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Training Opportunities

New Jersey Child Welfare Training Partnership



2016-2017

Developed by Rutgers School of Social Work, Institute for Families on behalf of the New Jersey Child Welfare Training Partnership

Rutgers, The State University of New Jersey
Office of Child Welfare Workforce Advancement
55 Commercial Avenue, 3rd Floor, New Brunswick, NJ 08901

childwelfare@ssw.rutgers.edu



Welcome,

The children and families we serve in New Jersey depend on us to be highly knowledgeable, skilled professionals who engage them through acknowledging their strengths, replicating the successes they have had, and working in partnership with them to find solutions. In order to exceed these expectations, we need to dedicate ourselves to being life-long learners.

Within this catalog, various opportunities for professional development are provided to continue to learn and excel within the field. The courses are designed and delivered by experienced professionals and facilitated so that participants leave with knowledge and application experience.

We are dedicated to ensuring you have an impactful learning experience that will transfer into application and your development as a professional. We are driven as facilitators to provide DCF talent the essential tools and practice they require for their job responsibilities.

Your ongoing feedback is essential for us to meet your staff development needs. Please feel free to contact me directly at Lisa.Gallagher@dcf.state.nj.us.

Thank you for the opportunity to partner with you in assisting and serving others.

Sincerely,

Lisa Gallagher, MSOD
Executive Director
Office of Training and Professional Development
New Jersey Department of Children and Families

In March of 2015, the Professional Center announced a partnership with the Commission for the Blind and Visually Impaired which opened a café with breakfast and lunch items. Please stop by to enjoy a hot coffee or soup and salad next time you visit!



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Office of Training and Professional Development

Directions to The Professional Center at DCF

30 Van Dyke Avenue, New Brunswick, NJ 08901
(732) 448-6300 (732) 418-3252 fax CC # 967

The Professional Center is a large gray building marked by a red number 30. There are school children playing in several areas around the building's lots. Always use caution when visiting.

.....from Southeast Jersey

Take Garden State Parkway North to Exit 127 for NJ-440 S/Industrial Avenue toward I-287 N. Left merge onto NJ-440 N/I-287 N. Continue on I-287 N take exit 2B for NJ-27 S toward New Brunswick. Merge onto NJ-27, after approximately 6 miles turn left on to Van Dyke Avenue. There are two entrances to the building. On your right, you will have the choice of two entrances to the building's front and back parking lots. The largest lot is behind the building.

.....from Southwest Jersey

Take I-295 North to Trenton. Take exit 67A toward New Brunswick/US-1 North. Merge onto US-1 North/Brunswick Pike. Exit onto NJ-91 N/Jersey Avenue. After you pass over railroad tracks about half a mile turn left onto Van Dyke. Drive to second building. On your left, you will have the choice of two entrances to the building's front and back parking lots. The largest lot is behind the building.

.....from Trenton

Take US-1 North. Exit onto NJ-91 North/Jersey Avenue. Stay on Jersey Avenue approximately 1.5 miles. After you pass over railroad tracks about half a mile turn left onto Van Dyke. Drive to second building. On your left, you will have the choice of two entrances to the building's front and back parking lots. The largest lot is behind the building.

.....from Northwest Jersey

Take I-287 South to Exit 10 to merge onto County Route 527 S/Easton Avenue toward S. Bound Brook/New Brunswick/NJ-527. Slight right merge onto County Route 527 South, continue straight on 527S for approximately 2 miles. Turn right onto Franklin Boulevard. Turn left onto Somerset Street. Take the first right onto Van Dyke Avenue. Look for the building marked with a red #30. On your right, you will have the choice of two entrances to the building's front and back parking lots. The largest lot is behind the building.

.....from Northeast Jersey

Take I-95 S/New Jersey Turnpike South to Exit 10 for NJ-440 E toward I-287 N/Perth Amboy/Metuchen. Continue on I-287 North. Take Exit 2B for NJ-27 South toward New Brunswick. Merge onto NJ -27 for approximately 6 miles and then turn left onto Van Dyke Avenue. On your right, you will have the choice of two entrances to the building's front and back parking lots. The largest lot is behind the building.

About the Office of Training and Professional Development & The NJ Child Welfare Training Partnership

Advancing the knowledge and skills of the professionals who support the safety, permanency, and well-being of children and families across New Jersey

History – The NJ Child Welfare Training Partnership was created in 2007 to provide professional development to the workforce of the NJ Department of Children and Families. The Partnership is a successful collaboration between the Office of Training and Professional Development; the Institute for Families at Rutgers, The State University of New Jersey; and Stockton University's Child Welfare Education Institute.



The initial focus of the Partnership's training was to implement change in the state's culture of child welfare practice. This approach supported movement from a case management service delivery model to the current strengths-based, family-centered, child-focused model of practice. The Partnership has since evolved into a large-scale workforce development approach improving and enhancing case practice for more than 5,000 child welfare professionals supporting the protection, permanency, and well-being of children and families across the state.

Goals – The Office of Training and Professional Development and the New Jersey Child Welfare Training Partnership are charged with the development of curricula and delivery of educational training that enhance case practice and planning with children and their families. Classroom and online courses meet the critical needs of the workforce. Specialized topics on issues influencing the safety and well-being of children—including domestic violence, substance abuse, and mental illness—are a major emphasis. Special attention is also given to infuse culturally relevant content into all coursework as a means of raising the cultural competence of staff members. The effectiveness, impact, and relevancy of all coursework are documented through an ongoing evaluation of each training. Pre- and posttests measure knowledge gains for participants, while training evaluation forms assess participant satisfaction levels and gather qualitative feedback to identify opportunities for future course enhancements.

The Professional Center – Many course offerings are held at the Professional Center at DCF. This 107,000 square-foot building is a unique environment for training, meetings, and community events. Located at 30 Van Dyke Avenue in New Brunswick, it is situated in the center of the state with regard to population distribution, thereby making it more easily accessible to the thousands who use it. The Professional Center at DCF has a variety of offerings: two auditoriums, two computer labs, two large meeting rooms (65+), two small meeting rooms, eleven classrooms, a CPR room, a car seat training room, three rooms for simulation trainings, two courtrooms, and plans for more classrooms.

Listing of Training Courses Available by Subject/Category

Administrative/Management

- An Introduction to Supervision of Paraprofessionals (Day 1-3)
- Child Sexual Abuse Issues for Supervisors
- Coaching the Challenge Employee
- DCF Manager Orientation
- Equal Employment Opportunity /Affirmative Action
- Executive Leadership in Organizations Serving Children and Families
- First Responders (for Supervisors) – Three-Day Training
- Focus on Supervision
- Supervising Workers on Family Reunification Master Supervisor's Certificate Course
- Supervisory Practice in Child Welfare – Module 1 of 3: Self-Management
- Supervisory Practice in Child Welfare – Module 2 of 3: People Management
- Supervisory Practice in Child Welfare – Module 3 of 3: Casework Management
- Supervisors Building Workers' Resiliency Master Supervisor's Certificate Course

Adolescents

- Case Practice Module 6: Supervising Case Practice in New Jersey
- Domestic Violence and Child Maltreatment: Helping Workers Develop Domestic Violence Skills to Help Families
- Executive Writing Skills
- Helping Caregivers Talk with Kids, Tweens, and Teens Openly and Honestly about Sexuality
- Missing and Exploited Youth
- Youth Thrive: Adolescent Protective Factors

Listing of Training Courses Available by Subject/Category

Adoption

- Adoption New Worker Training
- NJS Resource Facilitator Training
- Reunification: The Importance of Resource Parents
- RFSW Recruiter – Only for Resource Family Support Workers
- Supervising Workers on Family Reunification Master Supervisor's Certificate Course
- Enhancing Visitation: A Caseworker's Guide to Improving Visit Quality for Children & Families

Alcohol/Drugs/Other Addictions

- Fetal Alcohol Spectrum Disorder
- Impact of Substance Abuse on Parenting
- Compulsive Hoarding: Issues and Strategies
- Substance Abuse Module 1: Substance Use and Child Welfare
- Substance Abuse Module 2: Substance Use Disorders, Treatments, and Recovery
- Substance Abuse Module 3: Mental Illness
- Substance Abuse Module 4: Case Planning
- Technology Addiction

Case Practice Modules (CPM)

- Case Practice Module 1: Engaging Families and Building Trust-Based Relationships
- Case Practice Module 2: Making Visits Matter: Home Visiting to Improve Safety, Well-Being, Stability, and Permanence for Children and Families
- Case Practice Module 3: Facilitating the Family Team Meeting Process
- Case Practice Module 4: Functional Assessment
- Case Practice Module 5: Planning and Intervention
- Case Practice Module 6: Supervising Case Practice in New Jersey
- Advanced Skills for Engaging and Teaming with Families

Communications

- Application of Group Dynamics to Family Team Meetings
- Art of Communication
- Case Practice Module 3: Facilitating the Family Team Meeting Process
- Coaching the Challenge Employee Master Supervisor's Certificate Course
- Customer Service and Time Management for CP&P Support Staff
- Customer Service for Child Welfare Staff
- Difficult Conversations: A Survival Guide for Supervisors
- Difficult Conversations: A Survival Guide for Child Welfare Workers
- Engagement of Non-Residential Fathers
- Advanced Skills in Engaging and Teaming with Families
- Executive Writing Skills
- Helping Caregivers Talk with Kids, Tweens, and Teens Openly and Honestly about Sexuality
- Interviewing Children Through Developmental Considerations
- Motivational Interviewing: Applying Motivational Enhancement Theory
- NJ Parent Link
- Presentation Skills
- Supervisory Practice in Child Welfare – Module 2 of 3: People Management

Listing of Training Courses Available by Subject/Category

Domestic Violence

- Domestic Violence
- Domestic Violence Training for Supervisors Master Supervisor's Certificate Course
- Domestic Violence Certificate Program (11 workshops)
 - Understanding Violence Against Women
 - Violence Against Women: Techniques in Screening, Assessment and Basic Interventions
 - Ethical Issues and Values in Violence Against Women Work
 - Impact of Domestic Violence on Children
 - Violence Against Women in Diverse Populations
 - Financial Empowerment with Survivors
 - Legal Responses to Violence Against Women
 - Violence Against Women in Middle and High School Populations
 - Violence Against Women and Mental Health
 - Understanding Perpetration of Violence Against Women
 - Violence Against Women and Substance Abuse
- Domestic Violence Policy & Case Practice Protocol
- Understanding and Responding to Exposure to Violence and Trauma through the Eyes of Infants and Young Children

Family Preservation Services

- Family Preservation Services: New Worker Training, Days One through Six

Legal Issues

- Child Protective Services and the Legal System
- Children in Court: Document Search
- Factual Witness Training for Adoption Staff
- Legal Writing Guidelines for the Litigation Team
- Testifying in Court
- Working with Immigrant Families, Module 1: Immigration and Child Welfare

Mental Health

- Child Traumatic Stress
- Children and Eating Disorders
- Compulsive Hoarding: Issues and Strategies
- Coping with Vicarious Traumatization for Workers
- Fetal Alcohol Spectrum Disorder
- Impact of Substance Abuse on Parenting
- Mental Health Screening Tool
- Mental Illness
- Substance Abuse Module 3: Mental Illness
- Social Emotional Foundations of Early Learning: An Infant Mental Health Approach
- Stress Management for the Child Welfare Worker
- Supervisors Building Workers' Resiliency Master Supervisor's Certificate Course
- Technology Addiction
- Understanding and Managing Personal Stress Reactions
- Understanding and Responding to Exposure to Violence and Trauma through the Eyes of Infants and Young Children
- Working with Parents with Cognitive Limitations

Listing of Training Courses Available by Subject/Category

New CP&P Worker Training *(presented in sequential order)*

- **New Worker Orientation: Welcome to DCF!** (3 days)
- **Car Seat Safety** (1 day)
- **Safety Awareness for the Child Welfare Professional** (2 days)
- **New Worker Hybrid PreService Modules:**
 - Hybrid Computer Orientation (1 day)
 - Module 1 - Understanding Child Welfare in New Jersey (3 days)
 - Module 2 - Cultivating Awareness: Promoting Worker Safety, Well-Being, and Success (2 days)
 - Module 3 - Focusing on Families from Screening to Closing (4 days)
 - Module 4 - NJ SPIRIT (2 ½ days)
 - Module 5 - Child Development and Identifying Abuse and Neglect (4 days)
 - Module 6 - Making Visits Matter (3 days)
 - Module 7 - Simulation (5-7 days)
- **PreService Outside Presenters:**
 - Educational Stability (1/2 day)
 - Introduction to Testifying in Court (1/2 day)
 - Parent Advocacy (1/2 day)
 - NJ Parent Link (1/2 day)
 - Disaster Preparedness/Emergency Response (1 hour)
 - Administrative Hearings (2 hours)
 - CSOC – Introduction to Children’s System of Care (1/2 day)
 - Using Genograms and Ecomaps (1 day)
 - Worker2Worker (1/2 day)
 - Case Practice Module 3: Facilitating the Family Team Meeting Process (3 days)
- **Foundation Classes** (taken in first 18 months of employment):
 - Substance Abuse Module 1: Substance Abuse and Child Welfare (1 day)
 - Substance Abuse Module 2: Substance Use Disorders, Treatment and Recovery (1 day)
 - Substance Abuse Module 3: Mental Illness (1 day)
 - Substance Abuse Module 4: Case Planning (1 day)
 - Concurrent Permanency Planning (3 days)
 - Mental Illness (1 day)
 - Mental Health Screening Tool (1 day)
 - Red Flags (1 day)
 - Child Sexual Abuse: Module 1 (4 days)
 - Domestic Violence (2 days)
 - Domestic Violence Protocol (1 day)
 - Human Trafficking 1: Education and Awareness (1 day)
 - Human Trafficking 2: Engagement and Interviewing Skills (2 days)
 - Child Sexual Abuse: Module 2 (4 days)
- **Offered Quarterly:** Drug Awareness (1/2 day)

Listing of Training Courses Available by Subject/Category

Practice & Protocol

- AFSW Module 1: Working with and Supporting Families
- AFSW Module 2: Making Connections and Visits Matter
- Car Seat Safety
- Case Planning for Youth, Children, and Their Families - Classroom & NJS Online
- Child Abuse and Neglect Investigative Findings: Using the Four Tier Model (Classroom/Online)
- Child Protection & Early Intervention: Working Together for Young Children
- Concurrent Permanency Planning
- Critical Thinking for Ethical Practice in Public Child Welfare
- DCF Manager Orientation
- Domestic Violence
- Domestic Violence Certificate Program
- Domestic Violence Policy and the DCP&P Case Practice Protocol
- Enhancing Visitation: A Case Worker's Guide to Improving Visit Quality
- Family Systems Theory
- First Responders for Supervisors Master Supervisor's Certificate
- Focus on Supervision
- Introduction to Supervision of Clerical and Administrative Support Staff
- NJS Resource Facilitator Training
- Non-Violent Crisis Intervention
- Normal Sexual Development through the Child Welfare Lens
- OOL Inspectors Training & OOL Simulation
- Qualitative Review Training
- Reunification: The Importance of Resource Parents
- RFSW Recruiter - RFSW Simulation - RFSW Trainer
- SAFE (Structured Analysis Family Evaluation)
- Special Response Unit (SPRU) for Workers
- Strengthening Casework Documentation: An Enhancement Class for Caseworkers and Supervisors
- Structured Decision Making (SDM) and Critical Thinking
- Supervisory Practice in Child Welfare – Modules 1-3
- Testifying in Court
- Using Genograms and Ecomaps
- What Every Caseworker Needs to Know About Education and Special Education
- Working with Immigrant Families, Module 1: Immigration and Child Welfare
- Working with Immigrant Families, Module 2: Providing Culturally Relevant Services

Listing of Training Courses Available by Subject/Category

Supervisory/Administrative Content

- Case Practice Module 6: Supervising Case Practice in New Jersey
- **305 - Coaching the Challenge Employee***
- **345 - Domestic Violence Training for Supervisors***
- Executive Leadership in Organizations Serving Children and Families
- Executive Writing Skills
- **308 - First Responders for Supervisors***
- Focus on Supervision
- Difficult Conversations: A Survival Guide for Supervisors
- Introduction to Supervision of Paraprofessional Staff
- **347 - Data Skills for Supervisors Master Supervisor's Certificate Course***
- **264 - Aligning Our Values Master Supervisor's Certificate Course***
- **Supervising the Transfer of Learning Process Master Supervisor's Certificate Course IN DEVELOPMENT***
- **450, 451, 452 - Child Sexual Abuse Issues for Supervisors***
- Supervising Support Staff on Customer Service and Time Management Skills
- **312 - Supervising Workers on Family Reunification Master Supervisor's Certificate Course***
- Supervisory Practice in Child Welfare – Module 1 of 3: Self-Management*
- Supervisory Practice in Child Welfare – Module 2 of 3: People Management*
- Supervisory Practice in Child Welfare – Module 3 of 3: Casework Management*
- **350 - Supervisors Building Workers' Resiliency Master Supervisor's Certificate Course***
- **710 - Supervising the Transfer of Learning Process***

*** Denotes Master Supervisor Certificate Courses**

Master Supervisor Certificate

In order to achieve the Master Supervisor Certificate, CP&P professionals must have at least two years of supervision experience, complete CPM6 and New Supervisor Training, secure the recommendation of their Local Office Manager and Casework Supervisor, and complete the classes starred above. Please contact the Office of Training and Professional Development for full details on beginning this certificate program.

