The mean rating was 8.6, which is 0.1 higher than last year's mean. Over the years, students have consistently rated their field instructors high on this scale. This is likely due, at least in part, to the extra level of attention and monitoring that BCWEP participants receive. We exhort students to notify their field instructor immediately if field experiences are not satisfactory, so that effective interventions can occur early in the year.

Not all students added comments to their numerical rating of their field instructors, but those who did were mostly positive. However, a few students expressed reservations about their field instructors. Here are some of the students' verbatim comments:

Positive

- My field instructor has given me a wonderful learning experience and was always so helpful!
- My field instructor ensured every day that I had some sort of task to do, or ensured that I was paired with a worker going into the field. She was an excellent supervisor and made sure I had everything I needed, such as a desk, computer, field kit, etc.
- My field instructor was amazing. She was always there to listen and help me, and always found things for me to do in the field. She was an excellent supervisor and should continue to take on BCWEPs in the future.
- My field instructor was great with feedback, encouragement, and making sure I was exposed to everything on my learning contract. She always answered my questions I had and gave great examples to apply what I'm learning in class.
- My field instructor is highly qualified and did a lot to help me strengthen my skills. She is very attentive and has a broad knowledge base in this field.

Some Reservations

- I had to find things to do each day. My field instructor only gave me specific tasks part of the time. I thought she would have set me up with different tasks more often. It also would have been nice to have my own desk or a shared desk. I had to find a different seat every day, so workers may not have known that.
- My supervisor did not carry any cases and was rarely available to meet with me. Other people in the office helped with my daily tasks, and my actual supervisor only really did the process recordings and evaluations. I have nothing personal against my field instructor, but I felt they were too busy to really take on BCWEP.



Students' Suggestions for Changes Needed in BCWEP

Question: Is there anything about the BCWEP child welfare traineeship program that you think should be changed? If so, what and why?

Internships, field instruction, Work Readiness Training, and NJ SPIRIT access/training were the major areas identified for possible changes. Here are the themes that emerged when students' comments were analyzed.

Students' Suggestions for Change Needed in BCWEP

Areas Identified for Change	Frequency Mentioned
Suggestions Related to Internships and Field Instruction	
Ideas for a More Effective and Complete Field Experience	8
Field Instructors Need to be Prepared, Accountable, and Accessible	5
Suggestions Related to Work Readiness Training	
Style and Structure of Training	8
Content of Training	7
Suggestions for More NJ SPIRIT Access and Documentation Experience	10

Here are examples of student comments:

Suggestions Related to Internships and Field Instruction

- I think that rotation between different DCP&P units should be structured. For example, students should spend the first two months in intake, then two months in permanency, and so forth. I suggest this because I found myself, unintentionally, spending a lot of time in intake and only a few weeks in Permanency.
- I would use curriculum guides with suggested activities/timeframes for supervisors so they are clearer about what we are expected to learn.
- I wish there was a way to follow a whole case through the different steps and learn more about the paperwork aspect of the job.
- Make sure that all the field instructors go through training or orientation to know what is expected of them. Because my supervisor got me at the last minute, he didn't seem to know much about BCWEP.

Suggestions Related to Work Readiness Training

- Work Readiness Training should have been more interactive, less lecture-style. BCWEP should have more simulation trainings inside the classroom. It would be good to learn from other students and how they deal with various situations. Also, we need more NJ SPIRIT trainings.
- I believe that the trainings were given a little late and could better benefit us if given earlier on.
- Some of the trainings were not helpful. They were good at relating knowledge to real-life situations. I'm just not sure I'm comfortable with not going through a formal training, which sort of defeats the point of having these trainings as BCWEPs.



