DEPARTMENT OF CHILDREN AND FAMILIES

DCF Spring 2012 Comprehensive Course Catalog

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
New Worker's Orientation: Welcome to DCF!	Welcome to DCF is an orientation and training program for all new employees of the Department of Children and Families (DCF). It provides and overview of the mission and work of the DCF and includes State-mandated training in the following areas: HIPPA, Workplace Violence; Ethics; and Non-Discrimination in the Workplace. The program is conducted by the NJ Child Welfare Training Academy training staff in conjunction with subject matter expert presenters from Human Resources (HR), Cooperative Labor Relations (OCLR), Communication Workers of America Union (CWA), Equal Employment Opportunity/Affirmative Action (EEO/AA, and Ethics. DCF employees receive their State ID photo badges at the conclusion of the training.	3	NJCWTA
New DYFS Worker's Pre-Service Training (Modules 1-10)	The Pre-Service training curricula consist of ten (10) integrated modules. Each Pre-Service training module is designed to provide new DYFS caseload carrying staff with the necessary skills to successfully engage families effectively manage their caseloads	28	NJCWTA
Understanding Child Welfare in New Jersey (Module 1)	The purpose of this module is to provide the workers with an understanding of Child Welfare Services (CWS) and Child Protective Services (CPS) in New Jersey, and to build a foundation for becoming a family-centered practitioner and advocate for children. Topics include: a philosophical perspective on child welfare; the legal mandates and responsibilities of the Department of Children and Families (DCF); New Jersey's Case Practice Model; details of the New Jersey Child Welfare Reform Plan; the theoretical framework of family centered practice; and advocacy concepts in interacting with families, schools and courts.	4 (3 classroom + 1 field)	NJCWTA
Taking Care of Yourself (Module 2)	This module explores issues related to caseworker health and well-being. Through group and other interactive classroom exercises, discussions and action planning, participants are brought to an understanding of how to protect their health and manage job stress. Topics include: safety practices in the community; gang awareness; stress management strategies; and tips for keeping self-awareness skills sharp while in the field.	4 (2 classroom + 2 field)	NJCWTA
Computer Applications (Module 3)	The purpose of this module is to review computer network resources, with primary focus on the basics of NJ SPIRIT, the statewide automated child protective services information and data management system. During this module, instruction also is provided on how to access and use the DYFS web-based policy manual system, and a cursory review of other computer application programs designed to capture work-related information and increase caseworker productivity is also provided.	2 (1classroom + 1 field)	NJCWTA
The Self-Aware Practitioner (Module 4)	This module begins the process of developing workers as self-aware practitioners who are able to reflect upon their own motivation for becoming caseworkers, and how their own personal attributes, goals and expectations fit with the requirements of the public child welfare system. Through self-assessment, reflection and an understanding of the attitudes, values, ethics and behaviors expected of an effective public servant/caseworker, the participant will be able to identify personal strengths and areas for development related to his/her own fitness for the job. Additionally, the module begins the process of shaping self-directed learners by connecting the process of reflection to an understanding of personal learning preferences. The participant will understand how to connect experiences to learned behavior in order to gain the most benefit from them.	4 (2 classroom + 2 field)	NJCWTA

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Focusing on Families from Screening to Closing (Module 5)	This Module provides an overview of working with families and the key decisions that must be made once a family becomes involved with DYFS. Participants are given an in-depth look at the DYFS case management process: Screening, Investigation, Permanency, and Case Closure. Classroom discussions and activities are designed to help new workers begin to understand the DYFS case flow and the relationships between and among various functions. Participants will begin to understand the variety of roles and numerous job functions a caseworker performs.	9 (4classroom + 5 field)	NJCWTA
Computer Applications: Structured Decision Making and NJ SPIRIT (Module 6)	The purpose of this module is to introduce new workers to the detailed work that caseworkers perform with NJ SPIRIT web-based applications. Specifically, trainees use case scenario based on actual cases, to learn how to document and monitor progress made during the life of a DYFS case.	6 (3 classroom {lab} + 3 field)	NJCWTA
Child Development Identifying Abuse and Neglect (Module 7)	This module examines child development and examines how caseworkers should properly assess cases of potential abuse and neglect at the various stages of a child's life. Caseworkers also learn to recognize contributing risk factors and medical indicators of child abuse and neglect. Additionally, this module is designed to provide a basic background for caseworkers in the identification of situations and signs that could indicate that a child has been harmed or is at risk of being harmed. Cultural competence is an important component in this approach to risk assessment. Caseworkers will become aware of cultural practices and methods that may mimic child abuse.	7 (4classroom + 3 field)	NJCWTA
Engagement and Interpersonal Helping Skills (Module 8)	Engaging families and youth is the centerpiece of New Jersey's approach to child protective services, as illustrated by DCF's adoption of the Case Practice Model (CPM). Approaching a family who is in crisis or requires services can be a daunting task for even seasoned child welfare professionals. For workers who are new to the field, this task may seem insurmountable. In this module, new workers are taken, step by step, through the process of building relationships and engaging clients. The goal is to help families recognize and access their strengths so that they can provide for the safety and well-being of their own children. In order to assist families in this process, child welfare workers learn to be skilled in building interpersonal relationships, gaining the trust and confidence of families, and facilitating the change process. New workers have several opportunities to observe and practice interpersonal and interviewing skills throughout this three-day module. The final assessment culminates with a practice session in which all participants are given and receive feedback from both peers and instructors.	5 (3 classroom + 2 field)	NJCWTA

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Facilitating Change (Module 9)	Child welfare practice is, ultimately about change: change in the interactions between parents and children; change in the social environment; and, change in the family system so that normative stages can be successfully completed. It is important for child welfare workers to develop skills that will help them not only promote change, but manage the inevitable resistance that is created when clients think they are being directed toward new behaviors that are not of their own choosing. Developing skills to promote change and manage resistance will enhance workers' ability to achieve the goals and outcomes desired within child welfare practice. In this module, workers will come to understand how systematic practicing of the cognitive and interpersonal processes involved in assessing and facilitating change can help clients reach for and achieve lasting changes.	1 (1 classroom + 1 field)	NJCWTA
Simulation (Module 10)	Engaging a family in crisis or assisting a family in need of services that they are unable to acquire without intervention from a child welfare system is extremely challenging, even for the most seasoned child welfare practitioner. The Pre-service training program formally concludes with this module. Using a live, simulated training approach, new child welfare practitioners are provided an opportunity to practice and to hone their engagement and interpersonal skills to make decisions and mistakes in a coaching and protective learning environment/setting. During Simulation, workers are presented with a "real-world" child protective services (CPS) scenario. Roles of parents, social workers, children and paramours are acted out by trainers who may be, up to this point, unfamiliar to the trainee. The trainees are expected to use the family engagement and case documentation skills learned during their pre-service training program, to conduct a CPS investigation. Simulation training is a taped, recorded event, and the trainees are debriefed following the simulation exercise.	7 (5 classroom + 2 field)	NJCWTA
Child Sexual Abuse Issues for Child Welfare Professionals (CSAI-CWP)	This six day course is designed to educate child welfare professionals to identify, investigate, and assess cases of intra-familial child sexual abuse. The child welfare professional will learn key concepts that will guide their interaction with other professionals, the child victim, the siblings, the non-offending parent, and the alleged perpetrator. The course also includes examination of the perspectives of nine North American cultures as they pertain to child sex abuse.	6	NJCWTA
Making Visits Matter: Engaging Families and Building Trust-Based Relationships (CPM Module 1)	This course introduces all new child protective services workers to the guiding principles of casework practice for the Department of Children and Families. Specifically, it introduces participants to engagement as the initial step in a strengths-based, family-centered model of practice. Training participants will be introduced to the skills that will enable them to create and maintain trust-based relationships with children, families and communities. Concepts and strategies that promote respect, genuineness, empathy, and trustworthiness in child protective services, workers' interactions with families, and others who are relevant to a child's life, are explores. Emphasis is place on engagement skills and how they impact on building trusting relationships with families in order to ensure safety, permanency, and well-being for children. Participants will learn to identify underlying needs and clearly define family functioning strengths.	3	NJCWTA NJCWTP

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Adolescent Training: Module 1: Positive Youth Development	Participants will learn creative ways of empowering youth by allowing them to take on leadership and participate in decision-making as well as assist in program implementation. The two approaches are presented within the context of the core elements of the Case Practice Model with an adolescent-specific focus.	2	NJCWTA
Module 2: Life Long Connections: Permanency Planning for Adolescents	Relationships are important and not just too small children. When planning for permanency with adolescents, we must approach it differently. We must think beyond living arrangements and life skills training. This training allows participants to hear, see and experience what life-long permanent connections are and why they are important for adolescents and young adults.	1	NJCWTA
Module 3: Life Skills Assessment	The Ansell Casey Life Skills Assessment provides a comprehensive approach to assessment, goal planning, life skills instruction, and the evaluation of life skills activities. During the session, participants will learn how to conduct a Strengths/needs Assessment interview as well as how to use the web-based Ansell Casey Life Skill Assessment. This training will be very helpful in completing the DYFS Form 5-43, Transitional Plan for Adolescents.	2	NJCWTA
Cultural Competency	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, transgendered and questioning youth are impacted by their world views. Participants also create and share strategies for raising awareness and interacting more effectively with individuals who are different from themselves.	2	NJCWTA
Documentation for Child Welfare Professionals	Case documentation is an important aspect of a child welfare professional's job and may become a key factor in the life of a child. . Through class discussion, video, and group exercises, participants will learn to how to identify and record data for inclusion in case records, and document information in a clear, concise, and efficient manner. During the first day of this two-day introductory course, participants will also review basic writing skills, grammar and punctuation.	2	NJCWTA
Engaging Fathers in Child Welfare	Engagement of Non-Residential Fathers was designed to provide participants with knowledge to support a practice shift toward engaging non-resident fathers in child welfare cases involving their children. The need to engage fathers initially resulted from the federal Child and Family Service Reviews (CFSRs) and the "What About the Dads?" report, which identified a lack of meaningful engagement of fathers by child welfare systems. Historically, child welfare has been challenged in identifying paternal family resources. This limits potential access to resources such as placement opportunities and emotional and financial support, and also undermines the overall well-being of the children involved. In an effort to facilitate a practice shift in how case workers engage fathers, this curriculum was developed to help participants recognize their own biases and presumptions about men and fathers; understand the benefits and overcome the barriers to engaging non-resident fathers; and, in developing collaborative partnerships	1	NJCWTA

