

NEW JERSEY CHILD WELFARE TRAINING PARTNERSHIP

HALF-YEAR AND YEAR-END REPORT FISCAL YEAR 2015



New Jersey Child Welfare Training Partnership

Half-Year and Year-End Report: Fiscal Year 2015

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OVERVIEW

The New Jersey Child Welfare Training Partnership is a collaborative effort between the New Jersey Department of Children and Families (DCF) Office of Training and Professional Development (OTPD) and a University Partnership consisting of three NJ universities. These universities include the Institute for Families Rutgers School of Social Work (Rutgers), the Robert D. McCormick Center for Child Advocacy and Policy at Montclair State University (Montclair), and the Child Welfare Education Institute at Stockton University (Stockton). Established in 2007, the Training Partnership assists DCF in providing professional development to staff within the Division of Child Protection and Permanency (DCP&P). The initial focus of the Partnership's training was to implement change in the state's culture of child welfare practice, supporting movement from a case management service delivery model to the State's current strength-based, family-centered, child-focused model of supporting families. Today, the Training Partnership exists as a workforce development approach building the skills and knowledge of more than 5,000 professionals dedicated to the safety, permanency, and well-being of children and families across the state. DCP&P staff have an annual training requirement of 40 hours of training, as mandated under the Modified Settlement Agreement. The Training Partnership is funded by DCF.

The Training Partnership provides training to DCF staff on a variety of topics designed to enhance practice with children and families. New DCP&P workers attend trainings that orient them to DCF and their role with the Division. Pre-Service/Foundation courses are a set of mandatory courses that provide fundamental information on building skills critical for child welfare professionals workers. These courses especially prepare workers for the overlapping issues between child welfare, mental health, domestic violence, and substance use. Elective courses supplement the learning and skills required of all workers with topics relevant to timely issues in effectively serving vulnerable children and families in NJ. While Foundation/Mandatory courses are mandated by DCP&P, attendance in Elective courses is at the supervisor's recommendation or worker's choice. Due to the curriculum development efforts of all three University Partnership schools, DCP&P staff enjoy a variety of Elective course offerings to satisfy their annual training requirement. Training classes are offered year-round at training locations throughout the state, largely in local offices and at the DCF Professional Center in New Brunswick, NJ.



In an effort to measure both participant satisfaction and knowledge gained, satisfaction surveys and pre/post-tests for all course offerings are routinely administered. This Training Partnership half-year report is designed to provide both qualitative and quantitative data on all courses delivered and to inform DCF of these training results to help inform future plans and initiatives.

Report Summary: FY 2015

- Training Days
 - From FY 2014 to FY 2015, the University Partnership saw an increase of 121 days of training.
 - The University Partnership delivered 1,296 days of training and the OTPD delivered 1,168.
 - The highest number of trainings occurred in October 2014. The fewest number of trainings took place in January 2015. (This could be attributed to the unpredictability of winter weather.)

- Attendance
 - From FY 2014 to FY 2015, the University Partnership saw an increase of 4,637 duplicated attendees.
 - The University Partnership trained 24,975 duplicated participants and the OTPD trained 22,222 duplicated participants.
 - October 2014 saw the highest number of trainees and January the lowest.

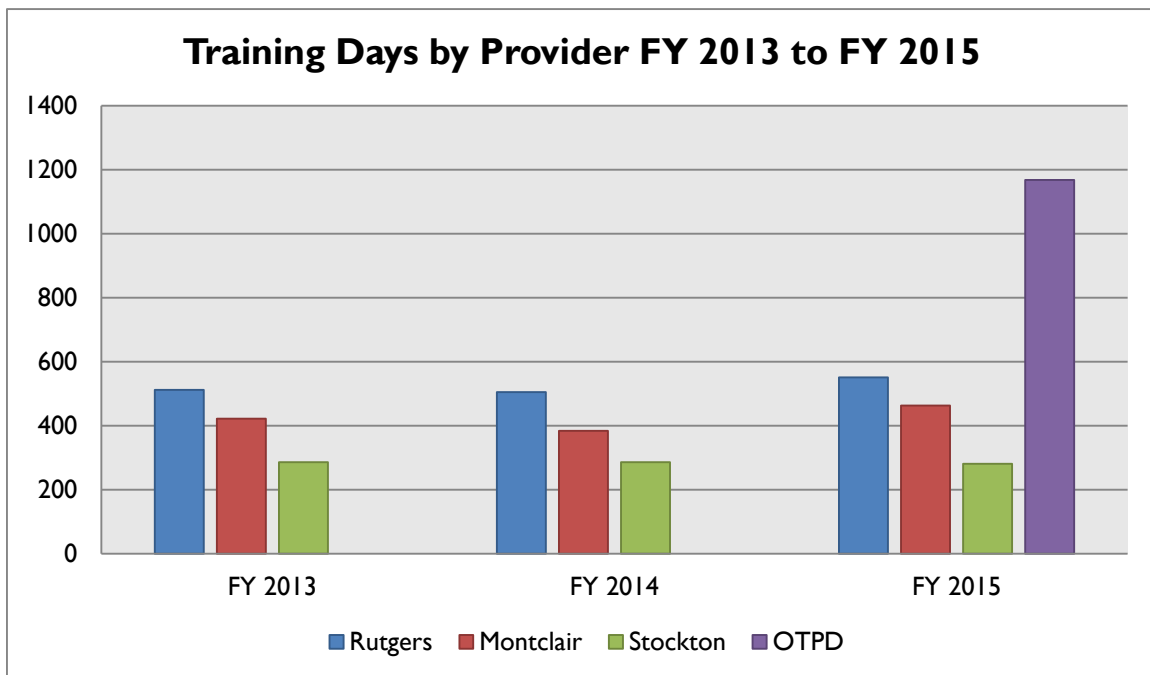
- Course Titles Conducted
 - 164 unique course titles were offered and conducted in FY 2015. This was an increase of 16 from the previous FY.

- Training Satisfaction
 - Training satisfaction is relatively high for classes with most trainees agreeing that the trainings were a useful experience and children and families will benefit from the knowledge and skills they gained from the training.

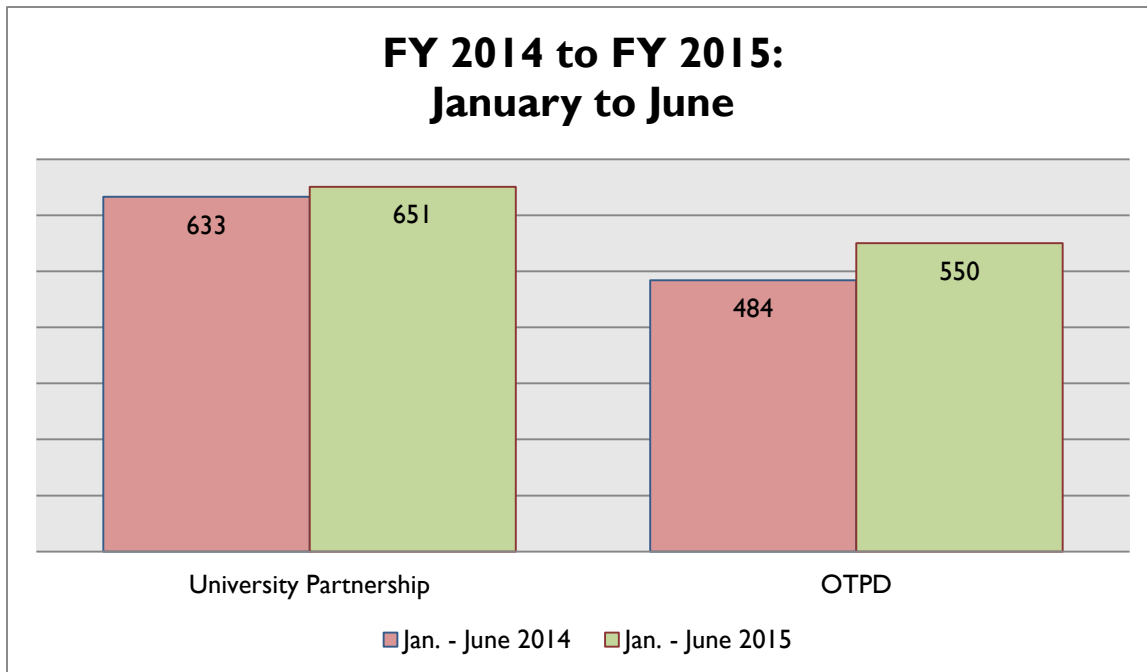
FY 2015: YEAR IN REVIEW

TRAINING DAYS AND ATTENDANCE

During Fiscal Year (FY) 2015, a total of 2,464 days of training were coordinated and conducted by the Training Partnership. The University Partnership conducted 1,296 days of training in FY 2015, and the OTPD conducted 1,168 days of training in FY 2015. The total number of training days by provider are included in the chart below for FY 2013, 2014, and 2015. The University Partnership has seen an increase in the number of training days since FY 2013 (+75.5 training days). FY 2015 was the first full FY of training days count data that Rutgers received for reporting from OPTD. Therefore, data prior to FY 2015 for the OTPD is not included below.



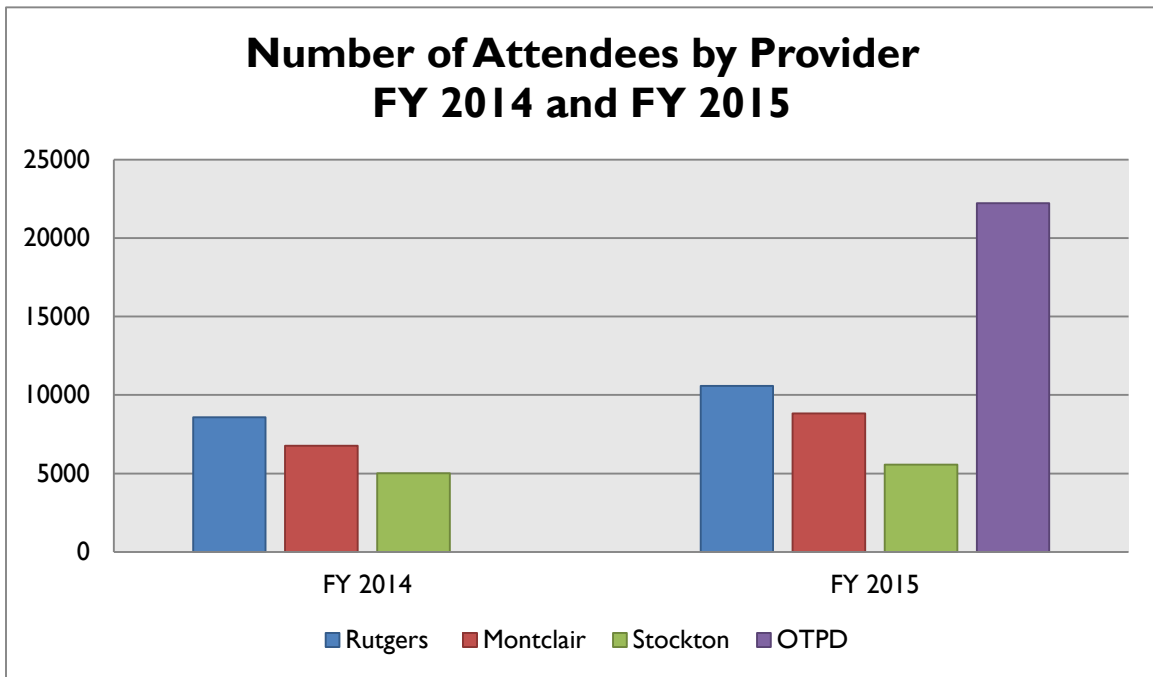
During the second half of FY 2015, 651 days of training were coordinated and conducted by the University Partnership, including Rutgers, Montclair, and Stockton. The OTPD conducted 550 training days during the same timeframe. The total number of training days by provider for the second half of FY 2014 and 2015 are presented below. As the bar chart illustrates, there has been an increase in training days for both the University Partnership and OTPD when compared to the same time frame last year.



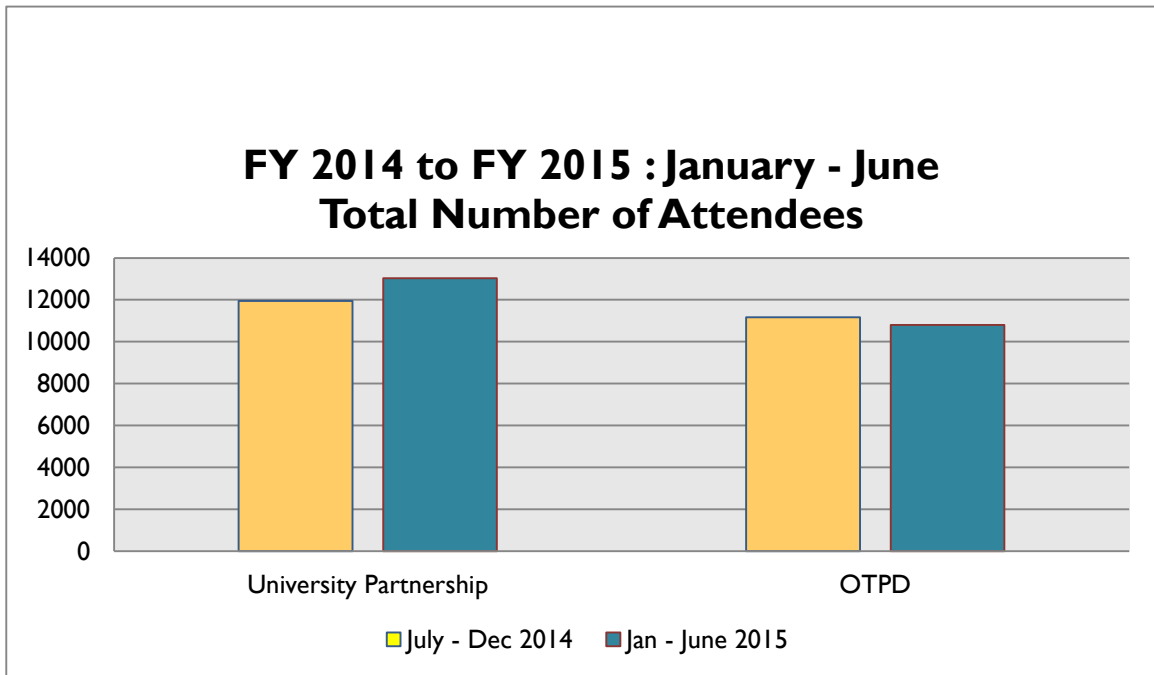
Number of Training Days by Month and Provider

Month	Rutgers	Montclair	Stockton	OTPD	Total
July 2014	21	23	7	113	164
August 2014	35	34	12	100	181
September 2014	56	37	18	89	200
October 2014	64.5	61	35	137	297.5
November 2014	50.5	42	24	82	198.5
December 2014	42.5	47	35.5	97	222
January 2015	32	17	5	55	109
February 2015	33	23	13	94	163
March 2015	57.5	29	34	97	217.5
April 2015	53	33	33	103	222
May 2015	34.5	53	34	105	226.5
June 2015	72	64	31	96	263
Total	551.5	463	281.5	1,168	2,464

During FY 2015, 47,197 duplicated participants attended trainings which included 6,406 unique professionals. The total number of attendees for the University Partnership was 24,975 duplicated participants. The total number of attendees for OTPD was 22,222 duplicated participants. The University Partnership had 2,753 more attendees than OTPD. The University Partnership saw an increase of 4,637 from FY 2014 to FY 2015. *Total attendees* is defined as the sum of the attendees for all training days, which may include the trainer/s. Participants who attended courses with multiple days are counted multiple times, reflecting their participation each day. The total attendees recorded by provider for FY 2014 and FY 2015 are provided below. FY 2015 was the first full FY of attendance data that Rutgers received from OTPD for reporting. Therefore, data prior to that is not included.



During the second half of FY 2015, the total attendees for all trainings coordinated and conducted by the University Partnership was 13,031 duplicated participants. OTPD had 10,797 duplicated participants during the same timeframe. *Total attendees* is defined as the sum of the attendees for all training days, which may include the trainer/s. Participants who attended multiple training days throughout the six-month period are counted multiple times. The total number of attendees by provider for the second half of FY 2015 is shown in the table below with a comparison to the previous half year.

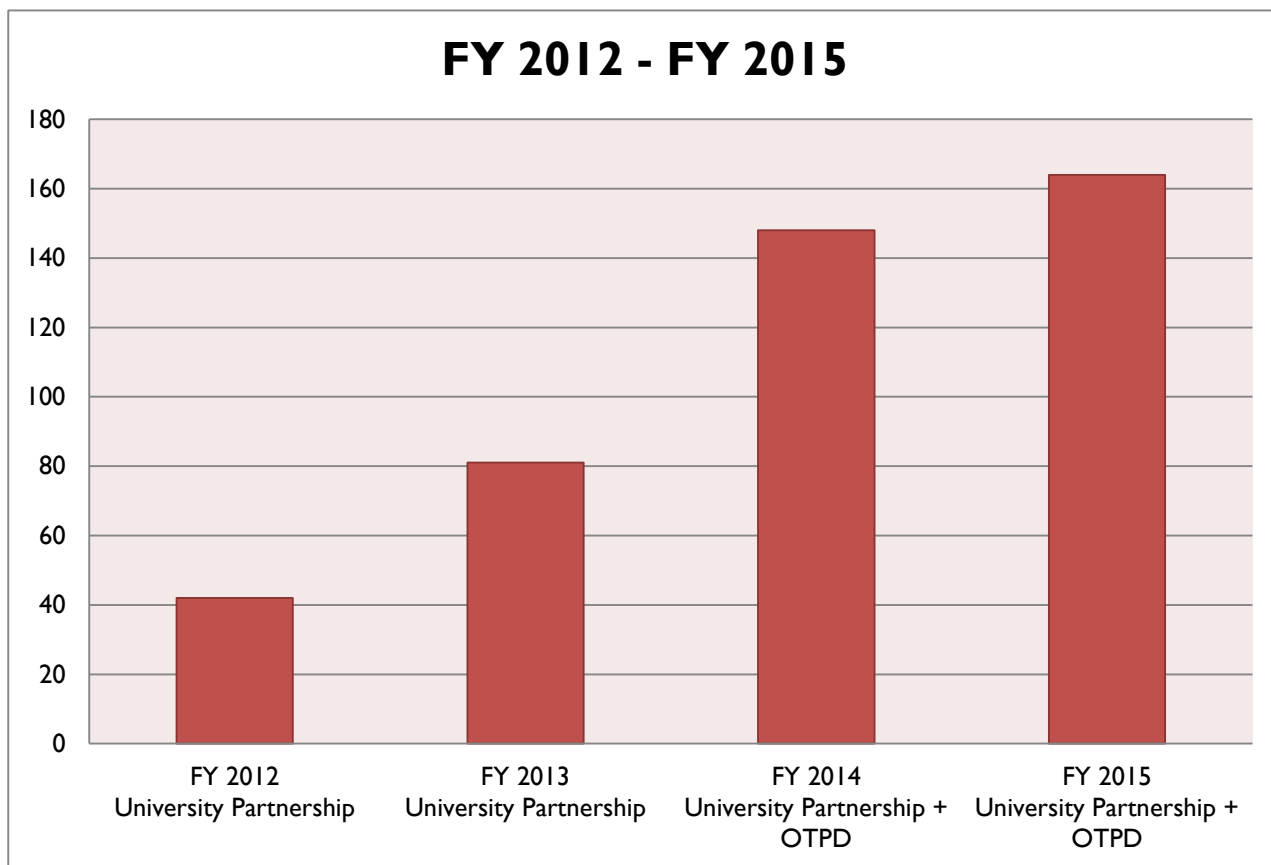


Monthly Attendance by Month and Provider

Month	Rutgers	Montclair	Stockton	OTPD	Total
July 2014	309	506	142	2,311	3,268
August 2014	643	625	234	1,993	3,495
September 2014	1,014	665	313	1,477	3,469
October 2014	1,282	1,216	649	2,542	5,689
November 2014	948	707	469	1,453	3,577
December 2014	704	891	627	1,649	3,871
January 2015	615	316	98	1,168	2,197
February 2015	652	409	240	1,867	3,168
March 2015	1,358	593	787	1,910	4,648
April 2015	1,050	686	646	1,973	4,355
May 2015	664	939	668	1,979	4,250
June 2015	1,336	1,279	695	1,900	5,210
Total	10,575	8,832	5,568	22,222	47,197

COURSE TITLES CONDUCTED

A total of 164 unique course titles were conducted in FY 2015 by the Trainer Partnership. This is an increase of 16 course titles from the previous FY, which can be attributed to significant ongoing curriculum development provided by the Partnership. Rutgers began receiving and reporting on OTPD satisfaction data in July 2013 (the start of FY 2014). Therefore, the increase of 61 course titles from FY 2013 to FY 2014 can be partially explained by the Pre-Service classes that the University Partnership did not offer in FY 2012 and FY 2013.



The Training Partnership reported on 164 course titles conducted by Rutgers, Montclair, Stockton, and OTPD in FY 2015. These courses and their corresponding catalog numbers are listed below.

Curriculum Topics Completed in FY 2015
Access Training - 151
Adoption of Older Children - 803
Adoption Recruitment/Placement Supports - 805
Assistant Family Service Workers I: Working with and Supporting Families - 105
Aligning Our Values - 264
Animal Abuse as a Risk Factor for Child Maltreatment and Family Violence - 280
Application of Group Dynamics to Family Team Meetings - 241
Art of Communication - 110
Art of Perception - 901
Assessing Older Adults as Surrogate Caregivers: Modules 1-3 - 112-114
Attachment Focused Work with Adoptive Families - 804
Autism, Asperger's, and Obsessive Compulsive Disorder - 169
Batterer's Intervention Training - 045
Bringing the Protective Factors to Life - 554
Building Resiliency in Children: Why Some Bounce Back and Some Never Do - 242
Car Seat Safety - 003
Case Planning for Youth, Children, and Their Families - 050
Case Practice Module 1: Engaging Families and Building Trust-Based Relationships - 021
Case Practice Module 2: Making Visits Better—Home Visiting to Improve Safety, Well-Being, Stability, and Permanence for Children and Families - 022
Case Practice Module 3: Facilitating the Family Team Meeting Process - 023
Case Practice Module 4: Functional Assessment - 024
Case Practice Module 5: Planning and Intervention - 025
Celebrating Culture: Working with Latino Families - 122
Child Abuse and Neglect Investigative Findings: Using the Four Tier Model - 061
Child Protective Services and the Legal System - 124
Child Sexual Abuse Training for Child Welfare Professionals: Module 1 - 031 & 032

Child Sexual Abuse Training for Child Welfare Professionals: Module 2 - 033 & 034
Children and Eating Disorders - 126
Children In Court: Document Search - 158
Coaching the Challenge Employee - 305
Compulsive Hoarding: Issues and Strategies - 166
Conceptualizing Crisis Intervention When Working with Adoptive Families - 855
Concurrent Permanency Planning - 037
CPR and First Aid - 128
Creating a Meaningful Life Story – Advanced Lifebook Development - 854
Creating Effective Training Presentations - 604
Critical Thinking for Ethical Practice in Public Child Welfare - 133
Cultural Competency - 134
Customer Service for Child Welfare Staff - 138
Cutting, Self-Injurious Behavior, and Suicide - 270
Data Skills for Supervisors (formerly Utilizing Data to Support Advanced Supervisory Practice) - 347
Defensive Driving: A Classroom-Based Course on Crash Avoidance - 253
Developing Objectives and Planning Your Workshop - 558
Difficult Conversations: A Survival Guide for Supervisors - 167
Difficult Conversations: A Survival Guide for Workers - 168
Documentation for Child Welfare Professionals - 142
Domestic Violence - 040
Domestic Violence Policy & the DCP&P Case Practice Protocol - 041
Domestic Violence Training for Supervisors - 345
Engagement of Non-Residential Fathers - 149
Engaging and Teaming with Families - 266
Enhancing Adoptive Families' Support of LGBTQI Youth - 850
Enhancing Visitation: A Caseworker's Guide to Improving Visit Quality for Children and Families - 150
Everyday Self-Defense for Social Workers - 273
Everyone Has a Story - 262
Excel Training: Beginner Level - 152
Excel Training: Intermediate Level - 153

Executive Leadership in Organizations Serving Children and Families - 155
Executive Writing Skills - 346
Facilitating the Group Conference Training - 565
Factual Witnessing and Training for Adoption - 157
Family Preservation Services: New Worker Training (Days 1-6) - 501-506
Family Systems Theory - 160
First Responders for Supervisors - 308
First Responders: Module 1 - 250
First Responders: Module 2 - 251
First Responders: Module 3 - 252
Focus on Supervision: Kickoff, Day 1, and Day 2 - 324-326
Fostering Youth Participation in Court - 268
Gang Identification, Trends, and the Psychology of Gang Members - 163
Girls and Gangs - 164
Guidelines for Expert Mental Health Evaluations in Child Abuse/Neglect Proceedings -267
Helping Caregivers Talk with Kids, Tweens, and Teens Openly and Honestly About Sexuality - 165
Human Trafficking: Education and Awareness - 260
Human Trafficking 2: Engagement and Interviewing Skills - 271
Infant Care Basics for Non-Parent Workers - 171
Interviewing Children with Consideration of Their Development - 173
Introduction to Supervision of Clerical and Administrative Support Staff - 313
Investigations in the Context of Four Tiers - 081
Kinship Adoption - 802
LGBTQI 101 - 243
Lifebook Work for Child Welfare Professionals - 269
Living as a Multicultural Family: An Adoptive Family Perspective - 807
Managing Your Personal and Professional Boundaries - 176
Mental Health Screening Tool - 036
Mental Illness - 035
Missing and Exploited Youth (formerly Youth Runaways) - 200
Motivational Interviewing: Applying Motivational Enhancement Theory - 178

Networking Skills - 555
New Worker Orientation Hybrid: Welcome to DCF
New Worker Orientation: Welcome to Department for Children and Families - 001
New Worker Pre-Service Training Module 1: Understanding Child Welfare in NJ - 002
New Worker Pre-Service Training Module 2: Taking Care of Yourself - 004
New Worker Pre-Service Training Module 3: Computer Applications - 005
New Worker Pre-Service Training Module 4: The Self-Aware Practitioner - 006
New Worker Pre-Service Training Module 5: Focusing on Families from Screening to Closing - 007
New Worker Pre-Service Training Module 6: Computer Applications--Structured Decision Making and NJ SPIRIT - 008
New Worker Pre-Service Training Module 7: Child Development and Identifying Abuse and Neglect - 009
New Worker Pre-Service Training Module 8: Engagement and Interpersonal Helping Skills - 010
New Worker Pre-Service Training Module 9: Facilitating Change - 011
New Worker Pre-Service Training Module 10: Simulation - 012
NJ Parent Link - 014
NJ Spirit Resource Facilitation Training - 181
Nonviolent Crisis Intervention - 182
Office of Licensing Inspectors Training - 185
PCP Use - 056
Preparing Children for Adoption - 806
Presentation Skills - 190
Pre-Service: Disaster Preparedness/Admin Hearing
Pre-Service: Testifying in Court
Pre-Service: Using Genograms & Ecomaps - 013
Psychology of Adoption - 801
Qualitative Review Training - 193
Reunification: The Importance of Resource Parents - 194
Structured Analysis Family Evaluation - 201
Structured Analysis Family Evaluation : Interviewing - 202
Structured Analysis Family Evaluation : Supervisor Training
Safety Awareness for the Child Welfare Professional - 265
Social Emotional Foundations of Early Learning: An Infant Mental Health Approach - 218

Special Response Unit (SPRU): Training for Workers - 255
Special Response Unit : Supervisors - 256
Strengthening Casework Documentation: An Enhancement Class for Caseworkers and Supervisors - 143
Stress Management for the Child Welfare Worker - 207
Structured Decision Making and Critical Thinking - 208
Student Bullying :What Every Caseworker Needs to Know and Do - 209
Substance Abuse 1: Understanding Substance Abuse and Child Welfare - 015
Substance Abuse 2: Substance Abuse Disorders, Treatment and Recovery - 016
Substance Abuse 3: Mental Illness - 017
Substance Abuse 4: Case Planning - 018
Supervising Workers on Family Reunification - 312
Supervisors Building Workers' Resiliency - 350
Supervisory Enhancement Skills Training
Supervisory Practices in Child Welfare: Module 1 of 3: Self-Management - 301
Supervisory Practices in Child Welfare: Module 2 of 3: People Management - 302
Supervisory Practices in Child Welfare: Module 3 of 3: Casework Management - 303
Technology Addiction - 215
Testifying in Court - 156
The 3-5-7 Model
The Impact of Parental Incarceration on Children in the Child Welfare System - 216
Therapeutic Interventions with Traumatized Children and Their Families
Training Needs Assessment and Evaluation - 602
Trauma-Informed Response When Working with Adoptive Families - 852
Understanding and Managing Personal Stress Reactions - 104
Using Genograms and Ecomaps - 013
Violence Against Women and Children: Ethical Issues and Values in Violence Against Women and Work - 403
Violence Against Women and Children: Financial Empowerment with Survivors - 406
Violence Against Women and Children: Impact of Domestic Violence on Children - 404
Violence Against Women and Children: Legal Responses to Violence Against Women - 407
Violence Against Women and Children: Techniques in Screening, Assessment, and Basic Intervention - 402
Violence Against Women and Children: Understanding Perpetration of Violence Against Women - 410

Violence Against Women and Children: Understanding Violence Against Women - 401
Violence Against Women and Children: Violence Against Women and Mental Health - 409
Violence Against Women and Children: Violence Against Women and Substance Abuse - 411
Violence Against Women and Children: Violence Against Women in Diverse Populations - 405
Violence Against Women and Children: Violence Against Women in Middle and High School Populations - 408
What Every Caseworker Should Know About Education and Special Education for Children in the Child Welfare System - 228
Working with Arab American & Muslim Families - 231
Working with Case Studies and Role Plays in Training - 601
Working with Immigrant Families Module 2: Providing Culturally Relevant Services - 070
Working with Parents with Cognitive Challenges - 232
Working with South Asian Families - 184
Working with Veterans and Military Families - 234
Your Money, Your Goals - 564

TRAINING SATISFACTION

Rutgers reviews, inputs, and analyzes all training evaluation data for the University Partnership schools. OTPD reviews and scans their own training satisfaction surveys and pre/post-tests then forwards the results to Rutgers for analysis and reporting. Half-year reports are generated to document results of both the training satisfaction surveys and results of pre/post-tests. Overall satisfaction ratings for all courses reported on during FY 2013, FY 2014, and FY 2015 are presented below. The composite scores for FY 2013, FY 2014, and FY 2015 are relatively similar ranging from 3.5 to 3.7, signifying high satisfaction with trainings. Rutgers began receiving and reporting on OTPD satisfaction data in July 2013. FY 2013 did not include OTPD satisfaction data. Therefore, the sample size for FY 2013 is lower than other years presented.