Students' Perceptions of their Readiness to Play a Role in the Transformation of New Jersey's Public Child Welfare System

Readiness	Frequency
Yes, I Feel Prepared	
Have Social Work Knowledge, Skills, Values, and Experience	14
Have Knowledge of the DCP&P System's Policy and Practice	9
Have Enthusiasm, Excitement, and Passion	7
No, I Don't Feel Fully Prepared because I Lack Knowledge or Skill	3

Have Social Work Knowledge, Skills, Values, and Experience

- I feel I can make a difference by advocating for my families. I understand the issues that affect families on a micro, mezzo, and macro level. I understand diversity and socio-cultural issues as well.
- Yes, I do feel that having a social work education and working in an office with many social workers has helped to change the way the community functions at the agency.
- Yes. As part of the "new wave" of BSW child welfare workers, I think I can bring in a set of values and a perspective to my work in DCP&P that will help work transforming the Division.
- Yes, I am more understanding of the issues that families face and how to address them without overstepping my boundaries. I know how to engage families, build rapport, and help enact change.
- I do feel I am prepared. As a social work student, I think I have a different perspective/training to better work with DCP&P families as opposed to other professionals with a different degree.

Have Knowledge of the DCP&P System's Policy and Practice

- Yes, after interning with intake and permanency workers, I do! I know different services that could help a family. I've learned interviewing skills and feel more comfortable advocating for families and children, as well as for myself.
- Yes, I feel as though I have started making an impact already on my peers and teachers. Having interns from DCP&P that have experienced the agency from a student perspective will help clarify outside parties' views of the agency's practice, which will help prevent them passing on their misconceptions.
- Yes, I am motivated and eager to serve families with everything I have learned in the course of this year. Being able to go out in the field with social workers gave me a better understanding of what and what not to do, as well as what engagement strategies work with families.



BCWEP FIELD INSTRUCTORS' ASSESSMENTS OF STUDENTS AND PERCEPTIONS OF BCWEP

Field instructors' assessment of students' level of preparation for work as caseworkers is probably a more valid measure than students' assessment of their own since field instructors are aware of what workers need to know in order to fulfill the role of caseworker. Table B in the Appendix details field instructor's ratings of the cohort. Using the same 1-5 scale as the students had used to assess themselves (where 1 represents the lowest level of preparedness and 5 the highest), assessments of students this year were higher than last year and also higher than students' self-assessments this year. Average scores in the four targeted areas were as follows:

- Workplace Management Competencies: 4.2 (up 0.2 from last year—and higher than this year's student self-evaluation)
- Human Behavior and the Social Environment: 4.2 (up 0.2 from last year—and higher than this year's student self-evaluation)
- Ethnic Sensitive and Multicultural Practice: 4.3 (up 0.4 from last year—and higher than this year's student self-evaluation)
- Core Child Welfare Practice Competencies: 3.9 (the same as last year—and higher than this year's student self-evaluation)

The average field instructor ratings of students in all but one competency area registered at the “Very Well Prepared” level. It should be noted that field instructors were asked to use “average” beginning caseworkers at DCP&P as a comparison group when rating the students. For a more detailed breakdown of mean scores on each area, see Table B in the Appendix.

To elicit further assessment of the BCWEP program as a whole (the social work programs' generalist practice curriculum, child welfare coursework, field placement experiences, and the DCP&P Work Readiness Training), field instructors were asked to respond to several open-ended questions. Twenty-six field instructors completed open-ended questionnaires, a 79% return rate. Overall, field instructors expressed a high level of satisfaction with the program, describing BCWEP as a program that prepares students well for their future roles in DCP&P. This sentiment is reflected in the following summary of the findings.



Usefulness of the BCWEP Competency-Based Learning Plan

Question: Please indicate below how useful the BCWEP Competency-Based Learning Plan was in helping to create learning experiences for your student.

Question one required field instructors to assess the usefulness of the BCWEP Competency-Based Learning Plan using a scale from 1 to 5; with 5 meaning very useful. The mean score was 4.0, an indication that field instructors generally found the BCWEP Competency-Based Learning Plan very useful for creating learning experiences for their students. In fact, 3 was the lowest rating given by any field instructor.

Suggestions for Enhancing the Competency-Based Learning Plan

Question: Do you have any suggestions for enhancing this Competency-Based Learning Plan?

When asked to give suggestions about how to enhance the Learning Plan, most field instructors had no suggestions. There were, however, a few helpful comments.

