

Consortium Social Work Programs

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Stockton University (Lead Institution)

Acknowledgements

The Maine Child Welfare Internship Program Manual
served as a model for what content to include in this manual.

CONTENTS

I. Introduction to Program	4
A. Purpose of the Baccalaureate Child Welfare Education Program	4
B. Program Benefits	4
1. For Child Welfare Trainees	
2. For Practicum Instructors	
3. For the New Jersey Public Child Welfare System	5
C. Practice Approaches Taught in Baccalaureate Child Welfare Education Programs	5
D.	

Introduction to Program

A. Purpose of the Baccalaureate Child Welfare Education Program (BCWEP)

In partnership with the New Jersey Department of Children and Families (DCF) and the New

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cost of students' undergraduate education in exchange for an agreement to work for a minimum of two years in public child welfare for every year of financial support received from BCWEP.

Students accepted as BCWEP trainees must sign a binding agreement by which they agree to accept employment in a caseworker position at a Local Office of the New Jersey Division of Child Protection & Permanency upon completion of the program and receipt of their degree. If a trainee fails to complete the traineeship and accept a position or leaves that position before the two-year commitment has been fulfilled, he or she must make repayment in full (tuition and fees) to the Lead Institution, as stipulated in the *Student Agreement with the Lead Institution*.

Students also agree to accept an internship at the Division of Child Protection & Permanency, to take at least one course in child welfare, to maintain an acceptable academic record, to adhere to professional ethical standards, and to complete their academic studies in a timely manner.

Additionally, DCP&P expects that newly appointed employees, including -12.2 (l)3.1 (ea.1 (ud)-12-13.2 (arW8

baccalaureate-level social workers.³ With some modifications, BCWEP has adopted the CalSWEC competencies for use in its program.

The 35 competencies are as follows:

WORKPLACE MANAGEMENT COMPETENCIES

1. Demonstrate knowledge of the basic structure of DCP&P and child welfare practice, including Title 30, Title 9, and Adoption and Safe Families Act of 1997.
2. Understand the vision, values, mission, mandates and desired outcomes of the New Jersey Child Welfare System.
3. Be able to work productively with agency staff, supervisors, and clients in an environment characterized by human diversity.
4. Demonstrate an awareness of community resources available for children and families and have a working knowledge of how to utilize these resources in achieving case goals.
5. Have a working knowledge of multi-agency/multidisciplinary collaborations and can work productively with team members in implementing case plans.
6. Be able to plan, prioritize, and complete activities within appropriate time frames.
7. Be aware of potential work-related stress factors and begin to develop appropriate self-care strategies.

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES

1. Demonstrate 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.
2. Understand the profound negative impact of child maltreatment on children’s health and development.
3. Demonstrate understanding of the stages and processes of adult development and family life.
4. Demonstrate understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.
5. Demonstrate understanding of the influence of culture on human behavior and family dynamics.
6. Demonstrate understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change.

ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES

1. Demonstrate sensitivity to clients’ differences in culture, ethnicity, and sexual orientation.
2. Demonstrate the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan.
3. Demonstrate understanding of the importance of a client’s primary language and support its use in providing child welfare assessment and intervention services.
4. Demonstrate understanding of the influence and value of traditional, culturally based childrearing practices and use this knowledge in working with families.
5. Demonstrate the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services.

CORE CHILD WELFARE PRACTICE COMPETENCIES

³ Information on the CalSWEC competencies may be obtained at http://calswec.berkeley.edu/CalSWEC/Curric_Comps_3.html.

1. Be 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.
2. Demonstrate understanding of the strengths-based “person in environment” perspective, and awareness of strengths which act to preserve the family and protect the child.
3. Demonstrate awareness and beginning understanding of the physical, emotional, and behavioral indicators of child neglect and abuse, child sexual abuse, substance abuse, and mental illness in child victims and their families—and be able to relate these indicators to Title 9, Title 30, and to DCP&P policy.
4. Be developing knowledge of the forms and mechanisms of oppression and discrimination in the lives of low-income and single-parent families and uses this knowledge in providing appropriate services.
5. Demonstrate an understanding of the dual responsibility of the child welfare case worker to protect children and to provide appropriate services to enable families to care for their children, including pre-placement preventive services.
6. Demonstrate understanding of the dynamics of all forms of family violence, and the importance of culturally sensitive case plans for families and family members to address these problems.
7. Recognize the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.
8. 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.
9. Be 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.
10. Be in the process of developing an understanding of the importance of evidence-based practice a

LEARNING ACTIVITIES TO DEVELOP WORKPLACE MANAGEMENT

COMPETENCIES:

1. Participate in all student orientation activities (e.g., a scavenger hunt)
2. Learn about weekly work plans.
3. Obtain and review agency vision, values, mission statements, and organizational chart.
4. Review Reform Plan.
5. Become familiar with the provisions of Titles 9, 30, and ASFA.
6. Be assigned one Title 30 and one Title 9 case.
7. Read a verified complaint.
8. Attend a court hearing.