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(continued) Engaging Fathers in Child Welfare	with non-resident fathers, better comprehend the cultural needs of men. In this curriculum, participants will operate from the assumption that the father of the child has been identified and located. This curriculum will build from that point as social workers learn engagement strategies designed to encourage partnerships with fathers to promote positive outcomes of safety, permanency and well-being for children.		
First Responders	The purpose of this training is to enhance the investigative skills of child protective services workers who are responsible for responding to reports of child abuse and neglect at the intake stage, to determine if further services will be required by the State's child protective services agency. The course covers areas critical to the investigation process, including family engagement, communication, interviewing, assessment, documentation and investigation follow-up procedures	3	NJCWTA
Mental Health Screening Tool	Participants will learn to use the DYFS Mental Health Screening Tool, a one page document that assists non-clinical staff in screening children for mental health concerns. The tool is looked at within the context of the effects of trauma on children's mental and physical development. Participants will be able to describe the impacts of trauma on the brains of children in foster care, the long-term effects of trauma, and to develop familiarity with the Mental Health Screening Tool through practical application of case examples.	1	NJCWTA
SDM: Structured Decision Making Critical Thinking	Training explores how critical thinking applies to safety assessment concepts; relevant to the child protective services worker's investigative, assessment and planning responsibilities. Child protective services workers and supervisors will have the knowledge and skills to integrate and analyze information from observations and interviews; compare that information to standards for assessing safety; utilize the supervisor/worker relationship to analyze threats to child safety; derive a safety decision; and design an appropriate safety protection plan.	2	NJCWTA
SPRU: Special Response Unit	This program is intended to familiarize the new SPRU Worker with the realities of working in the After-Hours Special Response System. Since fewer resources are available to intake and investigations staff during off-hour and overnight shifts, this program stresses the importance of understanding how DYFS policies guide field work. The program uses interactive lecture, scenarios, skills practice and group activities to examine critical casework situations that a SPRU worker may encounter and describes what resources might be needed and how to access them, including law enforcement assistance . Prerequisites: Appropriate recommendations of Local Office Management, successful completion of First Responders in Child Welfare.	3	NJCWTA
EEO/AA	This course provides in-depth training on the roles and responsibilities of State Government workers as public sector employees, representing the State of New Jersey. Through the material presented and the discussions and exercises conducted, this course and another designed specifically for managers and supervisors, seeks to enhance the civil service workforce's capacity to promptly and effectively handle EEO issues, as well as to create a discrimination-free environment, as part of the New Jersey State Policy Prohibiting Discrimination in the Workplace.	1	NJCWTA

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Supervisory Issues in Child Sexual Abuse	This six-day program is designed to provide supervisors with knowledge and skills relative to managing caseworker handling of child sexual abuse cases. Supervisors will learn key concepts for guiding caseworkers in their interactions with the multidisciplinary team, the child victim, the non-offending parent, siblings and the perpetrator. The program includes examination of the perspectives of nine North American cultures on child sexual abuse.	6	NJCWTA
Supervisory Practice in Child Welfare: Self-Management (Module 1)	This first of four modules in the supervisory training series focuses on learning about the shift from worker to supervisor and the responsibilities of supervision. Learning activities include opportunity for self-assessment and reflection on personal viewpoints and capabilities relative to getting work done through others. Topics encompass transitioning to supervision; self-awareness; cultural competence; supervisory roles; time management; personal learning style; and commitment to DCF vision and values.	2 classroom + 3 field	NJCWTA
People Management (Module 2)	This second Module of the Supervisory Practices in Child Welfare program focuses on managing worker performance. Competence is built around developing a trusting, motivating environment where communication is open, conflict is effectively managed, and worker performance is assessed for continued development. Topics encompass: creating a positive work environment; effective communication; managing across differences; managing conflict; building the capacity of workers; building partnerships and effective teams; coaching; performance evaluation (PES); and managing performance problems (Labor Relations.)	5 classroom + 9 field + I lab	NJCWTA
Casework Management (Module 3)	Casework Management is the third of four modules in the Supervisory Practices in Child Welfare Program. Focusing on managing casework practice and procedures, Module 3 is centered on the competencies needed to provide reflective case-related supervision and promote the strengths-based, family-centered principles of DCF's Case Practice Model. Topics encompass: promoting case movement; effective case conferencing; modeling casework skills; intervening strategically in workers' case management; teaching critical thinking and case decision-making; culturally competent case practice; conducting unit meetings; utilizing tracking/monitoring systems and accountability.	4 classroom + 14 field + 1 practicum project day	NJCWTA
Making Visits Matter: Home Visiting to Improve Safety, Well Being, Stability, and Permanence for Children and Families (CPM Module 2)	The work done by Child Welfare Professionals is primarily accomplished through the relationship between the worker, the child and family, and increasingly with the family's informal and formal support system. Visits to children, their parents, and when applicable their substitute caregivers are a focal point of today's changing child welfare practice with renewed emphasis on contact and connection within the child and family constellation. Visiting is an opportunity to get to know the family and their team. Decisions are based on better information and understanding of the family's underlying needs, the potential of all team members and the support of all involved systems. In this workshop participants will explore three layers of knowing in the context of their work with children and family. They will get to know each family based on the principles that guide their work (Practice model), and seek to achieve the four major outcomes in child welfare (safety, permanency, well-being and stability). Participants will also learn to examine ways of connecting or joining with children, families and their informal and formal support networks in achieving the four outcomes.	3	NJCWTA NJCWTP

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Clearing the Air On Tobacco Smoke	This course contains information on how secondhand smoke affects your children. It outlines the smoke-free requirements for New Jersey licensed foster homes.	3 hours	On-Line
Sleep Disorders In Children	This course discusses the most commonly experienced sleep disorders in children and the phenomenon of Sudden Infant Death Syndrome (SIDS).	5 hours	On-Line
Special Education: Answers to Important Questions	The course provides useful information on the complex maze known as the special education system. We will help you find your way by providing information concerning the Child Study Team, Individualized Education Plans (IEPs), current laws, and the various classifications of learning disabilities.	3.5 hours	On-Line
Self Injury: That Hurt... and I Did It Myself	This course will explain self-injurious behaviors with a specific focus on cutting, which is self-mutilation with sharp objects like razors.	3.5 hours	On-Line
Autism Across the Spectrum	This course offers an insightful look into the developmental disability of autism. It focuses on the causes and characteristics of autism, different treatment strategies, and educational philosophies from two private schools for children with autism.	3.5 hours	On-Line
The Empty Seat At The Table, Foster Parent Loss and Grief	This course will focus on the grief experienced by foster parents after a child is removed from their home because of adoption, reunification or other reasons. It will discuss the different types of loss, as well as what you or other members of the family can do to prepare for and then deal with grief.	2.5 hours	On-Line
Dare To Discipline	This course will explain the difference between discipline and punishment. It covers different methods of discipline and the reasons for choosing them.	3 hours	On-Line
Sickle Cell Disease and Sickle Cell Trait: It's In The Genes	As a hereditary disease, sickle cell anemia and sickle cell trait continue to afflict children every year. Learn the differences between sickle cell anemia and sickle cell trait, who is at risk, signs and symptoms, treatments, and more.	3 hours	On-Line
Understanding Stress	Are you aware of the signs of stress you may be exhibiting? Do you know how to effectively deal with the stress in your life? This course will examine what stress is, the causes, warning signs and symptoms that adults, teenagers and children may experience. It will also offer useful and practical techniques on how to relieve the stress present in your life and your children's lives.	4 hours	On-Line
"The Invisible Ones - Gay, Lesbian, Bisexual and Transgender Children In Care	A comprehensive examination of GLBT youth in foster care, The Invisible Ones discusses the issues surrounding GLBT children in care, as well as medical, societal and psychological issues faced by GLBT youths, while offering practical advice for the foster parent.	3.5 hours	On-Line

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Communication : A Two Way Street	The communication process between adults and children are similar, but the process of receiving and decoding the message can be very different. This course develops the process of sending messages and decoding messages between adults and children. Learn about the styles of communication and develop your skills to determine the proper meanings of messages.	4 hours	On-Line
Under One Roof: Keeping Siblings Together	This online course looks at the importance and dynamics of sibling relationships and the impact on siblings in care who are separated from each other. The course discusses the benefits, challenges, and barriers to placing siblings together from the perspective of the children, the agency, the resource parent, and the biological parents.	3 hours	On-Line
Visitation Revisited	This course develops and explains the issues surrounding visitation both before and after in care placement. Discussing topics such as resource parents roles in visitation as well as tips to make visitation easier on yourself and your in-care children.	2 hours	On-Line
Preparing Your Home For An Office of Licensing Inspection	This course develops and explains the process, actions and procedures of an Office of Licensing inspection. This course also offers tips to making your home compliant.	2 hours	On-Line
But I Swear It's The Truth! Successfully Dealing With Lying Behavior In Children	This course on the behavior of lying in children will help you understand why children lie. This course discusses ways you can recognize when a child is lying and how to appropriately react when lied too. This course also discusses ways to help children stop this behavior and ways to distinguish between lying as a learned behavior, compared to lying connected to the effects of mental disorders.	3 hours	On-Line
Trans-Racial / Trans-Cultural Care, Part 1	This course examines the motivations for involvement with trans-racial/trans-cultural. This course will discuss the levels of change a family experiences as they become a conspicuous multicultural family and the challenges involved. This course highlights the need for bridging the racial and cultural gaps that may exist short term and long term, in order for the child to build a healthy identity for productive living.	2.5 hours	On-Line
Trans-Racial / Trans-Cultural Care, Part 2	This course is Part 2 of a two-part course. It will discuss elements involved in the process of preparing for change and the development positive racial and cultural identity. It will provide strategies for dealing with awkward or intrusive questions, including the CENTER Method and different response techniques. It will also discuss how the child may interpret awkward or intrusive questions.	2.75 hours	On-Line
Understanding Child Development: Helping Children Become All They Can Be	This highly interactive online course employs a range of e-learning technology to explore the developmental journey children take, accomplishing necessary skills and abilities as they grow. It also looks at the important role resource parents play in facilitating the development of those skills and abilities and alerting others to developmental delays. The course focuses primarily on development from birth to age twelve.	4 hours	On-Line

