# MCWEP

## MASTERS CHILD WELFARE EDUCATION PROGRAM
## 2017-18 ANNUAL REPORT

*LESSONS LEARNED AND*
*RECOMMENDATIONS FOR PROGRAM ENHANCEMENT*

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JOSE
PROGRAM COORDINATOR

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# Child Welfare Education Institute Staff

## LESSONS LEARNED AND RECOMMENDATIONS
## FOR ONGOING PROGRAM ENHANCEMENT

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## ACKNOWLEDGMENTS

**Descriptive Data** -

# Number of Students Admitted from DCP&P Local and Area Offices:

| Office | Count | Office | Count | Office | Count | Office | Count |
|---|---|---|---|---|---|---|---|
| Atlantic East: | 3 | Cumberland East: | 1 | Hunterdon/Mercer/Somerset/Warren Area: | 1 | Newark South: | |
| Atlantic West: | 2 | Cumberland West: | 1 | Mercer North: | 5 | Ocean North: | 4 |
| Atlantic/Burlington/Cape May Area: | 0 | Cumberland/Gloucester/Salem Area: | 0 | Mercer South: | 5 | Ocean South: | 1 |
| Bergen Central: | 3 | Essex Central: | 5 | Middlesex Central: | 0 | Ocean/Monmouth Area: | 0 |
| Bergen South: | 3 | Essex North: | 0 | Middlesex Coastal: | 9 | Passaic Central: | 5 |
| Bergen/Hudson Area: | 1 | Essex South: | 4 | Middlesex West: | 2 | Passaic North: | 8 |
| Burlington East: | 3 | Essex Area: | 0 | Middlesex/Union Area: | 0 | Salem: | 4 |
| Burlington West: | 1 | Gloucester East: | 1 | Monmouth North: | 4 | Somerset: | 2 |
| Camden Central: | 3 | Gloucester West: | 2 | Monmouth South: | 4 | State Central Registry: | 3 |
| Camden East | 6 | Hudson Central: | 3 | Morris East: | 1 | Sussex: | 1 |
| Camden North: | 3 | Hudson North: | 1 | Morris West: | 3 | Union Central: | 2 |
| Camden South: | 6 | Hudson South: | 4 | Morris/Sussex/Passaic Area: | 1 | Union East: | 1 |
| Camden Area: | 0 | Hudson West: | 1 | Newark Center City: | 4 | Union West: | 2 |
| Cape May: | 2 | Hunterdon: | 0 | Newark Northeast: | 3 | Warren: | 2 |

## MCWEP Applications/Acceptances/Completions

| | Cohort 1 | Cohort 2 | Cohort 3 | Cohort 4 | Cohort 5 | Cohort 6 | Cohort 7 | All Cohorts |
|---|---|---|---|---|---|---|---|---|
| # of applicants | 26 | 22 | 28 | 20 | 22 | 26 | 26 | 170 |
| #/% offered and accepting traineeship | 20 (77%) | 18 (82%) | 20 (71%) | 16 (80%) | 19 (86%) | 21 (81%) | 21 (81%) | 135 (79%) |
| # terminated prior to completion | 0 | 1 | 2 | 1 | 1 | 0 | 0 | 5 |
| # completing traineeship | 20 | 17 | 17 | 15 | 1 | 0 | 0 | 70 |
| # not graduated yet | 0 | 0 | 1 | 1 | 17 | 21 | 21 | 0 |