Special Health Issues

- Child Sexual Abuse Training for Child Welfare Professionals – Modules 1 and 2
- Children and Eating Disorders
- Coping with Vicarious Traumatization for Workers
- CPR (Cardiopulmonary Resuscitation) and First Aid
- Helping Caregivers Talk with Kids, Tweens, and Teens Openly and Honestly about Sexuality
- Impact of Substance Abuse on Parenting
- Fetal Alcohol Spectrum Disorder
- Supervisors Building Workers' Resiliency
- Substance Abuse 1: Understanding Substance Abuse and Child Welfare
- Substance Abuse 2: Substance Abuse Disorders, Treatment, and Recovery
- Substance Abuse 3: Mental Illness
- Substance Abuse 4: Case Planning

Listing of Training Courses Available by Subject/Category

Special Populations

- Celebrating Culture: Working with Latino Families
- Compulsive Hoarding: Issues and Strategies
- Cultural Competence - Module 1
- Cultural Competence - Module 2
- Engagement of Non-Residential Fathers
- Gang Identification, Trends, and the Psychology of Gang Members
- Girls and Gangs
- Grandparents Stepping In: Assessing Older Adults as Surrogate Caregivers, Module 1
- Grandparents Stepping In: Assessing Older Adults as Surrogate Caregivers, Module 2
- Grandparents Stepping In: Assessing Older Adults as Surrogate Caregivers, Module 3
- Human Trafficking: Education and Awareness
- Human Trafficking 2: Engagement and Interviewing Skills
- Impact of Parental Incarceration on Children in the Child Welfare System
- Infant Care Basics for Non-Parenting Professionals
- LGBTQI Cultural Competency **IN DEVELOPMENT**
- Missing and Exploited Youth (formerly Youth Runaways)
- Student Bullying: What Caseworkers Need to Know & Do
- Toddler Care Basics for Non-Parenting Professionals
- Transgender 101
- Understanding Gender Identity
- What Every Caseworker Needs to Know about Education & Special Education
- Working with Arab-American and Muslim Families
- Working with Immigrant Families - Module 1: Immigration and Child Welfare
- Working with Immigrant Families - Module 2: Providing Culturally Relevant Services
- Working with Parents with Cognitive Challenges
- Working with South Asian Families
- Working with Veterans and Military Families

Technology

- Excel Training: Beginner Level
- Excel Training: Intermediate Level
- New Worker Training: NJ SPIRIT (Module 4)
- NJ Parent Link
- Technology Addiction

New!

Listing of Continuing Education Units (CEUs)

Most courses offered by the New Jersey Child Welfare Training Partnership are approved and recognized by the New Jersey State Board of Social Work Examiners to offer Continuing Education Units (CEUs) for licensure and certification renewal. The number of CEUs offered for each course is included in the course description under the heading "Social Work CEUs Offered." Additionally, the courses on the chart below meet the specific requirements for Clinical, Ethics, and Social and Cultural Competency CEUs as indicated.

Clinical

125: Child Traumatic Stress
126: Children and Eating Disorders
345: Domestic Violence Training for Supervisors
160: Family Systems Theory
165: Helping Caregivers Talk with Kids, Tweens, and Teens Openly and Honestly About Sexuality
271: Human Trafficking: Engaging and Interviewing Skills
173: Interviewing Children with Consideration of Their Development
176: Managing Your Personal and Professional Boundaries
036: Mental Health Screening Tool
035: Mental Illness
104: Understanding and Managing Personal Stress Reactions
222: Understanding and Responding to Exposure to Violence and Trauma Through the Eyes of
 Infants and Young Children
267: Understanding Types of Mental Health Assessments and Evaluations
013: Using Genograms and Ecomaps

Ethics

264: Aligning Our Values
133: Critical Thinking for Ethical Practice in Public Child Welfare
176: Managing Your Personal and Professional Boundaries
209: Student Bullying: What Caseworkers Need to Know and Do

Social and Cultural Competency

122: Celebrating Culture: Working with Latino Families
134: Cultural Competency, Module 1
135: Cultural Competency, Module 2
223: LGBTQI Cultural Competency
231: Working with Arab-Americans and Muslim Families
071: Working with Immigrant Families, Module 1
070: Working with Immigrant Families, Module 2
184: Working with South Asian Families
234: Working with Veterans and Military Families

Administrative Hearings

Course # **19**

The basis of this two-hour training course surrounds appeals of CP&P substantiations, the documentation required for OAL court, and current case law that affects everyday case practice with families. The course will also touch upon Relative Rule Outs and discuss difficult case scenarios.

Course Length
2 Hours

Prerequisite
None

Requirement
Mandatory

Training Hours Earned
2

Social Work CEUs Offered
No CEUs Offered

Delivered by:
Outside Presenter

Adoption New Worker Training

Course # **103**

This three-day training program for new adoption workers—taught by an adoption case practice specialist—provides the knowledge and skills necessary for meeting the needs of adopted children and adoptive parents. Topics include elements of the Adoption and Safe Families Act (ASFA), termination of parental rights, and the appeal process. Participants will discuss licensing issues and useful tools in the adoption process, such as the use of lifebooks, the adoption subsidy program, and statistical tracking. Skills will be developed in choosing and supporting adoptive parents. MEPA and IEPA laws and how they affect placement will be examined. The role of the adoption worker in the select home process will also be highlighted.

Course Length
3 Day/s

Prerequisite
None

Requirement
Elective

Training Hours Earned
6 per day

Social Work CEUs Offered
5.5 CEUs per day

Delivered by:
OTPD

Adoption of Older Children

Course # **803**

This workshop introduces the special challenges related to parenting children who spent significant time in temporary care systems prior to adoption. Topics include adoption as the permanency plan, life in the child welfare system, and common survival behaviors. A presentation will also focus on how adoptive families can be supported.

Course Length
1 Day/s

Prerequisite
None

Requirement
Elective

Training Hours Earned
6

Social Work CEUs Offered
5.5 CEUs

Delivered by:
University Partnership

Adoption Recruitment/Placement Supports

Course # **805**

This workshop identifies family characteristics and case situations that are personally difficult for participants. Ways to deal effectively with these situations will be explored. Participants will learn how to list alternative ways for parents to address certain behavior problems. Timelines and methods for linking families to formal supports will be discussed.

Course Length
1 Day/s

Prerequisite
None

Requirement
Elective

Training Hours Earned
6

Social Work CEUs Offered
5.5 CEUs

Delivered by:
University Partnership

Advanced Skills for Engaging and Teaming with Families

Course # **266**

This course advances the skills of the CP&P workforce. Building on concepts from the Case Practice Model, this curriculum introduces the latest research on effectively engaging and teaming with families to produce improved child welfare outcomes. Utilizing approaches and concepts that have not been previously or formally introduced in CPM courses, the curriculum offers the opportunity to practice key concepts while creating an inventory of tools and techniques that can be used in the field as well as in a supervisory setting. Obstacles to effective engagement and teaming with families are also examined. The subject of resistance is revisited and expanded, and particular professional communication styles that tend to promote resistance are analyzed. The course is divided into three separate components. Day One will focus on engaging families. Day Two focuses on team formation, and Day Three reflects the first formal opportunity for staff and leadership to examine the requisites for successful team functioning.

Course Length
3 Day/s

Prerequisite
None

Requirement
Elective

Training Hours Earned
6 per day

Social Work CEUs Offered
5.5 CEUs per day

Delivered by:
OTPD & University Partnership

AFSW Module 1: Working with and Supporting Families

Course # **105**

This three-day training will be offered once a week for three weeks and is specifically designed for Assistant Family Service Workers (AFSW) and Case Aides (CA). It provides an introduction to the competencies and concepts needed to effectively work with and support families involved with CP&P. Through skill-building activities, participants will develop and improve these competencies so they can apply them in work assignments. Workers will better define the developmental needs of children and learn effective ways to engage and feel more comfortable interacting with families. Topics include the specific challenges children and parents live with and how these challenges increase the possibility of abuse and neglect. Participants will also develop strategies for crisis intervention, and positive means of self-care will be presented and illustrated.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
3 Day/s	None	Elective	6 per day	No CEUs Offered	University Partnership

AFSW Module 2: Making Connections and Visits Matter

Course # **106**

As the Assistant Family Service Worker, it is important to have a specific set of knowledge and skills so each visitation can be successful. Participants explore the NJ visit policy as a means of support to the family. Strategies that help the parent foster a safe and permanent attachment will be presented. New skills will also be developed to assist the parent in valuing the visit and the worker as resources for their child's safety, stability, permanency, and well-being.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1.5 Day/s	AFSW Module 1	Elective	6 per day	No CEUs Offered	University Partnership

Aligning Our Values Master Supervisor's Certificate Course

Course # **264**

This two-day training is designed to give participants the opportunity to use self-reflection to consider how their personal values impact their decision-making process with families. Additionally, participants will also consider the interception of their personal values as they align or differ from Social Work Core Values and think more deeply about the ethical decision-making process.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	5.5 Ethics CEUs per day	University Partnership

Animal Abuse as a Risk Factor for Child Maltreatment and Family Violence

Course # **280**

This program will explore the fascinating world of children and their pets. Participants will look at how pets (and their abuse) shape children's emotional and social lives and discuss practical tips on how to recognize and respond to animal cruelty suspicions. In addition, child welfare workers often encounter situations in which potentially dangerous dogs or other animals—or suspicious animal welfare or dog/cock fighting issues—pose threats to children's safety, health, and well-being. This class will help workers assess and navigate these difficult situations.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Application of Group Dynamics to Family Team Meetings

Course # **241**

This one-day course covers the areas of preparing participants for a family team meeting; nonverbal communication; and how to handle difficult situations, strong emotions, and conflict. The training will familiarize participants with the rationale for assessing group dynamics and introduce participants to selected group facilitation skills.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Art of Communication

Course # **110**

Everybody brings unique perspectives, life experiences, education, and career paths into the equation of communication and negotiation. In this workshop, participants will become more aware of how their perceptions impact the way they see a situation and determine how they respond. The power of active listening will be discussed, and skills will be developed through practice activities. The importance of a greater awareness of body language, choice of words, and voice tone will be emphasized. Participants will learn specific questioning techniques for use in soliciting more information. The steps in conflict resolution will be presented, illustrated, and practiced.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Assessing Child Play and Behavior

Course # **111**

Participants will learn to define and observe play as an essential and integral part of all children's healthy growth, development, and learning across all ages, domains, and cultures. Play is a child's way of processing life experiences and communicating with adults. Exploring children's play is a vital part of assessing their development as well as their sense of safety, stability, well-being, and permanency.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Attachment-Focused Work with Adoptive Families

Course # **804**

In this workshop, participants will learn to recognize the symptoms of impaired attachment and its impact on the adoptive family. Interventions to facilitate family attachment will be discussed. Strategies for assessment and treatment will be the focus of the workshop.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Bringing the Protective Factors Framework to Families

Course # **554**

Research studies support the common-sense notion that when five protective factors are well established in a family (Parental Resilience, Social Connections, Knowledge of Parenting and Child Development, Concrete Support in Times of Need, and Social Emotional Competence in Children), the likelihood of child abuse and neglect diminishes. Likewise, these protective factors build family strengths and a family environment that promotes optimal child and youth development. This interactive and activity-based two-day training explores the link between these families and "reframes" how child welfare professionals can use promising strategies to strengthen families in multiple settings.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6	5.5 CEUs per day	University Partnership

Building Resiliency in Children: Why Some Bounce Back and Some Never Do

Course # **242**

Children all over the world are exposed to trauma on a daily basis. It may be in the form of war, poverty, hunger, disease, natural disasters, or child abuse. This full-day workshop will examine the phenomenon of resilience as it applies to survivors of childhood trauma—specifically child abuse and neglect. Child welfare workers will be given the opportunity to discuss why resilience is so important, how it is influenced by factors inside and outside the home, and what factors nurture this characteristic in children. Participants will be exposed to theories of why and how some children survive childhood abuse with healthy self-concepts and positive outlooks while others are unable to recover from the trauma. This workshop will discuss the importance of resilience, beginning with the child welfare worker and "rippling" on to the parent, the child, and the greater community. It will specifically examine sources of resilience in children, responses and conditions that foster resilience, and the relationship between protective factors and resilient children. It will also offer suggestions for what caseworkers, parents, and caregivers can do to promote resilience in children and families.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Car Seat Safety

Course # **3**

This mandatory occupant protection course was developed in partnership with the New Jersey Division of Highway Traffic Safety. Upon completion, participants shall demonstrate competencies related to DCF Policy and NJ Statutes for Transporting Children and proper restraint selection. Students will be able to identify the correct type(s) of restraint for a vehicle occupant depending on the age and size of the child, demonstrate the ability to adjust restraints for correct use with a specific child, identify a locking system for securing a child restraint (latchplate, retractor, or LATCH), and secure child restraints to a vehicle using a seat belt or LATCH system. This training involves classroom and outdoor hands-on practice installing child restraints. Participants should dress comfortably, as activities involve walking with the car seats out to the vehicles and installing car seats in vehicles, rain or shine.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Mandatory	6	N/A	OTPD

Case Planning for Youth, Children, and Their Families - Classroom

Course # **50**

This training is designed to familiarize caseworkers with revisions to the case plan portion of New Jersey SPIRIT and provide an opportunity for them to practice collecting and assessing the necessary information for inclusion in the case plan. As New Jersey has moved to a practice model that has teaming and collaboration at its center, caseworkers have been trained in engagement, assessment, and planning that is individualized, strengths based, and inclusive of informal and formal supports. The revised case plan provides a framework for capturing the dynamic process of planning with the family. Good case planning requires a combination of skills to accurately assess where families are now, where they have been in the past, and how they may become safer and more stable. The case plan documents an overview of a family's story; necessary information relating to education, health, and informal and formal supportive services; the reasons for their involvement with the agency; and the action steps that have been undertaken. With the addition of the Family Agreement to the document, the incremental progress and prioritization of work can now be included. Bearing in mind the need for safety and permanence for New Jersey's children, caseworkers will learn to create plans with families that assist in reaching identified, long-term goals.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Mandatory	6 per day	5.5 CEUs per day	OTPD & University Partnership

Case Planning for Youth, Children, and Their Families - NJS Online

Course # **62**

This course is the preliminary online component of the two-day live training titled *Case Planning with Youth, Children, and Their Families*, presented by the Department of Children and Families OTPD. The intended audience is all staff involved in planning with DCF families. The course contains one prerequisite e-book, The Pancost Family Story, A Case Plan Narrative, and four learning modules. The four learning modules, in order, are "Case Plan Changes Overview, Strengths & Needs, Case Goals;" "Family Summary;" "Family Agreement, Visitation Plan, Adolescent Services, ASFA/KLG/TPR and IV-E Certification;" and "Educational Stability."