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Beyond The Blues: Adolescent Depression and Suicide	This course looks into adolescent depression and its causes. This course will cover various treatment options and what to do when depression turns to thoughts of suicide.	5 hours	On-Line
Teaming With Families (CPM Module 3)	This course focuses on implementation of a teaming approach when working with families and youth at DYFS. The three day training builds on concepts and skills introduced in 'Engaging Families and Building Trust-Based Relationships' and in 'Making Visits Matter'. In this course, participants will learn about the principles and underpinnings of using family team meetings to create a team of formal and informal supports to assist families and for DYFS to achieve safety, permanency, stability, and well-being outcomes for children involved with the child welfare system.	3	NJCWTP
Assessment (CPM Module 4)	One of the key factors in DYFS achieving safety, permanency and well-being is the creation of an effective assessment process. The functional assessment is the evolving process the team uses to determine what they need to know so that the family can be successful and independent from DYFS services. The team synthesizes this knowledge as they go through the assessment sequence of gathering information, analyzing information, drawing conclusions and acting on those conclusions. The functional assessment is an integrated part of a logical practice model sequence of engagement, teaming with the family, assessment, planning and intervention, and tracking and adjusting based on results or changed circumstances. Assessment tools are instruments that are useful in bringing attention to issues that need particular focus and in identifying current strengths, needs and functioning for purposes of decision-making.	2	NJCWTP
Planning and Intervention (CPM Module 5)	This course builds on the core and enabling abilities found in Engaging Families in the Teaming Process and Applying Engaging and Teaming Skills to the Functional Assessment Process. In this course, participants will learn the skills to intervene and plan with families using practice principles found in family teaming processes. In this training, each participant will have a chance to develop individualized interventions (solutions/strategies) that meet the specific needs of children and families with the family team. There will be demonstration opportunities to plan for and offer interventions, at several points in the continuum of services that improve safety, permanency, stability and well-being. The training will also look at how to track and measure progress toward the achievement of desired results and revise the case plan when necessary to meet children's and families' needs. Participants will also learn to integrate a working assessment with case planning with families who experience domestic violence, mental health and/or substance abuse.	2	NJCWTP

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Supervising NJ Case Practice (CPM Module 6)	This two day class is an opportunity for each immersion office to seek a clearer understanding of what will be needed to lead the Case Practice change in their office. Participants will identify changes in practice since their initiation of Case Practice efforts. They will identify and set ongoing goals to improve services to children and families. Each leader will assess and affirm the aspects of the supportive supervisory role that remain constant. For example, accountability and oversight, teaching and educating using critical concepts (Madsen's relational stance, the Cycle of Need, and Working with Solutions) to the supervisory role in systems change. As an office, the group will identify and apply their efforts on the four key outcomes in child welfare. They will work to shape supervisory guidance and teaching for staff while strategizing to effectively create and communicate expectations, and establish tracking, monitoring and coaching procedures to improve DYFS practice through New Jersey's Case Practice Model.	2	NJCWTP
Concurrent Planning	Concurrent planning is an approach that seeks to eliminate delays in attaining permanent family placements for children in the foster care system. Concurrent planning involves considering all reasonable options for permanency at the earliest possible point following a child's entry into foster care and concurrently pursuing those that will best serve the child's needs. Typically the primary plan is reunification with the child's family of origin. In concurrent planning, an alternative permanency goal is pursued at the same time.	2	NJCWTP
Mental Illness	The class will provide participants with a basic understanding of serious mental illness and the knowledge to recognize "red flags" that may indicate an adult may be unable to safely and effectively care for a child because of their mental illness. Participants will be made aware of resources in the mental health system and how to utilize those resources in order to create a "safety net" that will ensure that an adult caring for children who is suffering from a mental illness is stable and able to safely and effectively care for the child or children.	1	NJCWTP
Domestic Violence Case Practice Protocol	When domestic violence co-occurs with child abuse and/or neglect, appropriate and timely identification, assessment and intervention promote successful outcomes regarding child safety, stability, and permanency. In order to intervene effectively and improve the safety and well-being of children, DYFS Workers must address domestic violence issues in their caseloads. The purpose of this protocol is to provide guidance to DYFS staff when responding to situations where child abuse and or/neglect and domestic violence co-occur.	1	NJCWTP
Mental Health Screening Tool Training	Participants will learn to use the DYFS Mental Health Screening Tool, a one page document that assists non-clinical staff in screening children for mental health concerns. The tool is looked at within the context of the effects of trauma on children's mental and physical development. Participants will be able to describe the impacts of trauma on the brains of children in foster care, the long-term effects of trauma, and to develop familiarity with the Mental Health Screening Tool through practical application of case examples.	1	NJCWTP

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Working with Immigrant Families (Module 1)	The goal of this day one of a three day training (each day is an independent module) is to increase child welfare workers' understanding of the importance of working together with indigenous family and community structures when serving refugee and immigrant children. Module1 will be offered in a symposium style (up to 75 participants) and provide an overview of Immigration and Child Welfare, which will include: knowledge about the various statuses of immigrant families in this country; knowledge about national laws and state policy regarding immigrant, and refugee families, their rights and applicable services; knowledge about federal immigration benefits and protections; recognizing circumstances requiring the assistance of an immigration attorney and how to make a referral.	1	NJCWTP
Elective Course: Attachment Disorders & Children for PRIDE Trainers Only	This course was specifically written at the request of PRIDE Trainers to facilitate their efforts in educating resource parents about the important topic of attachment. This high-powered one-day workshop explores ways to effectively love, discipline, and communicate with children; it presents the techniques and practices that are fundamental to optimal child development and family functioning - how to set limits, provide guidance, and manage the responsibilities and difficulties of daily life, while at the same time communicating safety, fun, joy, and love. Filled with valuable clinical vignettes and sample dialogues, participants will learn how attachment-focused research can guide all those who care for children in their efforts to better serve and provide for them.	1	NJCWTP
Elective Course: Attachment Disorder: Effective Strategies to Care for Children	This high-powered, one-day workshop explores ways to effectively love, discipline, and communicate with children. The day presents techniques and practices that are fundamental to optimal child development and family functioning - how to set limits, provide guidance, and manage the responsibilities and difficulties of daily life, while at the same time communicating safety, fun, joy, and love. Filled with valuable clinical vignettes and sample dialogues, participants will learn how attachment-focused research can guide all those who care for children in their efforts to better serve and provide for them.	1	NJCWTP
Child Traumatic Stress	Child welfare workers are confronting 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, because the experience of child abuse and neglect is a traumatic one. The lack of recognition of the presence of trauma and its sequel results in inadequate help for these children 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. It is anticipated that 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) in the child welfare system that have experienced traumatic stress.	1	NJCWTP

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TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Domestic Violence and the Law Enforcement Response	In the 1970's, when the first shelters for battered women opened, the response of law enforcement to domestic assault cases was dismally inadequate. As the system's response came under increased scrutiny by advocacy groups, lawmakers began to recognize the need to develop and implement new policies and protocols to protect victims of domestic violence. In 1982, the Prevention of Domestic Violence Act was implemented. This act empowered police officers to take action at the scene of a domestic violence disturbance. With the implementation of the Prevention of Domestic Violence Act, a shift occurred in the orientation of the system's response of placing the major responsibility of stopping the violence on the shoulders of the victim, to recognizing the role that law enforcement must play in holding the batterer accountable. The workshop content includes an historical perspective of the police response to domestic violence and an overview of the Prevention of Domestic Violence Act 2C:25. The workshop will provide participants information on eligibility, victim relief, restraining orders (temporary and final), civil verses criminal relief, current police protocols when responding to domestic violence calls, and the differences between a mandatory versus a discretionary arrest.	1	NJCWTP
Educational Liaison Training	This workshop give participants an understanding of the importance of addressing the educational issues of children in care and the common barriers that children face in accessing educational services to which they are entitled, regardless of disability. Participants will also learn about the special education process, from identifying a child as having a disability to developing a proper Individualized Education Program (IEP). Participants will learn about the early intervention system and how it works. Participants will also learn the rights of school districts to discipline students and the rights of students who are the subjects of discipline. Participants will learn the different discipline rights and protections that exist for students who are in regular education versus those children who are eligible for special education. The course is conducted on four dates with sessions repeated in the morning and afternoon: Session 1: Defining the Parent for General Education and Special Education Purposes and Common Roadblocks to Entering the School Doors (registration/attendance/school records/district of residence) Session 2: Early Intervening Services and Special Education Part I (Child Find through Eligibility) Session 3: Special Education Part II (IEPs / Program Implementation / Procedural Safeguards and Resolving Disputes) Session 4: Discipline Issues in General Education and Special Education	2 hours each, 4 sessions	NJCWTP
Family Dynamics in Addiction	This session provides DYFS workers with vital information on the impact of addiction on the family. In this workshop, participants will learn what they need to know to avoid becoming part of the problem and what roles family members play. Participants will also discover how addiction in the family can undermine workers and how to more effectively intervene with the family and the treatment community.	1	NJCWTP
Gang Identification, Trends and the Psychology of Gang Members	This powerful multimedia workshop will examine the basics of gang identification, history, graffiti, hand signs, clothing, jewelry, and tattoos. The workshop will also discuss current and past trends with and within the gangs, "When Gangs Go to War", "Set Tripping", "Line Tripping", and "Gang Structure". The workshop will also discuss actual gang cases along with the psychology of the gang member.	1	NJCWTP