Training Satisfaction for All Courses: FY 2013 to FY 2015

Items	FY13 N = 13,519	FY14 N = 20,301	FY15 N = 21,655
The trainer was able to engage participants.	3.7	3.7	3.6
The trainer demonstrated expertise related to the training topic through her/his knowledge, skills, and practice experience.	3.7	3.7	3.6
The trainer's presentation was clear, concise, and organized, resulting in an effective training.	3.7	3.7	3.6
The trainer was able to answer participants' questions.	3.7	3.7	3.6
The content of the curriculum/training materials provided me with knowledge and skills I will need to meet my responsibilities in this area of work.	3.6	3.6	3.5
The instructional materials (PowerPoint slides, handouts, and participant manual) were helpful in building participants' knowledge and skills in this topic.	3.6	3.6	3.5
The activities (role plays, small group exercises, lectures, and discussions) were helpful to building participants' knowledge and skills in this topic.	3.5	3.6	3.5
The training curriculum provided different instructional activities in a way that will enable participants to use the information with children and families.	3.5	3.6	3.5
Children and families will benefit from knowledge and skills participants gained during this training.	3.6	3.7	3.5
Overall, the training was a useful experience.	3.6	3.7	3.5
Composite Scores	3.6	3.7	3.5

Note. The scale ranged from one (strongly disagree) to four (strongly agree). In other words, a high score signified higher satisfaction with the training.

TRAINING-RELATED DAYS

A training-related day is defined as a day in which a trainer participates in a session to ensure he or she is adequately prepared to deliver a University Partnership curriculum using standardized administrative and evaluative procedures and following the approved evidence-based learning objectives defined for the course. These may include a train-the-trainer event, new trainer orientation, or co-training/observing a class in preparation for independently leading the class in the near future. The number of training-related days by month and provider are presented below, and reflect the University Partnership's commitment to staff development and continuous quality improvement. OTPD does not count training-related days for their staff.

During the second half of FY 2015, the University Partnership held a total of 255.5 training-related days compared to 224 between June and December 2014. This is a decrease from the previous FY when a total of 284 training related days were held between July and December 2013 and 356 between January and June 2014. As illustrated below, in January and June there was an increased demand for training-related days. More than ten University Partnership trainers participated in "NJSPIRIT Boot Camp," held January 5-9, to strengthen their understanding of the electronic data management system's processes and case practice applications. Rutgers organized a Trainer Summit on June 26 with 30 University Partnership trainers in attendance. Also in June, 11 trainers attended a Protective Factors train-the-trainer credentialing event.

Number of Training-Related Days by Month and Provider

Month	Rutgers	Montclair	Stockton	Total
July 2014	9	5	6	20
August 2014	20	10	9	39
September 2014	22.5	6	6	34.5
October 2014	25	21	16	62
November 2014	19	14	13	46
December 2014	13	6	3.5	22.5
January 2015	52.5	46	12.5	111
February 2015	7	8	2	17
March 2015	14	6	3	23
April 2015	4	1	.5	5.5
May 2015	11	10	4	25
June 2015	53	9	12	74
Total	250	142	87.5	479.5

COURSE CANCELLATIONS

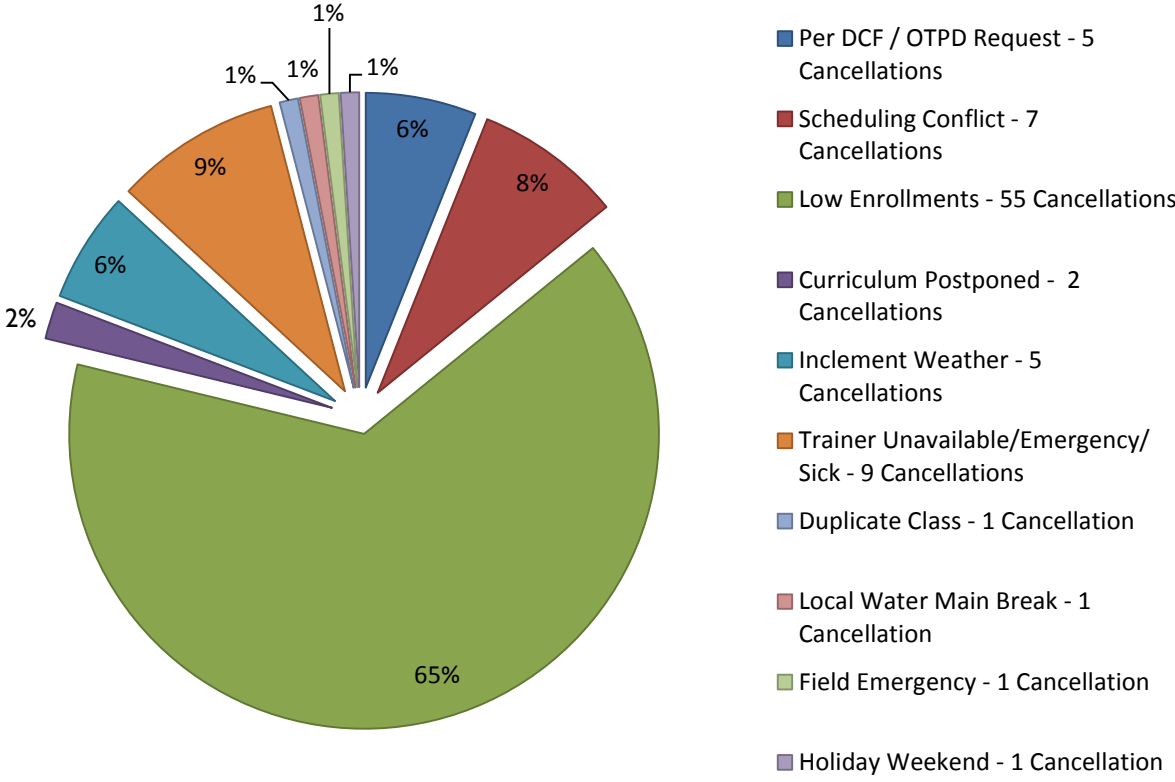
There were 128 courses cancelled in FY 2015. There were thirteen reasons the University Partnership cancelled courses in FY 2015 which are illustrated in the pie chart on the following

page. The most common reason was low enrollments. OTPD did not report reasons for cancellations. All course cancellations by provider and month are presented in the table below.

Course Cancellations by Month and Provider

Month	Rutgers	Montclair	Stockton	OTPD	Total
July 2014	4	0	4	3	11
August 2014	3	1	2	5	11
September 2014	3	0	3	0	6
October 2014	3	2	2	4	11
November 2014	4	3	5	3	15
December 2014	9	0	5	5	19
January 2015	13	1	1	3	18
February 2015	2	0	0	4	6
March 2015	4	0	1	5	10
April 2015	1	0	1	2	4
May 2015	0	1	0	5	6
June 2015	6	2	1	2	11
Total	52	10	25	41	128

Reasons for Course Cancellations: University Partnership FY 2015



SUMMARY: COURSES, CLASSES, TRAINING DAYS, AND ATTENDEES

	Rutgers	Montclair	Stockton	OTPD
July - December 2014				
Number of Unique Courses Conducted	86	50	42	52
Number of Classes	177	162	88	276
Number of Training Days	269.5	244	131.5	618
Attendees	4,900	4,610	2,434	11,425
January - June 2015				
Number of Unique Courses Conducted	80	36	28	46
Number of Classes	206	110	84	245
Number of Training Days	282	219	150	550
Attendees	5,675	4,222	3,134	10,797

CLASSES OFFERED: JANUARY TO JUNE 2015

The following tables present the total number of trainings by course title and provider held during the second half of FY 2015. Some courses were facilitated over multiple days and are therefore counted towards multiple training days.

Trainings for New DCP&P Worker Pre-Service Courses

	Number of Courses				Total
	Rutgers	Montclair	Stockton	OTPD	
Car Seat Safety - 003				28	28
<i>Drug Awareness - 031</i>				1	1
New Worker Orientation: Welcome to Department of Children and Families - 001				7	7
New Worker Orientation Hybrid				10	10
New Worker Pre-Service Training Module 1: Understanding Child Welfare in New Jersey - 002				4	4
New Worker Pre-Service Training Module 2: Taking Care of Yourself - 004				4	4
New Worker Pre-Service Training Module 3: Computer Applications - 005				4	4
New Worker Pre-Service Training Module 4: The Self-Aware Practitioner - 006				7	7
New Worker Pre-Service Training Module 5: Focusing on Families from Screening to Closing - 007				6	6
New Worker Pre-Service Training Module 5/Testifying in Court				2	2

Note. The course in italics was delivered by collaborating partners to enhance knowledge of and partner with community-based organizations and other systems/departments and/or divisions.

Trainings for New DCP&P Worker Pre-Service Courses (Continued)

	Number of Courses				Total
	Rutgers	Montclair	Stockton	OTPD	
New Worker Pre-Service Training Module 6: Computer Applications--Structured Decision Making and NJ SPIRIT- 008				4	4
New Worker Pre-Service Training Module 7: Child Development and Identifying Abuse and Neglect - 009				4	4
New Worker Pre-Service Training Module 8: Engagement and Interpersonal Helping Skills - 010				5	5
New Worker Pre-Service Training Module 9: Facilitating Change - 011				4	4
New Worker Pre-Service Training Module 10: Simulation - 012				5	5
<i>NJ Parent Link - 014</i>	0			2	2
Pre-Service: Administrative Hearings				1	1
Pre-Service: Disaster Preparedness/Emergency Response				2	2
<i>Pre-Service: Parent Advocacy</i>				1	1
Pre-Service: Testifying in Court	1				1
Pre-Service: Using Genograms & Ecomaps				6	6
<i>Pre-Service: Worker to Worker</i>				1	1

Note. The courses in italics are delivered by collaborating partners to enhance knowledge of and partner with community-based organizations and other systems/departments and/or divisions.

Trainings for Mandatory Courses

	Number of Courses				
	Rutgers	Montclair	Stockton	OTPD	Total
Batterer's Intervention Training - 045	7	9	9	1	26
Case Practice Module 1: Engaging Families and Building Trust-Based Relationships - 021	5			2	7
Case Practice Module 2: Making Visits Better--Home Visiting to Improve Safety, Well-Being, Stability, and Permanence for Children and Families - 022	4			3	7
Case Practice Module 3: Facilitating the Family Team Meeting Process - 023	2				2
Case Practice Module 5: Planning and Intervention - 025	1				1
Child Sexual Abuse Training for Child Welfare Professionals: Module 1, Days 1 & 2 - 031	2	1	1	2	6
Child Sexual Abuse Training for Child Welfare Professionals: Module 1, Days 3 & 4 - 032	1	2	1	2	6
Child Sexual Abuse Training for Child Welfare Professionals: Module 2, Days 1 & 2 - 033	4				4
Child Sexual Abuse Training for Child Welfare Professionals: Module 2, Days 3 & 4 - 034	4				4
Concurrent Permanency Planning - 037	2	3	2		7
Domestic Violence - 040	2			9	11
Domestic Violence Policy & the DCP&P Case Practice Protocol - 041	3	1	1		5
Engaging and Teaming with Families - 266		3	2		5

Trainings for Mandatory Courses (Continued)

	Number of Courses				Total
	Rutgers	Montclair	Stockton	OTPD	
Focus on Supervision: Kickoff - 324	1				1
Human Trafficking 2: Engagement & Interviewing Skills - 271	39	37	24	32	132
Investigations in the Context of Four Tiers - 081		8	3	6	17
Mental Health Screening Tool - 036	1			7	8
Mental Illness - 035	7				7
Substance Abuse: Modules 1-4					
Module 1: Understanding Substance Abuse and Child Welfare - 015					
Module 2: Substance Abuse Disorders, Treatment and Recovery - 016				5	5
Module 3: Mental Illness - 017					
Module 4: Case Planning - 018					
Working with Immigrant Families Module 2: Providing Culturally Relevant Services - 070	1				1

Trainings for Elective Courses

	Number of Courses				Total
	Rutgers	Montclair	Stockton	OTPD	
<i>Adoption New Worker Training - 103</i>				2	2
Assessing Older Adults as Surrogate Caregivers: Module 1 - 112			1		1
Assessing Older Adults as Surrogate Caregivers: Module 2 - 113			1		1
Assessing Older Adults as Surrogate Caregivers: Module 3 - 114			1		1
Bringing the Protective Factors to Life - 554	8				8
Child Protective Services and the Legal System - 124			1		1
Children and Eating Disorders - 126	1	1	1		3
Coaching the Challenge Employee - 305		1	1		2
Compulsive Hoarding: Issues and Strategies - 166			1		1
<i>Connect Suicide Prevention and Intervention Training for Social Service Agency Provider s- 902</i>				4	4
Cardiopulmonary Resuscitation and First Aid - 128	3	1			4
Creating Effective Training Presentations - 604	1				1
Critical Thinking for Ethical Practice in Public Child Welfare - 133			3		3

Note. Courses in italics are delivered by collaborating partners to enhance knowledge of and partnership with community-based organizations and other department divisions.

Trainings for Elective Courses (Continued)

	Number of Courses				Total
	Rutgers	Montclair	Stockton	OTPD	
Cultural Competency - 134				1	1
Data Skills for Supervisors - 347	6				6
Defensive Driving: A Classroom-Based Course on Crash Avoidance - 253	1	1			2
Developing Objectives and Planning Your Workshop - 558	1				1
Difficult Conversations: A Survival Guide for Supervisors - 167	1	1			2
Documentation for Child Welfare Professionals - 142				2	2
Domestic Violence Training for Supervisors - 345	1	1			2
Engagement of Non-Residential Fathers - 149	2	1			3
Enhancing Adoptive Families' Support of LGBTQI Youth - 850	1				1
Enhancing Visitation: A Caseworker's Guide to Improving Visit Quality for Children and Families - 150	1				1
Everyday Self-Defense for Social Workers - 273			6		6
Excel Training: Intermediate Level - 153	2				2

Trainings for Elective Courses (Continued)

	Number of Courses				Total
	Rutgers	Montclair	Stockton	OTPD	
Executive Writing Skills - 346	1				1
Facilitating the Group Conference Training - 565	1				1
Factual Witnessing and Training for Adoption - 157	1				1
First Responders for Supervisors - 308				1	1
First Responders: Module 1 - 250		1		5	6
First Responders: Module 2 - 251		1		5	6
First Responders: Module 3 - 252		1		4	5
Fostering Youth Participation in Court - 268	4	9	11		24
Girls and Gangs - 164	1	1			2
Guidelines for Expert Mental Health Evaluations in Child Abuse/Neglect Proceedings - 267	3				3
Intro to Testifying in Court - 026	1				1

Note. Courses in italics are delivered by collaborating partners to enhance knowledge of and partnership with community-based organizations and other department divisions.

Trainings for Elective Courses (Continued)

	Number of Courses				Total
	Rutgers	Montclair	Stockton	OTPD	
Living as a Multicultural Family: An Adoptive Family Perspective - 807	4				4
Missing and Exploited Youth - 200	1				1
NJ Spirit Resource Facilitation Training – 181				2	2
Nonviolent Crisis Intervention - 182			1		1
<i>Office of Licensing Inspectors Training - 185</i>				1	1
Preparing Children for Adoption - 806	1				1
Effective Presentation Skills - 190	3				3
Reunification: The Importance of Resource Parents - 194		2			2
SAFE Interviewing - 202				1	1
Safety Awareness for the Child Welfare Professional - 265	15	4	4		23
Special Response Unit - 255	2				2
<i>Special Response Unit: Supervisors - 256</i>				3	3
Strengthening Casework Documentation: An Enhancement Class for Caseworkers and Supervisors Day 1 & 2 - 142,143	1				1

Note. Courses in italics are delivered by collaborating partners to enhance knowledge of and partnership with community-based organizations and other department divisions.

Trainings for Elective Courses (Continued)

	Number of Courses				Total
	Rutgers	Montclair	Stockton	OTPD	
Supervising Workers on Family Reunification - 312	3				3
Supervisory Practices in Child Welfare: Module 1 of 3: Self-Management - 301				2	2
Supervisory Practices in Child Welfare: Module 2 of 3: People Management - 302				2	2
Supervisory Practices in Child Welfare: Module 3 of 3: Case Management - 303				1	1
Supervisory Training: Helping Child Welfare Professionals Build Resiliency - 350	1	1			2
Technology Addiction - 215		1			1
Testifying in Court - 156	2	1			3
The Impact of Parental Incarceration on Children in the Child Welfare System - 216			1		1
Training Needs Assessment and Evaluation - 602	1				1
Trainer Summit -887	1				1
Trauma Informed Response When Working with Adoptive Families - 852	1				1
Understanding and Managing Personal Stress Reactions - 104	1				1

Trainings for Elective Courses (Continued)

	Number of Courses				Total
	Rutgers	Montclair	Stockton	OTPD	
Using Genograms and Ecomaps - 013	6	1	1		8
Violence Against Women and Children: Ethical Issues and Values in Violence against Women and Work - 403	2				2
Violence Against Women and Children: Financial Empowerment with Survivors - 406	2				2
Violence Against Women and Children: Understanding Perpetration of Violence Against Women - 410	2				2
Violence Against Women and Children: Violence Against Women and Mental Health - 409	2				2
Violence Against Women and Children: Violence Against Women and Substance Abuse - 411	2				2
Violence Against Women and Children: Violence Against Women in Middle and High School Populations - 408	2				2
What Every Caseworker Should Know about Education and Special Education for Children in the Child Welfare System - 228	2				2
Working with Case Studies and Role Plays in Training - 601			2		2
Working with South Asian Families - 184	1				1
Working with Veterans and Military Families - 234			1		1
Your Money, Your Goals - 564	1				1

Trainings for Family Preservation Services Courses

	Number of Courses				Total
	Rutgers	Montclair	Stockton	OTPD	
Family Preservation Services: New Worker Training, Day 1 - 501	1				1
Family Preservation Services: New Worker Training, Day 2 - 502	1				1
Family Preservation Services: New Worker Training, Day 3 - 503	1				1
Family Preservation Services: New Worker Training, Day 4 - 504	1				1
Family Preservation Services: New Worker Training, Day 5 - 505	1				1
Family Preservation Services: New Worker Training, Day 6 - 506	1				1

TRAINING EVALUATION: KNOWLEDGE GAIN

There are two methods used to evaluate the delivery and knowledge retention of training course content. The first method is use of satisfaction surveys which will be discussed in further detail later in this report. The second method is use of knowledge-based pre/post-tests. Tests were created by the course writer, instructor, and/or Rutgers' evaluation team in order to assess participants' knowledge of course content before and after the training. Participants were asked to complete a multiple choice test before participating in the training. After the training was completed, the same multiple choice test was re-administered. Pre/Post-tests were administered in paper format, and each test was unique to the course. For the purposes of this report, the participants' knowledge gain was computed as the difference in average scores (percent correct) on the test before and after the training session. Evaluation staff at Rutgers scanned the data from the paper surveys into an electronic spreadsheet. Remark, Excel, and SPSS Version 23 were used to store, clean, and analyze the data.

In the second half of FY 2015, there were 89 course titles with pre/post-tests, including: 10 Pre-Service, 20 Mandatory, 56 Elective, and 3 Family Preservation Services (FPS) courses. Post-test results show that a majority of classes have average passing scores. Passing scores are set by OTPD. For pre-service/mandatory classes a trainee must score an 80% or higher. For elective classes, a trainee must score a 70% or higher. For Pre-Service courses, 11 out of 12 courses had average passing scores. For Mandatory courses, 20 out of 23 courses had average passing scores. For Elective courses, 48 out of 52 courses had average passing scores. For Family Preservation Services, 1 out of 3 tests had an average passing score.

Rutgers strives to have fair tests that reflect the material and course objectives being taught. In January 2015, Rutgers began reviewing each test question for Mandatory trainings to determine performance based on data from past trainings. Once poor performing questions were identified, Rutgers began revising these tests through the newly implemented pre/post-test revision committee.

The revision committee meets to discuss improvements to pre/post-tests used in training courses. A revised version of the test is sent to content area specialists for final approval, and further revisions are made as needed. The goal of these revisions is to strengthen tests and have them be an accurate assessment of knowledge gained



from the training. Additionally, trainers, at their own discretion, continue to provide feedback regarding test questions.

It is important to note that some course titles have multiple test versions. This occurred for several reasons. Tests for *Mental Health Screening Tool* and *Concurrent Permanency Planning* have been updated through the revision committee and in collaboration with content area specialists/trainers. The second versions are pilots of the new tests. Multiple versions of *Aligning our Values* and *Mental Illness* are a result of multiple tests being administered throughout January to June 2015. One of the challenges the University Partnership faces is ensuring that the most updated version of the test are being implemented across all trainers. There have been incidences when trainers did not have the same or most updated version of the test—which happened in the case of *Aligning our Values*. In addition, there have been times when trainers have changed or altered test questions on their own—which happened with *Mental Illness*. Inconsistencies in delivery of test versions lead to reporting each version separately because they are different tests that require unique scoring and reporting.

Overall scores, number of test takers, and point change from pre-test to post-test are presented in the tables that follow separated by course type. Appendix D details participants' responses to each question for courses that had an average post-test score below 80% for Pre-Service and Mandatory courses and below 70% for Elective courses.

Differences in Pre/Post-Test Scores for New DCP&P Worker Pre-Service Courses

Course	Pre-test Score %	Post-test Score %	Difference	Appendix Pages
Car Seat Safety - 003	60% (n = 114)	90% (n = 124)	+30	
NJ Parent Link - 014	44% (n=101)	88% (n=100)	+44	
New Worker Pre-Service Training: Understanding Child Welfare in New Jersey (Module 1) - 002	57% (n = 62)	88% (n = 60)	+31	
New Worker Pre-Service Training: Taking Care of Yourself (Module 2) - 004	62% (n = 60)	80% (n = 63)	+18	
New Worker Pre-Service Training: The Self- Aware Practitioner (Module 4) - 006	54% (n = 62)	81% (n = 63)	+27	
New Worker Pre-Service Training: Focusing on Families from Screening to Closing (Module 5) - 007	62 % (n = 57)	87% (n = 77)	+25	
New Worker Pre-Service Training: Child Development and Identifying Abuse and Neglect (Module 7) - 009	64% (n = 58)	90% (n = 59)	+26	
New Worker Pre-Service Training: Engagement and Interpersonal Helping Skills (Module 8) - 010	65% (n = 28)	85% (n = 40)	+20	
New Worker Pre-Service Training: Facilitating Change (Module 9) - 011	58% (n = 26)	89% (n = 56)	+31	
New Worker Pre-Service Training: Simulation (Module 10) - 012	27% (n = 28)	31% (n = 40)	+4	118 & 121

Note. Tests that had an average passing score of 80% or higher were not included in Appendix D.

Differences in Pre/Post-Test Scores for Mandatory Courses

Course	Pre-test Score %	Post-test Score %	Difference	Appendix Pages
Batterer's Intervention Training - 045	57% (n = 463)	88% (n = 459)	+31	
Case Practice Module 1: Engaging Families and Building Trust-Based Relationships - 021	74% (n = 79)	88% (n = 80)	+14	
Case Practice Module 2: Making Visits Matter--Home Visiting to Improve Safety, Well-Being, Stability, and Permanence for Children and Families - 022	72% (n = 94)	87% (n = 93)	+15	
Case Practice Module 3: Facilitating the Family Team Meeting Process - 023	57% (n = 56)	85% (n = 56)	+29	
Case Practice Module 5: Planning and Intervention - 025	58% (n = 4)	89% (n = 6)	+31	
Child Sexual Abuse Training for Child Welfare Professionals: Mod 1: Days 1-2 - 031	49% (n = 20)	**		
Child Sexual Abuse Training for Child Welfare Professionals Mod 1: Days 3-4 - 032	61% (n = 26)	87% (n = 25)	+26	
Child Sexual Abuse Training for Child Welfare Professionals: Mod 2: Days 1-2 - 033	33% (n = 18)	79% (n = 17)	+46	
Child Sexual Abuse Training for Child Welfare Professionals: Mod 2: Days 3-4 - 034	49% (n = 16)	77% (n = 17)	+28	
Concurrent Permanency Planning - 038 (Pilot Pre/Posttest)	50% (n = 23)	90% (n = 24)	+40	
Concurrent Permanency Planning - 038	43% (n = 153)	78% (n = 150)	+35	124 & 126
Domestic Violence - 040	63% (n = 160)	88% (n = 157)	+25	
Domestic Violence Policy & DCP&P Case Practice Protocol - 041	53% (n = 167)	81% (n = 163)	+28	
Human Trafficking 2: Engagement and Interviewing - 271	58% (n = 3,594)	83% (n = 3,518)	+25	
Investigations in the Context of Four Tiers - 081	46% (n = 165)	83% (n = 155)	+37	
Mental Health Screening Tool - 036	59% (n = 114)	80% (n = 119)	+21	
Mental Health Screening Tool - 036 (Pilot Pre/Posttest)	51% (n = 20)	82% (n = 21)	+31	

Notes. Tests that had an average passing score of 80% or higher were not included in Appendix D. Two asterisks (**) indicate no data available.