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Mandatory	3	3 CEUs	Online

Case Practice Module 1: Engaging Families and Building Trust-Based Relationships

Course # **21**

This introduction to the guiding principles of DCF Case Practice focuses on engagement skills as the initial step in this strengths-based, family-centered model of practice. Concepts and strategies promoting respect, genuineness, empathy, and trustworthiness will be presented and further discussed. Skills that foster trust-based relationships with children, families, and communities will be highlighted and practiced. In addition, tools and techniques to identify the needs and strengths of the family will be illustrated through case studies.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
3 Day/s	None	Mandatory	6 per day	5.5 CEUs per day	OTPD & University Partnership

Case Practice Module 2: Making Visits Matter—Home Visiting to Improve Safety, Well-Being, Stability, and Permanence for Children and Families

Course # **22**

Today's changing child welfare practices focus strongly on the relationships with the child, family, or substitute caregiver(s) as well as the family's informal and formal supports. Skills needed to make the visit effective for information gathering and decision making will be presented so that participants will be better able to define the family's needs, the potential of all team members, and the support of all involved systems. Learning how to use the principles of the practice model in getting to know each family will be a central point in this workshop. Methods to achieve the four outcomes (safety, permanency, well-being, and stability) will be further explored. Ways to connect/join with children, families, and their informal and formal support networks will be emphasized.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
3 Day/s	CPM1	Mandatory	6 per day	5.5 CEUs per day	OTPD & University Partnership

Case Practice Module 3: Facilitating the Family Team Meeting Process

Course # **23**

This three-day training program further builds upon the concepts and skills presented in *Case Practice Module 1: Engaging Families* and *Case Practice Module 2: Making Visits Matter*. Participants will explore the principles and underpinnings of the family team meetings that make effective use of the formal and informal supports of the family. Approaches that will assist the worker in achieving the DCP&P goals of safety, permanency, stability, and well-being for the children will be presented.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
3 Day/s	CPM2	Mandatory	6 per day	5.5 CEUs per day	OTPD & University Partnership

Case Practice Module 4: Functional Assessment

Course # **24**

The functional assessment is an integrated part of a logical practice model sequence of engagement, teaming with the family, assessment planning, intervention, tracking, and adjusting based on results of changed circumstances. Participants in this workshop will learn to successfully and effectively use key skills in assessment such as gathering information, drawing conclusions, and acting on those conclusions. Areas in the assessment process that need particular focus will be emphasized. Techniques to identify current needs, strengths, and family functioning will be explored; and their usefulness in decision making will be illustrated.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	CPM3	Mandatory	6 per day	5.5 CEUs per day	OTPD & University Partnership

Case Practice Module 5: Planning and Intervention

Course # **25**

Based on the course skills presented in modules 1-4, participants will now learn intervention and planning skills with families using the practice principles in the family teaming process. Everybody will develop individualized interventions (solutions/strategies) to discuss with the family team that meet the specific needs of children and families. Interventions planned for and offered at several points in the continuum of services will be demonstrated. Methods to track and measure progress toward desired results will also be presented, and needed revisions of the case plan—if necessary—will be discussed. How to integrate a working assessment with case planning with families who experience domestic violence, mental health, and/or substance abuse will also be addressed.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	CPM4	Mandatory	6 per day	5.5 CEUs per day	OTPD & University Partnership

Case Practice Module 6: Supervising Case Practice in New Jersey

Course # **327**

This workshop begins with an overview of the changes in practice since the initiation of CPM efforts and how these changes affect ongoing goals to improve services to children and families. The Performance Leadership Cycle will be highlighted, discussed, and applied. The supportive and collaborative roles of the supervisor will be examined and illustrated. Participants will discuss critical concepts, such as Madsen's relational stance, and exchange ideas on how to apply them on the job. Key outcomes in child welfare and how they shape supervisory guidance and teaching will be emphasized. Participants will discuss case examples from supervisory practice and learn to apply the Performance Leadership Cycle to more effectively assess, give feedback, and coach critical CPM strategies, teaming, and engagement. Effectively setting expectations, tracking and monitoring employees' performance, and coaching to improve practice through the Case Practice Model will also be examined.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	CPM5	Mandatory	6 per day	5.5 CEUs per day	University Partnership

Celebrating Culture: Working with Latino Families

Course # **122**

Through an explanation of the stages of Cultural Identity Development, participants will study Latino culture and the key norms of *machismo* and *personalismo*. Through small group discussions, case vignettes, and role plays, workers will gain knowledge and skills related to Latino identity in the US, group differences stemming from country/region of origin, and cultural and family factors that influence relationships. Latino perceptions of health/illness and mental health services will be specifically addressed. Skills and techniques to facilitate positive engagement with Latino families will also be presented and practiced.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 Social and Cultural Competency CEUs	University Partnership

Child Abuse and Neglect Investigative Findings: Using the Four-Tier Model

Course # **61**

This training is designed to introduce and familiarize DCP&P caseworkers and their leadership to the new regulations, policies, and practice regarding child abuse and neglect investigative findings, described as the "Four-Tier Model." This training prepares DCP&P staff to successfully transition from the former two-tier model to the current four-tier model, implemented statewide in April of 2013. This training does not replace investigative training curricula; instead, it offers workers a supplement dealing specifically with the investigative findings process. Through the use of case scenarios, participants will further develop the critical thinking skills necessary to navigate the decision-making process used to make a determination in child abuse and neglect investigations.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Mandatory	6 per day	5.5 CEUs per day	OTPD & University Partnership

Child Abuse and Neglect Investigative Findings: Using the Four-Tier Model (Online Booster)

Course # **720**

This online course is designed to serve as a refresher course to the formal class titled *Child Abuse and Neglect Investigative Findings: Using the Four-Tier Model*. There are five modules to this online training. The first module is an overview of the four-tier definitions and concepts. Modules 2, 3, and 4 are case scenarios enabling participants to practice the investigative findings process. The fifth and final module is about documentation. In this module, participants will have the opportunity to complete the "Summary of Conclusions" and "Findings" sections of an investigative summary based on the Prescott Case in Module 4.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
Varies	None	Elective	3	No CEUs Offered	Online

Child Protection & Early Intervention: Working Together for Young Children **New!**

Course # **229**

This training is designed to provide Child Protection and Permanency (CP&P) workers with the information they need to more effectively collaborate with the New Jersey Early Intervention System (NJEIS) to ensure children from birth to age three are referred to and receiving early intervention services as appropriate. The content in this training curriculum reflects the most current information and best practices for child welfare staff who interact with families of children who are referred to Early Intervention as a result of substantiated or established abuse or neglect.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Mandatory	6	5.5 CEUs	University Partnership

Child Protective Services and the Legal System

Course # **124**

This four-day course provides a comprehensive overview of issues relevant to child welfare and its interface with the judicial system. Training participants in a simulated courtroom environment, the four days of coursework include the following: Day One (Child Maltreatment Investigation) focuses on conducting a competent and effective child maltreatment investigation, the various judicial standards of proof and hearings, and basic investigatory concepts such as interviewing witnesses and report writing; Day Two (Documentation and Report Writing) explores methods and strategies to increase observation, useful skills when interacting with families, effective note-taking methods, and effective uses of grammar and writing styles; Day Three (Testifying in Court) introduces the different burdens of proof, basic rules of evidence, hearsay, how to prepare before testifying, and self-conduct while on the witness stand; and Day Four (Court Testimony) reviews the material covered in the prior three days, uses videos to observe direct courtroom examination, and explores the role of investigative reports as adjunct to courtroom testimony.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
4 Day/s	None	Elective	6 per day	5.5 CEUs per day	University Partnership

Child Sexual Abuse Issues for Supervisors Master Supervisor's Certificate Course

Course # **450 & 451
& 452**

The topic of child sexual abuse can be emotionally difficult. It can be painful to listen to stories of abused children, and the topic of sexual abuse can trigger strong emotions in adults. This five-day training offers supervisors the opportunity to develop a greater understanding of the topic of child sexual abuse and a stronger ability to apply this knowledge to supervision of child sexual abuse cases. Day One explores personal and societal views of child sexual abuse, reviews important concepts that were introduced to workers in the child sexual abuse curriculum, and covers DCF policies related to child sexual abuse. Day Two focuses on interviewing children about child sexual abuse, including a review of child development, lessons learned from past cases, memory and suggestibility, and the process of disclosure. Day Three explores dynamics of child sexual abuse, the impact of complex trauma, and how to recognize signs of child sexual abuse. Day Four discusses complicating factors in the investigation of child sexual abuse cases, including allegations in the context of custody and divorce, young children, children with disabilities, cultural factors, and recantation. Assessment of allegations of child sexual abuse is also a focus. Day Five examines adult and juvenile sexual offenders. Safety planning, risk reduction, and vicarious trauma as it relates to both the supervisor and the case worker is also discussed.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
5 Day/s	None	Elective	6 per day	5.5 CEUs per day	University Partnership

Child Sexual Abuse Training for Child Welfare Professionals: Module 1

Course # **31 & 32**

This training prepares the child welfare professional for working with families in which children have been sexually abused. Module 1 offers days 1-2 (Course 31) and days 3-4 (Course 32) of this course to examine how participants' values, beliefs, and emotional responses can impact case practice; identify the facts and myths about child sexual abuse that are prevalent in our society; and discuss the historical context of child sexual abuse and its influence on present day beliefs. Participants will also be able to identify the many systems involved in child sexual abuse cases and differentiate between the specific roles and resources they offer, discuss the indicators of child sexual abuse within the context of normal and problematic sexual behaviors, discuss the effects of child sexual abuse and recognize the need for specialized treatment, examine personal feelings and beliefs about the non-offending parent/adults in the family, and discuss the crisis of the disclosure and the impact on the family.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
4 Day/s	None	Mandatory	6 per day	5.5 CEUs per day	OTPD & University Partnership

Child Sexual Abuse Training for Child Welfare Professionals: Module 2

Course # **33 & 34**

Module 2 offers days 1-2 (Course 33) and 3-4 (Course 34) of the child sexual abuse curriculum to guide the child welfare professional in exploring how personal values, culture, and gender impact issues surrounding child sexual abuse; recognizing implications within the context of domestic violence, language barriers, and immigration status; reviewing the immediate and long-term impact of sexual abuse on children; identifying effective treatment options and remediating treatment barriers; exploring the impact of sexual abuse on the non-offending parent and family members; helping workers recognize common characteristics and types of offenders; and exploring Meghan's Law and other components of the legal system. Participants will discuss specific investigative processes and interview procedures to utilize with children and family members while also learning about effects of vicarious trauma.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
4 Day/s	Child Sexual Abuse: Module 1	Mandatory	6 per day	5.5 CEUs per day	OTPD & University Partnership

Child Traumatic Stress

Course # **125**

Child welfare workers confront the consequences of trauma in their daily work with children and families whether or not they are aware of it. Almost all children who are involved in the child welfare system have histories of trauma, so failure to recognize the presence of trauma and its sequel results in inadequate help and often leads to further trauma. The overall goal of this training is to create a trauma-informed child welfare system by educating child welfare professionals about the impact of trauma on the development and behavior of children, and by providing information about when and how to intervene directly in a trauma-sensitive manner. Creation of a trauma-informed child welfare system will support the Child and Family Services Review (CFSR) goals of safety, permanency, and well-being by increasing skills and motivation of child welfare workers to effectively serve children and families (biological and resource) who have experienced traumatic stress in the child welfare system.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 Clinical CEUs	University Partnership

Children and Eating Disorders

Course # **126**

Studies show that children in foster care are at an increased risk for a variety of eating disorders as compared to the general population. This workshop will offer a detailed overview of the three major eating disorders: bulimia, anorexia nervosa, and binge eating. The disorders will be illustrated with real-life examples. The connection between physical, sexual, and/or emotional abuse and the development of eating disorders will be discussed and further explored.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 Clinical CEUs	University Partnership

Children In Court (CIC): Document Search

Course # **158**

The Children in Court (CIC) Court Document Search application is a web-based function used to determine whether any adult living in a potential foster or adoptive home has court matters which require further investigation prior to the placement of a child or children into a home. CIC Court Document Search training is designed to provide DCF/DCP&P supervisors, AOC surrogates, and court personnel in-classroom, hands-on instructions for conducting preliminary checks on potential adoptive parents.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
3 Hours	None	Elective	3	No CEUs Offered	Online/OTPD

Coaching the Challenge Employee Master Supervisor's Certificate Course

Course # **305**

This course is intended to show the parallels between good middle management or supervision and good case practice, to assist managers or supervisors in determining whether or not the employee challenges they face are truly performance-related, and to present and apply a progressive model for handling any challenges in a process that is parallel to the same CPM values used when working with families. This two-day course is linked with a homework application assignment to be completed between sessions, as Day Two builds upon the homework application of Day One material. This course also includes a discussion on how to take care of oneself professionally in a high-stress job compounded by dealing with resistant employees. Both courses offer an on-site transfer of learning consultation for those CWS/middle managers or SFSS2s that desire it.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	12	5.5 CEUs per day	University Partnership

Compulsive Hoarding: Issues and Strategies

Course # **166**

This one-day training is designed to provide participants with information that will assist them in recognizing aspects of Hoarding Disorder (HD) and making informed decisions to maximize the effectiveness of interventions that strive to ameliorate the adverse impact caused by this disorder. Public awareness of HD has recently increased, in part due to several television shows that depict individuals with this affliction. Once thought to be relatively rare, HD now appears to be more common (Frost, 2010) with some estimates being as high as 4-5% of the adult population (Petruska et. al., 2010). Hoarding Disorder not only has a serious adverse impact on the health, safety, and welfare of individuals who meet the criteria for this disorder, but it also has a significant impact on those who live with a hoarder. This certainly has relevance for DCP&P workers who may be involved with children who live in a household with someone who engages in compulsive hoarding behavior. The purpose of this course is to increase knowledge and awareness of compulsive hoarding behavior in order to help workers make informed decisions in situations where children are living in a hoarding household and to introduce participants to skills that can increase effectiveness in promoting positive changes in a hoarding environment.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Conceptualizing Crisis Intervention When Working with Adoptive Families

Course # **855**

This workshop clearly presents the therapeutic nuances that must be comprehended when helping adoptive families work through crisis. Roberts's Seven-Stage Model of Crisis Intervention is used as the framework for presenting adoption-specific information. Participants will come away with a strong grasp of crisis intervention, adoption, and trauma. In addition, the workshop emphasizes preliminary understanding and skill building of attachment-specific therapy techniques.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Concurrent Permanency Planning

Course # **38**

Concurrent Permanency Planning is a three-day course that lays out the concepts and practice of permanency, beginning with an historical perspective of relevant legislation, the modified settlement agreement, and exploration of children's developmental needs. The specific permanency practice of concurrent permanency planning is then explored, including the concepts of prognostic assessment, diligent search, and full disclosure; and the emerging practices of birth parent/resource parent relationships and post-permanency communication. The training culminates with a module concentrating on permanency for youth beyond concurrent planning timelines.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
3 Day/s	None	Mandatory	6 per day	5.5 CEUs per day	University Partnership

Coping with Vicarious Traumatization for Workers **New!**

Course # **245**

For child welfare professionals, vicarious traumatization can arise from interactions with their supervisors, the legal system or other child-serving systems, and their families. The chronic empathic engagement with traumatized families can disrupt child welfare workers' perceived meaning of professional encounters and their own physical and emotional well-being. Child welfare workers' personal history of trauma, familial relationships and support networks, and coping strategies may contribute to their response to vicarious traumatization and how they cope with it. The signs and symptoms of vicarious traumatization are similar to those of direct trauma. This training will help child welfare professionals identify and combat the warning signs within themselves and others so as to continue having meaningful, strengths-based interactions with families and their colleagues.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day	None	Elective	6	5.5 CEUs	University Partnership

CPR (Cardiopulmonary Resuscitation) and First Aid

Course # **128**

This one-day training is offered to staff interested in receiving American Red Cross Certification in First Aid and Infant/Child/Adult CPR. To receive the certification, participants must attend all class sessions, participate in all activities, demonstrate competency in all required skills, and successfully complete end-of-class written and practical exams. The workshop's central focus is on how to recognize and respond appropriately to cardiac, breathing, and first-aid emergencies so staff can give immediate care to a seriously ill or injured person until medical personnel arrives. A variety of interactive exercises are integrated with brief lectures, such as video-based scenarios, skill demonstrations, and hands-on skill practice sessions. Participants will be evaluated while performing skills described in the classroom presentations and shown on video.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	No CEUs Offered	OTPD & University Partnership

Creating a Meaningful Life Story: Advanced Lifebook Development

Course # **854**

This workshop will present how workers can obtain resource parents' participation in lifebook work. Participants will be able to describe the importance of preparation and support to children and resource parents. This interactive workshop will also demonstrate strategies for having difficult conversations with children in telling their life stories. Participants will be able to describe the positive impact of helping children and families write and capture the child's life story in a lifebook through use of case examples, role play, lecture, and discussion.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Critical Thinking for Ethical Practice in Public Child Welfare

Course # **133**

Child welfare professionals often face ethical dilemmas in working with families and key stakeholders when striving for achievement of safety, permanency, stability, and well-being for children. In this workshop, the factors influencing these dilemmas—such as personal and professional values, legal mandates, agency policy, and the welfare of the child with consideration for the family system—will be highlighted and analyzed. Tools will be offered that are needed to competently resolve these issues in accordance with the underlying tenets of family-centered practice and the DCF practice model.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 Ethics CEUs	University Partnership

CSOC – Introduction to Children's System of Care

Course # **20**

This introduction to the New Jersey Children's System of Care focuses on the integral role of case workers in developing a successful plan of care for DCF-involved youth and families. An overview of CSOC values and principles, objectives, and key components provides attendees with a framework for how CSOC functions and delivers services to the children and families we serve. Effective collaboration strategies between case workers and the Care Management Organizations (CMOs) are also discussed.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
3 Hours	None	Mandatory	3	No CEUs Offered	Outside Presenter

Cultural Competency: Module 1

Course # **134**

This course introduces participants to concepts of cultural competence in the workplace and explores the impact of personal views and values regarding sexual orientation, gender, race, and ethnicity on their role as child welfare advocates. Through activities, videos, and group discussions, participants explore the roots of their biases and assumptions and how these dynamics affect their working relationships with children and families. During the course, participants are challenged to address issues concerning how their perspectives on lesbian, gay, bisexual, transgender, and questioning youth are impacted by their worldviews. Participants also create and share strategies for raising awareness and interacting more effectively with individuals who are different from themselves.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	5.5 Social and Cultural Competency CEUs/day	OTPD

Cultural Competency: Module 2

Course # **135**

Grounded in concepts conveyed in *Cultural Competency: Module 1*, this course focuses in on issues of cultural competence related to serving LGBTQI youth and families. Through discussion and experiential exercises, child welfare professionals will examine those concerns and obstacles which may prevent them from providing effective services to this population. The concepts and insights acquired through this course will enable participants to implement appropriate, culturally competent strategies when working with LGBTQI youth and their families.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	5.5 Social and Cultural Competency CEUs/day	OTPD

Customer Service and Time Management for CP&P Support Staff **New!**

Course # **205**

Designed for CP&P support staff, participants in this course will be able to identify and practice good customer service skills with families, providers, and child welfare staff as well as identify ways to improve time management through both an efficient and effective use of time. In addition, this course is one way to reach out to Division support staff who have expressed a great desire for additional training. It is hoped that those who attend will feel like a more integral part of the overall child welfare team in each office. Teamwork with the support staff units and with the child welfare staff will be stressed throughout the course..