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Helping Caregivers Talk with Kids, Tweens and Teens Openly and Honestly about Sexuality	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 do I begin and how? 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 birth to 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: birth through adolescence; sexual identity; sexuality and values and healthy decision-making, and addressing sexual health concerns with families involved in the child welfare system.	1	NJCWTP
Infant Trauma: Understanding and Responding to Exposure to Violence and Trauma through the Eyes of Infants and Young Children	This course reviews the impact of separation and exposure to violence in the lives of infants, toddlers, children and those who care for them. The developmental context of such exposure is reviewed, and the experience of removal and out of home placement for infants and young children are examined. An overview of visitation practices and the unique needs of infants and young children are reviewed and promising approaches to minimize adverse consequences will be described. Selected principles and strategies to guide interventions with infants and young children will be presented.	1	NJCWTP
Normal Sexual Development (through the Child Welfare Lens)	Early childhood is an important period in the formation of sexual attitudes. It also 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 in children who may have experienced neglect or abuse? How should caseworkers, parents, and foster parents answer these tough questions? This session will provide a beginning understanding of normal and appropriate childhood sexual development from birth through early adolescence as well as explore how child maltreatment may impact on development and behavior.	1	NJCWTP
Stress Management for Child Welfare Professionals Course	Child welfare workers are faced with extraordinarily stressful situations and challenging decisions on a day to day basis. Many are affected by the constant report of abused and neglected children and begin to develop anger and resentment toward the caretakers as a way of coping. In managing their own stress, workers will be able to objectively engage and assess children and families while showing more empathy in their day to day interactions.	1	NJCWTP
Technology Addiction	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 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. Workshop will present study skills to reengage 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 for providing skills to kids in order to increase resiliency.	1	NJCWTP

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Transgender 101	What does it mean to be a woman or man? Whether we are women or men is not solely determined just by our sex organs. Our gender includes a complex mix of beliefs, behaviors, and characteristics. How do you act, talk, and behave like a woman or man? Are you feminine or masculine, both, or neither? These are questions that help us get to the core of our gender and gender identity. 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. Working with a focus on trauma-related practice is emphasized.	1	NJCWTP
Time Management for Social Workers: Getting It All Done	A social worker job intrinsically involves you with people's lives and problems and can, therefore, be very time consuming. In this high-powered one-day workshop, you will identify and overcome barriers to effective time management; learn techniques for processing paper work, limiting distractions, and concentrating on achieving your most important goals; learn prioritizing and proactive skills; and much more. Through interactive participation and analysis of your own data, you will learn a set of tools and techniques which you can apply on a continuing basis to manage your time successfully.	1	NJCWTP
Tweens, Teens and Young Adults: Sexual Behaviors & Health Issues	This workshop will explore the trends in sexual behaviors and health issues among sexually active tweens, teens and young adults. Data from the National College Health Assessment and the Youth Risk Behavior Surveys will be presented. Issues such as contraception and sexual transmitted infection will be addressed. Participants will also learn some of the unique language and ideas related to sex embraced by this age group.	1	NJCWTP
Understanding Gender Identity	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 their external appearance, it can cause great distress and difficulty. Caregivers may also struggle with knowing how best to respond and support youth. Topics covered include the distinctions between gender and sexuality, the "Coming Out" process, unique risk factors for GLBQ youth; and parental and cultural attitudes which influence our approach to these issues. Skills practice in addressing gender and sexual identity issues with youth and caregivers will be emphasized. Workshop participants will develop an awareness of how to create more accessible and welcoming environments within the child welfare system.	1	NJCWTP
Using EcoMaps and Genograms	This workshop will introduce participants to tools which can assist them in quickly mapping a family for purposes of assessment and identification of strengths and risks. Learning how to use EcoMaps and Genograms will allow the worker to create a visual presentation of the family and their relationships with extended family, support systems and their community. Case studies and group activities will allow hands-on application of both EcoMaps and Genograms.	3 hours	NJCWTP
AFSWs: Making Connections and Visits Matter	This course will provide Assistant Family Service Workers (AFSWs) with information on key aspects of successful visitations. The training will follow three primary goals for participants to explore and gain a firm knowledge base about; 1) awareness of the strategies that they can use to support a successful visitation that assists parents in fostering safe and permanent attachments; 2) gain new skills that will foster the practice that every visit is potentially an opportunity to affect a parent's understanding of the value of time spent during visits; 3) an understanding of the New Jersey **visit policy** as a means of support, and as a resource for a child's safety, stability, permanency, and well being.	2	NJCWTP

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Assessing Older Care Givers	This course will help participants develop basic competencies in assessing older adults as permanent caregivers for their grandchildren and increase professionalism during the process. By the end of this training, participants will be able to: Demonstrate culturally sensitive communication skills; Understand how culture plays a role in families Identify their own biases and beliefs on aging and how this impacts the decision making process; Recognize the challenges faced by families when traditional parenting roles are compromised; Ensure safety, permanency and well-being of children; Support families; Demonstrate increased knowledge of older adults and their grandchildren who are placed in the home.	1	NJCWTP
Child Protective Services & the Legal System	This four day course provides a comprehensive overview of issues relevant to child welfare and its interface with the judicial system. More specifically, the four days explore: Day One: Child Maltreatment Investigation: how to conduct a competent and effective child maltreatment investigation; what are various judicial standards of proof and hearings; what are basic investigatory concepts such as interviewing witnesses and report writing. Day Two: Documentation and Report Writing: what are methods and strategies to increase observation; skills when interacting with families; what are effective note taking methods; what are effective uses of grammar, language and writing styles. Day Three: Testifying in Court: what are different burdens of proof;; what are basic rules of evidence including hearsay; how to prepare before testifying; how to conduct themselves as a witness on the stand. Day Four (1/2): Court Testimony: what material was covered on prior 3 days; uses of videos to observe on in direct courtroom examination; understand the role of investigative reports as adjunct to courtroom testimony.	4	NJCWTP
Children and Eating Disorders	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 course will explore the three major eating disorders of Bulimia, Anorexia Nervosa and Binge-Eating; as well as the correlation that exists between physical, sexual and/or emotional abuse and the development of eating disorders.	1	NJCWTP

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Critical Thinking for Ethical Practice in Public Child Welfare	This training is designed to provide staff of the New Jersey's Department of Children and Families (DCF) the knowledge and skills necessary to use critical thinking skills in make ethical decisions when working with staff, families, and key stakeholders. Child welfare professionals often face ethical dilemmas when trying to achieve safety, permanency, and wellbeing for children. For those working in child welfare resolving ethical dilemmas can be especially complex. It often requires weighing many factors including personal and professional values, legal mandates, agency policy, and most importantly the welfare of the child with consideration for the family system as a whole. This course will provide them with the tools needed to competently resolve these issues according to the underlying tenets of family centered practice and the DCF case practice model	1	NJCWTP
Case Practice Model and DCF Business Practices	The New Jersey Child Welfare Training Partnership was asked to work in collaboration with the DCF Business Office to develop and implement a workshop specifically designed for DCF Business Office staff. The overall goal of the workshop was to demonstrate how the knowledge, skills and value of the DCF Case Practice Model could be applied to DCF business practices. More specifically, by the end of the workshop participants would be able to: demonstrate the relationship between organizational values and DCF business practices; identify and differentiate between expectations and requirements of children and families, service providers, DCF, and all relevant governing bodies; demonstrate an increased ability to use data to inform interactions and decision-making, improve communication, and facilitate problem-solving; increased knowledge and skills in providing feedback regarding agency or service provider performance; develop skills to respond to provider's needs; develop knowledge and skills in facilitating and managing provider relationship.	1	NJCWTP
Ethics of a Child Welfare Professional	This training is designed to give DCF staff the knowledge and skills necessary to make ethical decisions when working with staff, families, and key stakeholders. Child welfare professionals often face ethical dilemmas when trying to achieve safety, permanency, and wellbeing for children. For those working in child welfare resolving ethical dilemmas can be especially complex. It often requires weighing many factors including personal and professional values, legal mandates, agency policy, and most importantly the welfare of the child with consideration for the family system as a whole. This course will provide them with the tools needed to competently resolve these issues according to the underlying tenets of family centered practice and the DCF case practice model.	1	NJCWTP
Excel	Introduce both beginning and advanced concepts of working with Excel spreadsheets, options, charts, formulas and formatting.	1	NJCWTP