- The plan is very thorough. My suggestion is to ensure that DCP&P staff help create and update the learning plans each year to ensure the most up-to-date and practices are included.
- My only suggestion is that the school's field liaison be more aware of the process and functions of the agency. It was a little confusing because they were not really aware of how the Division operates and how a student fits into the process here at the office.
- This Competency Based Learning Plan helps to create various experiences that will be useful to the intern. It provides an opportunity for the intern to interact with clients. In addition, the interns are able to gain insight, knowledge, and a true understanding of the job regarding the demands, expectations, and commitment to Best Practices while servicing children and families. This plan could be enhanced even more if the students were permitted to have a case assigned to follow from start to finish. This may be difficult to accomplish as they are interns, but the experience of seeing a case from start to finish through various stages would be tremendous.
- It's a little long and some concepts are repeated. If it could be more concise and succinct that would be helpful.



Usefulness of the Learning Path Guide

Question: Did you receive a copy of Guide to Becoming a Successful Division of Child Protection and Permanency Employee: A Learning Path for Baccalaureate Child Welfare Education Trainees (which was created for BCWEP field instructors and students by Adrienne Jackson, MSW, Burlington East Local Office Intake Supervisor) and if so, how has this guide help you in planning learning experiences for your students?

About two thirds of our field instructors indicated that they found the Learning Path to be helpful in planning and scheduling learning experiences for their students. Another third of field instructors reported that they received the Learning Path, but had not used it, and five individuals stated that they had not received the guide. It was mailed to all field instructors, so it is unclear why they did not receive it.

Here are some examples of field instructor comments:

Received it and found it helpful/useful

- Yes, I did receive a copy of the guide. It was thorough and provided a great reference for new field instructors such as myself.
- Yes, the guide was helpful as I used it to stay focused and on task with enhancing the student's learning experience.
- Yes. This guide helped tremendously to guide the learning experiences. The breakdown by weeks makes it less overwhelming and more specific and easier to follow.
- As a first time field instructor, this guide was very helpful in regards to getting familiar with the intern and her experience. Particularly helpful was the scavenger hunt, weekly work plans, and intern time sheet.

Received, but did not use the Learning Path

- Yes, I did, but I did not use it to assist with the learning experience. I was an intern in the Division, so I remembered the work that I did as an intern and used my experience to ensure the student was able to experience all facets within this local office, in order for her to get a better understanding of how the office operates.

Field Instructors' Perceptions of BCWEP Students' Professional Preparation

Question: How well do you think the BCWEP Child Welfare Traineeship is preparing undergraduate social work students for their future professional roles at the local level, especially since DCP&P has now adopted a new model of case practice? (If possible, consider the student's child welfare coursework, DCP&P internship, and Readiness Training all as part of the BCWEP Child Welfare Traineeship.)



Many field instructors wrote detailed responses to this question. Almost all gave a very positive assessment of the program. Some of the more interesting comments are reproduced below:

- When the intern has the opportunity to work directly with staff to service clients, it gives them “firsthand” experience in implementing the new DCP&P Practice Model. Their involvement with families and stakeholders as well as participation in FTM’s, and involvement with investigations/assessments helps build their confidence and competence, while helping hone their skills.
- I believe that the BCWEP program is a great way to prepare social workers for work in child welfare. It provides the students an opportunity to understand how the agency works and the resources that are or are not available to the families served. It provides a foundation for working with families and help them navigate the difficult systems that families are tossed into.
- I believe the program is preparing the students for their career with the agency through the course work, internship and trainings. The course work provides the foundation of child welfare, internship provides the (hands-on) constructive learning and training reinforces the practice (new case practice model). The internship helps the students demonstrate that they have gained the knowledge and skills they are expected to learn as they progress through the program. This is a wonderful example of “transfer of learning” skills.
- This traineeship is fundamental in preparing students for their future employment. The traineeship builds the foundation for the new model of case management. As strengths-based practice becomes the “culture” of the agency by challenging old views and practices from before the new model.
- I think that the program is great as it really gives the student a grasp of what working for the Division really entails and prepares them so that it is not so overwhelming. This job is very difficult and not easy to just start without having any experience. The hands on learning opportunity is priceless.