APPENDIX

A. *BCWEP Competency-*

BCWEP Competency-Based Learning Plan

FOR STUDENTS IN CHILD WELFARE TRAINEESHIP, Revised 5/26/11

STUDENT NAME: _____ AGENCY: _____

FIELD INSTRUCTOR NAME/DEGREE: _____

This Learning Plan is designed to be a guide to practicum instructors working with students enrolled in the Baccalaureate Child Welfare Education Program. Researchers across the United States have interviewed large numbers of public child welfare workers to determine the knowledge, skills, and practice perspective that promote best practices in public child welfare. The result of their interviews is the following list of competencies, which are grouped into workplace management, human behavior and the social environment, ethnic se

**WORKPLACE MANAGEMENT
COMPETENCIES****LEARNING ACTIVITIES (see BCWEP Manual for suggestions)**

1. Demonstrate knowledge of the basic structure of DCP&P and child welfare practice, including Title 30, Title 9, and Adoption and Safe Families Act of 1997.
2. Understand the vision, values, mission, mandates and desired outcomes of the New Jersey Child Welfare System.
3. Be able to work productively with agency staff, supervisors, and clients in an environment characterized by human diversity.
4. Demonstrate an awareness of community resources available for children and families and have a working knowledge of how to utilize these resources in achieving case goals.
5. Have a working knowledge of multi-agency/multidisciplinary collaborations and be able to work productively with team members in implementing case plans.
6. Be able to plan, prioritize, and complete activities within appropriate time frames.
- 7.

**HUMAN BEHAVIOR AND THE
SOCIAL ENVIRONMENT
COMPETENCIES**

LEARNING ACTIVITIES (see BCWEP Manual for suggestions)

8. Demonstrate understanding of the stages, processes, and milestones of physical,

**ETHNIC SENSITIVE AND
MULTICULTURAL PRACTICE
COMPETENCIES**

LEARNING ACTIVITIES (see BCWEP Manual for suggestions)

14. Demonstrate sensitivity to clients' differences in culture, ethnicity, and sexual orientation.

15. Demonstrate the ability to conduct an

**CORE CHILD WELFARE
PRACTICE COMPETENCIES
(continued)**

LEARNING ACTIVITIES (see BCWEP Practicum Manual for suggestions)

24. Demonstrate understanding of the dynamics of all forms of family violence, and the importance of culturally sensitive case plans for families and family members to address these problems.
25. Recognize the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.
26. Demonstrate a beginning understandd[D]-2.9 (emo)-T3MCID 22giDe ems

CORE CHILD WELFARE PRACTICE COMPETENCIES (continued)	LEARNING ACTIVITIES (see BCWEP Practicum Manual for suggestions)
<p>29. Demonstrate awareness of the principles of concurrent and permanency planning with regard to children as well as planning for older children about to terminate from the child welfare system.</p> <p>30. Develop 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 kin networks.</p> <p>31. Show understanding of the value base of the profession and its ethical standards and principles, and practices accordingly.</p> <p>32. Demonstrate the appropriate use of power and authority in professional relationships, as well as the dynamics of engaging and working with involuntary clients.</p> <p>33. Demonstrate the ability to assess his or her own emotional responses to clients, co-workers, and situations.</p> <p>34. Demonstrate an understanding of the importance of the termination process, with clients and with systems.</p> <p>35. Demonstrate an understanding of the critical importance of documentation in public child welfare.</p>	

State of New Jersey Department of Children and Families Case Practice Model

The Department of Children and Families' (DCF) case practice is intended to define who the agency serves, the expected outcomes of these services, and the guiding principles and expectations of the organization.