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Fetal Alcohol Syndrome	This course will provide a comprehensive overview of fetal alcohol syndrome. The course will cover the impact on infants, children, and adults as well as, primary and secondary disabilities of individuals with FASD. The course will also re-conceptualize the behavior of individuals with FASD and examine key components of best practice models of intervention. Appropriate screening tools will be reviewed. Case studies will be used to support course objectives.	1	NJCWTP
Focus on Supervision	This training seeks to expand upon the existing skill sets of Casework Supervisors and Supervisors, who are responsible for facilitating supervision within DYFS. A critical supervisory practice that connects all aspects of CPM is case conferencing. Through case conferences, supervisors are able to assess the level of engagement, assessment, planning, teaming and tracking and adjusting the worker is accomplishing with the child/adolescent/family. The goal of the Focus on Supervision pilot is to create a Case Conferencing model that supports the development of staff that think critically and leverage the support and knowledge of subject matter experts, Local Offices consultants, and their peers and supervisors. Case conferences help create a team approach to working with families in the assessment of and planning for safety, permanency, and well-being. They also offer another opportunity for learning in an environment that is open, collaborative and supportive in nature.	2	NJCWTP
Interviewing Children	This training is designed to give DYFS caseworkers, supervisors, caseworker supervisors, and anyone else responsible for interviewing children, an understanding of how children think and process information. The training will help participants develop more effective interviewing strategies and to begin to plan for interviews with children, keeping their development and capabilities in mind.	1	NJCWTP
Management Meeting	The purpose of the initial meeting between the immersion site leadership(defined as Area Director, Assistant Area Director, Local Office Manager and Casework Supervisors and Case Practice Specialists), the Case Practice team representatives from Central Office within DYFS, training partners, and the consulting team is to offer all individuals tasked with leading the local change effort in NJ an opportunity to develop a working agreement and clarify mutual expectations and commitments to the work ahead. In the course of the day, the group will explore and better understand what each team brings to the work at hand, explore and better apply the concepts of change to the local site, and use these topics to form a cohesive partnership to move forward.	1	NJCWTP
Post -Partum Depression	This program will provide the participant with a thorough understanding on the range of perinatal mood disorders with a concentration on Postpartum Depression. The range of perinatal mood disorders which will be discussed includes Baby Blues, Adjustment Disorder, Postpartum Depression, and Postpartum Psychosis. This presentation will be relevant to those interested in the topic(s) of parent education, child development, as well as prevention programming and intervention.	1	NJCWTP
Principles of Management: The One Minute Manager & Beyond	This workshop will explore the transition from being managed to the process of managing others. Leadership and management principles will be presented which utilize effective, adaptive styles of Situational Leadership. In clear and simple terms this course will discuss how to become a flexible and successful leader, developing a style of transformational leadership to fit the needs of your individual employees and to workplace situations as they arise.	1	NJCWTP

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Qualitative Review (QR)	The QR is a Practice Improvement approach is designed to assess current outcomes and System Performance by gathering information directly from families, children and Service Team members. During the course of this two day training, participants will be able to: identify how the overall QR process works. Explain the basic protocol content; describe the application of interview techniques relative to the protocol; demonstrate the ability to score status and performance; describe how to provide worker feedback; explain the case debriefing process; complete a written case summary.	2	NJCWTP
Reunification: Importance of Resource Parents	This one day course is designed to engage participants in a series of activities and discussions to enable DYFS Staff to work effectively with resource parents so that they can act as resources to birth parents and can assist children in maintaining connections with birth parents and support family reunification.	1	NJCWTP
Supervisory Training: Helping Child Welfare Professionals Build Resiliency	This course is designed to assist supervisors in understanding Secondary Traumatic Stress (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.	1	NJCWTP
The Impact of Parental Incarceration on Children in the Child Welfare System	This training will provide information and current research on the impact of parental incarceration on child development, case examples to increase awareness of the effects of parental incarceration on the child welfare system and strategies for responding to the unique needs of children with incarcerated parents who are or will be in the child welfare system.	1	NJCWTP
The Social Emotional Foundations of Early Learning: An Infant Mental Health Approach	This course will utilize an infant mental health approach to examine the social emotional foundations of early learning. The key emotional capacities that support learning and development will be reviewed. The course will examine the critical and central role of nurturing relationship in development of the key emotional capacities that underlie learning. The impact of child abuse and neglect on the development of these capacities and ways to support parents in learning how to interact with their babies will be a central focus of the course. Case studies and videos will be used to demonstrate how emotional capacities develop within the context of babies daily routines with their parents or foster parents.	1	NJCWTP
Understanding & Responding to Exposure to Violence and Trauma through the Eyes of Infants and Young Children	This course reviews the impact of separation and exposure to violence in the lives of infants, toddlers, children and those who care for them. The developmental context of such exposure is reviewed and the experience of removal and out of home placement for infants and young children are examined. An overview of visitation practices and the unique needs of infants and young children are reviewed and promising approaches to minimize adverse consequences will be described. Selected principles and strategies to guide interventions with infants and young children will be presented.	1	NJCWTP

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Engagement of Non-Residential Fathers	Engagement of Non-Residential Fathers was designed to provide participants with knowledge to support a practice shift toward engaging non-resident fathers in child welfare cases involving their children. The need to engage fathers initially resulted from the federal Child and Family Service Reviews (CFSRs) and the "What About the Dads?" report, which identified a lack of meaningful engagement of fathers by child welfare systems. Historically, child welfare has been challenged in identifying paternal family resources. This limits potential access to resources such as placement opportunities and emotional and financial support, and also undermines the overall well-being of the children involved. In an effort to facilitate a practice shift in how case workers engage fathers, this curriculum was developed to help participants recognize their own biases and presumptions about men and fathers; understand the benefits and overcome the barriers to engaging non-resident fathers; and, in developing collaborative partnerships with non-resident fathers, better comprehend the cultural needs of men. In this curriculum, participants will operate from the assumption that the father of the child has been identified and located. This curriculum will build from that point as social workers learn engagement strategies designed to encourage partnerships with fathers to promote positive outcomes of safety, permanency and well-being for children.	1	NJCWTP
What the Case Workers Need to Know About Children with Developmental Disabilities & Working with their Families	A growing body of research has revealed that increasingly, children and youth in foster care have physical, mental health or developmental problems. Studies suggest that at least one-third have disabilities, ranging from minor developmental delays to significant mental and physical disabilities. Children who enter foster care with special needs have higher risks than children in the general population of chronic medical problems, lifelong psychiatric and behavioral issues, as well as permanent physical, cognitive and developmental disabilities.1 Workshop participants will be able to: describe characteristics of children with developmental disabilities; describe the social/emotional dynamics of families that have children with Developmental disabilities; use information about community resources and agencies that provide services to families and children with disabilities.	1	NJCWTP
Child Traumatic Stress	The goal of this training is to provide current information on the impact of child traumatic stress, trauma assessment, and trauma-informed care and treatment Participants will be able to: ▪ Explain the term "child traumatic stress" and differentiate acute, chronic, and complex trauma ▪ Identify at least three types of experiences that may be traumatic for a child ▪ Discuss the impact of trauma on children, including domains of impairment in complex trauma and why PTSD is often missed in children ▪ Recognize how developmental stage and cultural context can affect how trauma is experienced and expressed ▪ Identify three major components of trauma-informed care ▪ Identify at least three purposes of trauma assessment Identify at least three components of evidence-supported trauma treatment		DCBHS

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Crisis Intervention for At Risk Youth	The goal of this training is to provide those working with youth in residential and community settings with updated information on the crisis cycle and culturally informed approaches and skills for engagement & de-escalation. Participants will be able to: ▪ Discuss current research findings related to culturally informed approaches for engagement and de-escalation with urban youth ▪ Identify the major stages in the Crisis Cycle ▪ Describe the conditions necessary to effectively engage with an adolescent Practice crisis intervention skills in a role play		DCBHS
Cultural Competence (Infusing Practice with Cultural Competence)	The goal of this training is to provide a theoretical and experiential framework to support the infusion of cultural & linguistic competence on both the organizational and individual levels. Participants will be able to: ▪ Define culture and discuss the importance of cultural identity for youth ▪ Define cultural and linguistic competence ▪ Describe organizational and individual cultural competence along a continuum ▪ Describe stages of linguistic competence and how to work effectively with an interpreter ▪ Discuss common characteristics of unearned privilege Identify personal cultural worldviews and how they may affect interactions with children, families, coworkers and others		DCBHS
Culture and Youth: Using Hip-Hop Culture to Engage Youth & Young Adults	The goal of this training is to provide current information on Hip-Hop culture as a framework for culturally and linguistically effective engagement with youth. Participants will be able to: ▪ Describe the origins of Hip-Hop ▪ Discuss the perspective of Hip-Hop as a culture, not simply a form of music ▪ Identify youth culture as a component of cultural and linguistic competence ▪ Identify ways to address stigma associated with Hip-Hop Develop strategies to use Hip-Hop as a tool for youth engagement and empowerment		DCBHS
Developing an IEP (Individualized Education Program) for Achievement	Includes an expanded focus on youth with both developmental disabilities and mental health challenges. Participants will be able to: ▪ Identify the federal requirements for Individualized Education Programs (IEP's) and the mandated role of families in developing and implementing effective IEP's for their children with special needs ▪ Describe a step-by-step overview of the IEP process which demonstrates how families can participate as equal partners in the process Identify useful tools including the Positive Student Profile and the IEP worksheet.		DCBHS

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Developing and Managing the Family Crisis Plan	The goal of this training is to update and practice skills for completing reactive, proactive and transitional crisis plans in response to identified risk factors and potential crisis triggers. Participants will be able to: ▪ Describe the components of a crisis plan ▪ Identify unmet needs at the center of the crisis and ways to meet those needs ▪ Identify potential crisis triggers and the key factors, including culture, involved in risk assessment ▪ Differentiate between a reactive and proactive plan ▪ Evaluate or monitor the impact of a plan Complete a sample safety plan and proactive crisis plan in a small group practice setting		DCBHS
Developmental Tasks of Childhood and Adolescence	A basic introduction to child and adolescent development Participants will be able to: ▪ Describe major themes in child development ▪ Identify normal developmental tasks for children, adolescents and emerging adults Recognize major developmental milestones from birth through adolescence in the areas of physical, cognitive, linguistic, personality, social and emotional development.		DCBHS
Domestic Violence	The goal of this training is to provide current information on domestic violence and applicable NJ laws to provide a framework for basic assessment of risk and protective factors in families. Participants will be able to: ▪ Describe the prevalence, correlates, dynamics, and common manifestations of domestic violence ▪ Describe the cycle of violence and typical progression of an abusive relationship ▪ Discuss the impact of culture on the experience of domestic violence, including culturally accepted behaviors & community responses ▪ Identify techniques for assessing and responding to domestic violence Describe the laws of the State of NJ that pertain to domestic violence		DCBHS
Domestic Violence: Assessment and Safety Planning	The goal of this training is to provide skills practice for applying domestic violence risk assessment and safety planning strategies to strengths-based work with children and families in the NJ System of Care. Participants will be able to: ▪ Discuss definitions of domestic violence within various cultural contexts ▪ Identify the responsibility of professionals within the system of care to conduct universal DV risk assessment and to safety plan with victims of DV and their children ▪ Describe how to effectively incorporate ongoing assessment of DV risk and protective factors when working with children, adolescents and parents ▪ Demonstrate the ability to effectively apply DV safety planning strategies ▪ Identify community programs and resources that can provide assistance to families impacted by domestic violence		DCBHS