Recommendations for Changes in BCWEP

Question: Is there anything about the BCWEP child welfare traineeship program that you think should be changed? If so, what and why?

Field instructors were asked whether they had any suggestions for change in BCWEP. Most gave no recommendations. The suggestions that were provided were for more freedom and access for students, as well as more opportunities for field instructors. Here are examples of comments and suggestions:

More Freedom and Access for Students:

- I think students are at a disadvantage when they start employment with DCP&P since they only have read-only access to NJSPIRIT during their internship. They are not prepared in knowing how to generate necessary reports or how to code them. It would be beneficial if possible for them to have limited access to do work in SPIRIT.
- Yes, if students were allowed to be assigned as a secondary worker on one low-risk case, this would allow the student to experience day by day the responsibilities of a case. The student will have direct interaction and accountability for a family, while completing assessments, documentation, and case management, while being closely monitored by supervisor or casework supervisors.
- It would be beneficial, if possible, for students to have limited access to do work in NJSPIRIT.



Three recommendations for program enhancement in the 2015-2016 Academic Year were presented with last year's report. The following section lists last year's recommendations and summarizes our progress.

1. Students continue to ask for additional opportunities for hands-on, direct experience interacting with families. Some comments from field instructors this year stated that they believe there are more restrictions on trainee activities than there actually are. Any restrictions should be clarified for new field instructors to encourage as many hands-on experiences as possible.

Data from this year's evaluations suggest that this problem may have been a one-year anomaly. Even though we did not have our usual field instructor training events during the 2015-2016 Academic Year, not a single student or field instructor reported having problems with restrictions on student activities. A series of reminders from BCWEP staff and coordinators may have helped clarify our policies on this issue, the total absence of any comments in this year's evaluations suggests this may have simply been a one-year anomaly.

2. It remains important that all BCWEP students have field experience in more than one unit. This needs to be emphasized in BCWEP field instructor training. Students should be strongly encouraged to negotiate such experiences with their field instructors. BCWEP field liaisons should reinforce this requirement during the training process as well. This goal from 2014-2015 should be maintained. One suggestion from a field instructor last year was to consider taking BCWEP students on a visit to



2. Another essential element of the preparation BCWEP participants receive is the class on child welfare they are required to complete at their respective institutions. This year, we plan to survey all schools in the consortium in order to assess how and by whom that course is being delivered at the various institutions. We will also collect and review the syllabi used by each school. Based on these efforts, we may make recommendations for how the course and its delivery can be revised and/or standardized across the consortium.

3. In the evaluations this year, students repeatedly mentioned the desire for more training with NJ SPIRIT and documentation processes. In fact, it was the most frequently mentioned by students when asked what changes they would like to see made to BCWEP. Therefore, we propose investigating ways to improve student access and training on NJ SPIRIT and documentation procedures. A variety of possible options will be explored over the coming year including the possibility of creating a virtual “sandbox” within NJ SPIRIT for students to practice on without compromising the actual NJ SPIRIT database. As well as the Work Readiness Training curriculum (see Goal 1 above), we will also look at ways that more training on NJ SPIRIT and documentation can be integrated into the program.

4. Feedback from both students and field instructors this year suggested the program may need to change its procedures around identifying, training, and appreciating field instructors. For example, some students felt that their field instructors were not prepared to have a student intern, and some field instructors noted that they would like more training and more input into the program (see their responses on page 22). For the coming academic year, it is our intention to institute a new centralized procedure for identifying field instructors much earlier in the summer. This will enable us to identify willing and able field instructors earlier in the year. We will then invite these field instructors to a well-planned initial program orientation and a mid-year meeting. These meetings will allow us to disseminate information to field instructors, as well as provide an opportunity for us to receive feedback from them. In response to student feedback above, we will emphasize the need for hands-on experience for students, and the value of giving them an opportunity to follow a case from reception to conclusion.