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	No CEUs Offered	University Partnership

Customer Service for Child Welfare Staff

Course # **138**

Providing excellent consumer service to the children, individuals, and families who interact with the child welfare professional is more important than ever. This course, supported by research, reveals how maximizing consumer service across disciplines in child welfare can increase the quality of outcomes, decrease consumer/staff frustrations and duplication of services, and give professionals a higher level of job satisfaction. This one-day training will examine the changing face of consumer service, explore consumer service delivery techniques, help staff master intrapersonal regulation within exchanges, and help participants deal with difficult people so that they can make a long-term commitment to deliver high-quality consumer service.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Data Skills for Supervisors Master Supervisor's Certificate Course

Course # **347**

This workshop is designed to introduce supervisors to data tools and skills for problem-solving typical day-to-day supervisory challenges. For the best experience, supervisors need to bring an open mind. Supervisors without much (or any) quantitative data or analytic or math experience are welcome, as are supervisors who are more comfortable with data. Participating supervisors should have the master's level supervisor required experience. The workshop will utilize readily available data, primarily from Safe Measures, to tackle important challenges related to the agency's mission. The two days are connected, so attendance at both sessions is necessary. There is an assignment that must be completed between the first and second session.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	Day Five	Elective	6 per day	5.5 CEUs per day	University Partnership

DCF Manager Orientation

Course # **300**

This program is designed for upper-level managers who are new to the Department of Children and Families. Presentation topics include Equal Employment Opportunity/Affirmative Action, the PAR system for performance appraisal, New Jersey's civil service system, and ethics.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Mandatory	6	5.5 CEUs	OTPD

Defensive Driving: A Classroom-Based Course on Crash Avoidance

Course # **253**

This one-day, classroom-based "Defensive Driving Course" is a New Jersey Motor Vehicle approved driver safety course that concentrates on highway crash avoidance techniques. **DCF staff who are a FREQUENT, REGULAR driver of a state car (3 times per week on a regular basis) may enroll.** Benefits to those participants who are NJ driver's license holders include a two-point reduction on any NJ driver's license points accumulated up to the course date and qualification for a personal auto insurance rate reduction of up to 10% for 3 years. Participants who wish to receive these benefits will be required to pass a written course exam and share driver license information so it can be recorded with state motor vehicle agencies. **STUDENTS MUST BRING THEIR NJ DRIVER'S LICENSE TO THE TRAINING TO QUALIFY FOR THESE BENEFITS.** None of the above benefits can be issued to participants without their driver's license or after the day of the training class. By state regulation guiding mandatory course content on these benefits, participants who arrive after the scheduled start time will not be admitted to the course.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	Elective	Defensive Driving	1	No CEUs Offered	OTPD & University Partnership

Difficult Conversations: A Survival Guide for Supervisors

Course # **167**

Child welfare supervisors have difficult conversations every day. They engage with workers, managers, administrators, families, service providers, lawyers, judges, and others around highly charged topics such as child removals, progress (or lack of progress) of families toward goals, effectiveness of treatment, tragedies that occur, worker performance issues, staff disputes, and controversial organizational priorities and mandates. This one-day training is designed to give child welfare supervisors skills and strategies for having difficult conversations effectively. The training will enable supervisors to identify what makes it hard to feel successful in difficult conversations that occur in day-to-day child welfare work, describe and apply a facilitative dialogue structure to difficult conversations, and apply strategies and skills for having difficult conversations cross-culturally with families, workers, or providers.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Difficult Conversations: A Survival Guide for Workers

Course # **168**

When participants in a conversation have different perspectives, beliefs, cultural or professional values, levels of power and privilege, and goals and styles of communication, achieving a positive outcome in a specific conversation can be challenging. The training will enable workers to identify what makes it hard to feel successful in difficult conversations that occur in day-to-day child welfare work and then apply a facilitative dialogue structure using strategies and skills for having difficult conversations cross-culturally with families, workers, or providers.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUS	University Partnership

Disaster Preparedness/Emergency Response

Course # **27**

This two-hour class provides a basic orientation to personal safety training that child welfare professionals can utilize in their lives and in the lives of the families they support. The training overviews planning for natural disasters, responding to emergencies, managing through power outages, and creating safety lists and disaster preparedness kits.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Hours	None	Mandatory	2	No CEUs Offered	Outside Presenter

Documentation for Child Welfare Professionals

Course # **141**

During the first day of this training, participants will review and practice basic writing, grammar, and punctuation skills. Through class discussion, video, and group exercises, participants will become more aware of the key role of documentation in the life of the child while in DCF's care. On the second day, tools to identify and record important data in the case record will be emphasized. Opportunities to practice documenting information in a clear, concise, and efficient manner will be offered.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	5.5 CEUs per day	OTPD

Domestic Violence

Course # **40**

Current information on domestic violence and applicable NJ laws to provide a framework for the basic assessment of risk and protective factors in families will be the focus of this workshop. Participants will learn about prevalence, correlates, dynamics, and common manifestations of domestic violence. The cycle of violence and the typical progression of an abusive relationship will be illustrated. Highlights of the workshop also include a discussion of the impact of culture on the experience of domestic violence, including culturally accepted behaviors and community responses. Techniques for assessing and responding to domestic violence will be explored, and laws of NJ that pertain to domestic violence will be clarified.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Mandatory	6	5.5 CEUs	OTPD

Domestic Violence Training for Supervisors Master Supervisor's Certificate Course

Course # **345**

This two-day training for DCP&P supervisors and casework supervisors will enhance and deepen skills in various topics associated with domestic violence. How to assess and manage domestic violence cases will be presented and illustrated with case examples. The use of available domestic violence tools, remedies, and resources will be highlighted. Participants will also learn strategies to assess and develop the domestic violence skills of their staff.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	5.5 Clinical CEUs per day	OTPD & University Partnership

Domestic Violence Certificate Program

Course # **401** through **411**

The Rutgers School of Social Work's Center for Violence Against Women and Children offers a certificate program of 11 workshops centering on different aspects of violence against women. One workshop is offered per month throughout the year. The array of workshops covered through this certificate include the following:

1. Understanding Violence Against Women - Course 401
2. Violence Against Women: Techniques in Screening, Assessment, and Basic Intervention - Course 402 OFFERS CLINICAL CEUs
3. Ethical Issues and Values in Violence against Women Work - Course 403 OFFERS ETHICAL CEUs
4. Impact of Domestic Violence on Children - Course 404
5. Violence against Women in Diverse Populations - Course 405
6. Financial Empowerment with Survivors - Course 406
7. Legal Responses to Violence against Women - Course 407
8. Violence against Women in Middle and High School Populations - Course 408
9. Violence against Women and Mental Health - Course 409
10. Understanding Perpetration of Violence against Women - Course 410
11. Violence against Women and Substance Abuse - Course 411

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
11 Day/s	None	Elective	6 per day	5.5 CEUs per day	University Partnership & VAWC

Domestic Violence Policy and the DCP&P Case Practice Protocol

Course # **41**

This workshop is taught by a trainer and a domestic violence liaison. Supervisors will explore and discuss the Domestic Violence Protocol that guides DCP&P staff when responding to DV situations in families where child abuse/neglect is present. Assessment and management of DV cases will be the central focus of this workshop. The emphasis will be on promoting the use of available DV tools, remedies, and resources so DCP&P workers can effectively address DV issues in their caseloads. To conclude, methods will be presented that supervisors can use to assess and develop the domestic violence skills of staff.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	Domestic Violence	Mandatory	6	5.5 CEUs	University Partnership

Engagement of Non-Residential Fathers

Course # **149**

Child welfare systems in the past did not engage non-residential fathers, but this is changing. Assuming that the father of the child has been identified and located, the non-residential father is now seen as a new resource—including possible placement opportunities, emotional support, and financial support—as well as a vital way to increase the well-being of the children. This workshop will help participants recognize their own possible biases and presumptions about men and fathers, and better explain the benefits of engaging non-residential fathers. Barriers to overcome when attempting to engage them will be analyzed. Participants will learn to develop collaborative partnerships with non-residential fathers and increase their comprehension of their needs. The development of partnerships that promote the safety, permanency, and well-being of children is the central focus of this workshop.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	OTPD & University Partnership

Enhancing Adoptive Families' Support of LGBTQI Youth

Course # **850**

This workshop provides an in-depth examination of sexual orientation and gender identity diversity with a focus on the psychological and social issues facing lesbian, gay, bisexual, and transgender youth, and on preparing adoptive families to accept and support self-identified LGBTQI youth as well as all children who might encounter issues of sexual orientation or gender identity expression in themselves or among their peers as they mature. Topics include the coming out process and how parents and professionals can help youth who are questioning their sexuality or gender, evaluating potential adoptive parents' attitudes toward and ability to provide supportive homes for LGBTQI youth, and preparing parents for the possibility that any child might question or come out. The workshop examines common stereotypes and attitudes toward the LGBTQI population, including the origins of these stereotypes, related research findings, and effective techniques for addressing the stereotypes and attitudes of others. The impact of ethnic cultural differences on the development of LGBTQI identity and family relationships is also covered. Numerous resources are provided. Participants' needs and interests will be assessed at the beginning of the workshop, and additional topics may be included based on this assessment.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Enhancing Visitation: A Caseworker's Guide to Improving Visit Quality for Children and Families

Course # **150**

This two-day course provides an overview of the key purpose and components of successful visitation with families. Day One of this course focuses on quality visitation between parents and children when children are in foster care placement. Day Two discusses quality visitation for in-home visits between case workers and families, such as during Minimum Visitation Requirements (MVRs). Included in Day One of this material is information on preparation for visits and the importance of visits as an opportunity to assess the parent's ability to safely parent her/his child(ren). This course begins with a discussion about workers' attitudes toward visitation. The course uses a combination of lecture, PowerPoint, handouts, video, and small and large group discussions as well as activities to build participants' knowledge of policy, research, and practices that can be used to promote quality visit experiences for children, families, and case workers. This course will also include an activity focusing on appropriate and effective documentation of visits.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	No CEUs Offered	University Partnership

Equal Employment Opportunity/Affirmative Action

Course # **307**

This workshop for selected managers and higher-level supervisors provides further in-depth training on their roles and responsibilities as the "employer" representing the State of New Jersey. Through presentations, discussions, and learning activities, the managers/higher-level supervisors will develop the capacity to promptly and effectively handle the EEO issues that they may encounter on the job. How to create a discrimination-free work environment—as advocated in the NJ State Policy Prohibiting Discrimination—will be explored and illustrated.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	OTPD

Everyone Has a Story

Course # **262**

This training is designed to give participants an opportunity to deepen their skills in gathering and accurately representing the multifaceted stories of families. In this two-day course, participants will spend the first day identifying conditions and circumstances that can both disrupt and encourage families sharing their stories. Participants will partner with other course participants to practice collecting family stories using family-centered engagement skills and exploring questions.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	5.5 CEUs per day	University Partnership

Excel Training: Beginner Level

Course # **152**

This beginner's Excel training covers concepts and skills to support basic use of the Microsoft Excel software product. The class will review navigating the Excel 2010 interface, toolbars, file menus and "help" features; resolving file format and compatibility issues; organizing spreadsheets through rows/columns, cell addresses, workbooks, and worksheets; entering data via formula bars, autofill, insert/delete, copy, cut, and paste; formatting numbers and text; managing large spreadsheets via freeze panes and split screens; printing files with various page layouts (scale-to-fit, sheet options, gridlines) and headers/footers; performing calculations with parentheses, exponents, multiplication, division, addition, and subtraction; utilizing formulas with functions; and auditing an array of functions and formulas.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	No CEUs Offered	University Partnership

Excel Training: Intermediate Level

Course # **153**

This Excel training is designed for the intermediate level user of Microsoft Excel software. The course builds upon basic use by reviewing fundamental Excel principles and providing instructions for performing math functions via autosum formulas (AutoAverage, AutoCount, AutoMax, AutoMin) and simple functions using the formula bar; creating sample functions (SUM, AVERAGE, COUNT, MIN, MAX); utilizing conditional formatting options (highlight cells rules, top/bottom rules, data bars, color scales, icon sets); categorizing data based on a range of values, utilizing Excel as a database tool; creating, managing, and manipulating Excel lists; using a data form for data entry; using Excel lists to perform mail merges in Microsoft Word; and identifying the first steps to create pivot tables, charts, and macros in Excel.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	No CEUs Offered	University Partnership

Executive Leadership in Organizations Serving Children and Families

Course # **155**

This two-day workshop explores the competencies that are critical for today's human service executive to possess: leadership; human resources management; fundraising and marketing; budget and finance; management of information technology; program and strategic planning; skills for building professional, organizational, and community partnerships; and performance management.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	5.5 CEUs per day	University Partnership

Executive Writing Skills

Course # **346**

In this workshop for middle managers, the focus will be on writing in the professional role for various audiences and stakeholders. The significance and purpose of professional case documentation, letter writing, and critical report summaries will be emphasized. Participants will learn about defining and responding to external and internal audiences' needs, drafting and editing documents, and writing clearly and concisely. How to integrate DCF's Core Conditions--empathy, genuineness, competence, and respect--into applicable written communication will be highlighted. Grammar, punctuation, sentence structure, and word choice will be discussed, including how to write professional emails. In addition, participants will recognize the importance of the middle manager as a coach for staff in enhancing and improving their written communication.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Factual Witness Training

Course # **851**

This training is designed to provide more experienced adoption staff an opportunity to develop their competence and confidence in providing factual testimony about the Select Home Adoption Process at the request of the Deputy Attorneys General (DAG) who represent the public agency in termination of parental rights litigation. This training will increase the professional competence of adoption staff in providing detailed information for the court record in regard to the family recruitment, child preparation, and family supports imbedded in the Public Adoption Program. Mastery of this role requires factual information in regard to the underlying purpose and overall functions of the Adoption Exchange, the Adoption Registry, Child Specific Recruitment, the Select Home Adoption Process, and Post-Placement Supports; and skill development in regard to providing clear and accurate testimony under the guidance of the DAG, and confidence in responding factually and professionally to the resulting cross-examination. This training also concentrates on the skill of providing clear, concise, factual testimony in a courtroom setting that answers questions posed in regard to the adoption of special needs children in general and addresses issues raised about plans for the child(ren) for whom termination of parental rights is sought. Participants explore individual concerns about providing testimony and are encouraged to develop a personalized plan to increase their knowledge of program areas and their mastery of court procedures. The training day is a well-balanced blend of program information and practical skills and emphasizes the use of role play to enhance skill and build confidence.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Family Preservation Services: New Worker Training, Day One