Differences in Pre/Post-Test Scores for Elective Courses (Continued)

Course	Pre-test Score %	Post-test Score %	Difference	Appendix Pages
Mental Illness (Version 1) - 035	81% (n = 19)	99% (n = 19)	+18	
Mental Illness (Version 2) - 035	76% (n = 20)	100% (n = 20)	+24	
Mental Illness (Version 3) - 035	91% (n = 17)	100% (n = 17)	+9	
Mental Illness (Version 4) - 035	81% (n = 50)	100% (n = 52)	+19	
Mental Illness (Version 5) - 035	73% (n = 26)	100% (n = 24)	+27	
Mental Illness (Version 6) - 035	76% (n = 17)	100% (n = 17)	+24	
Substance Abuse 1: Understanding Substance Abuse and Child Welfare - 015 Substance Abuse 2: Substance Abuse	57% (n = 116)	82% (n = 82)	+25	
Substance Abuse 3: Mental Illness - 017 Substance Abuse 4: Case Planning - 018	64% (n = 112)	86% (n = 116)	+22	
Using Genograms and Ecomaps - 013	60% (n = 148)	89% (n = 148)	+29	
Working with Immigrant Families, Module 2: Providing Culturally Relevant Services - 070	57% (n = 14)	73% (n = 14)	+16	128 & 131

Note. Tests that had an average passing grade of 70% or higher were not included in Appendix D.

Differences in Pre/Post-Test Scores for Elective Courses

Course	Pre-test Score %	Post-test Score %	Difference	Appendix Pages
Adoption Recruitment/Replacement Supports - 805	56% (n = 18)	75% (n = 18)	+19	
Aligning Our Values (Version 1) - 264	63% (n = 6)	88% (n = 9)	+25	
Aligning Our Values (Version 2) - 264	47% (n = 17)	63% (n = 17)	+16	145 & 148
Art of Communication - 110	73% (n = 33)	86% (n = 33)	+13	
Assessing Older Adults as Surrogate Caregivers: Module 2 of 3	59% (n = 18)	81% (n = 18)	+22	
Assessing Older Adults as Surrogate Caregivers: Module 3 of 3	64% (n = 15)	84% (n = 15)	+20	
Assistant Family Service Workers I: Working with and Supporting Families - 105	46% (n = 18)	66% (n = 18)	+20	134 & 137
Attachment-Focused Work with Adoptive Families - 804	46% (n = 18)	66% (n = 18)	+20	139 & 142
Bringing the Protective Factors to Life - 554	75% (n = 18)	80% (n = 16)	+5	
Building Resiliency in Children - 242	58% (n = 38)	86% (n = 39)	+28	
Celebrating Culture: Working with Latino Families - 122	86% (n = 20)	94% (n = 19)	+8	

Note. Tests that had an average passing grade of 70% or higher were not included in Appendix D.

Differences in Pre/Post-Test Scores for Elective Courses (Continued)

Course	Pre-test Score %	Post-test Score %	Difference	Appendix Pages
Child Protective Services and the Legal System: Days 1 & 2 - 124	76% (n = 20)	90% (n = 16)	+15	
Child Protective Services and the Legal System: Days 3 & 4 - 124	52% (n = 18)	77% (n = 18)	+25	157 & 159
Children and Eating Disorders - 126	54% (n = 47)	83% (n = 47)	+29	
Coaching the Challenging Employee - 305	45% (n = 35)	72% (n = 33)	+27	151 & 154
Compulsive Hoarding - 166	49% (n = 14)	89% (n = 14)	+40	
Cultural Competency - 134	54 % (n = 7)	84% (n = 8)	+33	
Data Skills for Supervisors - 347	74% (n = 107)	89% (n = 104)	+15	
Defensive Driving: A Classroom-Based Course on Crash Avoidance - 253	47% (n = 32)	85% (n = 33)	+38	
Difficult Conversations: A Survival Guide for Supervisors - 167	38% (n = 29)	71% (n = 29)	+33	
Documentation for Child Welfare Professionals - 142	84% (n = 12)	85% (n = 31)	+5	
Domestic Violence: Supervisors -345	40% (n = 26)	73% (n = 7)	+33	
Engagement of Non-Residential Fathers - 149	75% (n = 39)	93% (n = 35)	+18	
Engaging and Teaming with Families - 266	63% (n = 65)	88% (n = 62)	+25	
Enhancing Adoptive Families' Support of LGBTQI Youth - 850	63% (n = 23)	81% (n = 23)	+18	
Enhancing Visitation: A Caseworker's Guide to Improving Visit Quality for Children and Families - 150	82% (n = 17)	97% (n = 14)	+15	
Executive Writing Skills - 346	73% (n = 10)	86% (n = 10)	+13	
Factual Witness Training - 157	73% (n = 20)	82% (n = 20)	+9	
First Responders: Module 1 - 250	64% (n = 117)	79% (n = 121)	+15	
First Responders: Module 2 - 251	69% (n = 69)	87% (n = 93)	+18	

Note. Tests that had an average passing grade of 70% or higher were not included in Appendix D.

Differences in Pre/Post-Test Scores for Elective Courses (Continued)

Course	Pre-test Score %	Post-test Score %	Difference	Appendix Pages
First Responders: Module 3 - 252	88% (n = 86)	95% (n = 86)	+7	
First Responders: Supervisors - 308	64 % (n = 6)	89% (n = 7)	+25	
Fostering Youth Participation in Court - 268	65% (n = 431)	85% (n = 431)	+ 20	
Girls and Gangs - 164	63% (n = 33)	84% (n = 33)	+21	
Guidelines for Expert Mental Health Evaluations in Child Abuse and Neglect -	60% (n = 66)	91% (n = 66)	+31	
Missing and Exploited Youth - 200	55% (n = 22)	79% (n = 20)	+24	
Presentation Skills - 190	50% (n = 59)	85% (n = 60)	+35	
Preparing Children for Adoption - 806	51% (n = 21)	69% (n = 21)	+18	169 & 172
Reunification: The Importance of Resource Parents - 194	58% (n = 16)	78% (n = 16)	+20	
Safety Awareness for the Child Welfare Worker - 265	67% (n = 457)	85% (n = 452)	+18	
Supervising Workers on Family Reunification - 312	71% (n = 12)	84% (n = 12)	+13	
Supervisory Practice in Child Welfare – Module 1 of 3: Self-Management - 301	75% (n = 16)	88% (n = 16)	+13	
Supervisory Practice in Child Welfare – Module 2 of 3: People Management - 302	72% (n = 17)	84% (n = 18)	+12	
Supervisory Training: Helping Child Welfare Professionals Build Resiliency - 350	68% (n = 20)	73% (n = 20)	+5	
Technology Addiction - 215	67% (n = 14)	91% (n = 14)	+24	
Testifying in Court - 156	63% (n = 19)	85% (n = 17)	+22	
The Impact of Parental Incarceration on Children in the Child Welfare System - 216	61% (n = 11)	78% (n = 9)	+17	
Trauma-Informed Response When Working with Adoptive Families - 852	65% (n = 22)	86% (n = 22)	+21	

Note. Tests that had an average passing grade of 70% or higher were not included in Appendix D.

Differences in Pre/Post-Test Scores for Elective Courses (Continued)

Course	Pre-test Score %	Post-test Score %	Difference	Appendix Pages
Understanding and Managing Personal Stress Reactions - 104	67% (n = 18)	83% (n = 18)	+16	
Violence Against Women and Children: Ethical Issues and Values in Violence against Women Work - 403	67% (n = 49)	83% (n = 49)	+16	
Violence Against Women and Children: Financial Empowerment with Survivors - 406	68% (n = 46)	85% (n = 46)	+ 17	
Violence Against Women and Children: Violence Against Women and Mental Health -409	76% (n = 45)	92% (n = 45)	+16	
Violence Against Women and Children: Violence Against Women in Middle and High School Populations - 408	61% (n = 50)	78% (n = 49)	+18	
Violence Against Women and Children: Violence Against Women and Substance Abuse - 411	66% (n = 47)	89% (n = 46)	+23	
What Every Case Worker Needs to Know About Education and Special Education - 228	60% (n = 51)	85% (n = 49)	+25	
Working with South Asian Families - 184	57% (n = 15)	80% (n = 18)	+23	
Working with Veterans and Military Families - 234	38% (n = 40)	86% (n = 41)	+48	

Note. Tests that had an average passing score of 70% or higher were not included in Appendix D.

Differences in Pre/Post-Test Scores for Family Preservation Services Courses

Course	Pre-test Score %	Post-test Score %	Difference	Appendix Pages
Family Preservation Services: New Worker Training, Days 1 & 2 - 501, 502	66% (n = 15)	80% (n = 16)	+14	
Family Preservation Services: New Worker Training, Days 3 & 4 - 503, 504	69% (n = 14)	73% (n = 16)	+14	161 & 163
Family Preservation Services: New Worker Training, Days 5 & 6 - 505, 506	62% (n = 16)	73% (n = 15)	+11	165 & 167

Note. Tests that had an average passing score of 80% or higher were not included in Appendix D.

TRAINING EVALUATION: PARTICIPANT SATISFACTION

Every trainee who participated in a course was asked to complete an evaluation survey at the end of the workshop. The same evaluation survey was used for each course. The survey focused on assessing satisfaction with the training experience and solicited feedback on the workshop, materials, and the instructor. Surveys were administered in paper format, and distributed by instructors to course participants after completion of the training session. For University Partnership classes, participants placed their completed survey into a large manila envelope, which was then sealed and returned to the University Partnership by the instructor. OTPD reviews and scans their training satisfaction surveys and pre/post-tests. Then, OTPD forwards it to Rutgers for analyses and reporting. Quantitative data were analyzed primarily using frequencies and means.

Satisfaction with the workshop was rated on a four-point, Likert-type scale with responses ranging from one (strongly disagree) to four (strongly agree). The survey includes ten questions:

- 1. The trainer was able to engage participants.*
- 2. The trainer demonstrated expertise related to the training topic through her/his knowledge, skills, and practice experience.*
- 3. The trainer's presentation was clear, concise, and organized, resulting in an effective training.*
- 4. The trainer was able to answer participants' questions.*
- 5. The content of the curriculum/training materials provided me with knowledge and skills I will need to meet my responsibilities in this area of work.*
- 6. The instructional materials (PowerPoint slides, handouts, and participant manual) were helpful to building participants' knowledge and skills in this topic.*
- 7. The activities (role plays, small group exercises, lectures, and discussions) were helpful to building participants' knowledge and skills in this topic.*
- 8. The training curriculum provided different instructional activities in a way that will enable participants to use the information with children and families.*
- 9. Children and families will benefit from knowledge and skills participants gained during this training.*
- 10. Overall, the training was a useful experience.*

Respondents

The sample included in the current evaluation consists of 10,363 participant observations from 110 course titles. *Human Trafficking 2: Engagement and Interviewing Skills* had the largest number of respondents in the sample (N = 2,791). Twenty-one of the classes listed here do not have a pre/posttest. Examples of classes without pre/posttests are *Drug Awareness*, *New Worker Orientation*, *New Worker Pre-service Training: Computer Applications*, and *Creating Effective Training Presentations*.

The reader will note that during January-June 2015, approximately 24,000 duplicated participants were trained which included 6,406 unique professionals. This report includes 10,363 participant observations. There are at least three reasons that can be attributed to this response rate. First, all trainees may not have filled out a survey. Second, surveys may not have been returned to Rutgers in time to be included in this report. Third, some courses are multiple days. *Total attendees* is defined as the sum of the attendees for all training days. Participants who attended courses with multiple days are counted multiple times, reflecting their participation each day. In other words, for a three-day course, a trainee would be counted three times towards attendance data but only fill out one satisfaction survey. Beginning in September of 2015, Rutgers will begin tracking response rates by class to determine if response rates need to be addressed.

Summary of Findings

The following tables present mean scores on the ten questions used to measure participants' satisfaction with courses attended. Possible scores range from 1 (strongly disagree – low satisfaction) to 4 (strongly agree – high satisfaction). On average, trainees reported high levels of satisfaction with the trainings, materials, and trainers. The overall mean satisfaction ratings for all courses ranged from a low of 3.56 (training curriculum provided different instructional activities in a way that will enable participants to use the information with children and families) to a high of 3.69 (trainer was able to engage participants). The highest scoring courses were *Supervisory Practice in Child Welfare – Mod 3 of 3: Casework Management - 303* (composite score = 4.0) and *Testifying in Court - 156* (composite score = 3.95). The lowest scoring courses were *Intro to Testifying in Court - 026* (composite score = 2.51) and *Supervising Workers on Family Reunification - 312* (composite score = 3.20). Staff at Rutgers review all trainee comments and address any areas where improvements can be made such as trainer delivery, preparedness, and pre/posttest questions. It is important to keep in mind that for *Intro to Testifying in Court – 026* only 18 trainees filled out a satisfaction survey. This sample size is relatively small. For *Supervising Workers on Family Reunification – 312*, at a composite score of 3.20, this is a relatively high level of satisfaction.

Analyses of satisfaction ratings by provider and course type are presented below. Very small differences were observed by provider and course type. Analyses by provider showed that Rutgers had the overall highest satisfaction scores. Rutgers' overall average satisfaction score was 3.66, followed by Stockton at 3.65, OTPD at 3.61, and Montclair at 3.60. Analyses by course type showed that Family Preservation Services courses had the highest overall average score at 3.80, followed by Electives at 3.65, New DCP&P Worker at 3.63, and Mandatory courses at 3.61. Despite these differences, they are relatively minor and may reflect variation in courses provided and different populations of participants who attended the trainings.



Participant Satisfaction Scores for All Courses by Provider and Course Type

Course	N	Trainer engaged participants	Trainer demonstrated expertise	Trainer clear, concise, organized	Trainer able to answer questions	Knowledge and skills provided	Instructional materials were helpful	Instructional activities were helpful	Instructional activities were varied	Children/families will benefit	Training was a useful experience
All Courses	10,363	3.69	3.68	3.65	3.66	3.62	3.61	3.56	3.57	3.62	3.64
By Provider											
Rutgers	3,845	3.71	3.73	3.69	3.70	3.64	3.63	3.58	3.60	3.65	3.67
Montclair	1,515	3.67	3.67	3.63	3.64	3.60	3.55	3.49	3.51	3.59	3.61
Stockton	1,609	3.70	3.73	3.71	3.70	3.62	3.60	3.54	3.57	3.62	3.66
OTPD	3,394	3.66	3.61	3.59	3.60	3.61	3.61	3.58	3.57	3.61	3.61
By Course Type											
New DCP&P Worker Pre-Service	1,638	3.67	3.63	3.62	3.62	3.65	3.63	3.63	3.61	3.64	3.63
Mandatory	4,973	3.67	3.67	3.64	3.64	3.60	3.59	3.52	3.54	3.61	3.62
Electives	3,657	3.72	3.72	3.69	3.70	3.63	3.61	3.58	3.59	3.63	3.67
FPS	78	3.81	3.82	3.83	3.82	3.83	3.74	3.72	3.74	3.82	3.83

Participant Satisfaction Scores for New DCP&P Worker Pre-Service Training Courses

Course	N	Trainer engaged participants	Trainer demonstrated expertise	Trainer clear, concise, organized	Trainer able to answer questions	Knowledge and skills provided	Instructional materials were helpful	Instructional activities were helpful	Instructional activities were varied	Children/families will benefit	Training was a useful experience
Car Seat Safety - 003	267	3.95	3.96	3.95	3.94	3.93	3.90	3.92	3.91	3.93	3.94
Hybrid New Worker New Worker Orientation: Welcome to Department of Children and Families!	90	3.86	3.83	3.83	3.84	3.83	3.82	3.83	3.78	3.81	3.82
NJ Parent Link - 014	123	3.67	3.73	3.67	3.66	3.68	3.68	3.63	3.59	3.69	3.67
New Worker Orientation: Welcome to Department of Children and Families! - 001	182	3.73	3.76	3.71	3.75	3.67	3.61	3.63	3.62	3.66	3.71
New Worker Pre- Service Training: Understanding Child Welfare in New Jersey (Module 1) - 002	125	3.42	3.22	3.12	3.13	3.37	3.38	3.43	3.24	3.37	3.26
New Worker Pre- Service Training: Taking Care of Yourself (Module 2) - 004	124	3.34	3.15	3.25	3.12	3.38	3.34	3.33	3.34	3.28	3.25

Participant Satisfaction Scores for New DCP&P Worker Pre-Service Training Courses (Continued)

Course	N	Trainer engaged participants	Trainer demonstrated expertise	Trainer clear, concise, organized	Trainer able to answer questions	Knowledge and skills provided	Instructional materials were helpful	Instructional activities were helpful	Instructional activities were varied	Children/families will benefit	Training was a useful experience
New Worker Pre-Service Training: Computer Applications (Module 3) - 005	91	3.57	3.53	3.48	3.53	3.60	3.60	3.52	3.53	3.58	3.56
New Worker Pre-Service Training: The Self-Aware Practitioner (Module 4) - 006	75	3.52	3.39	3.48	3.42	3.57	3.55	3.45	3.44	3.53	3.48
New Worker Pre-Service Training: Focusing on Families from Screening to Closing (Module 5) -007	67	3.63	3.61	3.57	3.61	3.61	3.52	3.55	3.54	3.64	3.64
New Worker Pre-Service Training: Computer Applications-Structured Decision Making and NJ SPIRIT (Module 6) - 008	90	3.72	3.69	3.67	3.70	3.68	3.66	3.68	3.63	3.67	3.64
New Worker Pre-Service Training: Child Development and Identifying Abuse and Neglect (Module 7) -009	97	3.74	3.71	3.73	3.73	3.68	3.70	3.66	3.68	3.68	3.72
New Worker Pre-Service Training: Engagement and Interpersonal Helping Skills (Module 8) - 010	56	3.88	3.91	3.86	3.88	3.89	3.86	3.89	3.91	3.87	3.89

Participant Satisfaction Scores for New DCP&P Worker Pre-Service Training Courses (Continued)

Course	N	Trainer engaged participants	Trainer demonstrated expertise	Trainer clear, concise, organized	Trainer able to answer questions	Knowledge and skills provided	Instructional materials were helpful	Instructional activities were helpful	Instructional activities were varied	Children/families will benefit	Training was a useful experience
New Worker Pre-Service Training: Facilitating Change (Module 9) - 011	78	3.51	3.53	3.51	3.57	3.51	3.49	3.48	3.54	3.50	3.53
New Worker Pre-Service Training: Simulation (Module 10) - 012	65	3.86	3.85	3.83	3.82	3.85	3.82	3.85	3.83	3.83	3.86

Participant Satisfaction Scores for Mandatory Courses

Course	N	Trainer engaged participants	Trainer demonstrated expertise	Trainer clear, concise, organized	Trainer able to answer questions	Knowledge and skills provided	Instructional materials were helpful	Instructional activities were helpful	Instructional activities were varied	Children/families will benefit	Training was a useful experience
Batterer's Intervention Training - 045	483	3.62	3.67	3.59	3.60	3.49	3.45	3.37	3.40	3.52	3.53
Case Practice Module 1: Engaging Families and Building Trust-Based Relationships - 021	119	3.66	3.60	3.49	3.55	3.51	3.46	3.49	3.45	3.50	3.48
Case Practice Module 2: Making Visits Matter--Home Visiting to Improve Safety, Well-Being, Stability, and Permanence for Children and Families - 022	85	3.68	3.68	3.65	3.65	3.58	3.59	3.53	3.55	3.62	3.62
Case Practice Module 3: Facilitating the Family Team Meeting Process - 023	42	3.79	3.76	3.67	3.76	3.69	3.71	3.74	3.79	3.74	3.67
Case Practice Module 5: Planning and Intervention - 025	6	3.83	3.67	3.83	3.83	3.67	3.50	3.33	3.33	3.67	3.50
Child Sexual Abuse Issues for Child Welfare Professionals: Module 1 – 031, 032	99	3.75	3.72	3.75	3.69	3.71	3.71	3.68	3.69	3.73	3.75
Child Sexual Abuse Issues for Child Welfare Professionals: Module 2 – 033, 034	47	3.72	3.79	3.74	3.77	3.66	3.62	3.57	3.65	3.64	3.66
Concurrent Permanency Planning - 037	127	3.67	3.75	3.69	3.67	3.66	3.61	3.62	3.62	3.65	3.69
Domestic Violence - 040	165	3.75	3.76	3.75	3.74	3.76	3.73	3.70	3.70	3.73	3.74

Participant Satisfaction Scores for Mandatory Courses (Continued)

Course	N	Trainer engaged participants	Trainer demonstrated expertise	Trainer clear, concise, organized	Trainer able to answer questions	Knowledge and skills provided	Instructional materials were helpful	Instructional activities were helpful	Instructional activities were varied	Children/families will benefit	Training was a useful experience
Domestic Violence Policy & Case Practice Protocol - 041	178	3.61	3.63	3.60	3.64	3.58	3.53	3.53	3.53	3.61	3.56
Human Trafficking 2: Engagement and Interviewing - 271	2791	3.64	3.62	3.61	3.61	3.56	3.58	3.48	3.50	3.57	3.59
Investigations in the Context of Four Tiers - 081	233	3.74	3.74	3.72	3.74	3.74	3.65	3.63	3.60	3.67	3.74
Mental Health Screening Tool - 036	132	3.64	3.70	3.65	3.67	3.63	3.63	3.64	3.61	3.65	3.63
Mental Illness - 035	147	3.94	3.96	3.95	3.95	3.93	3.86	3.86	3.88	3.93	3.95
Substance Abuse 1: Understanding Substance Abuse and Child Welfare - 015 Substance Abuse 2: Substance Abuse Disorders, Treatment and Recovery - 016	68	3.43	3.32	3.34	3.41	3.46	3.46	3.41	3.49	3.49	3.46
Substance Abuse 3: Mental Illness - 017 Substance Abuse 4: Case Planning - 018	43	3.81	3.70	3.63	3.74	3.63	3.65	3.60	3.58	3.65	3.65
Using Genograms and Ecomaps - 013	192	3.74	3.77	3.74	3.77	3.72	3.76	3.74	3.72	3.72	3.74
Working with Immigrant Families, Module 2: Providing Culturally Relevant Services- 070	14	3.79	3.71	3.71	3.71	3.71	3.50	3.57	3.43	3.64	3.71

Participant Satisfaction Scores for Elective Courses

Course	N	Trainer engaged participants	Trainer demonstrated expertise	Trainer clear, concise, organized	Trainer able to answer questions	Knowledge and skills provided	Instructional materials were helpful	Instructional activities were helpful	Instructional activities were varied	Children /families will benefit	Training was a useful experience
Adoption Recruitment/Placement Supports - 105	18	3.72	3.78	3.78	3.78	3.78	3.78	3.72	3.78	3.78	3.78
Aligning our Values - 264	22	3.77	3.64	3.50	3.59	3.45	3.36	3.23	3.45	3.45	3.55
Art of Communication - 110	47	3.79	3.72	3.83	3.74	3.70	3.60	3.45	3.70	3.70	3.70
Art of Perception - 901	42	3.98	4.00	3.98	3.95	3.93	3.93	3.98	3.98	3.95	3.95
Assessing Older Adults as Surrogate Caregivers - 112-114	15	4.00	3.87	3.87	3.87	3.93	3.80	3.73	3.73	3.73	3.87
Assistant Family Service Workers I: Working with and Supporting Families - 105	19	3.95	3.95	3.84	4.00	3.63	3.68	3.79	3.79	3.84	3.79
Attachment Focused Work with Adoptive Families - 804	32	3.19	3.38	3.19	3.31	3.31	3.13	3.19	3.25	3.31	3.31
Bringing the Protective Factors to Life - 554	381	3.65	3.61	3.61	3.62	3.55	3.56	3.61	3.58	3.63	3.60
Building Resiliency in Children: Why Some Bounce Back and Some Never Do - 242	58	3.98	4.00	4.00	3.91	3.88	3.93	3.93	3.93	3.88	3.98
Cardiopulmonary Resuscitation and First Aid - 128	31	3.87	3.87	3.90	3.87	3.90	3.84	3.87	3.90	3.87	3.90

Participant Satisfaction Scores for Elective Courses (Continued)

Course	N	Trainer engaged participants	Trainer demonstrated expertise	Trainer clear, concise, organized	Trainer able to answer questions	Knowledge and skills provided	Instructional materials were helpful	Instructional activities were helpful	Instructional activities were varied	Children/families will benefit	Training was a useful experience
Celebrating Culture: Working with Latino Families - 122	18	3.56	3.61	3.56	3.67	3.56	3.56	3.61	3.61	3.61	3.59
Child Protective Services and the Legal System - 124	18	3.78	3.94	3.83	3.78	3.72	3.72	3.72	3.67	3.67	3.78
Children and Eating Disorders - 126	65	3.68	3.71	3.69	3.72	3.63	3.69	3.54	3.58	3.63	3.69
Coaching the Challenge Employee - 305	33	3.45	3.55	3.39	3.55	3.42	3.45	3.27	3.18	3.21	3.42
Compulsive Hoarding: Issues and Strategies - 166	14	3.71	3.86	3.86	3.79	3.64	3.71	3.43	3.43	3.43	3.79
Creating Effective Training Presentations - 604	9	4.00	4.00	3.78	4.00	3.56	3.78	3.78	3.78	3.33	4.00
Cultural Competency - 134	8	4.00	3.63	4.00	3.87	3.75	3.75	3.75	4.00	3.87	3.87

Participant Satisfaction Scores for Elective Courses (Continued)

Course	N	Trainer engaged participants	Trainer demonstrated expertise	Trainer clear, concise, organized	Trainer able to answer questions	Knowledge and skills provided	Instructional materials were helpful	Instructional activities were helpful	Instructional activities were varied	Children/families will benefit	Training was a useful experience
Defensive Driving: A Classroom-Based Course on Crash Avoidance - 253	44	3.73	3.77	3.68	3.75	3.70	3.75	3.64	3.68	3.73	3.77
Developing Objectives and Planning Your Workshop - 558	17	3.88	3.71	3.59	3.76	3.29	3.65	3.59	3.41	3.06	3.41
Difficult Conversations: A Survival Guide for Supervisors - 168	37	3.65	3.70	3.65	3.59	3.41	3.32	3.24	3.27	3.41	3.38
Documentation for Child Welfare Professionals - 142	20	3.80	3.80	3.65	3.70	3.55	3.55	3.50	3.50	3.60	3.60
Domestic Violence: Supervisors - 345	7	3.00	3.43	3.14	3.43	3.29	3.14	3.00	3.29	3.29	3.14
Engagement of Non-Residential Fathers - 149	40	3.92	3.75	3.80	3.82	3.82	3.75	3.78	3.75	3.87	3.85
Engaging and Teaming with Families - 266	75	3.77	3.81	3.73	3.75	3.71	3.68	3.52	3.57	3.68	3.73
Enhancing Adoptive Families' Support of LGBTQI Youth - 850	46	3.78	3.87	3.65	3.87	3.65	3.70	3.57	3.52	3.78	3.74
Enhancing Visitation - 150	17	3.71	3.88	3.82	3.88	3.59	3.53	3.59	3.65	3.71	3.71
Everyday Self-Defense for Workers - 273	175	3.71	3.82	3.79	3.76	3.70	3.62	3.78	3.75	3.61	3.74
Excel Training: Intermediate - 153	34	3.91	3.79	3.74	3.91	3.82	3.68	3.85	3.71	3.71	3.85