Below you will find DCF's case practice, which resulted from an extensive process of consultation within DCF and among key stakeholders.⁵

⁵ Retrieved 6/29/2016 from http://www.state.nj.us/dcf/about/welfare/case/DCF_CasePracticeModel.pdf

New Jersey Department of Children and Families Case Practice

I. Introduction

The Department of Children and Families' (DCF) case practice model is intended to define who the agency serves, the expected outcomes of these services, and the guiding principles and expectations of the organization. This case practice model will help establish clarity about how we expect children and families to be treated and how they and their natural support networks will be engaged in the decisions affecting their safety and well-being. This document has been developed to define, guide, and support a strengths-based and family-centered model of practice that achieves safety, permanency, and well-being for children.

The development and implementation of this model is dynamic and continuous, and will continue to be undertaken in collaboration with families, youth, staff, stakeholders, and the public. Achieving this model of practice with every child and family will take time, but it is the standard through which practice and future commitments will be assessed and measured. As such, DCF commits to an

- x Engaging youth and families,
- x Working with family teams,
- x Individualized planning and relevant services,
- x Continuous review and adaptation, and
- x Safe and sustained transition from DCF involvement.

1. Quality Investigation and Assessment

- x Quality investigations require the use of structured decision-making tools to evaluate child abuse or neglect referrals and to support sound judgments based on the nature of the allegations and initial findings. The process usually begins at the State Central Registry (SCR), where we receive calls about child abuse or neglect. SCR is typically the first point of contact between the community and DCF. We will respond to all callers promptly with respectful, active listening skills. We will gather essential information, including the identification of all individuals who are parents and other important family members. We will screen referrals using uniform instruments that structure the process of assessment and response to information related to child safety.

Allegations of abuse or neglect are geographically referred to Intake Units within each of the local CPP offices. We will:

- x Begin the initial investigations of suspected child abuse or neglect within 24 hours and complete this work within 60 days, absent exceptional circumstances, using uniform instruments to make decisions about child safety.
- x Assess and document the child's safety at every contact with the child and family.
- x Develop safety plans with the active participation of the family if the immediate safety of the child is in question at any time during the initial assessment process.
- x Secure necessary resources and quickly mobilize community and family supports.
- x Work collaboratively with partners in law enforcement, health care, substance abuse, public welfare, and the education system.

Assessment starts with the Department's initial contact with the family or with the individual who is calling on behalf of a child, and continues throughout the family's involvement with DCF. Assessment is not the completion of forms but rather it is an ongoing process, which prioritizes the safety of children by "gathering and analyzing information that supports sound decision making."⁶ Our assessments are made in large part by personal contact by the worker with the family and seeing them where they live. This work explores the underlying causes of child maltreatment or the risk of child maltreatment and the factors that prevent parents from making the necessary changes to keep their children safe. It is work that is done by engaging parents and family members and with the family team and it is a continuous process.

In all of our assessment work, we will strive to:

⁶ United States Department of Health and Human Services, Rethinking Child Welfare Practice under the Adoption and Safe Families Act of 1997: A Resource Guide, Washington, D.C., U.S. Government Printing Office, 2000, p. 33.

x

Day-to-day practice with families and planning for children or youth includes but is not limited to the following:

- x Safety and risk of harm will be assessed prior to transitions and closure.
- x Services and supports should be put in place to facilitate a smooth, timely, and successful transition when changes occur.
- x Families whose children are reunited will receive transitional supports that enable them to safely sustain their children in their home.
- x Families and young adults will be connected with informal supports to assist them to function independent of outside supervision upon case closure.

D. An Array of Services

- x Success for children and families means DCF must continue to develop an array of services that meet the needs of children and families. Most of the services necessary for children and families are provided by DCF-supported community agencies, which play an important role in preserving child safety, promoting permanency, developing child wellbeing, and strengthening families. Community services to support, nurture and help families with problems must become more readily available so that involvement with CPP is time limited, focused and outcome oriented.

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ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES	Inadequately prepared	Somewhat prepared	Adequately prepared	Well prepared	Very well prepared	Insufficient opportunity to observe
14. Demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.						
15. Demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan.						
16. Demonstrates understanding of the importance of a client's primary language and support its use in providing child welfare assessment and intervention services.						
17. Demonstrates understanding of the influence and value of traditional, culturally based childrearing practices and use this knowledge in working with families.						
18.						

CORE CHILD WELFARE PRACTICE COMPETENCIES--CONTINUED	Inadequately prepared	Somewhat prepared	Adequately prepared	Well prepared	Very well prepared	Insufficient opportunity to observe
25. Recognizes the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.						
26. Demonstrates 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.						
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.						