Course # **501**

This first module in a six-part series will look at Family Preservation Services in general and how it supports the Department of Children and Families and the Division of Child Protection and Permanency. Participants will explore the way Family Preservation Services works toward the goal of maintaining or reunifying children with their families; and they will define the mission, principles, and expectations of Family Preservation Services in relation to DCF's Case Practice Model. Participants will also practice the competencies needed to establish an engaging relationship with families, including trust-building skills, attending, open-ended questions, reflective listening, affirmative responses, motivational interviewing, and decisional balance.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Mandatory for FPS	6	5.5 CEUs	University Partnership

Family Preservation Services: New Worker Training, Day Two

Course # **502**

This second module will continue to build upon the interviewing techniques introduced in Day One through a role play designed to practice skills for use with challenging families where resistance, reluctance, or lack of readiness might be an issue. Participants will also practice creating a Working Agreement and learn skills that can help motivate a family to commit to change. Family-centered assessments, the role of culture, and family storytelling will also be a focus of this module. A sample case scenario will be used to explore protective and risk factors, and participants will practice elements of good casework documentation and developing goals/behavioral objectives. The training day will close with a large group discussion on ways to empower families.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	Day One	Mandatory for FPS	6	5.5 CEUs	University Partnership

Family Preservation Services: New Worker Training, Day Three

Course # **503**

Through sample case scenarios and exercises, Day Three of this module will give participants the opportunity to practice writing statements of need, developing goal statements, and writing behavioral objectives that serve as a “road map” to guide workers from the first day of assessment to the last day of intervention. Teaching skills to families will also be a focus on Day Three with the introduction of the adult learning cycle and the direct teaching sequence. Participants will discuss the development and delivery of a teaching plan and will conclude with a role play designed to practice the skills presented throughout the training day.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	Day Two	Mandatory for FPS	6	5.5 CEUs	University Partnership

Family Preservation Services: New Worker Training, Day Four

Course # **504**

The fourth module of this Family Preservation Services series will focus heavily on effective communication as a critical foundation for work with families. Role play scenarios and exercises will give participants the opportunity to practice elements of active listening, “I” messages, and healthy confrontation. Participants will also learn the stages of crisis development and how to communicate during crisis interventions. Critical assessment areas will also be reviewed, and case scenarios will be used to practice managing a crisis. De-escalation strategies and empathic listening will be introduced as methods for communicating during a crisis, and participants will take turns de-escalating crisis scenarios. Critical safety skills and safety planning will be emphasized to ensure the safety of workers, family members, and the general public. Finally, participants will explore tools for anger management and coping skills to help family members effectively identify and express emotions.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	Day Three	Mandatory for FPS	6	5.5 CEUs	University Partnership

Family Preservation Services: New Worker Training, Day Five

Course # **505**

Day Five of the Family Preservation Services series will begin with an introduction to coping skills to help families with stress management. Participants will practice using tools to manage stress, including a stress awareness diary, rational emotive therapy, self-calming statements, time out, relaxation techniques, and self-care. Child development and parenting skills will also be a focus of this training, as most parents who become involved with FPS express concerns about modifying the behavior of a child. Sample case scenarios will allow participants to explore healthy child development. A look at parenting skills and common struggles will also be presented, followed by a review of healthy discipline and positive encouragement. The day will conclude with an in-depth look at conflict-resolution skills.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	Day Four	Mandatory for FPS	6	5.5 CEUs	University Partnership

Family Preservation Services: New Worker Training, Day Six

Course # **506**

Day Six of the Family Preservation Services series covers tracking, monitoring, and adjusting interventions; recording progress; processes and skills for disengaging and case closure; and overall safety for professionals.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	Day Five	Mandatory for FPS	6	5.5 CEUs	University Partnership

Family Systems Theory

Course # **160**

In this workshop, participants will learn to view their cases through a family systems lens in order to better serve families, reduce risk, and improve case outcomes. Detailed descriptions and demonstrations of family system concepts will be provided. Illustrations will be given to demonstrate how family member relationships and behaviors are interconnected. Using case vignettes, participants will develop case plans using a family systems lens. Material on how substance abuse and mental illness impact relationships and interactional patterns in the family system will also be discussed.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 Clinical CEUs	University Partnership

Fetal Alcohol Spectrum Disorder

Course # **161**

Through presentations, group discussions, and skill practice with case studies, participants will receive a comprehensive overview of fetal alcohol syndrome. The impact on infants, children, and adults as well as the primary and secondary disabilities of individuals with FASD will be examined. Ways to re-conceptualize the behavior of individuals with FASD will be offered. Participants will learn the key components of best practice models of intervention and review appropriate screening tools. Case studies will offer an opportunity to practice the new skills.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

First Responders for Supervisors Master Supervisor's Certificate Course

Course # **308**

This three-day training for NJ supervisors of first responders in child welfare includes a broad overview of the role of the first responder and the supervisor. Day One offers supervisors the opportunity to examine their role and position with the first responders as they relate to the Case Practice Model's principles and how these play a role in effective partnering, the discovery of essential information, and identifying needs. Day Two will examine various styles of supervision and their own preferred style as a means to develop effective clinical supervision methods. Participants will take a supervisory approach that balances the family's needs with the worker's need for assistance with processing traumatic information. Day Three focuses on the benefits of preparation for pre-investigative conferences and will address key specialized areas of practice such as domestic violence, substance abuse, and crisis situations.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
3 Day/s	None	Elective	6 per day	5.5 CEUs per day	OTPD

First Responders in Child Welfare: Including Four-Tiers and SDM

Course # **257 & 258 & 259**

Newly Revised!

This is a six-day class, taught two days at a time for three consecutive weeks, designed for CP&P staff who are about to be assigned to an Intake function where they will conduct child abuse and neglect investigations. While retaining pieces of earlier versions, this course differs from prior versions of First Responders training in that it was developed after implementation of the Four Tiers of Investigative Findings and spends a considerable amount of time exploring those concepts and documenting investigative findings. This version also includes the Structured Decision Making (SDM) tools of Safety Assessment, Risk Assessment, and Caregiver's and Children's Strengths and Needs Assessment as well as an exercise on developing safety plans that consider the parents' protective capacities and the family's access to protective factors. Interviewing children is the focus of a full day, while other highlights include the role of the first responder; statutes and policies that define child abuse and neglect; crisis theory in the context of understanding abusive and neglectful families; planning an investigation, including considerations when domestic violence is co-occurring; searching the CP&P policy portal for investigative policies and protocols; cultural awareness and curiosity; looking at substance abuse and mental health issues in families; exploring time management and stress management; and, finally, addressing barriers and sharing strategies to overcome them.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs	Delivered by:
6 Day/s	None	Elective	6 per day	5.5 CEUs per day	OTPD & University Partnership

Focus on Supervision

Course # **324 & 325 & 326**

This workshop builds on the existing skill sets of casework supervisors and supervisors who are responsible for facilitating supervision. Effective use of the case conference is the key component of this training because it is the tool supervisors use to assess a worker's skill level in engagement, assessment, planning, teaming, tracking, and adjusting. Supervisors will develop a case conferencing model that supports the development of staff, fostering critical thinking and leveraging the support and knowledge of subject matter experts, local office consultants, their peers, and supervisor. Participants further examine the case conference as a team approach to assessment of and planning for safety, permanency, and well-being of children. The case conference is an opportunity for learning; and an open, collaborative, and supportive environment will be highlighted. Participants are required to bring a case to be conferenced as a means to experience and practice the process. The training is delivered in three tiered sessions—Kick Off (324), Day One (325), and Day Two (326)—each for different level professionals within the target service community.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	Using Genograms and Ecomaps	Mandatory	6	5.5 CEUs	OTPD & University Partnership

Fostering Youth Participation in Court

Course # **268**

This course is for those offices participating in DCF's "Youth Participation in Court Protocol" Initiative. The course imparts information about the law and process related to children and youth attending their permanency hearings. The training presents opportunities for participants to learn how to explain the process of attending court hearings to children and youth and familiarize themselves with the current protocol, which will be implemented statewide over the next year. Participants will also learn how to develop plans to address barriers to children and youth attending their permanency hearings and to make their participation a positive experience. Participants will learn through the use of PowerPoint slides, lectures, role plays, interactive discussion, video clips, and applying concepts in small groups.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Gang Identification, Trends, and the Psychology of Gang Members

Course # **163**

In this multimedia workshop, participants will examine the basics of gang identification such as history, graffiti, hand signs, clothing, jewelry, and tattoos essential to gangs. Current and past trends with and within gangs will be highlighted, including the following sections: "When Gangs Go to War," "Sex Tripping," "Line Tripping," and "Gang Structure." Participants will discuss actual gang cases and the psychology of the gang member.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Girls and Gangs

Course # **164**

Female gang members have been prevalent in society for many years but were never considered a significant threat. This workshop is designed to help participants develop the knowledge and skills necessary for working with girls who may be associated with gangs. Through various learning activities such as presentations, discussions, and case illustrations, participants will learn to identify female gang members. Their relevance to attempts at gang eradication will also be highlighted.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Grandparents Stepping In: Assessing Older Adults as Surrogate Caregivers, Module 1

Course # **112**

This three-module course will help participants develop basic competencies in assessing older adults as permanent caregivers for their grandchildren and increase professionalism during the process. Content in Module One will demonstrate culturally sensitive communication skills and help workers recognize the role of culture in families. Participants will identify their own biases and beliefs on aging and understand how these impact the decision-making process. They will recognize the challenges faced by families when traditional parenting roles are compromised and demonstrate increased knowledge of the dynamics between older adults and grandchildren placed in the home.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Grandparents Stepping In: Assessing Older Adults as Surrogate Caregivers, Module 2

Course # **113**

This training covers a variety of themes that focus on developing culturally competent workers in screening and assessing the older adult as surrogate parent, their readiness for this change, and the challenges that are present when raising grandchildren. Since the effectiveness of placing a child is dependent upon a worker's ability to define, communicate, and synthesize information, this training will explore the worker's personal knowledge and attitudes about aging, family values, parenting roles, and socioeconomic concerns as factors in decision making. The assessment process begins with the initial visit to the individual who seeks permanency rights and continues throughout the lifespan of the family. Screening tools used during this process will assist the DCP&P worker in implementing critical decision-making skills to evaluate the home as a safe, loving environment throughout the child's life in the home.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	Module 1	Elective	6	5.5 CEUs	University Partnership

Grandparents Stepping In: Assessing Older Adults as Surrogate Caregivers, Module 3

Course # **114**

Through this training, participants will discover both the risk and protective factors for Erikson's Psychosocial Development Stages. Through class activities and case studies, they will become familiar with challenges, concerns, and stressors for the older adult and the children in their custody. In addition, they will work to recognize issues and concerns when parenting children with special needs. Finally, the training will help participants identify support systems and resources for the older adult.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	Module 1 & Module 2	Elective	6	5.5 CEUs	University Partnership

Helping Caregivers Talk with Kids, Tweens, and Teens Openly and Honestly About Sexuality

Course # **165**

All families have questions about what defines a sexually healthy kid and how to raise one. But families and caregivers involved with the child welfare system often have unique concerns such as when and how to begin. What is the right amount of information at the right time? How do I weigh my values with what the youth in my care requires? This workshop will provide an overview of sexual development from birth to age 18 and skill practice in addressing sexual health appropriately and naturally throughout the parenting years. Participants will gain skill in addressing a variety of sexual health topics with caregivers. Topics covered include sexual development through adolescence; sexual identity; sexuality, values, and healthy decision making; and addressing sexual health concerns with families involved in the child welfare system.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 Clinical CEUs	University Partnership

Human Trafficking 1: Education and Awareness

Course # **260**

This course will provide participants with a basic awareness of human trafficking and its complexities. This class covers the many forms of human trafficking and how they can overlap. A concentration will be placed on the domestic trafficking of children and youth, identifying high-risk populations, and exploring the depth of the problem within New Jersey and the United States. The content will explore how human trafficking impacts the child welfare system and family outcomes. Prevention efforts, identification of victims, and knowledge of follow-up services will be presented. A focus on collaboration with other supporting agencies will be threaded throughout the training. Legislative efforts and forms of relief for victims/survivors will be incorporated. Finally, the workshop will look at the New Jersey Department of Children and Families' response to human trafficking victims and available resources for survivors.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Mandatory	6	5.5 CEUs	OTPD & University Partnership

Human Trafficking 2: Engaging and Interviewing Skills

Course # **271**

In this two-day training, participants will gain an understanding of the dynamics of human trafficking situations and the engagement skills necessary to effectively work with victims of human trafficking. This training will provide a trauma-informed perspective to identifying and serving victims. Participants will develop an understanding of the physiological effects of trauma in human trafficking situations, identify the vital role of healthy attachments for at-risk youth, and practice engagement skills to build rapport and trust with human trafficking victims. There will also be an opportunity to practice identifying situations of potential human trafficking and conducting interviews or assessments with potential victims. Recommendations for creating safe, empowering environments for engagement are discussed along with strategies for long-term safety planning and relationship building. While this course is primarily focused on identifying at-risk children and youth within the DCF service populations, participants will also learn how to serve survivors of trafficking who are parents or caregivers of DCF-involved youth.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Mandatory	12 Training Hours	5.5 Clinical CEUs per day	University Partnership & OTPD

Impact of Parental Incarceration on Children in the Child Welfare System

Course # **216**

This one-day course is designed to engage participants in a series of activities and discussions that will increase their awareness of and sharpen their skills in responding to the needs of children in the child welfare system who have incarcerated parents. Topics include how to identify the children with incarcerated parents who are in or come into the child welfare system. Participants will discuss strategies for collaboration, communication, visitation, and reunification that will promote closer ties between children and their parents. Clear and realistic guidelines and protocols for defining and managing barriers to reunification will be further explored.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Impact of Substance Abuse on Parenting

Course # **217**

Addiction is a powerful challenge to understand, as it dissolves relationships and destroys the lives of millions of individuals. The implications of not addressing this problem are far-reaching and result in substantial costs to NJ and the nation. This training provides concrete and practical information to assist workers in understanding the impact of addiction and, specifically, how this impacts the parenting role. Attendees will have an opportunity to develop an understanding of addiction and its progression, process, and impact on parenting. Participants will understand development issues that often inhibit collaboration with families and skills to better understand what can be done to reduce enabling, increase introspection, and motivate parents, their families, and supportive systems into functionally addressing their addictive behaviors.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Infant Care Basics for Non-Parenting Workers

Course # **171**

Please note that this one-day workshop, which covers basic concepts in caring for an infant, is designed for child welfare workers who are not parents themselves or who will benefit from a refresher course in caring for babies. The typical daily schedule for two infants—age birth through six months, and age six through twelve months—will be presented and discussed, illustrating care principles for infants of these ages. Class content will examine areas related to sleeping, diapering, feeding, bathing, and dressing so workshop participants will be able to appropriately advise parents on infant care. Common safety considerations will be examined. Participants will learn to recognize symptoms and markers of common health concerns in infants and how to respond effectively. The importance of consistent schedules and routines for infants and their caregivers will be emphasized.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Intervening with Batterers Training

Course # **45**

Intervening with Batterers is a two-day training designed to provide child welfare staff with enhanced skills and knowledge for working with batterers, engaging fathers who engage in domestic violence perpetration, and working from a perpetrator pattern-based framework. This training is targeted at those local offices implementing the Batterer's Intervention Program in collaboration with community-based agencies. The course builds on current domestic violence protocol training and focuses on the development of key worker skills, knowledge, and critical thinking. The course offers an explanation of the need for a perpetrator pattern-based approach, examines the risk and safety implications of perpetrators' patterns for children, offers effective interviewing and assessment of perpetrators, and provides tools for effective case management and case practice, services, and utilization of Domestic Violence Liaisons (DVLs).

