

**BCWEP Competency-Based
Learning Plan
FOR STUDENTS IN CHILD WELFARE TRAINEESHIP**

STUDENT NAME: _____

AGENCY: _____

FIELD INSTRUCTOR NAME/DEGREE: _____

This Learning Plan is designed to be a guide to field instructors working with students enrolled in the Baccalaureate Child Welfare Education Program. Researchers across the United States have interviewed large numbers of public child welfare workers to determine the knowledge, skills, and practice perspective that promote best practices in public child welfare. The result of their interviews is the following list of competencies, which are grouped into workplace management, human behavior and the social environment, ethnic sensitive/multicultural practice, and core child welfare practice competencies. While it may not be possible for a student to master all of these competencies in a one-year internship, students and field instructors can develop an individualized plan that will give students an opportunity to develop into well-prepared beginning caseworkers.

This plan gives examples of learning objectives that may be appropriate in addressing the competencies listed below. The Learning Plan should ideally be designed jointly by each field instructor and student, using these competencies and suggested learning activities as a guide. A list of suggested learning activities is included in the BCWEP Field Manual.

The Child Welfare Competencies, except for minor adaptations to relate them to New Jersey were developed by the California Social Work Education Center (CalSWEC). Format of this document adapted from Competencies Assessment and Learning Contract, University of Minnesota School of Social Work (9/27/04)

This Competency-Based Learning Plan and Assessment Tool was developed in partnership with field instructors working with students in Stockton College's Title IV-B, Section 426 federal grant and field instructors working with students in the Baccalaureate Child Welfare Education Program, a consortium of baccalaureate social work programs in New Jersey (Centenary College, Georgian Court University, Monmouth University, Ramapo College, Rutgers University, Seton Hall University, and Stockton College).

WORKPLACE MANAGEMENT COMPETENCIES	LEARNING ACTIVITIES (see BCWEP Field Manual for suggestions)
<ol style="list-style-type: none"> 1. Demonstrate knowledge of the basic structure of DCP&P and child welfare practice, including Title 30, Title 9, and Adoption and Safe Families Act of 1997. 2. Understand the vision, values, mission, mandates and desired outcomes of the New Jersey Child Welfare System. 3. Be able to work productively with agency staff, supervisors, and clients in an environment characterized by human diversity. 4. Demonstrate an awareness of community resources available for children and families and have a working knowledge of how to utilize these resources in achieving case goals. 5. Have a working knowledge of multi-agency/ multidisciplinary collaborations and be able to work productively with team members in implementing case plans. 6. Be able to plan, prioritize, and complete activities within appropriate time frames. 7. Be aware of potential work-related stress factors and begin to develop appropriate self-care strategies. 	

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES	LEARNING ACTIVITIES (see BCWEP Field Manual for suggestions)
<p>8. Demonstrate understanding of the stages, processes, and milestones of physical, cognitive, social, and emotional development of children and young adults—and how it is determined and assessed.</p> <p>9. Understand the profound negative impact of child maltreatment on children’s health and development.</p> <p>10. Demonstrate understanding of the stages and processes of adult development and family life.</p> <p>11. Demonstrate understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.</p> <p>12. Demonstrate understanding of the influence of culture on human behavior and family dynamics.</p> <p>13. Demonstrate understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change.</p>	

ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES	LEARNING ACTIVITIES (see BCWEP Field Manual for suggestions)
<p>14. Demonstrate sensitivity to clients' differences in culture, ethnicity, and sexual orientation.</p> <p>15. Demonstrate the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan.</p> <p>16. Demonstrate understanding of the importance of a client's primary language and support its use in providing child welfare assessment and intervention services.</p> <p>17. Demonstrate understanding of the influence and value of traditional, culturally based childrearing practices and use this knowledge in working with families.</p> <p>18. Demonstrate the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services.</p>	

CORE CHILD WELFARE PRACTICE COMPETENCIES	LEARNING ACTIVITIES (see BCWEP Field Manual for suggestions)
<p>19. Be able to identify the multiple factors of social and family dynamics in child abuse and neglect, including the interaction of individual, family, and environmental factors.</p> <p>20. Demonstrate understanding of the strengths-based “person in environment” perspective, and awareness of strengths which act to preserve the family and protect the child.</p> <p>21. Demonstrate awareness and beginning understanding of the physical, emotional, and behavioral indicators of child neglect and abuse, child sexual abuse, substance abuse, and mental illness in child victims and their families—and be able to relate these indicators to Title 9, Title 30, and to DCP&P policy.</p> <p>22. Be developing knowledge of the forms and mechanisms of oppression and discrimination in the lives of low-income and single-parent families and uses this knowledge in providing appropriate services.</p>	

CORE CHILD WELFARE PRACTICE COMPETENCIES	LEARNING ACTIVITIES (see BCWEP Field Manual for suggestions)
<p>23. Demonstrate an understanding of the dual responsibility of the child welfare case worker to protect children and to provide appropriate services to enable families to care for their children, including pre-placement preventive services.</p> <p>24. Demonstrate understanding of the dynamics of all forms of family violence, and the importance of culturally sensitive case plans for families and family members to address these problems.</p> <p>25. Recognize the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.</p> <p>26. Demonstrate a beginning understanding of legal process and the role of social workers and other professionals in relation to the courts, including policy issues and legal requirements affecting child welfare practice.</p> <p>27. Be in the process of developing a knowledge base about the effects of attachment, separation, and placement experiences for the child and the child's family and the effects on the child's physical, cognitive, social, and emotional development.</p>	

CORE CHILD WELFARE PRACTICE COMPETENCIES	LEARNING ACTIVITIES (see BCWEP Field Manual for suggestions)
<p>28. Be in the process of developing an understanding of the importance of evidence-based practice and a basic understanding of empirical research.</p> <p>29. Demonstrate awareness of the principles of concurrent and permanency planning with regard to children as well as planning for older children about to terminate from the child welfare system.</p> <p>30. Develop the capacity to utilize the case manager's role in creating a helping system for clients, including working collaboratively with other disciplines and involving and working collaboratively with biological families, foster families, and kin networks.</p> <p>31. Show understanding of the value base of the profession and its ethical standards and principles, and practices accordingly.</p> <p>32. Demonstrate the appropriate use of power and authority in professional relationships, as well as the dynamics of engaging and working with involuntary clients.</p> <p>33. Demonstrate the ability to assess his or her own emotional responses to clients, co-workers, and situations.</p>	

CORE CHILD WELFARE PRACTICE COMPETENCIES	LEARNING ACTIVITIES (see BCWEP Field Manual for suggestions)
<p>34. Demonstrate an understanding of the importance of the termination process, with clients and with systems.</p> <p>35. Demonstrate an understanding of the critical importance of documentation in public child welfare.</p>	