Participant Satisfaction Scores for Elective Courses (Continued)

Course	N	Trainer engaged participants	Trainer demonstrated expertise	Trainer clear, concise, organized	Trainer able to answer questions	Knowledge and skills provided	Instructional materials were helpful	Instructional activities were helpful	Instructional activities were varied	Children/families will benefit	Training was a useful experience
Executive Writing Skills - 346	10	3.90	3.90	3.90	3.90	3.80	3.80	3.90	3.80	3.80	3.90
Facilitating the Group Conference Training - 565	12	3.50	3.27	2.92	3.25	2.91	3.08	3.25	3.18	3.00	3.00
Factual Witness Training for Adoption - 157	19	3.63	3.63	3.63	3.58	3.63	3.58	3.63	3.63	3.63	3.63
First Responders: Module 1 - 250	118	3.75	3.69	3.68	3.69	3.64	3.65	3.63	3.64	3.68	3.65
First Responders: Module 2 - 251	109	3.75	3.70	3.64	3.71	3.72	3.70	3.66	3.67	3.72	3.71
First Responders: Module 3 - 252	74	3.80	3.73	3.73	3.69	3.69	3.66	3.68	3.69	3.68	3.73
First Responders: Supervisors - 308	6	3.83	3.83	4.00	4.00	3.50	3.50	4.00	3.83	3.83	3.83
Focus on Supervision: Kickoff - 324	30	3.67	3.67	3.57	3.73	3.53	3.53	3.47	3.52	3.63	3.60
Fostering Youth Participation in Court - 268	472	3.62	3.64	3.60	3.61	3.53	3.47	3.35	3.41	3.54	3.55
Girls and Gangs - 164	32	3.87	3.97	3.94	3.91	3.75	3.72	3.69	3.69	3.75	3.87
Guidelines for Expert Mental Health Evaluations in Child Abuse/Neglect - 267	71	3.96	3.97	3.99	3.97	3.90	3.94	3.77	3.77	3.90	3.90

Participant Satisfaction Scores for Elective Courses (Continued)

Course	N	Trainer engaged participants	Trainer demonstrated expertise	Trainer clear, concise, organized	Trainer able to answer questions	Knowledge and skills provided	Instructional materials were helpful	Instructional activities were helpful	Instructional activities were varied	Children/families will benefit	Training was a useful experience
Intro to Testifying in Court - 026	18	2.33	2.22	2.12	2.06	2.83	2.83	2.56	2.67	2.83	2.63
Living as a Multicultural Family: An Adoptive Family Perspective - 807	57	3.82	3.95	3.91	3.91	3.75	3.77	3.75	3.79	3.86	3.86
Missing and Exploited Youth - 200	20	3.25	3.20	3.05	3.10	3.15	3.15	2.90	3.15	3.20	3.20
Non-Violent Crisis Intervention - 182	12	3.50	3.58	3.58	3.42	3.42	3.25	3.50	3.50	3.27	3.42
Office of Licensing Inspectors Training - 185	19	4.00	3.89	3.89	3.79	4.00	4.00	3.79	3.84	3.95	3.89
Preparing Children for Adoption - 806	21	3.67	3.81	3.71	3.76	3.81	3.62	3.67	3.67	3.76	3.76
Presentation Skills - 190	60	3.97	3.95	3.93	3.97	3.92	3.88	3.97	3.85	3.88	3.95

Participant Satisfaction Scores for Elective Courses (Continued)

Course	N	Trainer engaged participants	Trainer demonstrated expertise	Trainer clear, concise, organized	Trainer able to answer questions	Knowledge and skills provided	Instructional materials were helpful	Instructional activities were helpful	Instructional activities were varied	Children/families will benefit	Training was a useful experience
Reunification: The Importance of Resource Parents - 194	16	3.38	3.44	3.56	3.44	3.44	3.38	3.38	3.38	3.50	3.50
Safety Awareness for the CW Professional - 265	388	3.80	3.73	3.76	3.70	3.65	3.62	3.53	3.57	3.64	3.70
Special Response Unit - 255	38	3.82	3.87	3.84	3.89	3.87	3.74	3.82	3.82	3.87	3.89
Special Response Unit: Supervisors - 256	71	3.38	3.17	3.11	3.17	3.25	3.18	3.18	3.13	3.17	3.08
Strengthening Casework Documentation – 143	9	3.67	3.44	3.56	3.67	3.56	3.44	3.44	3.44	3.56	3.56
Supervising Workers on Family Reunification - 312	29	3.31	3.24	3.17	3.31	3.17	3.03	3.03	3.10	3.28	3.32
Supervisory Practice in Child Welfare – Module 1 of 3: Self-Management - 301	26	3.88	3.85	3.73	3.88	3.73	3.69	3.77	3.62	3.69	3.81
Supervisory Practice in Child Welfare – Module 2 of 3: People Management - 302	18	4.00	3.89	4.00	4.00	4.00	3.94	3.89	3.83	3.78	3.94

Participant Satisfaction Scores for Elective Courses (Continued)

Course	N	Trainer engaged participants	Trainer demonstrated expertise	Trainer clear, concise, organized	Trainer able to answer questions	Knowledge and skills provided	Instructional materials were helpful	Instructional activities were helpful	Instructional activities were varied	Children/families will benefit	Training was a useful experience
Supervisory Practice in Child Welfare – Mod 3 of 3: Casework Management - 303	13	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Supervisory Training: Helping Child Welfare Professionals Build Resiliency - 350	5	4.00	4.00	4.00	4.00	3.80	4.00	3.80	3.80	3.80	4.00
Technology Addiction - 215	12	3.67	3.75	3.67	3.67	3.75	3.75	3.75	3.67	3.58	3.75
Testifying In Court - 156	19	3.95	3.95	3.95	3.89	3.95	3.95	4.00	4.00	3.84	4.00
The Impact of Parental Incarceration - 216	10	3.90	3.90	3.80	3.90	3.70	3.70	3.70	3.80	3.70	3.70
Training Needs Assessment and Evaluation - 602	17	3.82	3.88	3.88	3.88	3.47	3.65	3.71	3.71	3.44	3.63
Trauma Informed Response when Working with Adoptive Families - 852	22	3.77	3.86	3.86	3.86	3.82	3.82	3.68	3.73	3.82	3.86
Understanding and Managing Personal Stress Reactions - 104	17	3.47	3.59	3.53	3.53	3.35	3.35	3.24	3.29	3.24	3.35
Utilizing Data to Support Advanced Supervisory Practice - 347	103	3.93	3.94	3.91	3.92	3.87	3.86	3.82	3.83	3.77	3.92
Violence Against Women and Children: Ethical Issues and Values in Violence Against Women Work - 403	45	3.44	3.44	3.40	3.44	3.33	3.33	3.40	3.38	3.42	3.44
Violence Against Women and Children: Financial Empowerment with Survivors - 406	36	3.42	3.36	3.33	3.42	3.31	3.39	3.22	3.25	3.36	3.39

Participant Satisfaction Scores for Elective Courses (Continued)

Course	N	Trainer engaged participants	Trainer demonstrated expertise	Trainer clear, concise, organized	Trainer able to answer questions	Knowledge and skills provided	Instructional materials were helpful	Instructional activities were helpful	Instructional activities were varied	Children/families will benefit	Training was a useful experience
Violence Against Women and Children: Understanding Perpetration of Violence Against Women - 410	44	3.66	3.68	3.70	3.66	3.66	3.61	3.61	3.64	3.66	3.70
Violence Against Women and Children: Violence Against Women and Mental Health - 409	41	3.78	3.80	3.78	3.78	3.76	3.76	3.78	3.78	3.76	3.80
Violence Against Women and Children: Violence Against Women and Substance Abuse - 411	44	3.77	3.79	3.67	3.71	3.74	3.67	3.60	3.65	3.65	3.74
Violence Against Women and Children: Violence Against Women in Middle and High School - 408	59	3.63	3.66	3.63	3.59	3.58	3.59	3.61	3.61	3.61	3.64
What Every Caseworker Should Know About Education and Special Education for Children in the CW System - 228	48	3.33	3.52	3.44	3.43	3.35	3.36	3.21	3.31	3.40	3.37
Working with Case Studies and Role Plays in Training - 601	12	3.83	3.83	3.83	3.83	3.67	3.50	3.50	3.58	3.42	3.50
Working with South Asian Families - 184	17	3.94	4.00	4.00	3.94	3.82	3.82	3.82	3.82	3.94	4.00
Working with Veterans and Military Families - 234	41	3.61	3.61	3.56	3.51	3.49	3.49	3.51	3.54	3.59	3.56

Participant Satisfaction for Family Preservation Services Courses

Course	N	Trainer engaged participants	Trainer demonstrated expertise	Trainer clear, concise, organized	Trainer able to answer questions	Knowledge and skills provided	Instructional materials were helpful	Instructional activities were helpful	Instructional activities were varied	Children/families will benefit	Training was a useful experience
Family Preservation Services: New Worker Training, Day One - 501	15	3.87	3.93	3.93	3.87	3.93	3.87	3.73	3.67	3.87	3.87
Family Preservation Services: New Worker Training, Day Two - 502	17	3.59	3.71	3.71	3.71	3.71	3.59	3.47	3.53	3.65	3.76
Family Preservation Services: New Worker Training, Day Three - 503	15	3.47	3.80	3.73	3.80	3.73	3.67	3.47	3.53	3.60	3.67
Family Preservation Services: New Worker Training, Day Four - 504	16	3.87	3.87	3.87	3.87	3.81	3.81	3.81	3.87	3.87	3.87
Family Preservation Services: New Worker Training, Day Five - 505	15	3.87	3.73	3.80	3.80	3.87	3.73	3.87	3.87	3.87	3.80
Family Preservation Services: New Worker Training, Day Six - 506	15	3.87	3.87	3.87	3.87	3.87	3.73	3.73	3.80	3.87	3.87

PARTICIPANT SATISFACTION COMMENTS FOR MANDATORY COURSES

As earlier noted, every trainee who participated in a course was asked to complete an evaluation survey at the end of the workshop. The same evaluation survey was used for each course. The survey focused on assessing satisfaction with the training experience and solicited feedback on the workshop, materials, and the instructor. In addition to the 10 quantitative Likert-type questions reported on above, the survey included two open-ended questions:

1. Please provide any additional comments on your training experience.
2. What training topics would you find helpful in order to benefit the families you serve?

Qualitative data were analyzed using standard content analysis procedures. Staff at Rutgers review all trainee comments and address any areas where improvements can be made such as trainer delivery, preparedness, and pre/posttest questions. Common themes are then reported on using direct quotes from trainees. Satisfaction comments for courses provided by the OTPD are not included in this report.

The following are comments provided by participants about the trainings.

Batterer's Intervention Training - 045

- Trainer was:
 - Excellent
 - Knowledgeable
 - Helpful
 - Patient
 - Clear
 - Concise
- Training was:
 - Wonderful
 - Very good
 - Very helpful
 - Repetitive at times
 - Thought provoking
 - Not that interactive
 - Unrealistic
- It will help me engage perpetrators more effectively regarding DV.
- Presented the information in a clear way.
- Provided tools that can be used in work.
- Could be incorporated into foundation courses for new workers.
- Judges and DAGs should receive this training.
- DVLs should definitely take this training or be a part of it.

- Practices in local offices differ greatly from the training.
- More videos/case examples would be helpful.
- Some of the test questions were confusing.
- Less role playing – it doesn't work well with everyone's learning style.
- Training should include service providers.
- I think the model is great, but would be more useful if there were direct applications to the DCP&P system. Particularly, the way intake must interview and restrictions due to the law and case practice model. Overall, though I think it is useful if it can be applied.
- Approach appears to be contradictory to policy.
- I would like to see actual perpetrators of domestic violence interviewed or to come and talk about being in the program.
- Two trainers would be better.
- Training could have been one day.
- Trainer provided a lot of good information.

Case Practice Module 1: Engaging Families and Building Trust-Based Relationships - 021

- Trainer was:
 - Helpful
 - Professional
 - Respectful
- Training was:
 - Good
 - Educational

Case Practice Module 3: Facilitating the Family Team Meeting Process - 023

- Trainer was:
 - Great
 - Engaging
 - Knowledgeable
- Training was:
 - Enjoyable
 - Informative
 - Long
 - Helpful
- I thoroughly enjoyed this training. Instructors were very informative and delivered material in a way that was easy to understand.
- There may be a difference between what is taught and what is practiced.
- Good role plays

Case Practice Module 5: Planning and Intervention - 025

- Trainer was:
 - Good
 - Informative
- Training was good.
- CPM trainings seem repetitive.

Concurrent Permanency Planning - 037

- Trainer was:
 - Good
 - Knowledgeable
 - Able to keep participants engaged
 - Informative
 - Engaging
 - Very strength-based
- Training was:
 - Repetitive
 - Informative
 - Very helpful
 - Very long
- There was a lot of material.
- I enjoyed the training. However, it was hard to focus at the time with my supervisor calling my personal cell regarding office matters.

Domestic Violence Policy and the DCP&P Case Practice Protocol - 041

- Trainer was:
 - Knowledgeable
 - Engaging
- Training was:
 - Very informative
 - Good
 - Too long
 - Very similar to first DV training
 - Very repetitive
 - Enjoyable
- All supervisors should have to take this class as a refresher.
- Needs more about the protocol.
- Needs more activities to keep participants interested.
- Needs better time management.
- Training was informative and helps to update workers on changes in policy.
- This class can be combined with the previous DV class.

Domestic Violence Training for Supervisors - 345

- Training was:
 - Insightful
 - Useful
 - Helpful
- Would like training to have updated wording – “men aren’t the only batterers, women are as well.”
- Would like to incorporate information on same sex couples.
- The training provided very good insight as to how to engage the batterer as much as the victim.

Engaging and Teaming with Families - 266

- Trainer was:
 - Enthusiastic
 - Engaging
 - Informative
 - Inspiring
- Training was:
 - Excellent
 - Awesome experience
 - Valuable
 - Helpful
- Training should be made mandatory during pre-service.
- Could have been two day training.
- This training should be mandatory for all staff because we are not hosting FTM’s the way they were intended.
- This was an enjoyable training where I gained practical information that can be used to benefit families.
- This training should be offered to all facilitators, coaches, and master coaches.
- Very beneficial having a small group.
- All supervisors should be required to take this training. Many lose sight of the problems discussed because they are not directly meeting with families.
- Would like less role play and more open forum discussions.
- This training has challenged me to make an extra effort to engage families with the skills I have learned in this training.
- Like the motivational interviewing as it is a great skill that sparks interest into learning more about clients.
- Trainer made the class an enjoyable experience.

Focus on Supervision: Kickoff - 324

- Trainer was:
 - Informative
 - Helpful
- Training was:
 - A good overview
 - Engaging
 - Well organized
 - Well thought out
- It was very helpful to have a LOM and CWS talk about the experience of FOS in their office.
- Would like fewer breaks.

Human Trafficking 2: Engagement and Interviewing Skills - 271

- Trainer was:
 - Very good
 - Great
 - Engaging
 - Excellent
 - Knowledgeable
 - Able to use real experiences
- Training was:
 - Enlightening
 - Interesting
 - Very good
 - Eye opening
 - Informative
 - Repetitive
 - “Disjointed” – day 2 was much better than day one
- A heavy topic but very needed.
- Very dense curriculum – could do without some of the activities.
- Could have been one day
- More videos
- Should be able to watch the entire GEMS movie
- Role play was not necessary.
- The videos were very good.
- Wasn’t crazy about mindful minutes; it was hard to stay focused.
- The topic was very interesting and helpful. However, the trainer was kind of confusing. Her explanation was not always clear. She also did not answer some questions the participants had.
- Enjoyed the self-care.
- Time frames are not aligned with DCP&P policy and engagement process here.
- It was very similar to the Human Trafficking I training.

- Some of the videos were contradictory to the material and was frustrating to watch, such as the video where Nicole was being prosecuted as a juvenile after being kidnapped, held captive, and forced into prostitution. This video did nothing to add to the overall training material.
- There should be a trafficking liaison, like there is a domestic violence liaison.
- The movies need to be more diverse. There are updated movies that show every race being trafficked. I think we should look into it instead of just singling out one race.

Investigations in the Context of Four Tiers - 081

- Trainer was:
 - Knowledgeable of material
 - Very good
 - Excellent
 - Great
 - Clear
 - Concise
 - Engaging
 - Very helpful
 - Very professional
- Training was:
 - Very good
 - Great
 - Good refresher
 - Positive
 - Enjoyable
 - Helpful
 - Very intense
 - Informative
- I feel prepared to use the four tier model after this training.
- The training material should be simplified.
- Training could have been one day.
- This training was too long.
- This training does not require two days.
- My knowledge of the four tier model has been greatly enhanced.

Mental Illness - 035

- Trainer was:
 - Great
 - Engaging
 - Knowledgeable
 - Awesome
 - Excellent
- Training was:
 - Very good

- Educational
- Enjoyable
- Great topic
- Excellent
- Applicable to daily work
- Subject matter was very important to my job duties.
- This was the most effective and informative training ever. I am completely satisfied.
- Really enjoyed the trainer's personal experiences and stories as case examples.
- This could be two day training.
- The training provided good tools.

Mental Health Screening Tool - 036

- Trainer was:
 - Great
 - Knowledgeable
- Training was:
 - Good
 - Provided useful information
- Less reading and more interactive assignments.
- Training model was odd. Did not think trainer was able to share knowledge effectively.

Using Genograms and Ecomaps - 013

- Trainer was:
 - Wonderful
 - Insightful
 - Knowledgeable
 - Hands on
 - Personable
 - Engaging
- Training was:
 - Very helpful – provided useful information
 - Great
 - Informative
 - Well organized
- It had good and engaging activities.
- Complicated - will take practice to achieve a level of expertise.

Working with Immigrant Families, Module 2: Providing Culturally Relevant Services - 070

- Trainer was:
 - Engaging
 - Well-informed
- Training was enjoyable.
- It was a very relaxed learning experience.
- Trainer kept the class interesting from beginning to end.

PARTICIPANT SATISFACTION COMMENTS FOR ELECTIVE COURSES

The following are comments provided by participants about the trainings.

Adoption Recruitment/Placement Supports - 805

- Training was:
 - Excellent
 - Informative
- Info on specific youth provided by panel was very helpful.
- Hearing from the workers was great.
- The panel was excellent.
- This was a great training and should really be a part of the new adoption worker training or ongoing required training. I have been in adoption for three years and this would have helped from day one.
- Enjoyed the true stories. It helped with understanding why we do this every day.
- I have learned that persistence is huge with locating adoptive families.
- Add this to the three day adoption training.
- The panel discussion was informative.
- Everything I learned today I plan to utilize with my families.

AFSW I: Working with and Supporting Families--A Training for AFSWs - 105

- Trainer was helpful.
- Training was:
 - Informative
 - Good learning experience
 - Enjoyable
- I used this training to bring suggestions back to my local office.
- Course content could have been covered in one day.

Aligning Our Values - 264

- Trainer was:
 - Very good
 - Knowledgeable
- Training was:
 - Helpful
 - Good
 - Engaging
 - Interesting
 - Thought-provoking
- The exercises were somewhat confusing.
- I believe this training will improve my work with clients.

Art of Communication - 110

- Training was:
 - Interesting
 - Enjoyable
 - Informative
 - Great
- Trainer was:
 - Engaging
 - Charismatic
 - Great
 - Superb
 - Empathic
- Far from office (South Jersey)
- The training flowed well.

Art of Perception - 901

- Trainer was:
 - Phenomenal
 - Enthusiastic
 - Great
- Training was:
 - Excellent
 - Informative
 - Empowering
 - One of the best trainings I've been to
 - Simple, yet useful
- Training should be mandatory and offered at least twice yearly.

Assessing Older Adults as Surrogate Caregivers: Module 1 – 112-114

- Trainer was:
 - Very good
 - Knowledgeable
- Training was:
 - Excellent
 - Very helpful to daily work and provided useful information
- This training should be mandatory.
- Need the PowerPoint slides to accompany session three.

Attachment-Focused Work with Adoptive Families - 804

- Trainer was knowledgeable.
- Training was:
 - Informative
 - Enjoyable
- The PowerPoint did not go along with what the trainer was talking about, which made it confusing.
- Some test questions weren't discussed as comprehensively as I would have liked.

Bringing the Protective Factors to Life - 554

- Trainer was:
 - Knowledgeable
 - Engaging
 - Helpful
 - Very good
- Training was:
 - Informative
 - Superb
 - Helpful
 - Excellent
 - Incredible experience
 - Well-executed
 - Enjoyable
 - Awesome
 - Great networking opportunity
 - Lovely
- I learned a lot.
- I got a lot of information that I can use in my community.
- Training should be one and a half days, rather than two days.
- Training experience would be enhanced if we could invite doctors, teachers, and police officers to attend as well.
- Appreciated trainers' personal experiences.
- There was not enough time for meaningful discussions.
- Would have liked more videos.
- Appreciated hearing the perspectives of other workers.
- I will use the tools acquired from this training in my daily work at the Division.
- As a result of this training, I met a lot of interesting people from various organizations.
- This will be beneficial in bringing community partners together.
- Loved the movie and group discussions.
- Would like a contact list of attendees to use as a reference when working.
- Would like longer breaks with refreshments.
- Welfare should be a community agency that participates in this.
- The training was too long.

- The slideshow was interesting.
- Enjoyed the “speed dating” experience.
- I liked that we participated with professionals from other agencies.
- Most of the information focused on just mothers and children. Would’ve liked more information on working with families.
- Changing rooms seemed unnecessary.
- Would have liked the course to have been provided through a webinar option.
- Would like input from community police, school teachers and hospital social workers.
- Liked the newer and engaging form of training.
- The breakout sessions were great.

Building Resiliency in Children: Why Some Bounce Back and Some Never Do - 242

- Trainer was:
 - Fantastic
 - Charismatic
 - Knowledgeable
 - Hands on
- Training was:
 - Well done
 - Great
 - Interesting
 - Informative
 - Engaging
 - Empowering
 - Utilizing
- Activities we learned can be done with our clients to foster communication and resilience.
- Training was beneficial for our professional development.
- Training reinforced materials that can be used in the field with our clients.

Cardiopulmonary Resuscitation and First Aid - 128

- Trainer was:
 - Excellent
 - Engaging
 - Informative
- Training was:
 - Thorough
 - Useful
 - Excellent
- This should be mandatory.
- The First Aid/CPR/AED book should be provided to the class.
- There should be training on AED.

Celebrating Culture – Working with Latino Families - 122

- Trainer was:
 - Very good
 - Informative
 - Excellent
- Training was:
 - A good review on cultural sensitivity
 - Very informative
 - Enjoyable
 - Useful
- Information on services for this culture that are beneficial would have been helpful.

Children and Eating Disorders – 126

- Trainer was:
 - Excellent
 - Able to easily engage participants
 - Knowledgeable
- Training was:
 - Great
 - Interesting
 - Informative
 - Provided useful information for everyday work
- Very helpful videos.

Coaching the Challenging Employee - 305

- Trainer was:
 - Demonstrated expertise
 - Experienced
 - Knowledgeable
- Training was:
 - Informative
 - Good refresher
 - Not very helpful
- Need more scenarios or videos. Videos could be helpful to show wrong way to handle a scenario versus the right way to handle a scenario.
- Training should be part of the supervisory training.
- Should include additional day of training.

Child Protective Services and the Legal System - 124

- Trainer was:
 - Very good
 - Very knowledgeable
 - Excellent
- Training was:
 - Great
 - Informative
 - Interesting
 - Engaging
 - Relevant
- Very relevant to my job, the trainer was well educated on the topic and presented it well.

Compulsive Hoarding: Issues and Strategies - 166

- Trainer was knowledgeable.
- Training was:
 - Informative
 - Enjoyable
 - Insightful
- The tools and videos were useful.
- The videos were good.
- More follow up of the individuals in the film.
- I love the wealth of information and will use it both professionally and personally.

Effective Presentation Skills - 190

- Trainer was:
 - Excellent
 - Organized
 - Knowledgeable
- Training was:
 - Very helpful to my job
 - Valuable

Data Skills for Supervisors - 347

- Trainer was:
 - Hands on
 - Patient
 - Informative
 - Able to answer all questions
- Training was:
 - Able to be applied in my daily work
 - Well organized
 - Helpful
 - Interesting
 - Enjoyable
 - Excellent
- The training has given me a broader view of how to approach data to highlight positive work and make necessary improvements.
- Should be a mandatory course
- It was helpful to have hands-on work with the computers.
- Instructor presented the information in a consistent and helpful manner.
- Training gave me a better outlook and understanding on viewing the data in safe measures.
- I will utilize the tools and be sure to share the information with the workers I supervise.
- I learned things that I can implement immediately, and have a better grasp on myself and the unit's work.
- Training was well needed. It raises our own level of awareness and helps me see why what we do daily matters.
- I gained a wealth of practical knowledge that will be useful to me in managing the families by using data.
- In my ten years at DYFS/DCP&P this by far was the best training ever.

Defensive Driving: A Classroom-Based Course on Crash Avoidance - 253

- Trainer was:
 - Well educated about the subject
 - Engaging
- Training was:
 - Very helpful
 - Good
- Training should be mandatory.
- Training should include motorcycle awareness and safety.
- Great training for professional and personal use.

Developing Objectives and Planning Your Workshop - 558

- Trainer was:
 - Great
 - Knowledgeable
 - Engaging
- Training was:
 - An excellent experience
 - Helpful – learned new skills
 - Reinforced previously learned material

Difficult Conversations: A Survival Guide for Supervisors - I 67

- Trainer was:
 - Knowledgeable
 - Very good
 - Provided good tips
- Training was:
 - Good
 - Helpful
 - Relevant
 - Beneficial to supervisory skills
- A lot of material for one day.
- Would like less role playing

Engagement of Non-Residential Fathers - I 49

- Trainer was:
 - Engaging
 - Very good
 - Knowledgeable
 - Entertaining
 - Informative
- Training was:
 - Informative
 - Excellent
 - Useful for our jobs
- Training should be two days.
- Would like more training on working with fathers.

Enhancing Adoptive Families' Support of LGBTQI Youth - 850

- Trainer was:
 - Good
 - Knowledgeable
- Training was:
 - Very informative
 - Helpful
 - Very good
- The training was too much to cram into one day. This should be a two day training to allow for information to be absorbed.

Enhancing Visitation: A Caseworker's Guide to Improving Visit Quality for Children and Families - 150

- Trainer was:
 - Very good
 - Explained the material well
- Training was excellent.
- This should be a mandatory training for AFSWs, caseworkers and supervisors.

Everyday Self-Defense for Social Workers - 273

- Trainer was:
 - Engaging
 - Very good
 - Knowledgeable
- Training was:
 - Informative
 - Great hands on training
 - Excellent
 - Helpful
- Provided good safety techniques
- This should be a full day training.
- I was told training was optional at this point but should be mandated for everyone.
- She was very good. The only thing is, due to the new dress code policy, field activity wearing dress shoes may limit some safety tips to be used in case of emergency.
- There should be a follow-up to this course with more hands-on techniques.

Excel Training: Intermediate Level - 153

- Trainer was:
 - Very knowledgeable
 - Patient in helping students and took the time to clearly explain
 - Clear
 - Very helpful
- Training was:
 - Great
 - Helpful
 - Informative
- The smaller class size made a huge difference.

Executive Writing Skills - 346

- Trainer was:
 - Excellent
 - Informative
- Training was awesome
- Would like for class to be mandatory for all staff/ all levels of administration.
- Small class size really helped to be able to focus on the topic and complete group activities.

Facilitating the Group Conference - 565

- Training was helpful.
- Training should have been four days.
- Training provided information on managing groups establishing ground rules and the importance of preparing team members.
- It would have been better if we discussed how to incorporate discussions of protective factors into the conferences.
- Too many activities not related to conferencing. This training did not clarify how to coach team conferences.
- Videos were helpful in demonstrating the power of a team.
- There was not enough time to cover all of the topics.
- Training provided information on managing groups, establishing ground rules, and the importance of preparing team members.