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	DV Protocol	Mandatory	6 per day	5.5 CEUs per day	University Partnership

Interviewing Children with Consideration of Their Development

Course # **173**

DGP&P caseworkers, supervisors, casework supervisors, and anyone else responsible for interviewing children will greatly benefit from this workshop. The workshop will explore how children think and process information at various stages of their development. The basics of brain development and functioning will be highlighted. Through presentations and various learning activities, participants will examine elements that must be considered before entering into an interview with a child of a certain age while keeping their development and capabilities in mind. Effective interviewing strategies and types of questions will be presented, illustrated, and practiced.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 Clinical CEUs	University Partnership

Introduction to Supervision of Clerical and Administrative Support Staff

Course # **313**

This three-day program is designed for clerical supervisors, administrative assistants who supervise, and those who support paraprofessional staff in residential centers. Major topics include: 1) making the critical shift from employee to supervisor, 2) the proper and improper uses of authority, 3) ways to set a positive working climate, 4) ways to confront and coach an employee with performance issues, 5) how to get the most out of the PAR system, and 6) the correct use of the progressive discipline system and the working test period.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
3 Day/s	None	Elective	6 per day	5.5 CEUs per day	University Partnership

Introduction to Testifying in Court (Half Day)

Course # **26**

This training introduces CP&P staff to the basics of court, including who they will meet, why the agency goes to court, and what types of hearings are held. Other topics include handling subpoenas, protecting confidentiality, and the importance of certifying documents. In addition to a general overview, participants will learn how to effectively prepare for court through drafting detailed court reports and giving live testimony. Finally, the differences between direct and cross examination are reviewed as the group participates in a mock hearing with participants taking various roles.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
3 Hours	None	Mandatory	3	No CEUs Offered	Outside Presenter

Investigations in the Context of Four Tiers

Course # **81**

This training is designed to reinforce and clarify the use of the Child Abuse and Neglect Investigative Four Tier Model of Findings which was implemented in April of 2013. It focuses on areas identified as needing additional clarification such as whether there is a preponderance of evidence proving abuse or neglect occurred; the need to scrutinize conflicting evidence; the comfort level and recognition of the differences between the tiers; weighing the aggravating factors against the mitigating factors; and, particularly, how the new “not established” category should be applied. This training is not intended to replace current investigative training curricula, but to put into context how investigations should be conducted within the context of the present four-tier system. An attempt at reinforcement of former training themes, without undue redundancy, has been made.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	Child Abuse and Neglect Investigations: Using the Four Tier Model	Mandatory	6 per day	5.5 CEUs per day	OTPD & University Partnership

Kinship Adoption

Course # **802**

This workshop will define kinship care and the differences between foster and kinship placement. It will identify cultural competencies in working with kin and explore assumptions and biases and how these impact working with these challenges.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Legal Writing Guidelines for the Litigation Team

Course # **575**

This training is designed for CP&P litigation staff. The training will enhance staff members' skills in drafting court pleadings for child abuse, neglect and termination of parental rights cases by providing information on the writing of legally sufficient complaints, affidavits, and other legal documents. The overall goals of the course are for litigation staff writers to understand legal standards for drafting pleadings and to improve their ability to meet those standards in child protection cases. This training is introductory in nature in that it will familiarize workers with underlying legal concepts and with typical issues that arise in drafting pleadings. Through application and refinement of information introduced here, workers will master skills necessary to be competent, ethical, and persuasive drafters of legal pleadings.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	5.5 CEUs per day	University Partnership

LGBTQI Cultural Competency **IN DEVELOPMENT**

Course # **223**

LGBTQI Cultural Competency is two-day course that examines distinctions between sexual orientation, gender identity, and gender expression. Participants will have the opportunity to explore their own values, biases, and beliefs about sexuality and gender. Additionally, participants will identify indicators that a youth might be struggling with issues of sexual orientation or gender identity and develop strategies for effective engagement while creating a safe and inclusive environment for staff, service providers, families, and youth.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Mandatory	6 per day	5.5 Social and Cultural Competency CEUs per day	University Partnership

Lifebook Work for Child Welfare Professionals

Course # **269**

Participants in this course will strengthen the professional practice of creating and utilizing a lifebook as a tool that can have a positive impact on child welfare work. Participants will explore children's stages of development, grief/loss, and trauma's impact on identity formation; reinforce the importance of preparing a lifebook as a support to resource parents, children, and the professionals working with them; and practice strategies for doing lifebook work with children.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Managing Your Personal and Professional Boundaries

Course # **176**

Workers are often challenged in their struggle to find ethical responses within the professional boundary gray zones, areas where boundaries with the the families they support can be difficult to identify yet easy to cross. Through self-awareness activities, presentations, group discussions, and practice opportunities, participants will explore the effective management of personal and professional boundaries. Hands-on activities will help child welfare workers search through the management of appropriate boundaries and worker-family relationships. Participants will learn to fine tune a critical component of their helping relationships with others.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 Clinical/Ethics CEUs	University Partnership

Mental Health Screening Tool

Course # **36**

This workshop is for non-clinical staff to learn to use the Mental Health Screening Tool for children with mental health concerns. Presentations will address the tool in the context of the effects of trauma on children's mental and physical development. The impact of trauma on the brains of children in foster care and the long-term effects of trauma will be examined. Participants will have an opportunity to practice using the Mental Health Screening Tool on case examples.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	Mental Illness	Mandatory	6	5.5 Clinical CEUs	OTPD & University Partnership

Mental Illness

Course # **35**

A basic overview of a variety of serious mental illnesses will start this workshop. Participants will learn to recognize "red flags" that may indicate an adult may not be able to safely and effectively care for a child because of a mental illness. Resources in the mental health system and how to use them to create a safety net will be highlighted. Participants will develop skills in helping the adult who is suffering from a mental illness to care for the child(ren) in a safer and more effective manner.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Mandatory	6	5.5 Clinical CEUs	University Partnership

Missing and Exploited Youth (formerly known as Youth Runaway Behavior)

Course # **200**

This two-day training addresses how child welfare professionals can serve the needs of youth who are missing or have run away. This may include youth who are referred to as *castaways*, *throwaways*, *lost and meandering*, and *street youth*. The course will explore terms describing youth behavior, pinpoint dangers and risks associated with running, explore why youth may run and where they go, identify precipitants of first-time running, and describe what workers can do to preempt or intervene when youth are on the run. Professionals will also identify ways to help reintegrate youth back into their environments.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	5.5 CEUs per day	University Partnership

Motivational Interviewing: Applying Motivational Enhancement Theory

Course # **178**

A caseworker's use of Motivational Enhancement Theory in families with substance abuse can greatly improve the safety of children and support effective action plan development, implementation, and adaption. Participants in this workshop will develop practice skills to strengthen the overall communication, build relationships, develop trust, and foster motivation to change. Cultural competence will be highlighted and emphasized throughout. Presentations of concepts and how to apply them, discussions, and skill-building role plays will be provided so participants learn to apply the theory to their job, supporting their role as 'change agent' for the children within the family structure with optimal outcomes.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Course # **1**

New Worker Orientation: Welcome to DCF!

This orientation and training program for all new employees of the Department of Children and Families (DCF) is being offered by the Office of Training and Professional Development and subject matter experts in Human Resources (HR), Cooperative Labor Relations (OCLR), Communication Workers of America (CWA), Equal Employment Opportunity/Affirmative Action (EEO/AA), and Ethics. An overview of the mission and work of DCF will be presented, and the state-mandated training will be offered in HIPPA, workplace violence, ethics, and non-discrimination in the workplace. New DCF employees will receive their state ID photo badge at the end of orientation.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
3 Day/s	None	Mandatory	6 per day	5.5 CEUs per day	OTPD

New Worker Pre-Service Training: Hybrid Computer Orientation

Course # **5**

The key elements of this workshop are the basics of NJ SPIRIT, the statewide child protective services information and data management system. Participants will learn how to access and use the DCP&P web-based policy manual system. Other computer application programs designed to capture work-related information and how they increase worker productivity will also be highlighted.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Mandatory	6 per day	5.5 CEUs per day	OTPD

New Worker Pre-Service Training: Module 1 - Understanding Child Welfare in NJ

Course # **2**

In this workshop, new workers will be presented with Child Welfare Services (CWS) and Child Protective Services (CPS) in New Jersey. A foundation will be built for becoming a family-centered practitioner and advocate for children. The philosophy of child welfare, legal mandates, and responsibilities of the Department of Children and Families (DCF), the NJ Case Practice Model, and details of the NJ Child Welfare Reform Plan will be presented and discussed focusing on best practices for engaging children, families, and stakeholders and building trust-based relationships. This training utilizes lecture, small and large group discussion, and activities as well as skills practice opportunities. Participants will explore the theoretical framework of family-centered practice and examine advocacy concepts in interacting with families, schools, and courts.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
3 Day/s	Computer Orientation	Mandatory	6 per day	5.5 CEUs per day	OTPD

New Worker Pre-Service Training: Module 2 - Cultivating Awareness: Promoting Worker Safety, Well-Being, and Success

Course # **6**

This workshop begins with a reflection upon one's own motivation for becoming a caseworker and how personal attributes, goals, and expectations fit with the requirements of the public child welfare system. Through self-assessment, reflection, and understanding of the attitudes, values, ethics, and behaviors of an effective public servant/caseworker, participants will examine their own strengths and areas for development. Through an exploration of personal learning preferences, participants will begin the process of becoming more self-directed learners. How to connect one's own experiences to learned behavior to gain the most benefit from them will be highlighted.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	Module 1	Mandatory	6 per day	5.5 CEUs per day	OTPD

New Worker Pre-Service Training: Module 3 - Focusing on Families from Screening to Closing

Course # **7**

The key decisions that must be made once a family becomes involved with CP&P are the focus of this workshop. The DCP&P case management process will be presented; and its elements of screening, investigation, permanency, and case closure will be explained and discussed. Classroom activities will help new workers define the CP&P case flow and the relationships between and among various functions. Participants will examine the variety of roles and numerous job functions of the caseworker.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
4 Day/s	Module 2	Mandatory	6 per day	5.5 CEUs per day	OTPD

New Worker Pre-Service Training: Module 4 - NJ SPIRIT

Course # **8**

In this workshop, participants will further develop their computer skills and explore the various computer applications in their work. The details of the NJ SPIRIT web-based applications will be further analyzed and discussed. Case scenarios will be used throughout the workshop to provide participants with practice in documenting and monitoring progress in the life of a CP&P case.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 ½ Day/s	Module 3	Mandatory	6 per day	5.5 CEUs per day	OTPD

New Worker Pre-Service Training: Module 5 - Child Development and Identifying Abuse and Neglect

Course # **9**

How caseworkers assess potential abuse and neglect at various stages of a child's life is the central topic of this workshop. Participants will learn to recognize contributing risk factors and medical indicators of abuse and neglect. How to identify situations and signs that could indicate that a child has been harmed or is at risk of being harmed will be highlighted. Cultural competence as an important component of effective risk assessment will be emphasized, including cultural practices and methods that may mimic child abuse.

Course Length
4 Day/s

Prerequisite
Module 4

Requirement
Mandatory

Training Hours Earned
6 per day

Social Work CEUs Offered
5.5 CEUs per day

Delivered by:
OTPD

New Worker Pre-Service Training: Module 6 - Making Visits Matter

Course # **22**

Today's changing child welfare practices focus strongly on the relationships with the child, family, or substitute caregiver(s) as well as the family's informal and formal supports. Skills needed to make the visit effective for information gathering and decision making will be presented so that participants will be better able to define the family's needs, the potential of all team members, and the support of all involved systems. Learning how to use the principles of the practice model in getting to know each family will be a central point in this workshop. Methods to achieve the four outcomes (safety, permanency, well-being, and stability) will be further explored. Ways to connect/join with children, families, and their informal and formal support networks will be emphasized.

Course Length
3 Day/s

Prerequisite
Module 5

Requirement
Mandatory

Training Hours Earned
6 per day

Social Work CEUs Offered
5.5 CEUs per day

Delivered by:
OTPD & University Partnership

New Worker Pre-Service Training: Module 7 - Simulation

Course # **12**

This last workshop of the series provides the new workers with a simulated event in the "real world" of working with families in which they can practice the skills covered in previous modules, such as engagement and interpersonal skills. An actual child protective services scenario will be acted out by trainers and others who may be unfamiliar to the group. A coaching and protective learning environment where decisions (and mistakes) can be made will be observed throughout the day. Skills in case documentation will also be practiced in conducting this "real" CPS investigation. The practice will be recorded, and a debriefing will follow the simulation.

Course Length
7 (5 classroom + 2 field)

Prerequisite
Module 6

Requirement
Mandatory

Training Hours Earned
6 per day

Social Work CEUs Offered
5.5 CEUs per day

Delivered by:
OTPD

NJ Parent Link

Course # **14**

How to use NJ Parent Link (<http://www.njparentlink.nj.gov>)—New Jersey's web-based resource for parents and professionals—is the focus of this fun, interactive workshop. Various services mentioned on the site such as child health and development, parenting, and family support services and resources will be discussed along with community building, networking, and system communication strategies. Participants will explore a child and family case study practicum for hands-on practice with NJ Parent Link as a professional IT resource tool. Family intake/assessment strategies and various other web-based tools that can improve individual/provider communication and outcomes will also be highlighted. Participants will develop the skills and comfort level to use the on-the-job IT tools and resources available to them and the families with whom they work.

Course Length
1 Day/s

Prerequisite
None

Requirement
Mandatory

Training Hours Earned
6

Social Work CEUs Offered
5.5 CEUs

Delivered by:
Outside Presenter

NJS Resource Facilitator Training

Course # **181**

This workshop focuses on how facilitators can locate appropriate resource homes for placement using NJ SPIRIT. How to navigate the search window and perform a resource search will be reviewed and demonstrated. Participants will discuss the process of searching for a resource home and how the Licensing Information System (LIS) helps to perform a license look-up. Defining how a placement request is initiated by case management and the child characteristics to look for in making the placement decision will be highlighted. Participants will complete an Out-of-Home Placement Request and discuss the process of approval. The importance of reviewing and updating resource information on a daily basis will be emphasized.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
0.5 Day/s	None	Elective	3	2.5 CEUs	OTPD

Non-Violent Crisis Intervention

Course # **182**

This program is the cornerstone of the Crisis Prevention Institute since 1980 and is considered the worldwide standard for training in crisis prevention and intervention. Participants will discuss the underlying core philosophy of providing for the care, welfare, safety, and security of everyone involved in a crisis situation. Proven strategies to safely and effectively respond will be presented and illustrated. The dynamics of anxious, hostile, and violent behavior will be explored, and human service providers and educators will develop skills enabling them to manage crises in non-violent ways.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	OTPD & University Partnership

Normal Sexual Development through the Child Welfare Lens

Course # **183**

Early childhood is an important period in the formation of healthy sexuality. It can be an especially anxiety-producing time for adults who may not be sure of the “best” ways to address sexual health topics. Sexual behaviors and development may look different for children who have been involved in the child welfare system. What is normal and appropriate sexual development in these early years? What is normal and appropriate sexual behavior for children who may have experienced neglect or abuse? How should caseworkers, parents, and resource families answer these tough questions? This session will explore normal and appropriate childhood sexual development and define how child maltreatment can impact healthy development and behavior.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Office of Licensing Inspectors Training

Course # **185**

This training is for new OOL inspectors and will cover the history of OOL, office structure, and workflow. The Case Practice Model used in NJ's system of care will be thoroughly discussed and highlighted. Other topics related to OOL work include customer service and cultural competency. The emphasis will be on the Manual of Requirements, the inspection process (both intake and generic), and the Inspection Violation Report. IAIU complaints, safety assessment, medical, LIS, and interviewing skills will also be presented, illustrated, and practiced.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
9 Day/s	None	Elective	6 per day	5.5 CEUs per day	OTPD

Office of Licensing Simulation

Course # **186**

In addition to the OOL training, participants/OOL inspectors will have an opportunity to practice their new skills in an activity simulating the home inspection. After this half-day simulation, participants will reconvene for another day to review the activity and their actions.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1.5 Day/s	None	Elective	9	8 CEUs	OTPD

Parent Advocacy

Course # **042**

The Statewide Parent Advocacy Network (SPAN) is New Jersey's "One Stop for Families." SPAN's mission is to empower and support families and to inform and involve professionals interested in the healthy development and education of children and youth. This presentation highlights the numerous education and health-related resources available in NJ. An overview of government agencies, educational programs, community service providers, and disability-specific organizations will be presented. Information on how to access programs and services will be shared. Detailed information about SPAN, NJ's federally funded Parent Training & Information Center for over 25 years, will also be presented.