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
DSM IV	The goal of this training is to provide current information on DSM IV diagnostic categories commonly used for children and adolescents and the behaviors and medications associated with these diagnostic categories. Participants will be able to: ▪ Discuss language and cultural factors involved in psychiatric treatment to assist in creating effective linkages between families and psychiatric professionals. ▪ Describe the basic DSM-IV diagnostic categories for children and adolescents and the behaviors associated with each. ▪ Identify psychotropic medications commonly used with children and adolescents with specific diagnoses. ▪ Describe effects, and possible side effects, of these psychotropic medications.		DCBHS
Effective Facilitation – Effectively Facilitating Team Meetings	Participants will be able to: ▪ Distinguish and identify commonalities between facilitation and public speaking ▪ Identify strengths and area of improvement related to facilitation and public speaking ▪ Discuss communication styles, facilitation skills and overcoming team barriers ▪ Practice facilitation and engaging team members in small/large group setting		DCBHS
Engagement and Motivation Skills	The goal of this training is to provide current information and skills practice in the areas of engaging and motivating youth and families in crisis. Participants will be able to: ▪ Describe non-verbal, para-verbal and verbal attending and listening skills. ▪ Identify the importance of engagement and rapport building as the first step in working with a youth and family. ▪ Discuss the dynamics of conveying empathy during the engagement phase as well as throughout response and stabilization management, and the impact of cultural factors throughout this process. Demonstrate engagement and motivation skills in a role play situation.		DCBHS
Ethical Considerations for Mental Health Professionals Working with Children and Adolescents in the NJ System of Care	The goal of this training is to provide current information and discussion of ethical principles of clinical practice and their application to work with youth in the NJ system of care. Participants will be able to: ▪ Recognize differences among general ethical principles, standards, and judgments ▪ Differentiate between privacy, confidentiality, and privilege, and identify exceptions to confidentiality from a culturally sensitive perspective ▪ Identify common ethical dilemmas in therapeutic work with children & adolescents ▪ Describe recommended procedures for treating families involved with DYFS ▪ Identify and describe the roles mental health professionals can play in legal settings		DCBHS

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Etiquette and Boundaries	This training provides a theoretical framework for, and facilitates application of, professional etiquette and boundaries for practice within the NJ System of Care. Participants will be able to: ▪ Describe the role of etiquette in communicating respect both verbally and non-verbally within a cultural context. ▪ Discuss the functions of boundaries and how attention to boundaries can increase effectiveness. ▪ Identify issues unique to working with a family in their home, and to specific roles within the System of Care. ▪ Discuss the importance of setting and respecting boundaries when asking and answering questions, and the role of self-disclosure. ▪ Practice communication techniques that influence positive interactions.		DCBHS

Evidence-Based Practice for Children's Mental Health	The goal of this training is to provide current information on evidence-based practice and specific evidence-based treatments for children's mental health.
	Participants will be able to:
	▪ Define evidence-based practice and differentiate concepts of efficacy and effectiveness
	▪ Identify three cultural issues that might be barriers to the use of efficacious treatments
	▪ Differentiate classical conditioning, operant conditioning, and observational learning
	▪ Identify three major cognitive distortions
	▪ Identify two major techniques used to address each of the following:
	    o Anxiety
	    o Depression
	    o ADHD
	    o Oppositional behavior
	    o Conduct problems
			DCBHS

Family Dynamics	The goal of this training is to provide clinicians who work with youth and families with an understanding of common family dynamics and interactions, and techniques for engagement. Participants will be able to: ▪ Identify common family dynamics within the Family System Model. ▪ Describe common interactions when communicating in family structures. Discuss techniques to engage families that match each family's strengths, culture, values, and goals.		DCBHS
Inside Out: A Critical Thinking Process	The goal of this training is to provide a framework for supporting individuals to move from external blame to internal control & reasoning. Participants will be able to: ▪ Describe how culture shapes and impacts the reasoning process and influences decision making ▪ Identify two types of thinking patterns that lead to self-defeating behaviors ▪ Describe how mindfulness practices can help individuals to increase self-awareness and improve reasoning skills		DCBHS

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Mindfulness-Based Stress Reduction: Turning Towards the Present Moment	The goal of this training is to provide and experiential and conceptual framework from which to explore the use of mindfulness-based stress reduction in both professional and personal contexts. Participants will be able to: ▪ Define mindfulness both conceptually and experientially, including a framework for how mindfulness practices can be used to facilitate the treatment provider's physical, cognitive, and emotional availability to what unfolds in the consulting room on a moment to moment basis ▪ Describe specific mindfulness practices including several attention cultivating meditations, the cultural origins of these practices, and their application within a modern Western cultural context ▪ Through experiential exercises, apply psychological factors associated with the positive impact of mindfulness practices ▪ Evaluate Mindfulness-Based Stress Reduction and its potential for use with youth and their families as an adjunct to ongoing therapy		DCBHS
NJ Wraparound Values & Principles	The goal of this training is to provide a foundation for understanding the values and principles of "Wraparound", a strengths-based approach to serving youth & families, and their application to the New Jersey System of Care. Participants will be able to: ▪ Discuss the values and principles of NJ Wraparound ▪ Apply Wraparound values and principles in small group activities ▪ Identify and assess family strengths, needs, outcomes and resource people within a cultural context, as a basis for service planning ▪ Prioritize needs and build on community resources and functional strengths as a framework for developing a service plan		DCBHS
Positive Behavior Support	The goal of this training is to provide an introduction to positive behavior support philosophy and strategies, which form the basis for behavioral assistance plan development and implementation. Targeted toward those who conduct assessment to support the development of behavioral assistance plans. Participants will be able to: ▪ Describe the philosophy underlying positive behavior support ▪ Compare and contrast traditional behavior management with positive behavior support strategies ▪ Identify the major functions of behavior(s) ▪ Identify basic prevention strategies, alternative skills, and consequence and response strategies used to address behavior through positive behavior support ▪ Identify templates and strategies used to conduct a comprehensive functional behavioral assessment ▪ Describe the family/individual centered planning process and how this process can enhance functional behavioral assessment ▪ Define the role of the Behavioral Assistant as a member of the support team		DCBHS

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Risk Assessment and Mental Health	The goal of this training is to provide current information on assessments of mental health status and risk behaviors for youth in crisis situations. Participants will be able to: ▪ Identify risk factors and common types of crises presented by youth. ▪ Discuss dynamics/systems issues underlying youth crises and assessment, including cultural factors. ▪ Practice effective interview techniques for assessing risk with youth in crisis. Practice problem-solving regarding disposition decisions for youth in crisis.		DCBHS
Roles and Responsibilities of the Participants in a Child and Family Team	The goal of this training is to support effective participation by individuals in the Child & Family Team process within the NJ System of Care. Participants will be able to: ▪ Discuss the function of the Child and Family Team within the System of Care ▪ Apply the values & principles of Wraparound to the Child and Family Team process, with an emphasis on cultural competence and outcomes ▪ Identify the roles and responsibilities of various members of the Child and Family Team ▪ Describe the Child and Family Team process in detail		DCBHS
Safety Issues Working in the Community	The goal of this training is to provide current information on safety factors, including compassion fatigue, and safety strategies for mental health professionals working in home and community settings. Participants will be able to: ▪ Identify the importance of assessing and planning for violence potential ▪ Describe safety assessment issues and strategies for working in the community ▪ Discuss ways in which culture and language may influence the safety related behaviors of youth and families and impact the roles of service providers ▪ Identify the difference between burnout & compassion fatigue, and describe strategies for effective self-care		DCBHS
Skills for Strengths-Based Supervision	The goal of this training is to provide Supervisors with research-based knowledge and skills practice to provide a framework for strengths-based supervision. Participants will be able to: ▪ Describe 9 key elements of strengths-based management ▪ Identify strengths and opportunities related to leadership styles ▪ Assess factors, including culture, that contribute to common challenges faced by supervisors ▪ Develop strengths-based strategies for addressing common supervisory challenges ▪ Identify signs of employee burnout & strategies for response and prevention		DCBHS

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Strength Based Development of Plans of Care	Application of Wraparound values to the development of plans of care *Prerequisite: NJ Wraparound (A Strengths-Based Approach to Serving Children & Families) Participants will be able to: ▪ Describe the importance of strengths-based plan of care development ▪ Identify strategies to complete a child and family strengths inventory ▪ Demonstrate the use of discovered strengths, resources and cultural factors in developing a sample plan of care		DCBHS
Substance Abuse: A Closer Look at Addiction	The goal of this training is to examine family and cultural dynamics relevant to adolescent substance use, abuse, and recovery *Prerequisite: Substance Use and Abuse: Youth at Risk Participants will be able to: ▪ Describe family dynamics and cultural factors that support addiction ▪ Define the process of enabling & codependency ▪ Identify interventions for adolescent substance abuse ▪ Discuss the process of relapse and recovery		DCBHS
Substance Use and Abuse: Youth at Risk	The goal of this training is to provide current information on adolescent substance use & abuse. ▪ Define substance use and abuse in adolescents. ▪ Discuss risk factors, including culture, and how they contribute to adolescent substance abuse. ▪ Describe drugs of abuse in categories including hallucinogens, stimulants, narcotics, prescription drugs, OTCs and steroids. ▪ Identify physical and behavioral signs of substance abuse in adolescents.		DCBHS
Supporting Youth with Autism, Asperger's and other Social-Communication Challenges: Using Social Skills Training and Positive Behavioral Supports	The goal of this training is to provide individuals who work with youth with enhanced understanding of issues of concern surrounding youth with Autism, Asperger's and other Social-Communication challenges, and effective strategies for addressing these issues. Participants will be able to: ▪ Describe the reasons for social skill difficulties and challenging behaviors in youth with social-communication challenges. ▪ Practice strategies to deal effectively with meltdowns and put together an effective behavior plan to prevent frustrations. ▪ Describe how to develop a social skills training program in school or at home. ▪ Identify ways to motivate verbal and non-verbal youth to want to socialize. ▪ Support culturally competent environments for youth with social-communication challenges by creating programs for typical youth to accept peer differences and model positive behaviors. ▪ Describe specific strategies for teaching and generalizing skills.		DCBHS