Factual Witness Training - 157

- Trainer was excellent.
- Training was:
 - Informative
 - Helpful
 - Thorough and useful
- All adoption staff should have this training.
- Stats should be updated in the PowerPoint.
- Would like more silence during pre/post-tests.
- The court room setting was very helpful to alleviate anxiety for future testimony.

First Responders: Module 1 - 250

- Trainer was:
 - Engaging
 - Insightful
 - Excellent
- Training was repetitive.
- I would like to go over a guide for the procedure for when responding to a referral.

First Responders: Module 2 - 251

- Trainer was:
 - Good
 - Wonderful
 - Engaging
- Training was:
 - Good
 - Informative and applicable
- Real case examples were helpful in better understanding info.

First Responders: Module 3 - 252

- Trainer was:
 - Helpful
 - Excellent
 - Trainer's style promotes critical thinking
- Training was good, it flowed well

Fostering Youth Participation in Court - 268

- Trainer was:
 - Engaging
 - Awesome
 - Clear and precise
 - Knowledgeable
- Training was:
 - Very good
 - Informative
 - Relevant to the work we do
 - Helpful
 - Repetitive
- Need to focus more on the questions/information that will be on the pre/posttests.
- I would like to see videos of children who come to court hearings. Do they feel it was beneficial for them to hear what their parent did not do to allow them to return home?
- Great info provided for better understanding of what will be expected, but logistically I still believe this will be a difficult task.
- Could have been a half day of training.
- Everyone should be trained together so everyone is on the same page.
- Felt that the test was ambivalent.
- Transportation/babysitting is always hard and caseworkers are already overwhelmed. Too much time wasted, waiting around to be heard.

Girls and Gangs - 164

- Trainer was:
 - Knowledgeable
 - Clear
 - Amazing
- Training was:
 - Interesting
 - Informative
 - Helpful
 - Great
 - Engaging

Guidelines for Expert Mental Health Evaluations - 267

- Trainer was:
 - Excellent
 - Engaging
 - informative
 - Very knowledgeable
- Training was:
 - Great
 - Good experience
 - Very useful
 - Very far away
 - Excellent
- Should be mandatory for all DCP&P workers
- Excellent and resourceful. Mental health therapists are vastly needed in our agency and this trainer should be utilized statewide.

Helping Child Welfare Professionals Build Resiliency - 350

- Trainer was:
 - Knowledgeable
 - Experienced in the field
 - Engaging
- Training was a good experience.
- Training was excellent, provided specific tools to use with staff

Living as a Multicultural Family: An Adoptive Family Perspective - 807

- Trainer was:
 - Knowledgeable
 - Prepared
 - Exceptional
- Training was:
 - Excellent
 - Touched upon important issues
 - Interactive
- I really enjoyed learning about some of the problems adopted children go through.
- It provided wonderful insight and provoked thought around issues of diversity and cultural competence.
- Liked the presentation of information.

Missing and Exploited Youth - 200

- Training was:
 - Informative
 - Useful experience
- Training should incorporate more real case scenarios.
- Like team exercises
- Overall, I was provided with great resources, which will benefit me as runaway children are very prevalent statewide.

Non-Violent Crisis Intervention - 182

- Training was:
 - Good
 - Helpful
 - Provided good techniques
- A technical video would help.
- There is too much writing involved in this course. It would have been more helpful if more material, such as definitions were already provided so that more time could have been spent listening and participating instead of nonstop writing.

Preparing Children for Adoption - 806

- Trainer was very good.
- Training was:
 - Excellent
 - Provided good tools
 - Informative
- Need better handouts and more consistency with handouts and power points.
- Material was a little dry.
- Enjoyed the ice breakers.

Presentation Skills - 190

- Trainer was:
 - Excellent
 - Great
 - Provided helpful feedback
- Training was:
 - Enjoyable
 - Useful
 - Interactive
 - Excellent
 - Interesting
 - Provided helpful tools
- Can incorporate skills learned in workshops with families and staff.

Reunification: The Importance of Resource Parents - 194

- Trainer was:
 - Great
 - Engaging
- Training was excellent
- Test questions were confusing.
- Focus more on the test questions that will be on the test.
- This course should be offered to all staff.

Safety Awareness for Child Welfare Workers - 265

- Trainer was:
 - Well prepared
 - Organized
 - Knowledgeable
 - Very good
- Training was:
 - Informative of new safety policies
 - Very long
 - Too short to cover all of information
 - Excellent
 - Educational
- Course needs to allow for open discussions of real case scenarios.
- This should be a mandatory training.
- The trainer was very competent and well equipped to teach this training. She had an open mind and adjusted to the different styles the workers had.
- Would like more information on where police involvement is appropriate for certain cases.
- Would like active shooter drills information.
- Would like curriculum to include dress code safety.
- This training focused a lot of policy rather than hands on ways to keep safe such as identified in the homeland security video. More of these kinds of topics would have been helpful.

Special Response Unit - 255

- Trainer was:
 - Knowledgeable
 - Really knew the material
 - Engaging
- Training was:
 - Great
 - Informative
 - One of the best trainings

Strengthening Casework Documentation - 143

- Trainer was:
 - Awesome
 - Informative
 - Knowledgeable
- Training was great experience.
- This training should be offered to all LOS and all level of staff.
- The training should be held in the computer lab given the amount of writing is required.
- Training provided guidance on how to properly document a visit.

Supervising Workers on Family Reunification - 312

- Trainer was engaging.
- Training was:
 - Repetitive, not necessarily at the supervisor level
 - Too basic for supervisory level
 - A refresher
- Trainer didn't have evaluation questions
- This training was good but the pre and post test questions and answers weren't clear.
- The materials were unorganized, which appeared to confuse the trainer.
- The test was worded incorrectly for several questions. The questions were too wordy and lacked clarity.
- The training questions for exercises became redundant.
- Need better case scenarios.

Technology Addiction - 215

- Trainer was great.
- Training was:
 - Excellent
 - Useful
 - Great
 - Informative
- I learned a lot of information that will be easy to implement.
- Should be a 2 day training.
- This training was helpful in my personal and professional life. I learned many things that I was previously unaware of.
- This was one of the best trainings I have ever taken.

Testifying in Court - 156

- Trainer was:
 - Knowledgeable
 - Excellent
- Training was:
 - A great experience
 - Excellent
 - Helpful
- Very helpful training. Both trainers were very informative and gave suggestions I plan on utilizing.

The Impact of Incarcerated Parents on Children in the Child Welfare System - 216

- Excellent training!
- Great training!
- Training was very informative.
- Trainer was great. Made me feel good about what I do and even good about what I didn't know.
- The topic hit me hard personally.

Training Needs Assessment and Evaluation - 602

- Trainer was:
 - Engaging
 - Excellent
- Training was very good.
- It was refreshing to learn new skills and an introductory approach to training in a methodological way.

Trauma-Informed Response When Working with Adoptive Families - 852

- Trainer was:
 - Engaging
 - Enthusiastic
 - Energetic
 - Able to answer all questions
- Training was:
 - Very informative
 - Excellent
 - Enlightening
- Great training and actually applicable to my daily responsibilities.
- Training should be mandatory for case carrying staff.
- Training would be beneficial for resource parents.

Understanding and Managing Personal Stress Reactions - 104

- Trainer was:
 - Awesome
 - Knowledge about the material
 - Engaging
- Training was great.
- Better air conditioning/humidity control.
- This should be a mandatory.
- I don't think this has helped with stress.
- The trainer was really good but the class had very little to do with helping with my personal stress.
- Facilitator was informative, likable, experienced, and was able to communicate effectively. I do wish we went over ground rules because workers were very loud and distracting.
- Further stress relieving techniques or involving examples would be beneficial.

Violence Against Women and Children: Ethical Issues and Values in Violence Against Women Work - 403

- Trainer was:
 - Engaging
 - Knowledgeable
- Training was great.
- Include DCP&P Code of Ethics in this training.
- Should relate more to DV
- Although a difficult topic, it was presented in a manner that was engaging and easy to understand.
- Excellent training
- The video clip appeared to be quite interesting, would have liked to see more.

Violence Against Women and Children: Financial Empowerment with Survivors - 406

- Trainer was great.
- Training was very informative.
- Training was broad – could have been narrowed down.
- Good information just wished for more interaction.
- Handouts were very helpful.
- Group work was nice.
- Training provided opportunity to learn about additional resources available to DV victims.

Violence Against Women and Children: Understanding Perpetration of Violence Against Women - 410

- Trainer was:
 - Excellent
 - Able to hold the attention of the group
 - Knowledgeable
 - Informative
 - Engaging
 - Positive
 - Amazing
- Training was:
 - Informative
 - Thought provoking
 - Excellent
 - Good experience
 - Educational
- Excellent presentation

Violence Against Women and Children: Violence Against Women and Mental Health - 409

- Trainer was:
 - Engaging
 - Very good
- Training was:
 - Good
 - Well balanced
 - Informative
- The knowledge, experience, presentation of trainer was refreshing & positive!

Violence Against Women and Children: Violence Against Women and Substance Abuse - 411

- Trainer was:
 - Excellent
 - Engaging
 - Knowledgeable
- Training was:
 - Great
 - Informative
 - Relevant
 - Interactive
- This was the best training of VAWC. The info was most relevant to our work with clients.
- Excellent training. Lots of valuable info and resources.
- Some newer stats would be helpful.

VAWC: Violence Against Women in Middle and High School Populations - 408

- Trainer was:
 - Great
 - Knowledgeable
- Training was:
 - Informative
 - Excellent
- The illustration with the sheets was very powerful.
- Excellent
- Great handouts

What Every Worker Should Know About Education and Special Education for Children in the Child Welfare System - 228

- Trainer was very good.
- Training was:
 - Good
 - Very Informative
 - Useful
- Training could be 1 day. Seemed repetitive.
- Learned so much about educating and advocating for families and children.

Working with Case Studies and Role Plays in Training - 601

- Trainer created a great training environment.
- Good training.
- Some comments by the trainer were a direct opposite of what trainers are supposed to do in the classroom. Current curriculum does not meet the standards discussed by the trainers.
- Training was very basic but reinforced good points.
- Good trainer! Thanks for sharing your gifts with us and investing your time today,
- I feel more competent and skilled in developing and using role plays and case studies in a more exciting and engaging way. Both trainers were very engaging and knowledgeable.
- Liked the co-training relationship. Trainers engaging
- Training enhanced my knowledge of case studies and role plays. Some of the information was very trainer 101. But, overall I enjoyed it.
- Trainer provided great insight and knowledge and effectively answered all questions.
- Enjoyed the warmup to introduce the key concepts

Working with Veterans and Military Families - 234

- Trainer was great.
- Training was:
 - Informative – provided information that can be used in daily work
 - Awesome
 - Useful
 - Very good
- I think the example family with the father having sex with the 14 year old was inappropriate. We were all focused on assessing and treating the trauma of the sexual abuse and did not think about his PTSD.

Working with South Asian Families - 184

- Trainer was excellent.
- Training was
 - Great
 - Informative
 - Enjoyable
 - Interesting
- I learned a lot about South Asian cultures.
- Enjoyed the trainer. She was very engaged and funny. She is an expert with this topic and it makes teaching easy for her.

PARTICIPANT SATISFACTION FOR FAMILY PRESERVATION SERVICES COURSES

The following are comments provided by participants about the trainings.

Family Preservation Services: New Worker Training, Day 1 - 501

- Training was:
 - Helpful
 - Useful
 - Excellent start to my knowledge base as a new worker
- I would like more time with my fellow workers to share experiences, get ideas, and problem solve.
- I felt it was a review of information that I already knew such as open ended questions.

Family Preservation Services, New Worker Training, Day 2 - 502

- Training was informative
- Would like more knowledge of community resources and how to provide them.
- Ran past 4 PM.

Family Preservation Services: New Worker Training, Day 3 - 503

- Training was:
 - Excellent
 - Best section thus far
 - Drawn out
- Trainer was knowledgeable, but needs to manage time better and provide more to-do activities so participants stay engaged. However, excellent workshop and trainer.
- It would be interesting to explore more interactive teaching activities to use with clients.
- More videos would be helpful.

Family Preservation Services: New Worker Training Day 4 - 504

- Trainer was:
 - Professional
 - Knowledgeable
 - Great
- Training was helpful
- The role plays/constructive criticism were helpful.
- I wish the training was done closer together. Having a week in between makes it difficult to connect all the information.

Family Preservation Services: New Worker Training Day 5 - 505

- Training was the best
- The role play and exercises are very helpful.

Family Preservation Services: New Worker Training Day 6 - 506

- Trainer was:
 - Awesome
 - Knowledgeable
- Training was:
 - Amazing
 - Helpful
- I feel fully prepared to be an effective counselor. Thank you!

Appendix A: Trainer Summit Findings

Item	Mean Score
1. The speakers offered me new knowledge about the Protective Factors Framework.	3.52
2. The speakers were effective communicators who kept my interest.	3.52
3. The sessions helped me understand the importance of protective factors in child welfare practice.	3.42
4. The sessions enhanced the skills and knowledge I use in the classroom.	3.39
5. The Community Cafe helped me integrate the protective factors into assigned courses.	3.42
6. The Trainer Summit helped me network with other training professionals.	3.55
7. The Trainer Summit improved the knowledge and skills I use in the classroom.	3.35
8. The Trainer Summit improved my understanding of Protective Factors in child welfare experiences.	3.42
9. DCP&P's child welfare professionals will benefit from the knowledge and skills gained from my participation in the Trainer Summit.	3.52
10. The Trainer Summit is a valuable experience for training professionals.	3.55

Note. N = 31.

In your opinion what were the most valuable elements of the day?

- Excellent content. Very applicable videos.
- Activities - interactions
- Props/videos/exercises
- Establishing social connections at the Community Café
- Networking
- Great ideas for implementing content learned in the field
- The breakout sessions were very worthwhile- especially liked making social connections. Great use of technology - PowerPoint and video clips.
- Information on Protective Factors was conveyed in a meaningful and interesting way.
- Trainer and her presentation
- Loved the goodies
- Social & emotional discussions and social connections
- All of it

How could this Trainer Summit be improved in the future?

- More time for breakout groups
- Explaining how this would be supported in the local offices
- This was a terrific, worthwhile day. Thank you!
- Very interesting/well-paced day. Keep doing the same!
- Great job
- Asking participants for suggestions as to how Trainer Summit may be improved.

What are some topics that should be offered at future conferences or gatherings for professionals who train NJ's child welfare professionals?

- More on protective factors as trainings are infused. Keep us updated and allow us to attend training.
- Addressing supervisory needs in "mixed" trainings where participants have many roles (sometimes supervisors really need to get the point).
- Understanding of different temperaments and the difficult interactions between parent/child, worker/parent, worker/supervisor, community partner/supervisor.

Appendix B: Bringing the Protective Factors to Life

Findings from Training Satisfaction Surveys

This report represents information obtained from course satisfaction surveys used in a series of four, two-day trainings offered in March 2015 by the New Jersey Child Welfare Training Partnership and the New Jersey Department of Children and Families (NJDCF). The goal of this training was to bring together child welfare workers and early childhood providers in order to build relationships that would lead to stronger networking and a strengthened capacity for supporting very young children and their families in Newark, New Jersey. The training itself was developed from a toolkit of resources offered through the National Alliance of Children’s Trust Funds, the organization credentialing the facilitators who led the training sessions. All trainings were held at the NJDCF Professional Center in New Brunswick. Participants included child welfare professionals from three Division of Child Protection and Permanency (DCP&P) offices in Newark, and community agencies providing early childhood services to families of children for these same families. These community agencies included home visitation programs, family success centers, early learning centers and providers, and other health and human service professionals.

Course Description

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

Training Dates Day 1, Day 2	Attendance Day 1, Day 2
3/9/15, 3/10/15	82, 82
3/11/15, 3/12/15	88, 88
3/16/15, 3/17/15	102, 102
3/18/15, 3/19/15	108, 108
	Total: 380, 380

Each training participant was asked to complete a survey at the end of Day 2 of the training. The survey focused on assessing their experience in the training and solicited feedback on the overall training. Satisfaction with the training was rated on a four-point, Likert scale with responses ranging from one (strongly disagree) to four (strongly agree).

The following table presents mean scores on the 10 questions used to measure satisfaction with the training. A total of 293 trainees completed the survey. On average, trainees reported high levels of satisfaction with the training. The overall mean ratings for items ranged from a low of 3.51 (content of the curriculum/training materials provided me with knowledge and skills I will need to meet my responsibilities in this area of work) to a high of 3.60 (trainer was able to engage participants).

Item	Mean Score
1. The trainer was able to engage participants.	3.60
2. The trainer demonstrated expertise related to the training topic through her/his knowledge, skills, and practice experience.	3.57
3. The trainer's presentation was clear, concise, and organized, resulting in an effective training.	3.56
4. The trainer was able to answer participants' questions.	3.58
5. The content of the curriculum/training materials provided me with knowledge and skills I will need to meet my responsibilities in this area of work.	3.51
6. The instructional materials (PowerPoint slides, handouts, and participant manual) were helpful to building participants' knowledge and skills in this topic.	3.53
7. The activities (role plays, small group exercises, lectures, and discussions) were helpful to building participants' knowledge and skills in this topic.	3.56
8. The training curriculum provided different instructional activities in a way that will enable participants to use the information with children and families.	3.55
9. Children and families will benefit from knowledge and skills participants gained during this training.	3.59
10. Overall, the training was a useful experience.	3.57

Note. Scores range from 1 (strongly disagree – low satisfaction) to 4 (strongly agree – high satisfaction).

The survey also asked trainees to provide any additional comments on their training experience. Based on these comments, trainees felt the training was beneficial and enjoyed it. They reported that it provided useful resources that can be used in their daily work. They appreciated the ability to network and would have liked more time to network as well as a list of agencies that were present. There was ongoing and consistent praise for the rotation and movement designed into the conference style. Many participants did express that “welfare” should have been included as a community partner in the sessions. Please see the summary that follows for a comprehensive list of comments provided by trainees.

Summary

A total of 380 individuals were trained in *Bringing the Protective Factors to Life* by the NJ Child Welfare Training Partnership in collaboration with trainers from the child welfare and early childhood community who work to support families. The goal of the training was to bring together child welfare workers and early childhood providers to strengthen resources and services offered to families with very young children in Newark, NJ. Two hundred and ninety three trainees filled out a satisfaction survey. Overall, the surveys showed positive feedback from trainees. Trainees reported the training was beneficial and presented new information that will enhance their work with the children and families of Newark, NJ. All comments shared will be integrated into future planning efforts.

Responses to Open-Ended Question

Please provide any additional comments on your training experience.

- All of the trainers were obviously invested in the training and were fluent in their respective subject. Good training
- All of the trainings were good and I was able to walk away with at least one skill to use with my families.
- All social services should be on the same page.
- All trainers except one trainer were engaging and encouraged us. One trainer was extremely rude with her approach not engaging
- Although I am from an outside agency and there were so many DCP&P workers, we were able to connect with each other and respect the various roles we all play with the families we serve.
- As a caregiver, the workshops will be extremely helpful to me when I return to my center
- At times I sensed some kind of rush during certain presentations. The course was good. I liked the time flexibility. The course should be repeated for refreshment. A list of the places in which everyone works and what services they provide should be distributed for networking.
- Bring in more agencies to participate
- Case was useless

- Changing of rooms was overrated
- Conduct a shorter version of this training for families
- Day and a half rather than 2 days
- Did not like the moving around. Training is an extension of the CPM model. This could have been incorporated into this. Building relationships with community partners should be done at the resource fair.
- Did not really enjoy the moving around. Training was informative but repetitive.
- Different approach to partnership with resources and families
- Different perspectives, fathers, and grandmother, same sex etc.
- Each county's respective welfare office should be present.
- Each trainer was great and presented well.
- Enjoyed it
- Enjoyed switching classrooms
- Enjoyed the ball pit videos
- Enjoyed the speed dating experience
- Enjoyed the training.
- Excellent
- Gained knowledge in PF framework. Very resourceful with room for growth
- Good information. Need longer breaks
- Good job
- Good to have diversity of agencies to obtain different/same perspectives
- Good training
- Great (2)
- Great 2 days
- Great collaborative, a meeting of the minds on real issues
- Great info. Keep up the good work.
- Great job! Social connections for all
- Great networking
- Great trainers (repeated four times)
- Great training but welfare/TNF/SAI should be invited to participate
- Great training, great networking
- Great training. This was beneficial in bringing together community partners so that the opportunity to network could be had by all.
- Great training. Loved being able to move around and meet others. Not having the same instructor for both days was also a plus. Please make sure all of the PowerPoint slides are provided.
- Great training. Next time have some of the social service workers available
- Have better options for lunch. Overall enjoyed it

- I agree with all this presentation, and now I go back to my work to engage all the families that we serve and our teachers and staff with this 5 protective factors framework
- I can't believe so much money is spent developing repetitive courses. All of the moving around was horrible. The trainer was rude and not personable. Funding should be given for family shelters if the state wants to help. The state should look into changing the dress code so workers can blend in with families in Essex County.
- I enjoyed the training it was wonderful.
- I enjoyed the training. Did not like the "black dot" experiment, didn't think it was culturally sensitive.
- I enjoyed this training as it was very useful to engage with families on a daily basis and achieve a more positive result.
- I found the training very informative as well as interesting.
- I learned a lot.
- I like having the small groups and having a different viewpoint from community partners.
- I liked that we trained with participants from other agencies that provide different service but we all have a common goal
- I liked the fact that DCP&P has a new look and feel of being a collaborative of services
- I liked the way this training was organized. It broke the day up. The materials and the activities were very good
- I loved the moving and group discussion
- I really enjoyed the training and am excited about implementation. I hope someone ensures the agencies truly implement these skills through tracking, adjusting and accountability
- I really enjoyed the training, learned a lot.
- I really enjoyed it.
- I think that overall all the trainers were great and while I agree that phones should be put away no one should be treated as though they're being chastised
- I think the training was a great experience it was good networking.
- I thought that the trainers were very relatable.
- I will use it at work.
- I wish I could go back to a filmed online lecture to reinforce skills.
- If possible please create a contact list of attendees to use as a reference when working.
- In the future you should invite welfare, police, hospitals, and school districts.
- Informative
- Informative and educational
- Interactive training. Fun. Good take away info
- Introduction from all agencies present not only DCP&P. I felt lost in some areas because they only talked about DCP&P.
- Invite more community partners like div of welfare, police, etc.
- Involve/train welfare dept.

- I really would like see this training in the southern region with these community partners
- It was a good experience with a lot of information.
- It was a great experience. (2)
- It was a great training I enjoyed the activities.
- It was a great way to network. Provided me with lots of useful information I would definitely use with my clients
- It was a very good experience. Really got a lot of information that I can use in my community
- It was awesome.
- It was good that groups stayed the same through the two days. Videos were very helpful. Made great contacts
- It was great.
- It was great for networking and giving each other ideas that we could use in our daily work
- It was interesting and useful.
- It would be helpful for welfare workers and other community agencies to participate
- Just a refresher
- Learned a lot
- Less moving around
- Liked the small group but order did not let info build off each other.
- Limited resources such as cars will make it difficult to offer families transportation assistance and to implement what was learned
- Loved the interactive activities. Invite more child care providers/public school administrators
- Loved video explaining difference between empathy and sympathy
- Manual was a little confusing, could have been better organized
- The trainer seemed to be pressured for time during training and rushed participants who were sharing on related topic. The moving around was a bit much. DCP&P employees should be able to dress according to their field work.
- More time to network
- More videos, Peer interaction
- More videos, Great activities
- Most of the information was focused on mothers and children, more info on working with fathers
- Must include welfare. Good job
- Need welfare to participate
- Next time involve welfare into trainings
- No community providers from the southern region
- Okay but changing rooms was over the top
- Outstanding and outside of the box want more for supervision with staff
- Overall excellent training

- Overall great training - trainers were knowledgeable and engaging
- Overall the workshop setting is a good idea. It allows everyone to not be so bored. However, the trainer appeared to be a bully. She should be informed that everyone does not learn the same and some people may not talk as much. This type of added stress makes the lesson ineffective. Please include welfare.
- Participants felt overloaded, trainers did not give enough time for meaningful discussion. Don't ask questions at the end that people have to agree with, too long
- Please include welfare workers
- Please invite welfare services to the conference
- Please hold the trainings at least twice a year
- Please provide snacks
- Please put welfare workers in the training
- Presenters were knowledgeable and interactive in approach
- Providing lunch to everyone would have given an opportunity for everyone to mingle more because there were a lot of "clicks" that took away from meeting everyone. We need food because we are foodies.
- Refreshments should be in the cafe.
- Share contact info of organizations present. The trainers were excellent, the structure of the schedule was great. The facility and toys at the table were great. Send follow-up material via email.
- Small groups exercise
- Social and emotional competence-follow up information about research
- Some of the trainers were excellent and some appeared to be uninformed. Some staff/participants appeared uninterested which made me feel they would not be receptive to the framework.
- Some trainers were outstanding.
- Some trainers were very experienced vs others
- Superb
- Switching rooms and trainers was new and refreshing. Great interaction with other agencies. Include welfare workers
- Thank you very much
- The 1st day of training was very good. The 2nd day was good except the trainer was observed to be rude during her session
- The 2nd day training was very helpful and I will bring the knowledge back to my agency.
- The audio quality interfered with my learning experience.
- The ball pit would be a very interesting ice breaker for workers.
- The class-collaborative training was an amazing opportunity. I would love to attend future ones.

- The content was very good. I am optimistic about these ideas being implemented on a personal level. I believe that some skills need to be implemented by leadership.
- The experience was great. We should have more such as this one. Great job!
- The facility could use more directional signs so trainers could find their way quickly
- The last activity was not necessary - overkill by the end of the day. Day 1 seemed a little rushed. Many staff are utilizing PF in daily work.
- The most helpful activities and presentation were those that provided an example of something we can do with families (i.e. resiliency blocks).
- The slide show was new and interesting. The overall training was educational. I will be able to use the information in my daily work.
- The trainers gave us info from their own lives that helped to bring home the points.
- The training experience provided me with a variety of useful tasks to apply with the families that I work with every day.
- The training experience was helpful. It was a breath of fresh air to hear from other family worker, CPS, and agencies.
- The training experience was informative and very helpful for me and my families and children.
- The training is awesome.
- The training is well developed and I have hope that all involved will put the acquired skills to use.
- The training was great. It was good to work with other agencies and get feedback.
- The training was informative, and helped build relations with other agencies from the community.
- The training was informative and helpful
- The training was very good but too long.
- The training was very insightful and enlightening. I am taking back a lot of ideas.
- The training was wonderful if we can invite the following to the trainings: doctors, police, and teachers.
- The various activities reimagined the materials I plan to use them with staff in my area.
- There should be more trainings with community partners. (2)
- This is a good training
- This is useful to my work.
- This training has been informative and has offered numerous tools that I would use in my daily work at the Division.
- This training offered me the awesome opportunity to meet and interact with great people and agencies
- This training should be offered to all social workers, teachers, and hospital staff. The problem is that this will be hard to implement because DCP&P is focused on quantity not quality
- This training was a waste of time.
- This training was excellent.