Course Length
3 Hours

Prerequisite
None

Requirement
Mandatory

Training Hours Earned
3

Social Work CEUs Offered
No CEUs Offered

Delivered by:
Outside Presenter

Preparing Children for Adoption

Course # **806**

In this interactive workshop, clinicians will define and develop their role as the adoption therapist in relation to working with foster and adoptive families. Clinicians will describe the impact of secrecy on a child and learn techniques for talking with children about their difficult and traumatic histories in a developmentally appropriate way. Clinicians will identify the importance of developing the personal narrative or Life Story to help children make sense of their past and process the multiple losses they have experienced. Clinicians will also learn techniques to effectively prepare children and families for transitions and necessary good-byes; this may include leaving a foster home or group home, a good-bye/closure visit with the birth family, or moving to a select home. Experiential and engaging activities will be integrated into the workshop day to assist clinicians in expanding their 'tool kit' in working with families as they transition through adoption.

Course Length
1 Day/s

Prerequisite
None

Requirement
Elective

Training Hours Earned
6

Social Work CEUs Offered
5.5 CEUs

Delivered by:
University Partnership

Presentation Skills

Course # **190**

DCF staff frequently offer professional presentations to communities, staff, and families; and this workshop provides the basic skills for developing and delivering more effective presentations. Participants will be required to actively engage in this workshop, draft material for a short presentation, and present the material in class for feedback from peers and the instructor. Participants will examine the importance of engaging their audience, and essential skills for connecting with audiences will be presented. Strategies for preparing and delivering professional presentations will be discussed, illustrated, and practiced throughout the workshop, especially the development of clear and succinct information. How to recognize the differences between audiences and venues will be emphasized, and methods will be suggested for adjustment. Platform skills for effective delivery will be demonstrated, and participants will practice these in mock presentations in class.

Course Length
1 Day/s

Prerequisite
None

Requirement
Elective

Training Hours Earned
6

Social Work CEUs Offered
5.5 CEUs

Delivered by:
University Partnership

PRIDE Excellence Training

Course # **191**

Only current PRIDE trainers should attend this five-day *PRIDE Excellence Training* course in order to be certified as having attained PRIDE Excellence in Training. Each training day, participants will discuss two sessions of PRIDE training. Through training skills development, enhancement of lessons, and roundtable discussions, participants will explore various methods used to train in the PRIDE curriculum. The first day will focus on the first and second sessions, "Motivating Learners." The use of various creative activities that help learning, group teaching, and teamwork will be highlighted. The 2009 revisions made to PRIDE will also be reviewed.

Course Length
5 Day/s

Prerequisite
None

Requirement
Elective

Training Hours Earned
6 per day

Social Work CEUs Offered
5.5 CEUs per day

Delivered by:
OTPD

Psychology of Adoption

Course # **801**

This workshop sets the stage for the Certificate Program. The focus will be on contemporary trends in adoption and the psychological benefits and risks associated with adoption. Other topics include stress and coping models in adoption and family life cycle tasks as well as addressing the implications for post-adoption services.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Qualitative Review Training

Course # **193**

The qualitative review is a practice and program approach designed to assess current outcomes and system performance by gathering information directly from families, children, and service workers. The overall QR process will be presented in this workshop, and participants will learn the basic protocol content. Interviewing techniques relative to the protocol will be explored and illustrated. Participants will develop and examine methods to score status and performance. Skill in providing feedback in the case debriefing process will be highlighted. Participants will practice completing a written case summary.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	5.5 CEUs per day	University Partnership

Reunification: The Importance of Resource Parents

Course # **194**

This workshop is designed for CP&P caseworkers in permanency units and focuses on how resource parents can act as supports and mentors to the birth parents, increasing the potential for successful reunification. A discussion of CP&P concurrent planning policy will start the day. Barriers to reunification, including the essential attitudes and behaviors of resource parents, will be emphasized. Participants will examine their own attitudes regarding potential reunification; and the needs of children, birth parents, and resource parents will be examined. A film will be shown in which resource parents discuss aspects of building positive relationships with birth parents. Participants will develop skills in helping to overcome resistance and barriers often present in birth parent-resource parent relationships. How resource parents can actively support and mentor birth parents, even after reunification, will be emphasized. A role play will offer participants the opportunity to practice their skills in this area.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

RFSW Recruiter – Only for Resource Family Support Workers

Course # **195**

This workshop is for the new recruiter and offers the knowledge and skills needed for effective recruitment of resource families. How to set up a recruitment booth and how to present information to people who are interested will be discussed and practiced. Participants will analyze how adults learn and how they can use this knowledge to become more effective recruiters.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	OTPD

RFSW Simulation – For RFSW Supervisors

Course # **196**

This workshop consists of a two-hour simulation of conducting a home interview with a prospective resource parent, followed by a (later) one-day group review of the simulation. The purpose of the simulation is to reinforce the Presumptive Eligibility policy. Participants will have the opportunity to practice the use of this policy and process in a 'real' situation.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1.5 Day/s	None	Elective	9	8 CEUs	OTPD

RFSW Trainer Workshop – For New RFSW Trainers

Course # **197**

This workshop will provide the new RFSW trainers with knowledge and skills needed for their job. Participants will discuss the importance of the training atmosphere and how to engage participants. Other topics include how adults learn and how to develop learning activities. Effective presentation skills will be discussed and practiced. Dealing with hostility in the classroom will be examined. Participants will also learn about rewards and challenges of co-training.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	OTPD

SAFE (Structured Analysis Family Evaluation)

Course # **201**

This workshop is for Resource Family Support Workers only and is a mandatory requirement of all SAFE practitioners. The focus of this workshop is on SAFE practice values and how they translate in the practice of Structured Analysis Family Evaluations. Participants will examine and discuss SAFE I and SAFE II Questionnaires. The proper use of the Psychosocial Inventory will be highlighted.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Mandatory	6 per day	5.5 CEUs per day	OTPD

SAFE Interviewing

Course # **202**

This workshop is designed for individuals who currently conduct SAFE family evaluations. Through presentations and interactive and experiential training activities, participants will refresh their knowledge of the various interviewing techniques and build their skills for effective interviewing in SAFE family evaluations.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	OTPD

Safety Awareness for the Child Welfare Worker

Course # **265**

This training presents information about worker safety awareness, assessment, and actions workers can take if and when they encounter unsafe situations. The training will also provide participants with ways in which they can apply preparation strategies that promote safety in child welfare practice. At the end of this training, participants will be able to describe the signs that a person's behavior is escalating, recognize indicators that signal an interaction is becoming unsafe, and use techniques that promote safety during interaction with others at different stages of escalation.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Mandatory	6 per day	5.5 CEUs per day	University Partnership

SANS Securing the Human (Security Awareness Network Online Training)

Course # **203**

Protecting the State of New Jersey's intellectual property, infrastructure, and any personal or confidential information is of utmost importance. Reports of security breaches related to the theft or release of personal information are evident in the news almost daily. Firewalls, anti-virus software, and upgrading computer software provide computer protection, but the first line of defense is employee awareness. An employee's knowledge of information security will help reduce the number of threats and help protect the State. **This training must be taken by all DCF employees. In addition, employees will be required to take annual updates of the training as appropriate.** The information security awareness training program provides employees with a fundamental information security best practice knowledge base. The goal is to introduce and educate employees about information and cyber security threats in today's world and apply that knowledge to electronic devices, passwords, and communications for everyday experiences in the workplace. The training modules consist of information security awareness videos and a short quiz to test employees' knowledge at the end of each section. The subject content includes, but is not limited to: password protection, encryption, data protection, health protection, credit card protection, social engineering and networking, and other security areas.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Mandatory	6	5.5 CEUs	OTPD

Social Emotional Foundations of Early Learning: An Infant Mental Health Approach

Course # **218**

Through the lens of infant mental health, participants will examine the social emotional foundations of early learning. Key emotional capacities that support learning and development will be presented and discussed. Participants will focus on the central role of nurturing relationships in the development of these key emotional capacities. The impact of abuse and neglect will be illustrated, and ways to support parents in learning how to interact with their babies will be presented. Case studies and videos will demonstrate how emotional capacities develop in the context of the daily routines of babies interacting with their parents or foster parents.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Special Response Unit (SPRU) Training for Workers

Course # **255**

Prerequisite: Appropriate recommendations from Local Office management and successful completion of *First Responders in Child Welfare* are required! This workshop is for new SPRU workers to examine and discuss the realities of the After-Hours Special Response System. Participants will learn how CP&P policies guide their work in the field. Through interactive lectures, scenarios, skill practice, and group activities, critical casework situations that SPRU workers may encounter will be examined. The needed resources and how to access them will also be explored, including law enforcement assistance.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
3 Day/s	First Responders and LO Recommendation	Elective	3 per day	2.5 CEUs per day	OTPD & University Partnership

Strategies for Working with LGBTQI Population and Families

Course # **136**

Grounded in concepts conveyed in *Cultural Competency: Module One and Module Two*, this course focuses in on issues of cultural competence related to serving LGBTQI youth and families. Through discussion and experiential exercises, Child Welfare Professionals will examine those concerns and obstacles which may prevent them from providing effective services to this population. The concepts and insights acquired through this course will enable participants to implement appropriate, culturally competent strategies when working with LGBTQI youth and their families.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	Cultural Competency: Module One	Elective	6 per day	5.5 CEUs per day	OTPD

Strengthening Casework Documentation: An Enhancement Class for Caseworkers and Supervisors

Course # **142 & 143**

This course is intended for staff members who already possess basic grammar and spelling skills and are seeking to strengthen descriptive writing skills for completing and/or editing required Casework documentation. Enhancement of their overall ability will be accomplished through exercises that require participants to observe videos and photographs, discern relevant facts, and create a concise record of observations. Participants will be approved for attendance by a supervisor who is willing to take an active role in providing learning opportunities before, during, and after the course. This includes completion of a Pre-Training Supervisory Assessment of the participant's skills in conjunction with the participant's own Pre-Training Self-Assessment. The two training sessions will be divided by approximately six weeks. In this interim, participants and their supervisor will complete learning tasks developed at the end of Day One. Following Day Two, they will continue their writing enhancement process by completing tasks contained in their self-designed Transfer of Learning Plan.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	5.5 CEUs per day	OTPD

Stress Management for the Child Welfare Worker

Course # **207**

We all know that millions of people are experiencing extra stress. This workshop centers around one powerful question: While you're taking care of everyone else, who is taking care of you? This program is an unusual combination that offers cutting edge information on stress reduction as well as proven cognitive, behavioral, and relaxation techniques. It is also much more than a stress-management program. The principles and techniques participants learn are essential for successful leadership, self-mastery, focus, and working effectively with others. Everyone must have a plan for effective self-care and stress management. This workshop will provide the essential tools to manage stress effectively and perform at an optimal level at work and beyond. Participants walk out of this hands-on workshop with practical tips and suggestions they can use immediately.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Structured Decision Making (SDM) and Critical Thinking

Course # **208**

This workshop focuses on the role of critical thinking applied to the child welfare worker's investigative, assessment, and planning responsibilities. The knowledge and skills needed to integrate and analyze information from observation and interviews will be highlighted, and comparisons will be made between the information and the standards for assessing safety. Participants will learn how to utilize the supervisor-worker relationship to analyze threats to child safety and develop strategies for making safety decisions. Appropriate safety protection plans will be used as illustrations.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	5.5 CEUs per day	OTPD

Student Bullying: What Caseworkers Need to Know & Do

Course # **209**

Harassment, intimidation, and bullying (HIB) exist and also impact youth under CP&P care. Participants will develop basic skills to address youth involved in HIB. The new NJ law, called the Anti-Bullying Bill of Rights, will be presented; and how it addresses bullying in schools will be discussed in detail. Bullying, its effects on youth, and how the law can better protect the victims will be explored. Participants will develop the ability to better recognize and address the needs of children under DCP&P care who are involved with HIB.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 Ethics CEUs	University Partnership

Substance Abuse 1: Understanding Substance Abuse and Child Welfare

Course # **15**

The goal of this first module is to provide child welfare professionals with a contextual knowledge of the effects of substance use and/or abuse that may be experienced by parents involved in the child welfare system. This module discusses the importance of using a family-centered approach to identify and respond to the variety of needs experienced by the entire family. This module will also discuss the prevalence of substance use (alcohol and other drugs), mental health disorders, and many other issues that may coexist for child welfare-involved families. The prevalence of mental health and substance abuse in New Jersey and the differential impact of these issues from a gender and race/ethnicity perspective will be highlighted.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Mandatory	6	5.5 CEUs	OTPD & University Partnership

Substance Abuse 2: Substance Abuse Disorders, Treatment, and Recovery

Course # **16**

The goals of this second module are to inform child welfare professionals about the substance use disorder, treatment, and recovery needs of child welfare-involved families that can be used in the context of home visitation and case management. This module provides an explanation of the treatment and recovery processes, and it discusses the specifics on how substance use disorders can affect the interpersonal relationships and family dynamics of the family involved with the child welfare system in the context of safety, permanency, and well-being of children.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	SA1	Mandatory	6	5.5 CEUs	OTPD & University Partnership

Substance Abuse 3: Mental Illness

Course # **17**

This third module aims to increase the child welfare worker's recognition of the differences between mental health disorders and substance use disorders in adults; explain symptoms that warrant comprehensive screening and assessments; define the different models of treatment for co-occurring disorders; and identify how these disorders affect interpersonal relationships and family dynamics of the family involved with the child welfare system in the context of safety, permanency, and well-being of children.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	SA1 & SA2	Mandatory	6	5.5 CEUs	OTPD & University Partnership

Substance Abuse 4: Case Planning

Course # **18**

The purpose of this fourth module is to make child welfare workers aware of the various ways in which children are impacted by their parents' substance use and/or mental disorders, including co-occurring disorders, from prenatal exposure through childhood and adolescent development. This module discusses the importance of screening and assessment for a child's own alcohol, drug, and mental disorders that may or may not be a result of their parents' personal issues. The importance of delivering culturally competent services and collaborating with other service providers in developing and monitoring case plan progress will also be emphasized. Participants will also be provided with techniques for gathering and incorporating information about an individual's or family's substance use, mental health, or co-occurring disorders and treatment into the case plan.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	SA1, SA2 & SA3	Mandatory	6	5.5 CEUs	OTPD & University Partnership

Supervising Support Staff on Customer Service and Time Management Skills

New!

Course # **275**

Designed for supervisory-level support staff, participants in this course will be able to identify and practice good customer service skills with families, providers, and child welfare staff as well as identify ways to improve time management through both an efficient and effective use of time. In addition, this course is one way to reach out to Division support staff who have expressed a great desire for additional training. It is hoped that those who attend will feel like a more integral part of the overall child welfare team in each office. Teamwork with the support staff units and with the child welfare staff will be stressed throughout the course..