As summarized in previous reports, BCWEP has accomplished a great deal since its inception. Its greatest strength is that it is a partnership between the state child welfare system and the academic community, with the full support of the professional community (NASW). BCWEP continues doing its part to assure that we have professionally qualified, diverse, skilled, and committed workers in caseworker positions at the New Jersey Division of Child Protection and Permanency. It has done much to capture the imagination of a new generation of social workers. Despite the challenges of partnering with organizations as large and complex as DCYF, BCWEP has established itself as a strong partner that is helping to advance the vision of assuring safety, permanency, and well-being for all New Jersey’s children.

References

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APPENDIX





HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
8. Demonstrates understanding of the stages, processes, and milestones of physical, cognitive, social, and emotional development of children and young adults and how it is determined and assessed.	3.6	3.6	4.1	3.8	3.7	3.6	3.7	3.7	3.7	3.7	3.7
9. Understands the profound negative impact of child maltreatment on children's health and development.	4.1	4.3	4.3	4.4	4.5	4.1	4.4	4.3	4.3	4.2	4.3
10. Demonstrates understanding of the stages and processes of adult development and family life.	3.8	3.8	3.9	3.7	3.9	3.6	3.8	4.0	3.7	3.8	3.4
11. Demonstrates an understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.	4.1	4.3	4.3	4.3	4.3	3.9	4.3	4.4	4.2	4.3	4.3
12. Demonstrates understanding of the influence of culture on human behavior and family dynamics.	4.1	4.1	4.4	4.3	4.3	4.3	4.0	4.4	4.2	4.3	4.4

13. Demonstrates understanding of how the strengths perspective and empowerment approaches are used to help individuals and communities overcome adversity and improve their quality of life.



ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
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CORE CHILD WELFARE PRACTICE COMPETENCY	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
19. Is able to identify the multiple factors of social and family dynamics in child abuse and neglect, including the interaction of individual, family, and environmental factors.	3.7	4.0	3.9	4.1	4.2	3.9	4.1				



CORE CHILD WELFARE PRACTICE COMPETENCY (Continued)	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
25. Recognize the needs to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.	4.2	4.0	4.1	4.3	4.5	4.0	4.0	4.3	4.1	4.0	3.7
26. Demonstrate a beginning understanding of legal process and the role of social workers and other professionals in relation to the courts, including policy issues and legal requirements affecting child welfare practice.	3.2	3.6	3.5	3.6	3.4	3.7	3.2	3.8	3.4	3.5	3.7
27. Is in the process of developing a knowledge base about the effects of attachment, separation, and placement experiences for the child and the child's family and the effects on the child's physical, cognitive, social, and emotional development.	3.6	3.7	4.0	3.9	3.8	3.6	3.8	3.8	3.8	3.8	3.7
28. Is in the process of developing an understanding of the importance of evidence-based practice and a basic understanding of empirical research.	3.5	3.6	4.0	3.8	3.9	3.4	3.4	3.9	3.6	3.6	3.1
29. Demonstrates an awareness of the principles of concurrent and permanency planning with regard to younger children as well as planning for older children about to terminate from the child welfare system.	3.5	3.5	3.7	4.0	3.9	3.8	4.0	3.8	3.7	3.7	3.3
30. Is developing the capacity to utilize the case manager's role in creating a helping system for clients, including working collaboratively with other disciplines and involving and working collaboratively with biological families, foster families, and networks.	3.4	3.7	3.9	3.8	3.9	3.8	4.0	3.8	3.8	3.8	3.5



WORKPLACE MANAGEMENT COMPETENCY	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
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1. Demonstrates knowledge of the basic structure of DCP&P and child welfare practice, including Title 30, Title 9, and



ETHNIC SENSITIVE AND MULTICULTURAL
PRACTICE COMPETENCIES

Mean



CORE CHILD WELFARE PRACTICE COMPE	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
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19.



CORE CHILD WELFARE PRACTICE COMPETENCY (Continued)	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007
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25. Recognizes the needs to monitor the safety of the child by initial and ongoing assessment.



CORE CHILD WELFARE PRACTICE COMPETENCIES
(Continued)

Mean
Score
2016