- This training was extremely pleasant and enjoyable.
- This training was very resourceful. It would be nice to continue to allow service providers to attend the trainings with DCP&P.
- This training was very well executed. I have obtained a lot of great information
- This training would be great if provided through a webinar encouraging interaction and participation in groups and in our office setting.
- This was a great experience to share information with other agencies. We need more information sessions within the community.
- This was a great experience. Full of great experience and I met a lot of interesting people in various organizations.
- This was a lovely training. I especially liked and appreciated the self-disclosure of the trainers.
- This was a valuable experience. In the 2 day I had the opportunity to network and engage with my peers. The different strategies and activities were great.
- This was a very interactive and informational training.
- This was an informative and engaging training.
- This was one of the best trainings I have attended. It was well thought out, well executed and the trainers were knowledgeable, helpful. Thank you for your efforts.
- Trainers were great, made a lot of social connections
- Training seemed very basic. Advanced skills on how to use these skills with challenging families would have been helpful. I really enjoyed moving to different rooms and trainers rather than one place.
- Training should be offered to other community agencies (i.e. welfare, schools)
- Training was an incredible experience; it was a pleasure to be a part of this training project
- Training was excellent.
- Training was good this time. A lot of new stuff. Will help me in the future at DCP&P.
- Training was informative and well done. It would be helpful if CWs were given tools to use with clients during home visits
- Training was interesting especially the activities. More service providers should attend, including welfare
- Training was good, beneficial, what we do already but need to do each and every time
- Training was very informative.
- Training was very informative and helpful.
- Unstable climate made it hard to concentrate
- Very enjoyable
- Very good
- Very good training
- Very helpful
- Very informative. I truly believe if used it can be life changing to our clients

- Very informative
- Very informative and structured
- Very informative useful
- Very interesting and beneficial for our families
- Welfare needs to be present in these trainings
- Welfare should be a community agency that participates in this
- Welfare workers should be involved (stated more than five times)
- Would love to see this great event take place. Would love to see a resource guide developed to have more options to share with families. Be sure all trainers are experts in what's being presented, not just able to share PowerPoints (only an issue with social-emotional session)
- You need to feed us

Appendix C: Safety Awareness for the Child Welfare Professional

Comments from Training Satisfaction Surveys

This report represents comments obtained from course satisfaction surveys for *Safety Awareness for the Child Welfare Professional*. Data were taken from 19 trainings that were run in May and June of 2015. Four hundred and six participants attended on Day 1. Three hundred and ninety-nine participants attended on Day 2. Three hundred and sixty trainees filled out a satisfaction survey.

Course Description

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

Course ID	Training Date	Number of Attendees
18646	5/19/2015	25, 25
18701	5/20/2015	14, 13
18607	5/26/2015	18, 18
18750	5/27/2015	13, 13
18705	5/28/2015	22, 22
18702	6/1/2015	28, 28
18723	6/1/2015	15, 15
18682	6/2/2015	19, 19
18724	6/2/2015	9, 8
18725	6/2/2015	17, 16
18726	6/3/2015	24, 24
18685	6/8/2015	23, 23
18704	6/8/2015	27, 26
18727	6/8/2015	29, 29
18728	6/9/2015	21, 20
18729	6/11/2015	23, 21
18730	6/15/2015	29, 29
18761	6/16/2015	28, 28
18736	6/17/2015	22, 22
		Total 406, 399

Open-Ended Responses

Each training participant was asked to complete a survey at the end of the training. The survey asked trainees to provide any additional comments on their training experience. All responses are below.

- A good first step.
- A lot of information in the PowerPoint slides was helpful but cluttered.
- Actual awareness techniques are generally developed after time in the field.
- All important information.
- Awesome, knowledgeable trainers; facilitated good discussions
- Because I am not a caseworker I was unable to relate to some of the issues. But did find it helpful in understanding what case workers face and think if I was in a situation what would I do.
- Besides the trainer being so informed on the material, I learned that it is always important to ensure your safety and the other workers as well.
- Best trainer that I've had! This trainer was very experienced and was able to relate to workers and field work. This training needs to be incorporated in pre-service curriculum, as this trainer was the most informative trainer I've had at DCP&P.
- Better protocol needs to be handed down from up top regarding procedures on office safety in emergency.
- Caseworkers and LOM should take this.
- Course must allow for "open discussion of real case scenarios". The trainers were courageous in going first and did a great job. 1st day felt a bit rushed, but 2nd was good.
- Felt that I would better plan by having observed this. I'm concerned that a worker in danger from a family would just be allowed to transfer case within the office. This still leaves them almost as vulnerable - parking lots and building entrances provide little safety.
- Covered many things we already do in the field but didn't put much thought into it.
- Learned more safety tips.
- DCF management should reconsider the dress code policy to include and allow workers to wear jeans and sneakers again to help workers be safe in hazardous areas.
- Don was able to engage everyone in the two days and was very informative.
- Emergency plans should be in place for each office in case of emergency situations (ex. active shooter).
- Engaging and knowledgeable trainers. Too much time was spent on personal stories and the trainers should have refocused the group. We should be able to wear sneakers in the field. The training should cover the Leah Coleman case since that is the reason the class was created. Everyone should have access to door codes after 7pm. A worker may be in the field late and would need to access the building for safety.
- Even though worker safety seems to be emphasized it is not truly adhered to by most supervisors, and workers are treated as disposable objects.
- Every supervisor, CWS, LO manager, caseworker should take this training; it should be mandatory! (4)
- Excellent and realistic training (2)
- Excellent trainer - very engaging. Course was very helpful and informative. All staff should take this training.
- Excellent trainers! Excellent presentation of the materials. Should be mandatory (9)

- Found it to be insightful.
- Free pepper spray for participants.
- Gabe is a really engaging trainer. His stories about personal experiences enhance training.
- The course is a good start towards worker safety. Security guards in the LD's are not very effective or attentive.
- Gabe is a wonderful trainer. (8)
- Provided details/information and may take much info to use as possible to make my job easier and run more smoothly
- Geared to difficult situations. Was helpful.
- Good and informative training. (9)
- Great trainer and training. (12)
- Helpful, real and direct. I cannot ask for anything more.
- I believe supervisors and casework supervisors should have taken before this any other employees. Very pertinent information for safety of self and others. Also, the dress code should be implemented whereas all employees should be in comfortable clothing and able to run easily if necessary.
- I do not like role plays.
- I enjoyed and learned a lot from this training. I hope the training will be widespread so every worker can take this training. It very well could save lives.
- I enjoyed it and am now more aware of the actions to have done when safety feels compromised.
- I enjoyed the class interaction. Trainer was very informative. Course info will help with my field work. Just how it is in the field. Hands on self-defense training that could be helpful.
- I enjoyed the training and its interaction - this training should be mandatory for all employees.
- I feel like this training is too late. I have been attacked, threatened, put in dangerous situations over my 8 year career. When I reported how I felt, I was threatened with discipline or made to feel as if I was the problem for speaking. Allow the class to vent. Workers and supervisors should take the training together to get on common ground.
- I feel that it was definitely helpful for the DCP&P staff, especially intake workers. But I don't feel it was very relevant for the child health unit staff, since we rarely deal with the bio parents in their homes. I feel that my time would be better utilized doing my duties.
- I feel that our building in Newark is not completely safe. There are no armed security guards on our floor.
- I feel the training was very long and the information of importance was too much to cover. Lastly, this topic is sensitive and elicits long conversations from participants.
- I feel this is a valuable training and it should be mandatory for the supervisors and caseworkers to take this to enhance the safety of their workers. I think that the new policy regarding worker safety should be highlighted for all workers since I don't think it is common knowledge.
- I feel this training was very worthwhile. I do believe though, that there should be a protocol put in place for every office to train clerical staff on how to respond if an incident occurs in the office (reception area).
- I felt this was an extremely good and useful training.

- I have a position where I do not go into the homes of the clients. This info does not affect my job responsibilities. However, I did find it very helpful and informative for case workers.
- I suggest that this training is mandatory for every worker, supervisor, caseworker supervisor, and up the chain of command. Everyone should protect his/her safety, but safety in the office and in the field is the responsibility of our higher chain of command to ensure.
- I think that all staff should take the class together and all CW and Supervisors, and mix up so you have more examples.
- I think the trainer was excellent in presentation of knowledge.
- I think this particular training could have been accomplished in one day. The longer presentation and repetition would be better served in training with new workers, not seasoned ones such as this group consisted of.
- I thought it was definitely useful; very informative, especially for a new worker.
- I would like to have better contact with law enforcement.
- Incorporate release of info/HIPPA pertaining to workers' personal info.
- Informative. Hopefully, we will utilize everything that was provided to us.
- It reminded me of a refresher case practice training.
- It was discussed regarding the lack of responsiveness of the local law enforcement to DCP&P agencies' workers. As a result of my being a new worker, my concern is any safety when doing investigations and when making a call to the police and requesting their assistance is most critical.
- It was very helpful. (2)
- It was very well planned and informative.
- It's concerning that the division waited so long to teach worker safety.
- Judges and law enforcement should be alerted/trained about upgrades/changes in policy (especially "buddying"). Trainer kept a good pace and focused on relevant topics. Just not enough to make me feel safe.
- Less "case scenarios" and more videos from experts in the field, advice, etc.
- Local offices need to complete drills: Worker attire (sneakers need to be worn); mace or pepper spray; worker liability; talk about worker safety.
- Loved the examples that were given.
- Make this mandatory. (3)
- Many participants had questions about: liability if physical fight occurs with client or using mace, will we be backed by DCP&P attorney? Wearing sneakers. Would be beneficial to discuss Leah Coleman case in training.
- Much of the information discussed is already practiced so some things are redundant. It would be helpful to get protocols for safety planning.
- My training experience was great. Just expected the information to really deal with our safety in the field and how to protect yourself. There was a lot of engagement stuff but unclear how that helps us deal with being safe.

- Need sneakers- policy to run for safety--can't run in other shoes. Are we liable if we use mace or pepper spray? Active shooter drills!
- Needed a couple more minutes on pretest. Presentations needed to be louder to be effectively heard. Training had some useful information for day to day work. Thanks for the candy.
- Nice to know that our concerns and information given to trainer will be addressed moving forward.
- Office wide protocols and policies would help.
- One of the best trainings I've attended in a very long time. Gabe was knowledgeable, engaging and held everyone's interest. Great training, good material, really can take the information away and apply in all DCP&P work. Would be helpful if training included brief info on what to do if children in our custody are in the building and something is going on, steps/actions to take to protect etc. Guards should be on all floors clients meet with workers no exceptions!
- Overall, a good training. It would be beneficial if this were a mandatory training.
- Please review community questions created by the workers in the training and submitted by the trainer.
- Please...No more role playing!
- Positive and informative training, educational, much needed.
- Presenter made the training interesting; the training should be cut to no more than 1.5 days.
- Provide more extensive safety training for staff.
- Rather than (or in addition to) role playing, videos modeling effective de-escalation techniques would have been more helpful. The trainer was very engaging. Additionally, having more officers available to assist in the field would enhance safety, as local police are often unable/unwilling to assist.
- Really enjoyed this training. (2)
- Regarding the law enforcement piece, we do not have a clear understanding of the policy regarding police's role in assisting workers in the field.
- Relatable, and easy to follow. Interesting materials to enhance individual skills. Good conversational topics.
- Review of material to ensure all questions on the test were addressed.
- Role play is not useful!
- Safety training was very informative. I believe this training should be mandatory for all offices. Instructors gave good examples and life experiences. Main concerns: Pepper spray or mace, why aren't we supplied with it if we can use? Dress code concerns - need sneakers!
- Excellent trainer.
- Should be mandated for everyone. (11)
- Should revisit sneaker policy as sneakers would benefit if workers are to run for safety. What happens to past cases of client threats/violence?
- Supervisors need to be trained.
- Trainer did an excellent job presenting the material, engaging the audience, setting limits when needed and giving examples.
- The dress code is not conducive with safety practices.
- The facilitator was great. He was very knowledgeable about the caseworker experience. He also gave helpful hints of safety while in the field.

- The facilitator was prepared and an effective communicator. The facilitator was knowledgeable and made training interesting. I enjoyed the facilitator today. I learned the information and feel that I can incorporate the materials reviewed.
- The films were difficult to hear. The trainer was engaging and made the training interesting.
- The idea that field workers cannot wear sneakers is outrageous. You teach in the training that an active threat response to: "run, escape, hide, fight". "Business casual" is not conducive to this.
- The information presented was very useful and relevant to our line of work. (2)
- The instructor/trainer was interesting and informative; he kept my interest while some trainers put me to sleep. He kept the training active and lively.
- The role playing was not helpful. It broke the flow of the training. Test should be done at the end of class with the group.
- The trainer was excellent and the material and discussion are very useful.
- The trainer was knowledgeable of the material. The material itself lacked in providing useful tools for field workers.
- The trainer was very engaging and knowledgeable. (6)
- The trainers were informative but it doesn't need to be 2 days. Also, all staff including supervisors and CWS should be required to take this.
- The training class should incorporate a drill for safety. Offices should do the same. No door or windows should be blocked - they are in many of the offices.
- The training is very important as far as learning and practicing how to de-escalate a situation but I feel like we need to focus on more safety concerns regarding worker safety in jails, courts, and parking lots at work. The dress code needs to be relaxed. We need to be able to "fit in" better in communities and clothes that make it easier to run if need be. Self-defense should be mandatory.
- The training was very real and needed. The instructor was very engaging and knowledgeable.
- The type of clothing workers wear can cause issues when placed in dangerous situations; should be able to wear more relaxed clothing.
- There should be a specific training for supervisors and managers so they can learn policy.
- This needs to be a mandatory training starting with pre-service, managers, supervisors and casework supervisors. This should be distributed via email.
- This should be a mandatory. (13)
- This training was very helpful but I don't believe there should be a test on what we learned. This is about our safety, not how much we learned.
- This trainer was excellent; thoroughly enjoyed the training. Very minimal group activity/role playing.
- This training needs to be mandatory across the board. Workers can benefit from a refresher training in safety as well as knowing their rights regarding the new policies.
- Supervisors need to acknowledge a worker's concerns regarding their safety. It's important for a worker's concern to be discussed and validated. The dress code is also a concern. The de-escalating tools will be beneficial.
- This training was excellent. I definitely took away helpful tools for personal safety. (3)

- This training was very exciting and particularly informative. I have learned how to protect myself and my coworkers in field and at the work place. I believe everyone in this field should take this class. I believe that this training should be mandatory for workers and supervisors as well as casework supervisors.
- This training was very insightful for all DCP&P employees. Should be mandatory.
- This training was very useful and the trainer was awesome in conveying the material.
- This training brought to light that the administration is not concerned/focused on the well-being overall of its staff while out in the field. There's not a focus on ensuring worker safety. The agency's reactions are not proactive.
- This training did not make me feel safe in the field. I just now feel discouraged by the people in charge of implementing policy change. There are more intense safety concerns that should have been addressed. It seems this training was developed by someone with little experience in the field.
- This was a "cover your ass" training.
- This was a good training and I recommend that all supervisors should be mandated to take it.
- This was a great training experience. The trainer was very competent and well equipped to teach this training. She had an open mind and adjusted to the different styles the workers had.
- This was a very helpful training. This will be useful for my job and the families we work with. The handouts were great to follow along with.
- This was a very informative training. All supervisors CWS, and managers should be required to take it.
- This was a very interesting training and a lot of information in the training was new to me.
- This was very educational.
- This was very helpful. You learn things you didn't know before. You think you're doing the right thing when it's time to stay safe but you're really not.
- This was very informative and should be mandatory, Safety awareness serves staff as well as families and the ability to de-escalate a potentially violent situation was helpful.
- Timely training - well done by trainer. While this was a difficult topic - he made it relevant and told in a safe, calm, learning environment. Excellent training.
- This training should be mandatory; very important for all staff to know this information.
- Too much lecturing... a lot of information was repetitive and maybe needs to be revisited. Activities were repetitive/common sense. More hands on necessary.
- Trainer extremely knowledgeable and helpful (real examples) also engaging and interesting. (5)
- Trainer presented information well.
- Trainer was a great instructor. The class was very informative. Please take into consideration the following: caseworkers need flashlights, pepper spray, state car chargers and state cars that work and that are not on the verge of breaking down.
- Trainer was able to keep class engaged and focused. (8)
- Trainer was great. This needs to be able to go along with a new dress code policy suitable for the actual jobs we do.
- Trainer was very well versed in the subject of safety.
- Trainers are great- discussion helpful. (3)

- Training itself was coordinated and presented well. Side note: how serious can the staff take security when the security is old enough to be my grandfather and the entrances to the buildings are accessible without the presence of security?
- Training material could be streamlined. Two full days were unnecessary.
- Training should be made mandatory to all DCP&P staff. (7)
- Training was draining and boring, should have been 1 day. Trainer was arrogant and called people out as if this was a high school classroom.
- Training was excellent and very informative. (2)
- Training was good.
- Training was great and a lot of worker safety policy information was beyond helpful.
- Training was very engaging and worked very well together.
- Training was very helpful and needed.
- Training was very informative. It heightened the awareness of the work place environment and its areas of concern to further secure staff safety.
- Training was very useful. I think this training should be mandatory so that all supervisors and workers can be on the same page and know policy. Offices also need to develop plans and utilize them.
- Trainings provide us with great ideas and policy, however, implementation of policy can be difficult because we don't have enough staff.
- Upper management needs to take this
- Useful and informative training for DCP&P. Should be mandatory for all workers.
- Very good training. It is about time! Sharing personal stories was a help. (5)
- Very helpful.
- Very informative and helpful training. (8)
- Very knowledgeable with all material.
- Very nice training. Enjoyed the trainer's vast experiences for examples.
- Very useful training and should be mandatory as all staff need to be aware of how to stay safe. (2)
- Wasn't what I expected. More CPM type, less about our actual safety.
- We need more info about threats and incidents that occur within agency. Unfortunately, we are planning for these crises events but most of these horrible acts occur without warning.
- We need state cars. Pepper spray needs to be provided.
- We should be automatically enrolled in a self-defense class. We should be able to wear sneakers in the field. We need to have enough cars at our offices.
- We should have active shooter drills in all the offices. We need to be able to wear sneakers in the field. Mace should be supplied. How are we protected if a physical incident occurs with a parent and/or child? The reason this training is happening should be discussed on the first day of training at the beginning!
- Why can't we wear sneakers? We need to have the ability to run in comfortable shoes if threatened. Will DCP&P represent us when we use pepper/mace -- what's the liability? Can we defend ourselves against a minor? We should have lock downs/drills.

- Will training be offered on use of chemical repellants? How do we ensure our own safety and buddy when substance is released improperly? If a client is injured with the chemical repellants, will we have legal representation if a civil suit is filed? Will emergency management come out to the offices to conduct emergency safety drills?
- Workers drive clients in dangerous situations (kids/adults with mental health issues). There was no mention of safety in cars.
- Workers need iPhones for location purposes.
- Workers should be able to dress comfortably due to conditions of houses or need to quickly get to safety.
- Workers should not have to drive their client's home from hearing. Workers should not have to transport their clients. Gabe was very knowledgeable in the field and was able to educate us while keeping it interesting.
- Would have liked to learn more in regards to physical safety.
- You should have more videos demonstrating topics presented in this course!

Appendix D: Condensed Item Analyses

Condensed Item Analysis Report

Filter: Pre-Service Mod 10 Pretest

Legend: Correct ■ Incorrect ■ Distractors Chosen More than Correct Answer: ■

1. Which of the following choices BEST describe what the worker is doing? A caseworker calls to set up an appointment for a first visit and follows up with the visit. Before the worker can fully explain the purpose of the visit, the family starts telling the worker what has been going on in the home. The worker continues exploring the situation with the family member for 20 minutes, jots down notes and then explains more about her role as worker and how she can help with concerns that the family raised.

Response	Frequency	Percent	
A	9	32.14	■
*B	14	50.00	■
C	2	7.14	■
D	3	10.71	■
E	0	0.00	

2. Which of the following is TRUE about engagement?

Response	Frequency	Percent	
A	4	14.29	■
B	13	46.43	■
C	6	21.43	■
*D	5	17.86	■
E	0	0.00	

3. Soliciting feedback, reflecting, attentiveness, flexibility, and _____ are all behavioral indicators of the DYFS workers accountability to the family

Response	Frequency	Percent	
*A	1	3.57	■
B	5	17.86	■
C	21	75.00	■
D	1	3.57	■
E	0	0.00	

4. The skills discussed during this training can be reinforced in the DYFS office by

Response	Frequency	Percent	
A	1	3.57	■
B	6	21.43	■
C	20	71.43	■
*D	1	3.57	■
E	0	0.00	

5. In working towards the outcomes of safety, well-being, stability and permanency which of the following is true?

Response	Frequency	Percent	
A	19	67.86	■
B	4	14.29	■
*C	0	0.00	
D	5	17.86	■
E	0	0.00	

6. Which of the following responses indicates effective application of the skills learned during Making Visits Matter based on the situation described below? The caseworker just entered a home of a family that was recently reunified. This is the first time meeting the family.

Response	Frequency	Percent	
A	1	3.57	■
*B	20	71.43	■
C	3	10.71	■
D	4	14.29	■
E	0	0.00	

7. When establishing a Working Agreement, the following steps are utilized:

Response	Frequency	Percent	
A	3	10.71	
B	5	17.88	
C	2	7.14	
*D	18	64.29	
E	0	0.00	

9. Behavioral indicators that suggest an appreciation of family strengths include:

Response	Frequency	Percent	
*A	1	3.57	
B	14	50.00	
C	1	3.57	
D	12	42.88	
E	0	0.00	

11. If your goal is to gain a better understanding of families, what role should you take in order to be aware of how family members view themselves?

Response	Frequency	Percent	
A	0	0.00	
B	3	10.71	
*C	19	67.88	
D	6	21.43	
E	0	0.00	

13. An appreciation of a family's _____ helps them to address challenges and recognize resources.

Response	Frequency	Percent	
*A	1	3.57	
B	27	96.43	
C	0	0.00	
D	0	0.00	
E	0	0.00	

8. In work with child welfare families, the desired outcomes are safety, permanency, well-being, and stability. What does permanency mean from the child and family's point of view?

Response	Frequency	Percent	
A	14	50.00	
*B	4	14.29	
C	3	10.71	
D	7	25.00	
E	0	0.00	

10. Collaboration begins with finding ways to elicit family members' cooperation rather than simply expecting compliance. Working in partnership suggests a shift from professional turf to _____

Response	Frequency	Percent	
A	21	75.00	
B	0	0.00	
C	3	10.71	
*D	4	14.29	
E	0	0.00	






12. Which of the following are key points to ask family members during a visit to ensure safety and stability?

Response	Frequency	Percent	
*A	0	0.00	
B	14	50.00	
C	14	50.00	
D	0	0.00	
E	0	0.00	

14. Reunified families must deal with the consequences of separation and the impact of foster care on children. What is a way to partner with families to support the reunification process?

Response	Frequency	Percent	
*A	27	96.43	
B	0	0.00	
C	1	3.57	
D	0	0.00	
E	0	0.00	

15. The ability to elicit solutions when tracking and adjusting plans with parents includes:

Response	Frequency	Percent	
A	2	7.14	
B	0	0.00	
C	26	92.86	
*D	0	0.00	
E	0	0.00	

Condensed Item Analysis Report

Filter: Pre-Service Mod 10 Posttest

Legend: Correct ■ Incorrect ■ Distractors Chosen More than Correct Answer: ■

1. Which of the following choices BEST describe what the worker is doing? A caseworker calls to set up an appointment for a first visit and follows up with the visit. Before the worker can fully explain the purpose of the visit, the family starts telling the worker what has been going on in the home. The worker continues exploring the situation with the family member for 20 minutes, jots down notes and then explains more about her role as worker and how she can help with concerns that the family raised.

Response	Frequency	Percent	
A	5	12.50	■
*B	29	72.50	■
C	6	15.00	■
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

2. Which of the following is TRUE about engagement?

Response	Frequency	Percent	
A	5	12.50	■
B	29	72.50	■
C	1	2.50	■
*D	5	12.50	■
E	0	0.00	
Missing	0	0.00	

3. Soliciting feedback, reflecting, attentiveness, flexibility, and _____ are all behavioral indicators of the DYFS workers accountability to the family

Response	Frequency	Percent	
*A	2	5.00	■
B	0	0.00	
C	38	95.00	■
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

4. The skills discussed during this training can be reinforced in the DYFS office by

Response	Frequency	Percent	
A	8	20.00	■
B	4	10.00	■
C	27	67.50	■
*D	1	2.50	■
E	0	0.00	
Missing	0	0.00	

5. In working towards the outcomes of safety, well-being, stability and permanency which of the following is true?

Response	Frequency	Percent	
A	34	85.00	■
B	4	10.00	■
*C	0	0.00	
D	2	5.00	■
E	0	0.00	
Missing	0	0.00	

6. Which of the following responses indicates effective application of the skills learned during Making Visits Matter based on the situation described below? The caseworker just entered a home of a family that was recently reunified. This is the first time meeting the family.

Response	Frequency	Percent	
A	6	15.00	■
*B	31	77.50	■
C	1	2.50	■
D	2	5.00	■
E	0	0.00	
Missing	0	0.00	

7. When establishing a Working Agreement, the following steps are utilized:

Response	Frequency	Percent	
A	0	0.00	
B	7	17.50	
C	1	2.50	
*D	31	77.50	
E	0	0.00	
Missing	1	2.50	

8. In work with child welfare families, the desired outcomes are safety, permanency, well-being, and stability. What does permanency mean from the child and family's point of view?

Response	Frequency	Percent	
A	0	0.00	
*B	3	7.50	
C	37	92.50	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

9. Behavioral indicators that suggest an appreciation of family strengths include:

Response	Frequency	Percent	
*A	1	2.50	
B	10	25.00	
C	0	0.00	
D	29	72.50	
E	0	0.00	
Missing	0	0.00	

10. Collaboration begins with finding ways to elicit family members' cooperation rather than simply expecting compliance. Working in partnership suggests a shift from professional turf to

Response	Frequency	Percent	
A	33	82.50	
B	2	5.00	
C	0	0.00	
*D	5	12.50	
E	0	0.00	
Missing	0	0.00	

11. If your goal is to gain a better understanding of families, what role should you take in order to be aware of how family members view themselves?

Response	Frequency	Percent	
A	0	0.00	
B	1	2.50	
*C	39	97.50	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

12. Which of the following are key points to ask family members during a visit to ensure safety and stability?

Response	Frequency	Percent	
*A	0	0.00	
B	39	97.50	
C	1	2.50	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

13. An appreciation of a family's _____ helps them to address challenges and recognize resources.

Response	Frequency	Percent	
*A	1	2.50	
B	39	97.50	
C	0	0.00	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

14. Reunified families must deal with the consequences of separation and the impact of foster care on children. What is a way to partner with families to support the reunification process?