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	No CEUs Offered	University Partnership

Supervising the Transfer of Learning Process Master Supervisor's Certificate Course

Course # **710**

This two-day course is restricted to supervisors who are participating in the Master Supervisor curricula. Transfer of Learning (TOL) helps to promote successful outcomes for families by increasing the likelihood that training knowledge is applied on the job. The purpose of this training is to enhance the abilities of CP&P unit supervisors to guide, supervise, and manage the TOL process. TOL is enhanced when supervisors create a cohesive work environment; when workers prepare for the training event; when workers feel supported and allowed to fully participate in all aspects of training with minimal outside interferences; and when workers are encouraged to practice newly acquired training knowledge, skills, and attitudes on the job immediately following the completion of training. During this training, participants will have opportunities to explore, develop, and apply strategies designed to create a Transfer of Learning culture in the work unit. As a result of attending this training, participants will be able to assess the professional development strengths of assigned workers, address the ongoing training needs of workers, and effectively respond to the operational needs of the overall work unit.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	5.5 CEUs per day	OTPD

Supervising Workers on Family Reunification Master Supervisor's Certificate Course

Course # **312**

This course is designed for supervisors in CP&P intake and permanency units. Its focus is to enable them to teach, support, and encourage caseworkers in their interactions with resource parents and birth parents so that a collaborative relationship in which resource parents can act as resources to birth parents is developed and that resource parents can assist children in maintaining connections with birth parents. Successful reunification between children and birth families can be facilitated or undermined by resource parents. The attitudes and behaviors of resource parents can make a critical difference in the rehabilitation of birth parents. Resource parents can act as sources of support and mentoring for birth parents while the child is in foster care and even after reunification. In addition, a solid relationship between resource parents and birth parents helps the child feel he or she does not have to choose between caregivers. While a collaborative relationship is clearly in the best interest of all involved, there is often distrust between resource parents and birth parents, and it requires both attitudinal and skill changes for workers to overcome the resistance and barriers that are often present. This training will address both attitudinal change and skill development.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Supervisors Building Workers' Resiliency Master Supervisor's Certificate Course

Course # **350**

Working in child welfare poses unique challenges for professionals. It is common for child welfare professionals to encounter very difficult and sometimes tragic events. Maintaining physical and emotional health and minimizing the impact of secondary traumatic stress increases staff retention and work satisfaction, and promotes professional growth. Supervisors have the additional responsibilities of supporting staff in their roles. Secondary traumatic stress (STS) is almost universal at some time during careers for empathic professionals. The current research on STS, however, indicates that a resilience-based approach that includes individual self-care and organizational care practices can provide a significant measure of protection from STS. This six-hour course is designed to assist supervisors in recognizing STS, including its prevalence among child welfare professionals, contributing factors, and signs of STS in front-line caseworkers. The course takes a resilience-building perspective and includes information and exercises designed to provide supervisors with the necessary competencies to assist their staff in preventing and addressing the negative effects of STS.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	OTPD

Supervisory Practice in Child Welfare – Module 1 of 3: Self-Management

Course # **301**

How to manage worker performance is the key element in this workshop. Supervisors will develop skills in fostering a trusting, motivating environment where communication is open, conflict is effectively managed, and worker performance is assessed for continued development. Other topics discussed include effective communication, managing across differences, and managing conflict. Participants will examine how to coach employees and how to build the capacity of workers, creating partnerships and effective teams. Approaches to performance evaluations (PEs) and managing performance problems (labor relations) will be presented and illustrated.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6 per day	5.5 CEUs per day	OTPD

Supervisory Practice in Child Welfare – Module 2 of 3: People Management

Course # **302**

In the first module, supervisors were focused on the transition from workers to supervisors and the responsibilities of supervision. Various learning activities in this module will focus on self-assessment, reflection on personal viewpoints and capabilities, and getting work done through others. Topics highlighted include cultural competence, the various supervisory roles, time management, and personal learning style. Participants will discuss the importance of the supervisor's commitment to DCF's vision and values.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	Module 1	Elective	6 per day	5.5 CEUs per day	OTPD

Supervisory Practice in Child Welfare – Module 3 of 3: Case Management

Course # **303**

In this workshop, supervisors will learn the skills needed to provide reflective case-related supervision and promote the strengths-based, family-centered principles of DCF's Case Practice Model. Participants will discuss the promotion of case-involvement, effective case conferencing, and modeling casework skills. Strategies for intervening in a worker's case management, how to teach the worker critical thinking, and case decision making will be presented and analyzed. Skills in conducting unit meetings, utilizing tracking/monitoring systems, and accountability will be illustrated.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	Module 1 & 2	Elective	6 per day	5.5 CEUs per day	OTPD

Technology Addiction

Course # **215**

This highly engaging course provides the most up-to-date research pertaining to Internet relationships, virtual sex, bullying, and "tech-addiction." Participants will learn the addictive elements and indicators of abuse and addiction and discover the potential impact of compulsive computer use on the brain. The workshop will explore how behavior is being modified daily and the long-term cost to our health and society. Participants will see some of the hidden dangers in gaming, social networking, and alternative reality environments. The workshop will focus on study skills to re-engage learners and discuss why so many of our young people are coming out of schools today unprepared to take their place in the work force. Participants will also discover techniques for offsetting social isolation, building networking skills, and providing skills to kids in order to increase resiliency.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Testifying in Court

Course # **156**

This training will give workers an experiential introduction to testifying in a legal proceeding—an experience that can be difficult for even the most competent worker. The training will assist staff in enhancing their skills and professionalism when testifying in cases of abuse and neglect. The goal is for the workers' testimony to meet the various judicial standards of practice and, ultimately, facilitate child protection. This training is an introductory experience for participants, designed to introduce workers to the typical issues that arise for witnesses during abuse and neglect proceedings. Only through constant application and refinement will workers develop sufficient mastery of the skills necessary to be a competent, ethical, and persuasive witness. This training covers a variety of topics to prepare child welfare workers for testifying in legal proceedings. Day One begins with a review of courtroom testimony fundamentals. Building on this material, Day Two consists of two semi-structured mock hearings arising from initial filing and fact-finding litigation.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	5.5 CEUs per day	University Partnership

Toddler Care Basics for Non-Parenting Workers

Course # **263**

Please note that this one-day workshop, which covers basic concepts in caring for a toddler, is designed for child welfare workers who are not parents themselves or who will benefit from a refresher course in caring for toddlers. This course explores the lives of typically developing young children aged 12-36 months. During this training, participants will learn and practice the common strategies used to care for toddlers by exploring areas of sleeping, diapering, clothing, bathing, feeding, playtime, safety, health and wellness, and soothing and connecting. Participants will also become aware of safety considerations for toddlers, including in the physical, environmental, developmental, and emotional areas.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Transgender 101

Course # **219**

What determines a person's gender? Our explanation of this question and how it may be answered has shifted dramatically in the past two decades. Explanations of identities, politics, and trends will be provided as well as a foundation of knowledge to explain the gender spectrum. Participants will gain a basic understanding of gender identity development, vocabulary, and addressing transgender issues with youth, adolescents, families, and caregivers. Local resources available to child welfare staff will be provided along with a review of national and state laws.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Trauma-Informed Response When Working with Adoptive Families

Course # **852**

This one-day interactive workshop is designed to provide a therapeutic framework for those professionals working with adoptive and resource parents who are raising a child they are planning to adopt or have adopted. The context for understanding how the child's life experiences may be impacting emotional, behavioral, and developmental well-being will be explored. The training will cover both parenting techniques and clinical interventions that can be beneficial in creating healing opportunities for children with complex traumatic histories.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Understanding and Managing Personal Stress Reactions

Course # **104**

When working with families and children, personal feelings come to the surface quickly and often. In this workshop, participants will explore skills necessary to regulate their own affect in a professional manner and learn how to respond to crisis situations more appropriately and effectively. Workplace situations where physical and emotional triggers are activated will be analyzed so that participants are more aware of how to recognize and manage them. The focus will be on paying attention to feelings aroused in challenging situations while recognizing the individualized expression of these feelings and the reactions of others to them. Skills in controlling emotions and behavior will be taught and practiced. Workers will also learn how to manage stress at times when they are alert and calm as a means to regulate their emotions.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 Clinical CEUs	University Partnership

Understanding and Responding to Exposure to Violence and Trauma Through the Eyes of Infants and Young Children

Course # **222**

Infants, toddlers, and young children in the CP&P System of Care have often been exposed to violence and, as a result, are separated from those who care for them. The impact of these events will be the focus of this workshop. The developmental context of the exposure to violence will be examined, and the experience of removal and out-of-home placement for infants and young children will be illustrated. Participants will learn about visitation/practices and the unique needs of these infants and young children. Promising approaches to minimize adverse consequences will be highlighted. Participants will discuss selected principles and strategies for effective intervention with this group.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 Clinical CEUs	University Partnership

Understanding Gender Identity

Course # **224**

Gender and sexuality are central features of identity development in adolescence. When a person's internal experience of gender and/or sexuality does not match with familial or societal expectations, it can cause great distress and difficulty. Caregivers may also struggle with knowing how best to respond to and support youth. Topics covered include the distinctions between gender and sexual orientation, the "coming out" process, unique risk factors for LGBTQ youth, and parental and cultural attitudes that may influence CP&P approach to these issues. Legislation (federal and state) and DCF/CP&P policy will be covered. Participants will also practice addressing gender and sexual identity issues with youth and caregivers within the context of best CPM practices.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Understanding Types of Mental Health Assessments and Evaluations

Course # **267**

This course provides an overview of best practice assessments in child protection and permanency. The training is targeted toward CP&P supervisors and their caseworkers. The training reviews the major types of mental health assessments in CP&P and helps professionals recognize the pros and cons of these assessments. Course participants will review the types of assessments commonly used in child protection, describe the types of experts who perform these evaluations, explain how to make a good referral for these assessments, recognize best practice recommendations from these assessments, review best practice examples of reports, and learn how to review and discuss report results with field experts.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 Clinical CEUs	University Partnership

Using Genograms and Ecomaps

Course # **13**

In this workshop, participants will be introduced to the tools that can assist them in quickly mapping a family for purposes of assessment and identification of strengths and risks. Genograms and ecomaps will be demonstrated as methods that provide the worker with a visual presentation of the family and their relationships with extended family, their support system, and their community. Case studies and group activities will offer the participants hands-on application of both genograms and ecomaps.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Mandatory	6	5.5 Clinical CEUs	University Partnership

What Every Caseworker Needs to Know About Education and Special Education for Children in the Child Welfare System

Course # **228**

This two-day workshop offers vital information about various aspects of the educational system so that caseworkers may better advocate on behalf of the children on their caseloads. Participants will discuss the common roadblocks to school access faced by children in the welfare system and how to surmount them. Basic laws governing school district responsibilities, confidentiality, information sharing, and disclosure will be examined. The nuances of the special education system will be illustrated. Participants will learn about eligibility for special education and what questions to ask to get the necessary assessments and services for children. Possible reasons for student misbehavior and adverse effects of inappropriate discipline will be discussed. Participants will analyze school district dos and don'ts in the area of discipline so that children in their care receive the rights and protections to which they are entitled by law.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Day/s	None	Elective	6 per day	5.5 CEUs per day	University Partnership

Worker2Worker

Course # **29**

In this PreService presentation, participants will be introduced to the Worker2Worker program. Worker2Worker is a 7-day-a-week helpline coordinated by Rutgers University Behavioral Health Care. The helpline is staffed by retired CP&P employees who have been trained as peer counselors and specially trained mental health professionals who provide immediate access to peer support, telephone assessments, and a network of referral services. If you are feeling depressed, helpless, overwhelmed, weak, withdrawn, suicidal, financially drained, or emotionally or physically exhausted from a highly stressful situation, reach out for assistance: 1-855-DCPP-4-U-2.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
2 Hours	None	Mandatory	2	No CEUs Offered	Outside Presenter

Working with Arab-American and Muslim Families

Course # **231**

This workshop presents an introduction to the customs and traditions of Muslims and Arab-Americans in order to provide religio-cultural competent services to this population. Topics include beliefs in the Muslim faith and the impact of discrimination on the mental health of American Muslims and Arab-Americans. Participants will develop a greater awareness of the issues faced by this population. The structure and identity of the Arab-American family will be presented, and case examples will illustrate the differences between Muslims, Arab-Americans, and mainstream society. Culturally sensitive guidelines and interventions for work with these groups will be highlighted.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 Social and Cultural Competency CEUs	University Partnership

Working with Immigrant Families Module 1: Immigration and Child Welfare

Course # **71**

This first module will be offered in a symposium format (up to 75 participants). This series of three workshops, titled *Working with Immigrant Families*, highlights the importance of working together with indigenous families and community structures when serving refugee and immigrant children. The first module provides an overview of immigration and child welfare. Topics include the various statuses of immigrant families in the US, national laws and state policy regarding immigrant and refugee families, and their rights and services available to them. Federal immigration benefits and protections will be presented. Participants will learn to recognize circumstances requiring the assistance of an immigration attorney and how to make referrals.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Mandatory	6	5.5 Social and Cultural Competency CEUs	University Partnership

Working with Immigrant Families Module 2: Providing Culturally Relevant Services

Course # **70**

This second module of training for work with immigrant and refugee families focuses on the recognition of cultural values and utilizing the family's strengths and natural support systems and communities. Participants will explore how their own culturally learned values influence service delivery. How families in different cultures see the world and how they acculturate will be examined. A self-assessment of cultural competence will aid in developing more culturally competent and relevant services. Participants will develop solutions to problems in these families by discussing various case examples. Learning to work collaboratively in decision making while drawing on a wide range of resources will be emphasized. This training is mandatory for a percentage of child welfare workers congruent to the percentage immigrant families living within their target county.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	Working with Immigrant Families Module 1	Mandatory	6	5.5 Social and Cultural Competency CEUs	OTPD & University Partnership

Working with Parents with Cognitive Challenges

Course # **232**

This course is designed to familiarize child welfare professionals with strategies for working with parents with cognitive limitations, delays, or impairment. During the course, selected causes of cognitive limitation will be reviewed, effects on the children of these parents will be examined, and strategies for case planning with these families will be discussed. The training will explain frequent myths and biases that arise when working with cognitively limited parents; identify the signs and symptoms of a cognitive impairment and/or intellectual disability; explore the strengths and needs of parents with cognitive limitations; describe the effects on children who have a parent with a cognitive limitation; identify family-centered strategies and community supports to address the needs of this population; address case planning adaptations for working with these families; and present community resources available for parents with cognitive limitations.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 CEUs	University Partnership

Working with South Asian Families

Course # **184**

This workshop will increase the capacity of child welfare workers to provide culturally relevant and effective services to South Asian populations, which constitute one of the fastest growing ethnic groups in NJ. Providing cross-cultural services requires development of an awareness of our own cultural imperatives as well as the cultural biases inherent in our assessment tools, decision-making criteria, interventions, and even our definitions of normal and abnormal ways of child rearing and family interaction. This workshop provides knowledge and information about South Asian cultures, family relationships, immigration patterns, and forces impacting South Asians living in the US. The cultural differences (and similarities) in the South Asian worldview and American worldview are highlighted, and specific cultural reciprocity skills are enhanced to enable agencies and staff to bridge the cultural gaps in working with South Asian families.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 Social and Cultural Competency CEUs	University Partnership

Working with Veterans and Military Families

Course # **234**

A cooperative relationship between CP&P and the local military community can benefit those working to support families who are actively or retired from serving in the armed forces as well as the children and family members both systems aim to mutually support. This training will help participants better support the children and members of military families and build reciprocal relationships between professionals working within these systems. Participants will explore the formal system of resources and informal community of support that exists for military families; identify barriers and stigmas that may arise when military families share personal stresses; and recognize effects of deployment on family members and children. The workshop will also discuss post-traumatic stress disorder (PTSD)—including myths, stigmas, signs, symptoms, and challenges of identifying this disorder among military personnel—and explore the effects on children and family members of the person suffering from it.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
1 Day/s	None	Elective	6	5.5 Social & Cultural Competency CEUs	University Partnership & Vet Centers

Youth Thrive: Adolescent Protective Factors

Course # **99 & 199**

Based on the Center for the Study of Social Policy's Youth Thrive Framework, this training highlights how Promotive and Protective Factors are important for adolescents, as they increase the likelihood that youth develop characteristics associated with healthy adolescent development and well-being. Workers will be given opportunities for self-reflection in order to develop a practice that utilizes the Youth Thrive framework in their daily work. Participants will identify how the Youth Thrive framework is especially important for youth in vulnerable situations, both in care and not in care, and how it is ultimately applicable to ALL youth.

Course Length	Prerequisite	Requirement	Training Hours Earned	Social Work CEUs Offered	Delivered by:
3 Day/s	None	Mandatory	6 per day	5.5 CEUs per day	University Partnership



The Protective Factors Framework

Research studies and the work of child welfare professionals across the country tell us that when these five protective factors are well established in a family, the likelihood of child abuse and neglect diminishes. Research shows that these protective factors also build family strengths and a family environment that promotes optimal child and youth development.

Families thrive when protective factors are robust in their lives and communities.

Parental Resilience

No one can eliminate stress from parenting, but a parent's capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family's life. It means finding ways to solve problems, building and sustaining trusting relationships including relationships with your own child, and knowing how to seek help when necessary.

Social Connections

Friends, family members, neighbors, and community members provide emotional support, help solve problems, offer parenting advice, and give concrete assistance to parents. Networks of support are essential to parents and also offer opportunities for people to "give back," an important part of self-esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

Concrete Support in Times of Need

Meeting basic economic needs like food, shelter, clothing, and health care is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness, or substance abuse, adequate services and supports need to be in place to provide stability, treatment, and help for family members to get through the crisis.

Knowledge of Parenting and Child Development

Accurate information about child development and appropriate expectations for children's behavior at every age help parents see their children and youth in a positive light and promote their healthy development. Information can come from many sources, including family members as well as parent education classes and surfing the Internet. Studies show information is most effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.

Social and Emotional Competence of Children

A child's or youth's ability to interact positively with others, self-regulate behavior, and effectively communicate feelings has a positive impact on their relationships with family, other adults, and peers. Challenging behaviors or delayed development create extra stress for families, so early identification and assistance for both parents and children can head off negative results and keep development on track.

*Strengthening Families and the Protective Factors Framework are coordinated by the Center for the Study of Social Policy.
<http://www.cssp.org/reform/strengthening-families/the-basics/protective-factors>*

NEW JERSEY CHILD WELFARE TRAINING PARTNERSHIP