# PROGRAM ASSESSMENT
## Competency-Based Assessment

Program assessment in MSW education focuses on student outcomes (the extent to which students demonstrate competencies and associated practice behaviors), rather than inputs (curriculum content). Similarly, assessment in the Masters Child Welfare Education Program (MCWEP) is focused on student attainment of a set of competencies and associated practice behaviors. Under the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS), all MSW graduates are expected to have mastered certain competencies.
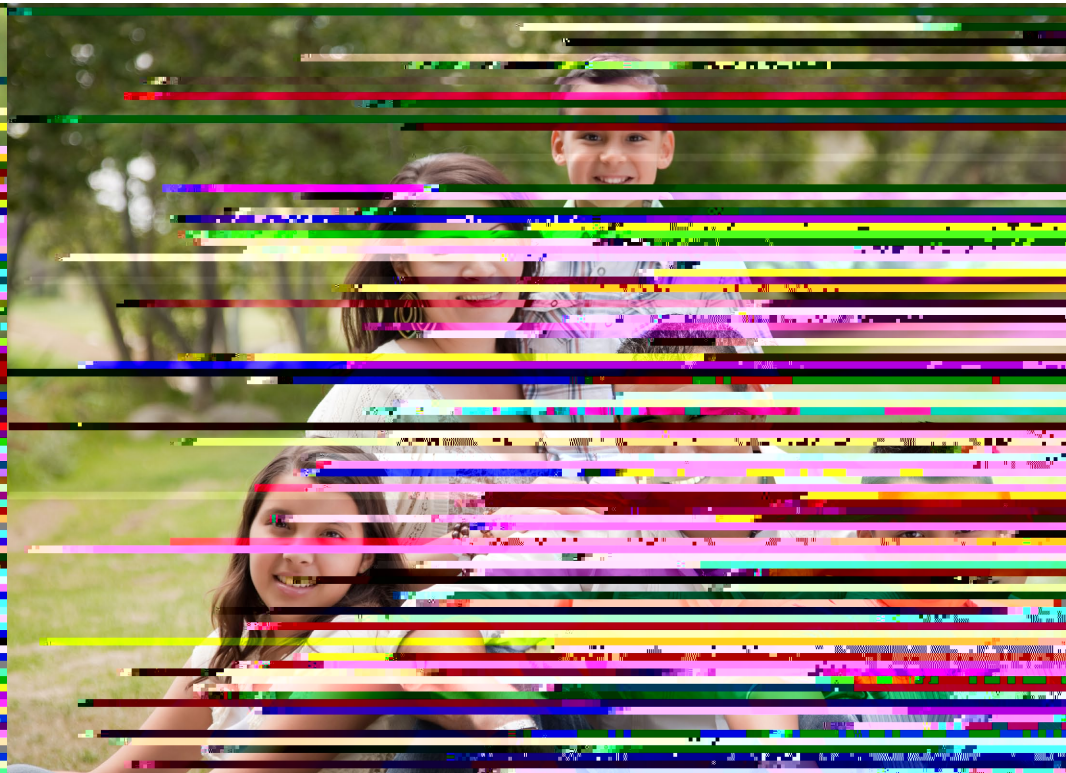
**Assessment of Student Learning – Trauma-Informed Child Welfare Practice**

# Assessment of Student Learning – Leadership and Supervision in Child Welfare

Students were asked to rate the degree to which they agree with the listed statements regarding Child Welfare Leadership and Supervision Competencies.
Mean scores are reported below (1 = Very Much Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Very Much Agree):

| Child Welfare Leadership and Supervision Competencies | Mean Score | | | | | |
|---|---|---|---|---|---|---|
| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| 1. I am able to assess my own strengths and challenges as a leader. | 5.00 | 4.83 | 4.85 | 4.87 | 4.86 | 4.76 |
| 2. I am able to describe key qualities of leaders and the impact on child welfare systems and staff. | 4.33 | 4.75 | 4.45 | 4.93 | 4.93 | 4.82. |
| 3. I can demonstrate an understanding of the role of ethics and the systems perspective in leadership behavior as a supervisor. | 5.00 | 4.83 | 4.85 | 4.87 | 4.86 | 4.59 |
| 4. I am able to describe key child welfare workforce issues, trends, and challenges from a national perspective. | 4.00 | 4.66 | 4.85 | 4.47 | 4.64 | 4.53 |
| 5. I can demonstrate the ability to identify evidence-based practice in child welfare supervision. | 4.00 | 4.83 | 4.85 | 4.67 | 4.79 | 4.71 |
| 6. I am able to demonstrate an understanding of the stages and key issues in the implementation of change initiatives. | 4.67 | 4.92 | 4.45 | 4.53 | 4.71 | 4.53 |
| 7. I am able to understand the relationship of creating a learning culture to staff retention and performance.. | 5.00 | 4.83 | 4.45 | 4.80 | 4.71 | 4.94 |
| 8. | | | | | | |
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# Learning Community Assessment

# Learning Community Evaluation Results

| Learning Community | Activities | Evaluation | Mean Score (1 = Strongly Disagree, 2 =Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree) |
|---|---|---|---|
| August 17, 2017<br><br>9:00am – 4:00pm<br><br>DCF Professional Center<br><br>New Brunswick, NJ | • Orientation to MCWEP mission/ purpose/structure<br><br>• Keynote Speaker – Lisa von Pier, Assistant Commissioner, New Jersey DCP&P<br><br>• Recognition of MCWEP Graduates<br><br>• "Intro to Critical Thinking for MCWEP" | 1. The speakers demonstrated expertise on the subject matter presented. | 4.5 |
| | | 2. The speakers communicated in a clear and organized manner. | 4.5 |
| | | 3. The speakers were able to hold my interest. | 4.5 |
| | | 4. The methods of the presentation were effective. | 4.4 |
| | | 5. The content was directly related to MCWEP. | 4.4 |
| | | 6. Handouts supplemented presented material. | 4.5 |
| | | 7. I will use content from this learning community meeting in my work as a DCP&P Supervisor | 4.4 |
| | | 8. The content of this learning community was helpful to me as an MSW student | 4.4 |
| November 3, 2017<br><br>9:00am – 4:00pm<br><br>Kean University<br><br>Union, NJ | • | | |
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## Learning Community Evaluation Results (continued)