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
System Dynamics & Resource Development in the NJ System of Care	The goal of this training is to examine the role of system dynamics in effective collaboration across youth serving systems in New Jersey, to support the development and implementation of evidence-based practices and resources to support youth. Participants will be able to: ▪ Identify key resources and systems available to support youth in New Jersey ▪ Discuss the role of evidence based practice ▪ Describe common system dynamics ▪ Examine the role of culture in youth serving systems ▪ Practice techniques for building partnerships across youth serving systems.		DCBHS
Transition from School to Adult Life	Includes an expanded focus on youth with both developmental disabilities and mental health challenges. Participants will be able to: ▪ Describe issues for the older youth related to transitioning from school to adult life, identifying outcomes and developing goals as part of the individualized Education Program (IEP) process. ▪ Identify resources in the community in order to build linkages, which can help to support a youth in developing a dignified life as a contributing citizen. ▪ Identify additional issues related to transition from school to adult life, and community resources available, for youth with both developmental disabilities and mental health challenges.		DCBHS
Understanding Child Abuse and Mandatory Reporting Laws	The goal of this training is to provide clinicians who work with youth with a foundational understanding of the history, types, and dynamics of child abuse, as well as New Jersey laws, resources, and intervention strategies. Participants will be able to: ▪ Describe the history of the child protection movement in the U.S. ▪ Identify prevalence & types of child abuse and maltreatment, indicators, effects, common themes and underlying dynamics, including the role of culture. ▪ Discuss mandatory reporting laws, NJ resources, and strategies for appropriate intervention when child abuse is suspected.		DCBHS
Understanding Continuous Quality Improvement	A Technical Assistance Workshop Participants will be able to: ▪ Define the basic elements of Continuous Quality Improvement ▪ Describe the underlying principles of Continuous Quality Improvement ▪ Identify the common tools of CQI ▪ Demonstrate an understanding of how to identify improvement priorities ▪ Apply the principles of Continuous Quality Improvement to the outline of a specific project ▪ Compare and contrast qualitative and quantitative data.		DCBHS

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Why Include Fathers? The importance of father involvement in the lives of children	Participants will be able to: ▪ Understand the importance of having fathers involved in the lives of children/youth ▪ Recognize & value "Generation Y" or Millennial Fathers ▪ Debunk the "myths" of fatherhood ▪ Evaluate and improve "father friendly" environments ▪ Identify and share "Fatherhood" resources		DCBHS
Working with Challenging and Aggressive Adolescent Behaviors	The goal of this training is to provide updated information on the use of positive behavior support strategies in work with adolescents who present challenging and aggressive behaviors. Participants will be able to: ▪ Identify the major functions of behavior and the role of mental illness in establishing challenging behavior ▪ Discuss the role of cultural influences in the development of adolescent social behaviors, and how to apply this knowledge to the development of culturally appropriate behavioral interventions. ▪ Describe the philosophy underlying positive behavior support ▪ Identify key information obtained through functional assessment in order to determine why challenging behavior is being exhibited ▪ Identify basic prevention strategies, alternative skills, and non-aversive consequence and response strategies used to address challenging and aggressive adolescent behavior, through positive behavior support		DCBHS
Working with Traumatized & Aggressive Youth	The goal of this training is to present current concepts and strategies for de-escalating crises and building cooperation with youth, with a particular focus on residential treatment settings. Participants will be able to: ▪ Identify how cultural influences factor into the way a youth views the world ▪ Describe the Nurtured Heart Approach to working with traumatized and aggressive youth ▪ Recognize early warning signs of an impending crisis ▪ Identify strategies for de-escalating youth and gaining cooperation ▪ Practice ways to create safe and respectful environments ▪ Apply strategies relevant to early warning signs of an impending crisis, de-escalating youth and gaining cooperation in role play		DCBHS
Youth Gang Involvement in New Jersey	The goal of this training is to provide information on current trends in youth gang involvement in New Jersey and effective strategies for community response. Participants will be able to: ▪ Describe the cultural context for the growth of gangs in the United States ▪ Discuss risk factors for gang involvement and common aspects of gang cultures ▪ Describe common gangs currently active in New Jersey ▪ Discuss the roles and responsibilities families, schools, and communities, and the importance of collaboration as they relate to addressing gang involvement and gang violence		DCBHS

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Assessment, Diagnosis, and Psychotherapy for Youth with Intellectual Disabilities	The goal of this training is to educate mental health clinicians on assessment skills, diagnostic processes, and psychotherapy techniques for use with youth with co-occurring intellectual disabilities and mental health challenges. Participants will be able to: ▪ Describe five vulnerability factors for psychiatric disorders in youth with intellectual disability (ID) ▪ Discuss possible causes of aggression and symptoms of depression in youth with ID ▪ Identify three modifications of diagnostic criteria as found in the DM-ID ▪ Discuss how to conduct a modified psychiatric assessment for a youth with an intellectual disability, including the influence of culture on the assessment process ▪ Describe four principles of achieving a therapeutic relationship and three modified techniques used in therapy with youth with ID ▪ Apply techniques of the Interactive Model of Group Therapy in a role play		DCBHS
Bullying and Its Effects on Youth with Developmental Disabilities and Co-Occurring Mental Health Challenges	The goal of this training is to understand the new HIB (Harassment, Intimidation, and Bullying) Law, its effects on youth and skills that prevent bullying. Participants will be able to: ▪ Describe bullying and the new Harassment, Intimidation, and Bullying Law ▪ Discuss the effects bullying has on youth with and without disabilities and co-occurring mental health challenges ▪ Identify signs that a youth may be the victim of bullying ▪ Facilitate skills that prevent harassment, intimidation, and bullying		DCBHS
Crisis Intervention for Youth with Developmental Disabilities and Co-Occurring Mental Health Challenges	The goal of this training is to provide Children's Mobile Crisis Intervention staff with knowledge and strategies to address the crisis intervention needs of youth who have co-occurring developmental disabilities and mental health challenges. Participants will be able to: ▪ Review how common developmental disabilities, including autism, influence communication, thinking, feeling and behavior ▪ Describe ways in which co-occurring mental health challenges are manifested in children and youth with developmental disabilities ▪ Identify signs, symptoms and triggers of crisis for youth with intellectual disabilities ▪ Identify specific strategies for crisis intervention, planning and post-intervention follow-up for youth with co-occurring developmental disabilities and mental health challenges, taking cultural context into account		DCBHS

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Substance Use and Abuse: Youth with Co-Occurring Developmental and Mental Health Challenges	The goal of this training is to provide updated information on substance abuse, addictions and special treatment considerations for youth with co-occurring developmental and mental health challenges. Participants will be able to: ▪ Define substance use, abuse, and addiction specific to youth with co-occurring developmental and mental health challenges ▪ Identify specific substance abuse risk factors and consequences for youth with co-occurring developmental and mental health challenges ▪ Discuss drug categories including gateway drugs, hallucinogens, stimulants, depressants, and prescription drugs ▪ Identify cultural and community resources available to support parents and professionals assisting youth with co-occurring developmental and mental health challenges		DCBHS
Supporting Youth with Co-Occurring Developmental Disabilities and Mental Health Challenges	The goal of this training is to expand the capacity of individuals who work with youth, to appreciate and address the support needs of youth with co-occurring developmental disabilities and mental health challenges. Participants will be able to: ▪ Identify challenges specific to youth with developmental challenges, including culturally based myths about individuals with developmental disabilities ▪ Describe the nature of mental health symptoms as they occur for youth with developmental disabilities ▪ Describe holistic approaches and helpful environmental, sensory and behavioral accommodations to support youth with co-occurring developmental disabilities and mental health challenges ▪ Practice practical and problem-solving strategies based on case scenarios involving youth with co-occurring developmental disabilities and mental health challenges		DCBHS
The Power of Action Methods in Group Treatment for Youth with Co-Occurring Developmental Disabilities and Mental Health Challenges	The goal of this training is to provide mental health clinicians with a working knowledge of Interactive Behavioral Therapy (IBT), an effective group treatment option for youth with co-occurring developmental disabilities and mental health challenges. Participants will be able to: ▪ Identify the four stages of an Interactive-Behavioral Therapy group process. ▪ Apply action methods techniques within group psychotherapy sessions for youth with co-occurring developmental disabilities and mental health challenges. ▪ Describe indications and contra-indications for the use of various action methods. ▪ Apply the axiodramatic method, cultural double, for enhancing cultural competence and the appreciation of diversity. ▪ Modify techniques for working with traumatic reactions of youth with co-occurring developmental disabilities and mental health challenges.		DCBHS