Response	Frequency	Percent	
*A	39	97.50	
B	0	0.00	
C	1	2.50	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

15. The ability to elicit solutions when tracking and adjusting plans with parents includes:

Response	Frequency	Percent	
A	1	2.50	
B	0	0.00	
C	38	95.00	
*D	0	0.00	
E	0	0.00	
Missing	1	2.50	

Condensed Item Analysis Report

Filter: Concurrent Permanency Planning Version 2 Pre Test

Legend: Correct ■ Incorrect ■ Distractors Chosen More than Correct Answer: ■

Question 1

Response	Frequency	Percent	
*A	60	39.22	<div style="width: 39.22%; background-color: green; border: 1px solid black;"></div>
B	8	5.23	<div style="width: 5.23%; background-color: red; border: 1px solid black;"></div>
C	60	39.22	<div style="width: 39.22%; background-color: red; border: 1px solid black;"></div>
D	25	16.34	<div style="width: 16.34%; background-color: red; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

Question 2

Response	Frequency	Percent	
A	57	37.25	<div style="width: 37.25%; background-color: yellow; border: 1px solid black;"></div>
B	64	41.83	<div style="width: 41.83%; background-color: yellow; border: 1px solid black;"></div>
C	11	7.19	<div style="width: 7.19%; background-color: red; border: 1px solid black;"></div>
*D	20	13.07	<div style="width: 13.07%; background-color: green; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	1	0.65	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

Question 3

Response	Frequency	Percent	
A	9	5.88	<div style="width: 5.88%; background-color: red; border: 1px solid black;"></div>
B	19	12.42	<div style="width: 12.42%; background-color: red; border: 1px solid black;"></div>
*C	120	78.43	<div style="width: 78.43%; background-color: green; border: 1px solid black;"></div>
D	1	0.65	<div style="width: 0.65%; background-color: red; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	4	2.61	<div style="width: 2.61%; background-color: red; border: 1px solid black;"></div>

Question 4

Response	Frequency	Percent	
A	23	15.03	<div style="width: 15.03%; background-color: red; border: 1px solid black;"></div>
*B	98	64.05	<div style="width: 64.05%; background-color: green; border: 1px solid black;"></div>
C	12	7.84	<div style="width: 7.84%; background-color: red; border: 1px solid black;"></div>
D	19	12.42	<div style="width: 12.42%; background-color: red; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	1	0.65	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

Question 5

Response	Frequency	Percent	
A	7	4.58	<div style="width: 4.58%; background-color: red; border: 1px solid black;"></div>
B	88	56.21	<div style="width: 56.21%; background-color: yellow; border: 1px solid black;"></div>
C	3	1.96	<div style="width: 1.96%; background-color: red; border: 1px solid black;"></div>
*D	57	37.25	<div style="width: 37.25%; background-color: green; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

Question 6

Response	Frequency	Percent	
*A	74	48.37	<div style="width: 48.37%; background-color: green; border: 1px solid black;"></div>
B	26	16.99	<div style="width: 16.99%; background-color: red; border: 1px solid black;"></div>
C	20	13.07	<div style="width: 13.07%; background-color: red; border: 1px solid black;"></div>
D	33	21.57	<div style="width: 21.57%; background-color: red; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

Question 7

Response	Frequency	Percent	
*A	48	31.37	<div style="width: 31.37%; background-color: green; border: 1px solid black;"></div>
B	25	16.34	<div style="width: 16.34%; background-color: red; border: 1px solid black;"></div>
C	17	11.11	<div style="width: 11.11%; background-color: red; border: 1px solid black;"></div>
D	63	41.18	<div style="width: 41.18%; background-color: yellow; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

Question 8

Response	Frequency	Percent	
A	1	0.65	<div style="width: 0.65%; background-color: red; border: 1px solid black;"></div>
*B	85	55.56	<div style="width: 55.56%; background-color: green; border: 1px solid black;"></div>
C	20	13.07	<div style="width: 13.07%; background-color: red; border: 1px solid black;"></div>
D	47	30.72	<div style="width: 30.72%; background-color: red; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

Question 9

Response	Frequency	Percent	
A	43	28.10	<div style="width: 28.10%; background-color: red; border: 1px solid black;"></div>
B	4	2.61	<div style="width: 2.61%; background-color: red; border: 1px solid black;"></div>
C	24	15.69	<div style="width: 15.69%; background-color: red; border: 1px solid black;"></div>
*D	82	53.59	<div style="width: 53.59%; background-color: green; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

Question 10

Response	Frequency	Percent	
*A	100	65.36	<div style="width: 65.36%; background-color: green; border: 1px solid black;"></div>
B	9	5.88	<div style="width: 5.88%; background-color: red; border: 1px solid black;"></div>
C	27	17.65	<div style="width: 17.65%; background-color: red; border: 1px solid black;"></div>
D	17	11.11	<div style="width: 11.11%; background-color: red; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

Question 11			
Response	Frequency	Percent	
A	46	30.07	
B	14	9.15	
*C	33	21.57	
D	60	39.22	
E	0	0.00	
Missing	0	0.00	

Question 12			
Response	Frequency	Percent	
A	4	2.61	
B	1	0.65	
*C	64	41.83	
D	83	54.25	
E	0	0.00	
Missing	1	0.65	

Question 13			
Response	Frequency	Percent	
A	23	15.03	
B	2	1.31	
C	20	13.07	
*D	107	69.93	
E	0	0.00	
Missing	1	0.65	

Question 14			
Response	Frequency	Percent	
A	53	34.64	
*B	19	12.42	
C	7	4.58	
D	73	47.71	
E	0	0.00	
Missing	1	0.65	

Question 15			
Response	Frequency	Percent	
A	11	7.19	
B	45	29.41	
*C	47	30.72	
D	49	32.03	
E	0	0.00	
Missing	1	0.65	

Question 16			
Response	Frequency	Percent	
*A	97	63.40	
B	22	14.38	
C	32	20.92	
D	1	0.65	
E	0	0.00	
Missing	1	0.65	

Question 17			
Response	Frequency	Percent	
A	63	41.18	
*B	55	35.95	
C	11	7.19	
D	23	15.03	
E	0	0.00	
Missing	1	0.65	

Question 18			
Response	Frequency	Percent	
A	23	15.03	
*B	39	25.49	
C	68	44.44	
D	22	14.38	
E	0	0.00	
Missing	1	0.65	

Question 19			
Response	Frequency	Percent	
A	26	16.99	
B	26	16.99	
C	34	22.22	
*D	65	42.48	
E	0	0.00	
Missing	2	1.31	

Question 20			
Response	Frequency	Percent	
*A	39	25.49	
B	23	15.03	
C	40	26.14	
D	50	32.68	
E	0	0.00	
Missing	1	0.65	

Condensed Item Analysis Report

Filter: Concurrent Permanency Planning Version 2 Post Test

Legend: Correct ■ Incorrect ■ Distractors Chosen More than Correct Answer: ■

Question 1

Response	Frequency	Percent	
*A	119	79.33	<div style="width: 79.33%; background-color: green; height: 10px;"></div>
B	5	3.33	<div style="width: 3.33%; background-color: red; height: 10px;"></div>
C	4	2.67	<div style="width: 2.67%; background-color: red; height: 10px;"></div>
D	22	14.67	<div style="width: 14.67%; background-color: red; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: yellow; height: 10px;"></div>

Question 2

Response	Frequency	Percent	
A	21	14.00	<div style="width: 14.00%; background-color: red; height: 10px;"></div>
B	43	28.67	<div style="width: 28.67%; background-color: red; height: 10px;"></div>
C	8	5.33	<div style="width: 5.33%; background-color: red; height: 10px;"></div>
*D	77	51.33	<div style="width: 51.33%; background-color: green; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
Missing	1	0.67	<div style="width: 0.67%; background-color: yellow; height: 10px;"></div>

Question 3

Response	Frequency	Percent	
A	2	1.33	<div style="width: 1.33%; background-color: red; height: 10px;"></div>
B	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
*C	146	97.33	<div style="width: 97.33%; background-color: green; height: 10px;"></div>
D	2	1.33	<div style="width: 1.33%; background-color: red; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: yellow; height: 10px;"></div>

Question 4

Response	Frequency	Percent	
A	3	2.00	<div style="width: 2.00%; background-color: red; height: 10px;"></div>
*B	147	98.00	<div style="width: 98.00%; background-color: green; height: 10px;"></div>
C	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
D	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: yellow; height: 10px;"></div>

Question 5

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
B	30	20.00	<div style="width: 20.00%; background-color: red; height: 10px;"></div>
C	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
*D	120	80.00	<div style="width: 80.00%; background-color: green; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: yellow; height: 10px;"></div>

Question 6

Response	Frequency	Percent	
*A	115	76.67	<div style="width: 76.67%; background-color: green; height: 10px;"></div>
B	26	17.33	<div style="width: 17.33%; background-color: red; height: 10px;"></div>
C	3	2.00	<div style="width: 2.00%; background-color: red; height: 10px;"></div>
D	6	4.00	<div style="width: 4.00%; background-color: red; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: yellow; height: 10px;"></div>

Question 7

Response	Frequency	Percent	
*A	131	87.33	<div style="width: 87.33%; background-color: green; height: 10px;"></div>
B	5	3.33	<div style="width: 3.33%; background-color: red; height: 10px;"></div>
C	2	1.33	<div style="width: 1.33%; background-color: red; height: 10px;"></div>
D	10	6.67	<div style="width: 6.67%; background-color: red; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
Missing	2	1.33	<div style="width: 1.33%; background-color: yellow; height: 10px;"></div>

Question 8

Response	Frequency	Percent	
A	1	0.67	<div style="width: 0.67%; background-color: red; height: 10px;"></div>
*B	106	70.67	<div style="width: 70.67%; background-color: green; height: 10px;"></div>
C	5	3.33	<div style="width: 3.33%; background-color: red; height: 10px;"></div>
D	38	25.33	<div style="width: 25.33%; background-color: red; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: yellow; height: 10px;"></div>

Question 9

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
B	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
C	28	18.67	<div style="width: 18.67%; background-color: red; height: 10px;"></div>
*D	122	81.33	<div style="width: 81.33%; background-color: green; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: yellow; height: 10px;"></div>

Question 10

Response	Frequency	Percent	
*A	122	81.33	<div style="width: 81.33%; background-color: green; height: 10px;"></div>
B	1	0.67	<div style="width: 0.67%; background-color: red; height: 10px;"></div>
C	27	18.00	<div style="width: 18.00%; background-color: red; height: 10px;"></div>
D	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: yellow; height: 10px;"></div>

7/22/2015

Condensed Item Analysis Report

Page 1

Question 11

Response	Frequency	Percent	
A	10	6.67	
B	4	2.67	
*C	120	80.00	
D	16	10.67	
E	0	0.00	
Missing	0	0.00	

Question 12

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
*C	118	78.67	
D	31	20.67	
E	1	0.67	
Missing	0	0.00	

Question 13

Response	Frequency	Percent	
A	0	0.00	
B	24	16.00	
C	0	0.00	
*D	126	84.00	
E	0	0.00	
Missing	0	0.00	

Question 14

Response	Frequency	Percent	
A	3	2.00	
*B	108	72.00	
C	10	6.67	
D	29	19.33	
E	0	0.00	
Missing	0	0.00	

Question 15

Response	Frequency	Percent	
A	11	7.33	
B	12	8.00	
*C	102	68.00	
D	25	16.67	
E	0	0.00	
Missing	0	0.00	

Question 16

Response	Frequency	Percent	
*A	113	75.33	
B	33	22.00	
C	4	2.67	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

Question 17

Response	Frequency	Percent	
A	8	5.33	
*B	116	77.33	
C	2	1.33	
D	24	16.00	
E	0	0.00	
Missing	0	0.00	

Question 18

Response	Frequency	Percent	
A	24	16.00	
*B	85	56.67	
C	32	21.33	
D	9	6.00	
E	0	0.00	
Missing	0	0.00	

Question 19

Response	Frequency	Percent	
A	7	4.67	
B	26	17.33	
C	2	1.33	
*D	115	76.67	
E	0	0.00	
Missing	0	0.00	

Question 20

Response	Frequency	Percent	
*A	136	90.67	
B	3	2.00	
C	6	4.00	
D	5	3.33	
E	0	0.00	
Missing	0	0.00	

Condensed Item Analysis Report

Filter: working with immigrant families mod 2 pre

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■

1. We can only see ten percent of a person's cultural attributes. One of the most important dimensions of a person's culture that we do NOT see is:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
B	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
*C	10	71.43	<div style="width: 71.43%; height: 15px; background-color: green;"></div>
D	4	28.57	<div style="width: 28.57%; height: 15px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

2. Worldview is defined as:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
B	2	14.29	<div style="width: 14.29%; height: 15px; background-color: red;"></div>
C	3	21.43	<div style="width: 21.43%; height: 15px; background-color: red;"></div>
*D	8	57.14	<div style="width: 57.14%; height: 15px; background-color: green;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
Missing	1	7.14	<div style="width: 7.14%; height: 15px; background-color: #ccc;"></div>

3. All cultures have a value that children may not be damaged AND:

Response	Frequency	Percent	
A	3	21.43	<div style="width: 21.43%; height: 15px; background-color: red;"></div>
*B	11	78.57	<div style="width: 78.57%; height: 15px; background-color: green;"></div>
C	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
D	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

4. Culture is defined as:

Response	Frequency	Percent	
A	1	7.14	<div style="width: 7.14%; height: 15px; background-color: red;"></div>
*B	6	42.86	<div style="width: 42.86%; height: 15px; background-color: green;"></div>
C	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
D	6	42.86	<div style="width: 42.86%; height: 15px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
Missing	1	7.14	<div style="width: 7.14%; height: 15px; background-color: #ccc;"></div>

5. You are talking to a family member about the need to change a behavior that is creating an unsafe environment for his children. The family member responds that God is in control of his ability to make that change. It is out of his control. To be really effective, you need to:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
B	1	7.14	<div style="width: 7.14%; height: 15px; background-color: red;"></div>
*C	13	92.86	<div style="width: 92.86%; height: 15px; background-color: green;"></div>
D	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

6. Acculturation is:

Response	Frequency	Percent	
A	3	21.43	<div style="width: 21.43%; height: 15px; background-color: red;"></div>
B	1	7.14	<div style="width: 7.14%; height: 15px; background-color: red;"></div>
C	3	21.43	<div style="width: 21.43%; height: 15px; background-color: red;"></div>
*D	7	50.00	<div style="width: 50.00%; height: 15px; background-color: green;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

7. Which of the following influences ethnicity?

Response	Frequency	Percent	
*A	6	42.86	<div style="width: 42.86%; height: 15px; background-color: green;"></div>
B	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
C	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
D	8	57.14	<div style="width: 57.14%; height: 15px; background-color: yellow;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

8. Immigrant populations are concentrated in six large states that have been traditional immigrant destinations. These states include:

Response	Frequency	Percent	
A	4	28.57	<div style="width: 28.57%; height: 15px; background-color: yellow;"></div>
B	1	7.14	<div style="width: 7.14%; height: 15px; background-color: yellow;"></div>
*C	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
D	9	64.29	<div style="width: 64.29%; height: 15px; background-color: yellow;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

9. Children's well-being is impacted by their parents' lack of citizenship and is considered to be a risk factor. All of the following are ways in which children are negatively impacted EXCEPT:

Response	Frequency	Percent	
A	1	7.14	
B	1	7.14	
C	3	21.43	
*D	9	64.29	
E	0	0.00	
Missing	0	0.00	

11. From a child welfare perspective, culture affects families in which of the following ways:

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
*C	14	100.00	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

13. You are working with a family who attends meetings with everyone present, including relatives beyond the nuclear family. They insist all members of the extended family attend the family team meeting. What does this say about their culturally learned values?

Response	Frequency	Percent	
A	0	0.00	
B	7	50.00	
*C	5	35.71	
D	2	14.29	
E	0	0.00	
Missing	0	0.00	

15. You are working with a family in which there are two teenage boys struggling to fit in at school, but their parents constantly remind them that the family's culture is different. The teenagers are struggling with:

Response	Frequency	Percent	
*A	9	64.29	
B	0	0.00	
C	4	28.57	
D	1	7.14	
E	0	0.00	
Missing	0	0.00	

10. "We just need to treat everyone the same. After all, we all have the same needs." This statement is an example of which stage of the Bennett Cultural Competence Continuum?

Response	Frequency	Percent	
A	0	0.00	
B	9	64.29	
C	2	14.29	
*D	3	21.43	
E	0	0.00	
Missing	0	0.00	

12. Refugee and immigrant communities:

Response	Frequency	Percent	
A	2	14.29	
*B	5	35.71	
C	7	50.00	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

14. You grew up in an environment where everyone was expected to take care of themselves. You were encouraged from a very young age to strive for your independence. What does this message say about the worldview of your family?

Response	Frequency	Percent	
*A	11	78.57	
B	1	7.14	
C	0	0.00	
D	2	14.29	
E	0	0.00	
Missing	0	0.00	

16. A child welfare worker encounters a family with a very shy 16-year-old daughter who is about to get married. It has come to light that her future husband is abusing her. The worker tells another coworker, "Women from that culture are abused because they are not allowed to speak for themselves." The worker's position on Bennett's Cultural Competence Continuum is:

Response	Frequency	Percent	
A	1	7.14	
*B	5	35.71	
C	5	35.71	
D	3	21.43	
E	0	0.00	
Missing	0	0.00	

17. A child welfare worker explains the importance of team meetings to a family on her caseload. The family says that they do not need to discuss needs because the family elder makes all the decisions. The worker tells another coworker, "I guess having an elder involved is very important to them. We still need to have the family meeting but we can include the elder." Which stage of the Bennett Cultural Competence Continuum is this worker in?

Response	Frequency	Percent	
A	3	21.43	
*B	10	71.43	
C	0	0.00	
D	1	7.14	
E	0	0.00	
Missing	0	0.00	

18. You grew up in an environment where everyone in your neighborhood contributed to your upbringing. Adult neighbors were allowed to discipline you, and neighbors monitored you when your parents were not home. Your extended family was also involved in your rearing. What does this say about your family's culturally learned values?

Response	Frequency	Percent	
*A	12	85.71	
B	0	0.00	
C	0	0.00	
D	2	14.29	
E	0	0.00	
Missing	0	0.00	

Condensed Item Analysis Report

Filter: working with immigrant families mod 2 post

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■

1. We can only see ten percent of a person's cultural attributes. One of the most important dimensions of a person's culture that we do NOT see is:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
B	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
*C	11	78.57	<div style="width: 78.57%; height: 15px; background-color: green;"></div>
D	3	21.43	<div style="width: 21.43%; height: 15px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

2. Worldview is defined as:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
B	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
C	4	28.57	<div style="width: 28.57%; height: 15px; background-color: red;"></div>
*D	10	71.43	<div style="width: 71.43%; height: 15px; background-color: green;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

3. All cultures have a value that children may not be damaged AND:

Response	Frequency	Percent	
A	2	14.29	<div style="width: 14.29%; height: 15px; background-color: red;"></div>
*B	11	78.57	<div style="width: 78.57%; height: 15px; background-color: green;"></div>
C	1	7.14	<div style="width: 7.14%; height: 15px; background-color: red;"></div>
D	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

4. Culture is defined as:

Response	Frequency	Percent	
A	2	14.29	<div style="width: 14.29%; height: 15px; background-color: red;"></div>
*B	2	14.29	<div style="width: 14.29%; height: 15px; background-color: green;"></div>
C	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
D	10	71.43	<div style="width: 71.43%; height: 15px; background-color: yellow;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

5. You are talking to a family member about the need to change a behavior that is creating an unsafe environment for his children. The family member responds that God is in control of his ability to make that change. It is out of his control. To be really effective, you need to:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
B	3	21.43	<div style="width: 21.43%; height: 15px; background-color: red;"></div>
*C	10	71.43	<div style="width: 71.43%; height: 15px; background-color: green;"></div>
D	1	7.14	<div style="width: 7.14%; height: 15px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

6. Acculturation is:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
B	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
C	9	64.29	<div style="width: 64.29%; height: 15px; background-color: yellow;"></div>
*D	5	35.71	<div style="width: 35.71%; height: 15px; background-color: green;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

7. Which of the following influences ethnicity?

Response	Frequency	Percent	
*A	9	64.29	<div style="width: 64.29%; height: 15px; background-color: green;"></div>
B	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
C	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
D	5	35.71	<div style="width: 35.71%; height: 15px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

8. Immigrant populations are concentrated in six large states that have been traditional immigrant destinations. These states include:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
B	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
*C	14	100.00	<div style="width: 100%; height: 15px; background-color: green;"></div>
D	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

9. Children's well-being is impacted by their parents' lack of citizenship and is considered to be a risk factor. All of the following are ways in which children are negatively impacted EXCEPT:

Response	Frequency	Percent	
A	0	0.00	
B	3	21.43	
C	1	7.14	
*D	10	71.43	
E	0	0.00	

11. From a child welfare perspective, culture affects families in which of the following ways:

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
*C	14	100.00	
D	0	0.00	
E	0	0.00	

13. You are working with a family who attends meetings with everyone present, including relatives beyond the nuclear family. They insist all members of the extended family attend the family team meeting. What does this say about their culturally learned values?

Response	Frequency	Percent	
A	0	0.00	
B	8	57.14	
*C	5	35.71	
D	1	7.14	
E	0	0.00	

15. You are working with a family in which there are two teenage boys struggling to fit in at school, but their parents constantly remind them that the family's culture is different. The teenagers are struggling with:

Response	Frequency	Percent	
*A	14	100.00	
B	0	0.00	
C	0	0.00	
D	0	0.00	
E	0	0.00	

10. "We just need to treat everyone the same. After all, we all have the same needs." This statement is an example of which stage of the Bennett Cultural Competence Continuum?

Response	Frequency	Percent	
A	1	7.14	
B	1	7.14	
C	0	0.00	
*D	12	85.71	
E	0	0.00	

12. Refugee and immigrant communities:

Response	Frequency	Percent	
A	0	0.00	
*B	14	100.00	
C	0	0.00	
D	0	0.00	
E	0	0.00	

14. You grew up in an environment where everyone was expected to take care of themselves. You were encouraged from a very young age to strive for your independence. What does this message say about the worldview of your family?

Response	Frequency	Percent	
*A	13	92.86	
B	0	0.00	
C	0	0.00	
D	1	7.14	
E	0	0.00	

16. A child welfare worker encounters a family with a very shy 16-year-old daughter who is about to get married. It has come to light that her future husband is abusing her. The worker tells another coworker, "Women from that culture are abused because they are not allowed to speak for themselves." The worker's position on Bennett's Cultural Competence Continuum is:

Response	Frequency	Percent	
A	0	0.00	
*B	14	100.00	
C	0	0.00	
D	0	0.00	
E	0	0.00	

17. A child welfare worker explains the importance of team meetings to a family on her caseload. The family says that they do not need to discuss needs because the family elder makes all the decisions. The worker tells another coworker, "I guess having an elder involved is very important to them. We still need to have the family meeting but we can include the elder." Which stage of the Bennett Cultural Competence Continuum is this worker in?

Response	Frequency	Percent	
A	8	57.14	
*B	4	28.57	
C	0	0.00	
D	2	14.29	
E	0	0.00	

18. You grew up in an environment where everyone in your neighborhood contributed to your upbringing. Adult neighbors were allowed to discipline you, and neighbors monitored you when your parents were not home. Your extended family was also involved in your rearing. What does this say about your family's culturally learned values?

Response	Frequency	Percent	
*A	12	85.71	
B	1	7.14	
C	0	0.00	
D	1	7.14	
E	0	0.00	

Condensed Item Analysis Report

Filter: AFSW 1: Pre test

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■

1. You are with a family that has just told you they are having problems with the child's school teachers. To show you are listening, the best response is to:

Response	Frequency	Percent	
A	6	30.00	<div style="width: 30%; background-color: red; height: 10px;"></div>
* B	12	60.00	<div style="width: 60%; background-color: green; height: 10px;"></div>
C	1	5.00	<div style="width: 5%; background-color: red; height: 10px;"></div>
D	1	5.00	<div style="width: 5%; background-color: red; height: 10px;"></div>
E	0	0.00	
Missing	0	0.00	

2. The family you are working with is from a culture that is different from your own. Which of the following responses will help you most understand where the family comes from?

Response	Frequency	Percent	
A	1	5.00	<div style="width: 5%; background-color: red; height: 10px;"></div>
B	5	25.00	<div style="width: 25%; background-color: red; height: 10px;"></div>
* C	14	70.00	<div style="width: 70%; background-color: green; height: 10px;"></div>
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

3. Which of the following best describes how engagement is used in the Case Practice Model?

Response	Frequency	Percent	
A	0	0.00	
B	1	5.00	<div style="width: 5%; background-color: red; height: 10px;"></div>
C	0	0.00	
* D	19	95.00	<div style="width: 95%; background-color: green; height: 10px;"></div>
E	0	0.00	
Missing	0	0.00	

4. The family that you are working with has told you they do not understand why they are still involved with DCP&P. Which of the following demonstrates the most factual and sensitive response to this statement?

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
C	0	0.00	
* D	20	100.00	<div style="width: 100%; background-color: green; height: 10px;"></div>
E	0	0.00	
Missing	0	0.00	

5. You are monitoring a visit between a mother and her 8-year-old child. The child is expressing to her mother that she is having a hard time getting along with her resource family. The mother turns to you and says, "I have an aunt in Parsippany who would love to have my child stay with her." How do you respond?

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
* C	20	100.00	<div style="width: 100%; background-color: green; height: 10px;"></div>
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

6. Treating families who work with DCP&P with dignity and respect regardless of their mental health, substance abuse, or domestic violence problems represents a stance used to:

Response	Frequency	Percent	
A	5	25.00	<div style="width: 25%; background-color: red; height: 10px;"></div>
* B	10	50.00	<div style="width: 50%; background-color: green; height: 10px;"></div>
C	2	10.00	<div style="width: 10%; background-color: red; height: 10px;"></div>
D	2	10.00	<div style="width: 10%; background-color: red; height: 10px;"></div>
E	0	0.00	
Missing	1	5.00	<div style="width: 5%; background-color: red; height: 10px;"></div>

7. You are with two brothers in placement, and you notice that both boys appear sad. Which is a strategy that you could use to engage the kids?

Response	Frequency	Percent	
A	6	30.00	
* B	7	35.00	
C	0	0.00	
D	6	30.00	
E	0	0.00	
Missing	1	5.00	

9. You are with a family when you notice a severe burn on 6-year-old Jessica. The child tells you about an accident that occurred when her 15-year-old sister Natalie was cooking dinner. Natalie expressed how upset she was about the severity of the injury. What is the best example of good casework documentation?

Response	Frequency	Percent	
A	0	0.00	
* B	7	35.00	
C	1	5.00	
D	11	55.00	
E	0	0.00	
Missing	1	5.00	

11. You are transporting a family with children in placement due to parental substance abuse. Which of the following represents a professional attitude?

Response	Frequency	Percent	
A	1	5.00	
B	1	5.00	
C	1	5.00	
* D	15	75.00	
E	0	0.00	
Missing	2	10.00	

13. You are with a child who has been acting out in school and at home. The child tells you that he acts this way because his mother lets herself get beat up by her boyfriend and won't even get out of bed. As a professional, what do you think?

Response	Frequency	Percent	
A	3	15.00	
* B	12	60.00	
C	1	5.00	
D	2	10.00	
E	0	0.00	
Missing	2	10.00	

8. What elements of your observation and documentation provide the caseworker with valuable information that informs them about the safety, permanency, and well-being of the family?

Response	Frequency	Percent	
A	7	35.00	
B	7	35.00	
* C	5	25.00	
D	0	0.00	
E	0	0.00	
Missing	1	5.00	

10. You are facilitating visitation between Roberta and her 16-year-old son Derrick. At the end of each visit, Derrick has a very hard time separating from his mother and is extremely upset for a long time after the visit. What can you do to help Derrick with his separation?

Response	Frequency	Percent	
* A	3	15.00	
B	1	5.00	
C	10	50.00	
D	5	25.00	
E	0	0.00	
Missing	1	5.00	

12. You are monitoring siblings who begin to hit each other. Only one is crying, but they are both fighting. What do you do to ensure this behavior does not continue on subsequent visits?

Response	Frequency	Percent	
A	5	25.00	
B	0	0.00	
* C	12	60.00	
D	1	5.00	
E	0	0.00	
Missing	2	10.00	

14. You have been informed by a family that they became homeless after failing to pay the rent. One way that you can respond effectively is by:

Response	Frequency	Percent	
A	3	15.00	
B	1	5.00	
C	2	10.00	
* D	11	55.00	
E	0	0.00	
Missing	3	15.00	

15. You are facilitating a visit between Sophia (who has issues with drug dependency) and her 4-year-old daughter Christine. During the visit, Sophia becomes increasingly distressed as she feels Christine no longer recognizes Sophia as her mother. At the end of the visit as Sophia walks out the door, she makes the comment, "I can't take this. The only thing that will help me right now is a visit to my dealer's house." How do you respond?