| Learning Community | Activities | Evaluation | Mean Score (1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree) |
|---|---|---|---|
| February 9, 2018 9:00am – 4:00pm Stockton University Galloway, NJ | • Guided Discussion – "Where Are You on Your MCWEP Journey?" • "What's New in Crimes Against Ch cm03r 1 0 0 1 276.03207D[(Y)72.8 (ou on Y)72.5 (our MCWEP Jour)y, NJ | | |
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The Learning Community evaluations also included open-ended questions. These questions were:

1. In your opinion, what were the strengths of this Learning Community?
2. What suggestions would you offer to improve this Learning Community?
3. What will you do differently in your practice/employment as a result of this Learning Community?
4. What was the most important thing you took away from today's Learning Community Activities?

The following tables report the themes identified in a content analysis of student responses to the open-ended questions and the frequency with which the themes were mentioned. Following the table are examples of the students' comments in their own words.

| | |
|---|---|
| | |
| | |

- Time to support each other and hear what other MCWEP students are experiencing
- You get to share your experiences with others, and realize you have commonalities

**Linking MSW Curriculum and Learning Community Content to Child Welfare Practice**

- The learning community provides updated educational information that is directly applicable to field work. Presentations are helpful and useful.
- The learning community is very supportive and provides constructive feedback that can be applied to the workplace
- It presents an array of knowledge and practical "how to's" for everyday work. It also shows the strides the program is making.
- Coming together to integrate our learning to our practice
-

**Development of Skills and Resources**

- Learning of new ideas related to critical thinking
- Giving us ideas of critical-thinking to use or have our staff use
- The critical thinking piece was good and we will utilize it as we move further through the program
- Practicing PPT presentations and receiving feedback was helpful

| Theme | Frequency Mentioned |
|---|---|
| Suggestions for Topics and Issues Students Would Like Addressed in the Learning Community | 37 |
| Suggestions for Content Delivery/Learning Modalities and Activities | 27 |
| Various Practical and Logistical Issues | 21 |

**Suggestions for Topics and Issues Students Would Like Addressed in the Learning Community**

- Trauma-informed practice training
- Learn more about the effects of Domestic Violence on Adolescents
- Tools for building self-care and support
- A few techniques around time-management would be nice—how to deal with multitasking work, school, etc.
- Strategies on how to circumvent systematic issues in supervision. More training on clinical supervision strategies to use with management.
- Time management and surviving the return to school
- Concrete ways on how to handle work, life and school challenges; stress management techniques
- I would like to hear someone present on social justice issues
- Mindfulness training, meditation, stress management techniques

## Suggestions for Content Delivery/Learning Modalities and Activities

- Have the graduates speak about their experience
- Maybe some more get-to-know-you type games
- MCWEP learning communities should be a time to de-stress and relax. Next MCWEP learning community include relaxation techniques, such as yoga
- More group work with peers. Less listening to people speak
- More group activities; more counseling and venting sessions with peers

## Various Practical and Logistical Issues

- Change time to 9:30am for arrival, and end 3:30pm
- Different room – too noisy and distracting
- Closer locations. Distance too far.
- Offer food at all learning communities, self-care always!
- To improve, shorten the day—it doesn't have to/shouldn't be a full day

| Theme | Frequency of Responses |
|---|---|
| Integrate/Apply Content to Practice | 42 |
| Share Content with Staff/Supervisees | 32 |
| Further Exploration or Research into Content Area | 8 |

## Integrate/Apply Content to Practice

- Continue to apply what I learn at the workplace
- Focus more on self-care and put it into practice
- Pay closer attention to commonly overlooked issues of case practice; i.e., assessing service needs based on client history
- Pay closer attention to the review of cases. Ask critical questions.
- Consider the NASW Code of Ethics more frequently
- The information provided will be integrated into my practices at work
- Help my workers develop their critical thinking skills
- Share more of the self-care tools/techniques
- Refresh my unit's understanding of the importance of cultural competence; review case study with staff.