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Understanding Youth with Co-Occurring Developmental Disabilities and Mental Health Challenges	The goal of this training is to provide an update on common developmental disabilities and co-occurring mental health challenges for individuals who work with youth. Participants will be able to: ▪ Identify definitions of developmental and intellectual disability, and the importance of conducting assessment and providing support within a cultural context ▪ Describe the characteristics, etiology, and behavioral implications of developmental disabilities including intellectual disability, cerebral palsy, autism, and epilepsy ▪ Describe ways in which co-occurring mental health challenges are manifested in children and youth with developmental and intellectual disabilities		DCBHS
Needs Assessment Tool	Information Management Decision Support Tool training in preparation for on-line certification on the Needs Assessment Tool used by community needs assessors. Participants will be able to: ▪ Describe the context & role of decision support tools within the Division of Child Behavioral Health Services ▪ Differentiate between the different types of IMDS tools and their appropriate usage ▪ Describe the components of the Needs Assessment ▪ Complete a sample Needs Assessment		DCBHS
Strengths & Needs Assessment Tool	Information Management & Decision Support Tool Training in preparation for on-line certification on the Strengths & Needs Assessment Tool. Participants will be able to: ▪ Describe the context & role of decision support tools within the Division of Child Behavioral Health Services ▪ Differentiate between the different types of IMDS tools and their appropriate usage ▪ Define the components and the rating system of the Strengths & Needs Assessment ▪ Complete a sample Strengths & Needs Assessment ▪ Identify when more in-depth assessment, of specific items rated on the tool, is appropriate		DCBHS
IMDS Superuser Training	Information Management & Decision Support Superuser Training is a 2 Day Training *Designated IMDS Superusers are supervisory and/or QA/QI level staff who have met the certification and other specified requirements for the role of Superuser within their agency. Superuser trainees need permission from their agency director to attend this training, as the designated Superuser for their agency or organization. Participants will be able to: ▪ Explain how the IMDS tools are utilized within the System of Care ▪ Describe the decision support and information management process ▪ Discuss relevant algorithms and data trends ▪ Practice and demonstrate training techniques using self assessment and feedback from others ▪ Achieve a reliability of .80 or higher on practice vignettes		DCBHS

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Linking Assessment and Individual Service Plan Development	A Training for Care Managers *Prerequisites: NJ Wraparound Values & Principles, and Strengths & Needs Assessment Tool Participants will be able to: ▪ Identify the key components of the Individual Service Plan (ISP) ▪ Apply the Strengths & Needs Assessment to the development of the ISP ▪ Complete a sample ISP based on a completed SNA in a small group practice setting		DCBHS
Behavioral Assistance (BA) Orientation	Provides Behavioral Assistants and their supervisors with an orientation to the role of the BA Participants will be able to: ▪ Demonstrate understanding of the Behavioral Assistance (BA) program as outlined in regulation ▪ Describe the underlying theory of the BA Individual Service Plan (BA ISP) ▪ Demonstrate an understanding of the importance of transferring skills to families and youth so that gains achieved by the family are sustainable ▪ Demonstrate an understanding of the BA Training Certification process, including required trainings, core competencies, and online review Participants will be able to: ▪ Demonstrate an understanding of the online BA Training Certification website ▪ Demonstrate an understanding of the role of a BA Superuser		DCBHS
Behavioral Assistance Plan of Care Development	The goal of this training is to provide behavioral assistant supervisors with an understanding of positive behavior support philosophy, tools for conducting a functional behavioral assessment, and best practices for developing and supervising the implementation of behavioral assistance plans. Participants will be able to: ▪ Describe the philosophy underlying positive behavior support. ▪ Discuss the child & family centered planning process and how this process can enhance functional behavioral assessment within the family's unique cultural context. ▪ Identify templates and strategies for conducting a comprehensive functional behavioral assessment. ▪ Analyze key information obtained through functional assessment to determine why challenging behavior is being exhibited. ▪ Develop a comprehensive behavioral assistance plan, including prevention strategies, alternative skills, and consequence and response strategies, based on information gained through functional behavioral assessment.		DCBHS

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
NJ Wraparound Values & Principles	The goal of this training is to provide a foundation for understanding the values and principles of "Wraparound", a strengths-based approach to serving youth & families, and their application to the New Jersey System of Care. Participants will be able to: ▪ Discuss the values and principles of NJ Wraparound ▪ Apply Wraparound values and principles in small group activities ▪ Identify and assess family strengths, needs, outcomes and resource people within a cultural context, as a basis for service planning ▪ Prioritize needs and build on community resources and functional strengths as a framework for developing a service plan		DCBHS
Child and Family Team Process – Two Day Training	The goal of this training is to provide case management and family support staff with knowledge and skills necessary for effective functioning of the Child & Family Team process. Participants will be able to: ▪ Describe how the individualized Child & Family Team (CFT) process enhances the ability to be culturally responsive ▪ Practice the critical elements and steps of the CFT process that Wraparound facilitators use to conduct team meetings and create care plans with families ▪ Describe the role of the Family Support Partner and Family Support Organizations (FSOs) in the CFT Process ▪ Describe the role of the Care Manager and Care Management (CMO)/Unified Care Management (UCM) Organizations in the CFT process ▪ Practice the skills needed to engage families and their support systems		DCBHS
Youth Case Management Orientation: Role of the Youth Case Manager in the NJ System of Care	New Worker Orientation Participants will be able to: ▪ Identify the core values within NJ's System of Care model ▪ Describe key components involved in successful interactions with children and families ▪ Describe the YCM referral process ▪ Describe in detail the 14 day plan process & how to interface effectively with the Juvenile Justice system ▪ Identify components of the individualized service plan & interface with the CYBER system ▪ Describe in detail the process for accessing Out Of Home treatment for youth served by DCBHS		DCBHS

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Youth Case Management Orientation: Understanding the Child Family Team (CFT) Process & Individual Service Plan (ISP) Development	New Worker Orientation Participants will be able to: ▪ Discuss the Child Family Team process ▪ Identify components of the individualized service plan ▪ Integrate wraparound values & principles into the individualized service pla ▪ Practice the elements of plan development in small/large group setting Describe how to utilize supports within the family and resources within the community		
Crisis Response Protocol – Two Day Training	An orientation training for Mobile Response & Stabilization Services staff Participants will be able to: ▪ Describe both the structure and values & principles of the New Jersey System of Care ▪ Define the role of the crisis intervention specialist within Mobile Response Programs ▪ Describe the Mobile Response program model and how it is grounded in System of Care values & principles and crisis theory, and list the components of the MRSS protocol ▪ Practice the skills of introduction and engagement in a crisis situation ▪ Recognize and address safety concerns ▪ Describe the components and the rating system of the Crisis Assessment Tool (CAT) ▪ Identify the key components of the Family Crisis Plan and Individual Crisis Plan (ICP) ▪ Complete a sample Crisis Assessment Tool, Family Crisis Plan, and ICP ▪ Follow the MRSS protocol in a role play situation		DCBHS
Crisis Assessment: A Workshop for Parents and Caregivers	An introduction to the Crisis Cycle and its application to crisis intervention with children and adolescents Participants will be able to: ▪ List common high risk behaviors in children and adolescents ▪ Identify the major stages in the Crisis Cycle ▪ Identify the conditions necessary to effectively engage with an adolescent		DCBHS

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Parent/Caregiver Strategies for Shaping Behavior & Implementing a Behavioral Plan of Care for Youth with Co-Occurring Developmental Disabilities and Mental Health Challenges	Introduction to positive behavior support philosophy, strategies, behavioral plan development and implementation, for parents and caregivers. Participants will be able to: ▪ Describe the philosophy underlying positive behavior support, as compared to traditional behavior management ▪ Identify the major functions of behavior and the role of both developmental disabilities and mental illness in establishing challenging behavior ▪ Analyze key information obtained through functional assessment in order to determine why challenging behavior is being exhibited ▪ Describe basic prevention strategies, alternative skills, and non-aversive consequence and response strategies used to address challenging behavior through positive behavior support ▪ Discuss the roles of the parent(s)/caregiver(s), behavioral assistant, and other team members in implementing a behavioral plan of care		DCBHS
Parent Professional Collaboration to Support with Co-Occurring Developmental Disabilities and Mental Health Challenges	Provides a foundation for functional, strengths-based collaborations between providers of services and family members supporting youth with developmental disabilities and mental health challenges Participants will be able to: ▪ Identify challenges to forming functional, strengths-based collaborations between family members and providers of services ▪ Develop self-awareness and techniques that promote acceptance between family members and providers ▪ Develop strategies to promote successful collaborative partnerships between providers and family members supporting youth experiencing behavioral and developmental challenges ▪ Identify resources available to support parents and professionals assisting youth with co-occurring developmental disabilities and mental health challenges		DCBHS
Youth Guided in Leadership	*A creative, fun filled, youth friendly training curriculum designed to maximize learning potential and equip youth (ages 13-21 years) with skills to be effective leaders in their local communities.* Participants will enhance knowledge and skills around: ▪ Core principles of leadership ▪ Identify leadership styles ▪ Effective communication ▪ Team building strategies ▪ Role identification ▪ Public Speaking 101 ▪ Conflict resolution techniques		DCBHS

COMBINED NJCWTA, NJCWTP, DCBHS TRAINING COURSES

TITLE	COURSE DESCRIPTION	LENGTH (DAYS)	OFFERED BY
Ethical Considerations for Mental Health Professionals Working with Children and Adolescents in the NJ System of Care	The goal of this training is to provide current information and discussion of ethical principles of clinical practice and their application to the work of Clinical Consultants in the NJ system of care. Participants will be able to: ▪ Recognize differences among general ethical principles, standards, and judgments ▪ Differentiate between privacy, confidentiality, and privilege ▪ Explain exceptions to confidentiality relevant to DYFS cases ▪ Describe the role of therapists when working with DYFS-involved families, taking culture into account		DCBHS
System Dynamics and Collaborative Leadership	The goal of this training is to provide current information and discussion of ethical principles of clinical practice and their application to the work of Clinical Consultants in the NJ system of care. Participants will be able to: ▪ Recognize differences among general ethical principles, standards, and judgments ▪ Differentiate between privacy, confidentiality, and privilege ▪ Explain exceptions to confidentiality relevant to DYFS cases ▪ Describe the role of therapists when working with DYFS-involved families, taking culture into account		DCBHS