- Ensure my workers are aware of the importance of interviewing and capturing information in investigations
- Continue to transfer my learning to my workers
- Continue to integrate and disperse information to my peers and office

## Share Content with Staff/Supervisees

- Help my workers develop their critical thinking skills
- Share more of the self-care tools/techniques
- Refresh my unit's understanding of the importance of cultural competence; review case study with staff.
- Ensure my workers are aware of the importance of interviewing and capturing information in investigations
- Continue to transfer my learning to my workers
- Continue to integrate and disperse information to my peers and office

## Further Exploration or Research into Area of Content

- Maintain my current understanding of different cultures and try to learn about more cultures
- Think deeper about our CPS practices, while still following laws, think more about moral issues
- More emotional intelligence education
- Continue to focus on my leadership techniques to be more productive and efficient

| Theme | Frequency of Responses |
|---|---|
| Valuable Information | 44 |
| Direction for Future Practice | 15 |
| Hope, Encouragement, and Support | 11 |
| Tangible Skills | 10 |

## Valuable Information

- Critical thinking and its importance
- Self-care – a better understanding
- Information about CFSRs and impact on casework
- Cultural competency
- The importance of understanding my personality and my leadership style
- I learned information from the prosecutor that I didn't know
- Seeing the presentations about Guatemala and Uganda was refreshing

# OVERALL PROGRAM ASSESSMENT

To elicit information about current students' perceptions of the MCWEP program as a whole – MSW programs' curriculum, MCWEP elective courses, field placement experiences, and the Learning Community meetings — students were asked to respond to several open-ended questions in a questionnaire given to them at the end of the Academic Year.

1. What are the strengths of MCWEP?

2. How well do you think MCWEP is preparing you to be a more impactful supervisor at DCP&P (consider your MSW coursework, The Learning Community Meetings, and the MCWEP electives, if taken [Trauma-Informed Child Welfare Practice, and Child Welfare Leadership & Supervision] all as a part of MCWEP)?

3. Is there anything about MCWEP that you think should be changed? If so, what and why?

4. Do you feel you are being prepared to play a role in the transformation of New Jersey's public child welfare system? If so, in what ways? If not, why not?

5. Is there anything else you would like to share with us about MCWEP?

Students offered a great deal of insight about the program, their experiences, and their aspirations for moving forward in the organizations transformation. Their ideas and trepidations are a major component in our considerations for MCWEP program enhancement.

**The following tables describe themes identified in students' responses to the open-ended questions and the frequency with which those themes were mentioned. Following the tables are specific examples of students' responses, in their own words.**

| Themes Identified | Frequency Mentioned |
|---|---|
| Supportive Community of MCWEP Students, Faculty, and Staff | 19 |
| Knowledge Gained; Academic/Professional Enhancement | 19 |
| Program Design and Structure | 15 |
| Learning Community Meetings | 5 |

**Supportive Community of MCWEP Students, Faculty, and Staff**

- The support that you receive from the professors, coordinators and fellow students is definitely one of the program's strengths. There is a real sense of community, especially in , es iaa7S

**Learning Community and Elective Issues**

- Yes, no summer classes! Figure out a way to include these very important classes within the regular curriculum. The drive is crazy for most people and we need that summer break between classes. I'm feeling the effect of no break and going through fall, spring, summer, and now back into fall with no significant break. It's not good. I'm only 2 weeks into classes and I'm already feeling the effects of not having that summer break to just focus on work (in the office) and time off to recharge.
- The number of Learning Communities. I understand they are important, but I find I communicate mostly with those in my cohort in my actual school because it is most useful to me, therefore while the LCs offer a bit of expansion beyond that, I don't feel I need that as much. Plus, we are out of the office so much already, it almost adds additional unnecessary stress.
- The only aspect of MCWEP I would change would be the time in which we are enrolled in two summer courses when some are taking three courses at the same time. We are practically working full time, attending our internship and still expected to maintain a 3.0. Many of us have families as well to tend to once we get home.
- I think the Summer courses should be changed. It was overwhelming content compressed into a short time…The distance to attend classes was also overwhelming. So maybe it needs to go back to online, and possibly meeting 1-2 a month.

revision of some of its policies. Furthermore, the potential for collaboration is growing since a key position within the DCF Office of Training and Professional Development is now occupied by a MCWEP graduate who is continuing to foster the agency's effort to utilize and engage those who have completed our program.

## RECOMMENDATIONS FOR PROGRAM ENHANCEMENTS IN THE 2018-2019 ACADEMIC YEAR

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# Learning Community Assessment

The Learning Community is an integral component of MCWEP designed to enhance students' MSW classroom and field learning experiences and meaningfully connect these experiences to child welfare practice and supervision. The purpose of the MCWEP Learning Community is to foster a state-wide network of MCWEP participants to disseminate educational information related to child welfare and encourage dialogue among participants regarding MSW education and translation of educational outcomes to workforce experiences. The Learning Community also provides an avenue for process evaluation of the needs of student participants in MCWEP.

The Learning Community has two components in which MCWEP participants are expected to be involved. In the bi-weekly online discussion board, students respond to discussion threads posted by Learning Community Faculty facilitators. The second component involves quarterly in-person meetings where students have opportunities to gain further