Response	Frequency	Percent	
A	0	0.00	
*B	16	80.00	
C	0	0.00	
D	0	0.00	
E	0	0.00	
Missing	4	20.00	

Condensed Item Analysis Report

Filter: AFSW 1: Posttest

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■

1. You are with a family that has just told you they are having problems with the child's school teachers. To show you are listening, the best response is to:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
*B	19	100.00	<div style="width: 100%; height: 10px; background-color: green;"></div>
C	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

2. The family you are working with is from a culture that is different from your own. Which of the following responses will help you most understand where the family comes from?

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
B	1	5.28	<div style="width: 5.28%; height: 10px; background-color: red;"></div>
*C	18	94.74	<div style="width: 94.74%; height: 10px; background-color: green;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

3. Which of the following best describes how engagement is used in the Case Practice Model?

Response	Frequency	Percent	
A	4	21.05	<div style="width: 21.05%; height: 10px; background-color: red;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
C	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
*D	15	78.95	<div style="width: 78.95%; height: 10px; background-color: green;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

4. The family that you are working with has told you they do not understand why they are still involved with DCP&P. Which of the following demonstrates the most factual and sensitive response to this statement?

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
C	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
*D	19	100.00	<div style="width: 100%; height: 10px; background-color: green;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

5. You are monitoring a visit between a mother and her 8-year-old child. The child is expressing to her mother that she is having a hard time getting along with her resource family. The mother turns to you and says, "I have an aunt in Parsippany who would love to have my child stay with her." How do you respond?

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
*C	19	100.00	<div style="width: 100%; height: 10px; background-color: green;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

6. Treating families who work with DCP&P with dignity and respect regardless of their mental health, substance abuse, or domestic violence problems represents a stance used to:

Response	Frequency	Percent	
A	1	5.28	<div style="width: 5.28%; height: 10px; background-color: red;"></div>
*B	17	89.47	<div style="width: 89.47%; height: 10px; background-color: green;"></div>
C	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
D	1	5.28	<div style="width: 5.28%; height: 10px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

7. You are with two brothers in placement, and you notice that both boys appear sad. Which is a strategy that you could use to engage the kids?

Response	Frequency	Percent	
A	3	15.79	<div style="width: 15.79%; height: 10px; background-color: red;"></div>
*B	7	36.84	<div style="width: 36.84%; height: 10px; background-color: green;"></div>
C	2	10.53	<div style="width: 10.53%; height: 10px; background-color: red;"></div>
D	7	36.84	<div style="width: 36.84%; height: 10px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

8. What elements of your observation and documentation provide the caseworker with valuable information that informs them about the safety, permanency, and well-being of the family?

Response	Frequency	Percent	
A	8	42.11	<div style="width: 42.11%; height: 10px; background-color: red;"></div>
B	1	5.28	<div style="width: 5.28%; height: 10px; background-color: red;"></div>
*C	10	52.63	<div style="width: 52.63%; height: 10px; background-color: green;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

9. You are with a family when you notice a severe burn on 6-year-old Jessica. The child tells you about an accident that occurred when her 15-year-old sister Natalie was cooking dinner. Natalie expressed how upset she was about the severity of the injury. What is the best example of good casework documentation?

Response	Frequency	Percent	
A	0	0.00	
*B	14	73.68	
C	0	0.00	
D	5	26.32	
E	0	0.00	

11. You are transporting a family with children in placement due to parental substance abuse. Which of the following represents a professional attitude?

Response	Frequency	Percent	
A	1	5.26	
B	0	0.00	
C	0	0.00	
*D	18	94.74	
E	0	0.00	

13. You are with a child who has been acting out in school and at home. The child tells you that he acts this way because his mother lets herself get beat up by her boyfriend and won't even get out of bed. As a professional, what do you think?

Response	Frequency	Percent	
A	1	5.26	
*B	16	84.21	
C	1	5.26	
D	1	5.26	
E	0	0.00	

15. You are facilitating a visit between Sophia (who has issues with drug dependency) and her 4-year-old daughter Christine. During the visit, Sophia becomes increasingly distressed as she feels Christine no longer recognizes Sophia as her mother. At the end of the visit as Sophia walks out the door, she makes the comment, "I can't take this. The only thing that will help me right now is a visit to my dealer's house." How do you respond?

Response	Frequency	Percent	
A	0	0.00	
*B	19	100.00	
C	0	0.00	
D	0	0.00	
E	0	0.00	

10. You are facilitating visitation between Roberta and her 16-year-old son Derrick. At the end of each visit, Derrick has a very hard time separating from his mother and is extremely upset for a long time after the visit. What can you do to help Derrick with his separation?

Response	Frequency	Percent	
*A	9	47.37	
B	0	0.00	
C	6	31.58	
D	4	21.05	
E	0	0.00	

12. You are monitoring siblings who begin to hit each other. Only one is crying, but they are both fighting. What do you do to ensure this behavior does not continue on subsequent visits?

Response	Frequency	Percent	
A	8	42.11	
B	1	5.26	
*C	10	52.63	
D	0	0.00	
E	0	0.00	

14. You have been informed by a family that they became homeless after failing to pay the rent. One way that you can respond effectively is by:

Response	Frequency	Percent	
A	2	10.53	
B	0	0.00	
C	0	0.00	
*D	17	89.47	
E	0	0.00	

Condensed Item Analysis Report

Filter: attachment focused work with families PRE

Legend: Correct ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■

1. The primary source of healing for the attachment-impaired child is:

Response	Frequency	Percent	
A	2	11.11	■
B	0	0.00	
*C	16	88.89	■
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

2. Secure and stable parent-child attachment is important for:

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
C	0	0.00	
D	0	0.00	
*E	18	100.00	■
Missing	0	0.00	

3. The main indicators of attachment as described by John Bowlby are

Response	Frequency	Percent	
A	0	0.00	
B	2	11.11	■
*C	4	22.22	■
D	10	55.56	■
E	1	5.56	■
Missing	1	5.56	■

4. The primary attachment-related task of the first year of life is:

Response	Frequency	Percent	
A	0	0.00	
B	1	5.56	■
C	2	11.11	■
*D	14	77.78	■
E	1	5.56	■
Missing	0	0.00	

5. The primary attachment-related task of the 2nd and 3rd years of life are?

Response	Frequency	Percent	
*A	2	11.11	■
B	2	11.11	■
C	5	27.78	■
D	5	27.78	■
E	4	22.22	■
Missing	0	0.00	

6. Which of the following is an example of an attachment-based, positive internal working model?

Response	Frequency	Percent	
A	3	16.67	■
B	6	33.33	■
C	0	0.00	
*D	0	0.00	
E	9	50.00	■
Missing	0	0.00	

7. When a child feels that whatever happens they can still feel safe and will not be hurt by the primary care giver, this is an example of which of the following aspects of attachment?

Response	Frequency	Percent	
A	5	27.78	■
B	6	33.33	■
*C	0	0.00	
D	1	5.56	■
E	6	33.33	■
Missing	0	0.00	

8. In addition to disruptions/trauma during the first two years of life, the primary causes of impaired attachment include:

Response	Frequency	Percent	
*A	13	72.22	■
B	1	5.56	■
C	0	0.00	
D	0	0.00	
E	4	22.22	■
Missing	0	0.00	

9. Symptoms of impaired attachment often co-occur with which of the following?

Response	Frequency	Percent	
A	0	0.00	
*B	2	11.11	
C	0	0.00	
D	13	72.22	
E	3	16.67	
Missing	0	0.00	

10. Who do children with impaired attachment display their most severe symptoms to?

Response	Frequency	Percent	
A	1	5.56	
B	1	5.56	
C	0	0.00	
*D	14	77.78	
E	2	11.11	
Missing	0	0.00	

11. When in the presence of their caregiver/parent younger children often demonstrate attachment by which of the following?

Response	Frequency	Percent	
*A	3	16.67	
B	1	5.56	
C	1	5.56	
D	2	11.11	
E	11	61.11	
Missing	0	0.00	

12. The primary criteria of secure sibling attachment include which of the following?

Response	Frequency	Percent	
*A	8	44.44	
B	1	5.56	
C	2	11.11	
D	0	0.00	
E	7	38.89	
Missing	0	0.00	

13. Bonding evaluation's enable assessment of parental capacity to:

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
C	1	5.56	
D	0	0.00	
*E	17	94.44	
Missing	0	0.00	

14. The impact of abuse and/or neglect on children

Response	Frequency	Percent	
A	0	0.00	
*B	6	33.33	
C	2	11.11	
D	0	0.00	
E	10	55.56	
Missing	0	0.00	

15. For attachment impaired children, how effective is family therapy?

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
*C	12	66.67	
D	4	22.22	
E	2	11.11	
Missing	0	0.00	

16. What are the primary goals of family therapy?

Response	Frequency	Percent	
A	2	11.11	
B	0	0.00	
C	0	0.00	
D	3	16.67	
*E	13	72.22	
Missing	0	0.00	

17. For attachment impaired children, how effective is individual child therapy?

Response	Frequency	Percent	
A	3	16.67	
B	3	16.67	
*C	4	22.22	
D	6	33.33	
E	2	11.11	
Missing	0	0.00	

19. Which of the following are five essential elements for adults to facilitate trust and attachment, referred to as S.P.J.N.E?

Response	Frequency	Percent	
*A	9	50.00	
B	2	11.11	
C	0	0.00	
D	7	38.89	
E	0	0.00	
Missing	0	0.00	

18. Valid assessment of parent-child attachment requires which of the following?

Response	Frequency	Percent	
A	5	27.78	
*B	3	16.67	
C	1	5.56	
D	0	0.00	
E	9	50.00	
Missing	0	0.00	

20. Activities that encourage attachment should include:

Response	Frequency	Percent	
*A	7	38.89	
B	1	5.56	
C	1	5.56	
D	2	11.11	
E	7	38.89	
Missing	0	0.00	

Condensed Item Analysis Report

Filter: attachment focused work with families Post

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■

1. The primary source of healing for the attachment-impaired child is:

Response	Frequency	Percent	
A	1	5.56	<div style="width: 5.56%; height: 10px; background-color: red;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
* C	17	94.44	<div style="width: 94.44%; height: 10px; background-color: green;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: yellow;"></div>

2. Secure and stable parent-child attachment is important for:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
C	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
* E	18	100.00	<div style="width: 100%; height: 10px; background-color: green;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: yellow;"></div>

3. The main indicators of attachment as described by John Bowlby are

Response	Frequency	Percent	
A	4	22.22	<div style="width: 22.22%; height: 10px; background-color: red;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
* C	12	66.67	<div style="width: 66.67%; height: 10px; background-color: green;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
E	2	11.11	<div style="width: 11.11%; height: 10px; background-color: red;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: yellow;"></div>

4. The primary attachment-related task of the first year of life is:

Response	Frequency	Percent	
A	1	5.56	<div style="width: 5.56%; height: 10px; background-color: red;"></div>
B	4	22.22	<div style="width: 22.22%; height: 10px; background-color: red;"></div>
C	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
* D	13	72.22	<div style="width: 72.22%; height: 10px; background-color: green;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: yellow;"></div>

5. The primary attachment-related task of the 2nd and 3rd years of life are?

Response	Frequency	Percent	
* A	10	55.56	<div style="width: 55.56%; height: 10px; background-color: green;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
C	4	22.22	<div style="width: 22.22%; height: 10px; background-color: red;"></div>
D	1	5.56	<div style="width: 5.56%; height: 10px; background-color: red;"></div>
E	3	16.67	<div style="width: 16.67%; height: 10px; background-color: red;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: yellow;"></div>

6. Which of the following is an example of an attachment-based, positive internal working model?

Response	Frequency	Percent	
A	5	27.78	<div style="width: 27.78%; height: 10px; background-color: red;"></div>
B	2	11.11	<div style="width: 11.11%; height: 10px; background-color: red;"></div>
C	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
* D	10	55.56	<div style="width: 55.56%; height: 10px; background-color: green;"></div>
E	1	5.56	<div style="width: 5.56%; height: 10px; background-color: red;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: yellow;"></div>

7. When a child feels that whatever happens they can still feel safe and will not be hurt by the primary care giver, this is an example of which of the following aspects of attachment?

Response	Frequency	Percent	
A	2	11.11	<div style="width: 11.11%; height: 10px; background-color: red;"></div>
B	4	22.22	<div style="width: 22.22%; height: 10px; background-color: red;"></div>
* C	9	50.00	<div style="width: 50.00%; height: 10px; background-color: green;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
E	2	11.11	<div style="width: 11.11%; height: 10px; background-color: red;"></div>
Missing	1	5.56	<div style="width: 5.56%; height: 10px; background-color: yellow;"></div>

8. In addition to disruptions/trauma during the first two years of life, the primary causes of impaired attachment include:

Response	Frequency	Percent	
* A	18	100.00	<div style="width: 100%; height: 10px; background-color: green;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
C	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: red;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: yellow;"></div>

9. Symptoms of impaired attachment often co-occur with which of the following?

Response	Frequency	Percent	
A	1	5.56	
*B	1	5.56	
C	1	5.56	
D	13	72.22	
E	2	11.11	
Missing	0	0.00	

10. Who do children with impaired attachment display their most severe symptoms to?

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
C	1	5.56	
*D	15	83.33	
E	2	11.11	
Missing	0	0.00	

11. When in the presence of their caregiver/parent younger children often demonstrate attachment by which of the following?

Response	Frequency	Percent	
*A	6	33.33	
B	0	0.00	
C	1	5.56	
D	0	0.00	
E	11	61.11	
Missing	0	0.00	

12. The primary criteria of secure sibling attachment include which of the following?

Response	Frequency	Percent	
*A	10	55.56	
B	0	0.00	
C	0	0.00	
D	0	0.00	
E	8	44.44	
Missing	0	0.00	

13. Bonding evaluations enable assessment of parental capacity to:

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
C	0	0.00	
D	0	0.00	
*E	18	100.00	
Missing	0	0.00	

14. The impact of abuse and/or neglect on children

Response	Frequency	Percent	
A	0	0.00	
*B	9	50.00	
C	2	11.11	
D	0	0.00	
E	7	38.89	
Missing	0	0.00	

15. For attachment impaired children, how effective is family therapy?

Response	Frequency	Percent	
A	0	0.00	
B	1	5.56	
*C	16	88.89	
D	0	0.00	
E	1	5.56	
Missing	0	0.00	

16. What are the primary goals of family therapy?

Response	Frequency	Percent	
A	1	5.56	
B	0	0.00	
C	0	0.00	
D	1	5.56	
*E	16	88.89	
Missing	0	0.00	

17. For attachment impaired children, how effective is individual child therapy?

Response	Frequency	Percent	
A	8	44.44	
B	2	11.11	
* C	3	16.67	
D	2	11.11	
E	3	16.67	
Missing	0	0.00	

19. Which of the following are five essential elements for adults to facilitate trust and attachment, referred to as S.P.I.N.E?

Response	Frequency	Percent	
* A	13	72.22	
B	0	0.00	
C	0	0.00	
D	2	11.11	
E	3	16.67	
Missing	0	0.00	

18. Valid assessment of parent-child attachment requires which of the following?

Response	Frequency	Percent	
A	3	16.67	
* B	9	50.00	
C	0	0.00	
D	0	0.00	
E	6	33.33	
Missing	0	0.00	

20. Activities that encourage attachment should include:

Response	Frequency	Percent	
* A	15	83.33	
B	0	0.00	
C	0	0.00	
D	0	0.00	
E	3	16.67	
Missing	0	0.00	

Condensed Item Analysis Report

Filter: Aligning our Values Version 2 PreTest

Legend: Correct ■ Incorrect ■ Distractors Chosen More than Correct Answer: ■

A family members use of drugs and alcohol is the

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
B	1	5.88	<div style="width: 5.88%; height: 10px; background-color: #ccc;"></div>
*C	9	52.94	<div style="width: 52.94%; height: 10px; background-color: #008000;"></div>
D	7	41.18	<div style="width: 41.18%; height: 10px; background-color: #cc0000;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

When a family member describes a crisis he or she is facing, the worker can demonstrate empathy by saying

Response	Frequency	Percent	
A	3	17.65	<div style="width: 17.65%; height: 10px; background-color: #cc0000;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
*C	14	82.35	<div style="width: 82.35%; height: 10px; background-color: #008000;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

Which of the Social Work Values in the NASW Code of Ethics is based on the principle that the Social Worker's primary goal is to help people in need and to address social problems:

Response	Frequency	Percent	
A	2	11.76	<div style="width: 11.76%; height: 10px; background-color: #cc0000;"></div>
*B	10	58.82	<div style="width: 58.82%; height: 10px; background-color: #008000;"></div>
C	3	17.65	<div style="width: 17.65%; height: 10px; background-color: #cc0000;"></div>
D	1	5.88	<div style="width: 5.88%; height: 10px; background-color: #ccc;"></div>
E	1	5.88	<div style="width: 5.88%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

A worker is shopping after hours with two friends and sees a family on her caseload. It is an individual with whom the worker has a good rapport. The worker approaches the client to say hello. This interaction can be described as

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
C	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
*D	16	94.12	<div style="width: 94.12%; height: 10px; background-color: #008000;"></div>
E	1	5.88	<div style="width: 5.88%; height: 10px; background-color: #cc0000;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

Two people can experience the exact same life event yet describe the event very differently because of

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
B	5	29.41	<div style="width: 29.41%; height: 10px; background-color: #cc0000;"></div>
C	1	5.88	<div style="width: 5.88%; height: 10px; background-color: #ccc;"></div>
D	1	5.88	<div style="width: 5.88%; height: 10px; background-color: #ccc;"></div>
*E	10	58.82	<div style="width: 58.82%; height: 10px; background-color: #008000;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

Beliefs that influence people's behavior and decision making are called:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
B	1	5.88	<div style="width: 5.88%; height: 10px; background-color: #cc0000;"></div>
*C	2	11.76	<div style="width: 11.76%; height: 10px; background-color: #008000;"></div>
D	3	17.65	<div style="width: 17.65%; height: 10px; background-color: #ffff00;"></div>
E	11	64.71	<div style="width: 64.71%; height: 10px; background-color: #ffff00;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

A caseworker states: "This is her third relapse; I'm frustrated with her lack of progress and feel like the kids should be adopted by someone else!" This workers should

Response	Frequency	Percent	
A	1	5.88	<div style="width: 5.88%; height: 10px; background-color: #cc0000;"></div>
B	15	88.24	<div style="width: 88.24%; height: 10px; background-color: #ffff00;"></div>
*C	1	5.88	<div style="width: 5.88%; height: 10px; background-color: #008000;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

A caseworker needs to assess a family where there is an allegation of DV and physical abuse; what are some of the potential areas of bias that could present itself?

Response	Frequency	Percent	
A	1	5.88	<div style="width: 5.88%; height: 10px; background-color: #cc0000;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
C	3	17.65	<div style="width: 17.65%; height: 10px; background-color: #cc0000;"></div>
D	3	17.65	<div style="width: 17.65%; height: 10px; background-color: #cc0000;"></div>
*E	10	58.82	<div style="width: 58.82%; height: 10px; background-color: #008000;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

A caseworker has a family that is having difficulty complying with agreed steps that need to be taken for reunification; she decides to withhold the supervised visits for the children. This is viewed as

Response	Frequency	Percent	
A	1	5.88	
B	1	5.88	
C	10	58.82	
*D	4	23.53	
E	1	5.88	
Missing	0	0.00	

Values can be described as:

Response	Frequency	Percent	
A	12	70.59	
*B	0	0.00	
C	0	0.00	
D	1	5.88	
E	4	23.53	
Missing	0	0.00	

A caseworker is asked by a teenager on her caseload to accompany her to receive pregnancy counseling at Planned Parenthood. The worker holds strong personal views about termination of pregnancy, one of the options that may be presented and declines to attend the session with the teenager. The worker is

Response	Frequency	Percent	
A	3	17.65	
B	0	0.00	
C	0	0.00	
*D	13	76.47	
E	1	5.88	
Missing	0	0.00	

Using clear and understandable language to inform clients is part of the ethical responsibility of

Response	Frequency	Percent	
A	2	11.76	
B	0	0.00	
*C	6	35.29	
D	9	52.94	
E	0	0.00	
Missing	0	0.00	

A worker who was raised by a family who used corporal punishment as discipline will likely:

Response	Frequency	Percent	
A	3	17.65	
B	0	0.00	
C	1	5.88	
*D	8	47.06	
E	4	23.53	
Missing	1	5.88	

The Social Work value of recognizing the importance of human relationships is important to child welfare case practice because it

Response	Frequency	Percent	
A	2	11.76	
B	0	0.00	
C	1	5.88	
D	0	0.00	
*E	14	82.35	
Missing	0	0.00	

A caseworker must meet a new family where the father has been jailed for physically abusing his children but is now released and living with the children again. The caseworker should:

Response	Frequency	Percent	
A	0	0.00	
B	2	11.76	
C	14	82.35	
D	1	5.88	
*E	0	0.00	
Missing	0	0.00	

Casework values and social work values are closely aligned; which area is one where it differs?

Response	Frequency	Percent	
A	1	5.88	
B	3	17.65	
C	5	29.41	
*D	7	41.18	
E	0	0.00	
Missing	1	5.88	

Balancing values includes three steps

Response	Frequency	Percent	
A	5	29.41	
B	3	17.65	
C	3	17.65	
*D	4	23.53	
E	0	0.00	
Missing	2	11.76	

When a worker visits a family and brings photos of their own children to share and discuss, he/she has

Response	Frequency	Percent	
A	2	11.76	
B	1	5.88	
*C	11	64.71	
D	1	5.88	
E	0	0.00	
Missing	2	11.76	

Both social workers and child protective service caseworkers are responsible to:

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
*C	15	88.24	
D	0	0.00	
E	0	0.00	
Missing	2	11.76	

A caseworker tells the family he can make sure the children are not removed from their home if they do everything that he tells them to do. This is a violation of the family's right to:

Response	Frequency	Percent	
A	4	23.53	
B	5	29.41	
C	0	0.00	
*D	6	35.29	
E	0	0.00	
Missing	2	11.76	

Condensed Item Analysis Report

Filter: Aligning our Values Version 2 Post Test

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■

A family members use of drugs and alcohol is the

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
* C	17	100.00	<div style="width: 100%; height: 10px; background-color: green;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

When a family member describes a crisis he or she is facing, the worker can demonstrate empathy by saying

Response	Frequency	Percent	
A	1	5.88	<div style="width: 5.88%; height: 10px; background-color: red;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
* C	14	82.35	<div style="width: 82.35%; height: 10px; background-color: green;"></div>
D	2	11.76	<div style="width: 11.76%; height: 10px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

Which of the Social Work Values in the NASW Code of Ethics is based on the principle that the Social Worker's primary goal is to help people in need and to address social problems:

Response	Frequency	Percent	
A	1	5.88	<div style="width: 5.88%; height: 10px; background-color: red;"></div>
* B	12	70.59	<div style="width: 70.59%; height: 10px; background-color: green;"></div>
C	3	17.65	<div style="width: 17.65%; height: 10px; background-color: red;"></div>
D	1	5.88	<div style="width: 5.88%; height: 10px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

A worker is shopping after hours with two friends and sees a family on her caseload. It is an individual with whom the worker has a good rapport. The worker approaches the client to say hello. This interaction can be described as

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
C	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
* D	17	100.00	<div style="width: 100%; height: 10px; background-color: green;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

Two people can experience the exact same life event yet describe the event very differently because of

Response	Frequency	Percent	
A	1	5.88	<div style="width: 5.88%; height: 10px; background-color: red;"></div>
B	1	5.88	<div style="width: 5.88%; height: 10px; background-color: red;"></div>
C	2	11.76	<div style="width: 11.76%; height: 10px; background-color: red;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
* E	13	76.47	<div style="width: 76.47%; height: 10px; background-color: green;"></div>

Beliefs that influence people's behavior and decision making are called:

Response	Frequency	Percent	
A	12	70.59	<div style="width: 70.59%; height: 10px; background-color: yellow;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
* C	1	5.88	<div style="width: 5.88%; height: 10px; background-color: green;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
E	4	23.53	<div style="width: 23.53%; height: 10px; background-color: yellow;"></div>

A caseworker states: "This is her third relapse; I'm frustrated with her lack of progress and feel like the kids should be adopted by someone else!" This workers should

Response	Frequency	Percent	
A	1	5.88	<div style="width: 5.88%; height: 10px; background-color: yellow;"></div>
B	16	94.12	<div style="width: 94.12%; height: 10px; background-color: yellow;"></div>
* C	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

A caseworker needs to assess a family where there is an allegation of DV and physical abuse; what are some of the potential areas of bias that could present itself?

Response	Frequency	Percent	
A	1	5.88	<div style="width: 5.88%; height: 10px; background-color: red;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
C	2	11.76	<div style="width: 11.76%; height: 10px; background-color: red;"></div>
D	1	5.88	<div style="width: 5.88%; height: 10px; background-color: red;"></div>
* E	13	76.47	<div style="width: 76.47%; height: 10px; background-color: green;"></div>

A caseworker has a family that is having difficulty complying with agreed steps that need to be taken for reunification; she decides to withhold the supervised visits for the children. This is viewed as

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
C	4	23.53	
*D	11	64.71	
E	2	11.76	

Values can be described as:

Response	Frequency	Percent	
A	13	76.47	
*B	1	5.88	
C	0	0.00	
D	0	0.00	
E	3	17.65	

A caseworker is asked by a teenager on her caseload to accompany her to receive pregnancy counseling at Planned Parenthood. The worker holds strong personal views about termination of pregnancy, one of the options that may be presented and declines to attend the session with the teenager. The worker is

Response	Frequency	Percent	
A	1	5.88	
B	5	29.41	
C	0	0.00	
*D	10	58.82	
E	1	5.88	

Using clear and understandable language to inform clients is part of the ethical responsibility of

Response	Frequency	Percent	
A	4	23.53	
B	0	0.00	
*C	11	64.71	
D	2	11.76	
E	0	0.00	

Balancing values includes three steps

Response	Frequency	Percent	
A	2	11.76	
B	1	5.88	
C	0	0.00	
*D	14	82.35	
E	0	0.00	

A worker who was raised by a family who used corporal punishment as discipline will likely:

Response	Frequency	Percent	
A	1	5.88	
B	1	5.88	
C	1	5.88	
*D	7	41.18	
E	7	41.18	

The Social Work value of recognizing the importance of human relationships is important to child welfare case practice because it

Response	Frequency	Percent	
A	2	11.76	
B	0	0.00	
C	0	0.00	
D	0	0.00	
*E	15	88.24	

A caseworker must meet a new family where the father has been jailed for physically abusing his children but is now released and living with the children again. The caseworker should:

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
C	16	94.12	
D	1	5.88	
*E	0	0.00	

Casework values and social work values are closely aligned; which area is one where it differs?

Response	Frequency	Percent	
A	2	11.76	
B	1	5.88	
C	1	5.88	
*D	13	76.47	
E	0	0.00	

Both social workers and child protective service caseworkers are responsible to:

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
*C	17	100.00	
D	0	0.00	
E	0	0.00	

When a worker visits a family and brings photos of their own children to share and discuss, he/she has

Response	Frequency	Percent	
A	3	17.65	
B	1	5.88	
* C	13	76.47	
D	0	0.00	
E	0	0.00	

A caseworker tells the family he can make sure the children are not removed from their home if they do everything that he tells them to do. This is a violation of the family's right to:

Response	Frequency	Percent	
A	0	0.00	
B	2	11.76	
C	0	0.00	
* D	15	88.24	
E	0	0.00	

Condensed Item Analysis Report

Filter: coaching the challenging employee pretest

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■

1. What is the critical correlation between the CPM Core Conditions and professional CPS Supervision?

Response	Frequency	Percent	
A	14	40.00	■
B	4	11.43	■
* C	15	42.86	■
D	1	2.86	■
E	0	0.00	
Missing	1	2.86	

2. Which one of the following is not a guideline for when to request a change in an employee's performance?

Response	Frequency	Percent	
A	3	8.57	■
B	8	22.86	■
C	8	22.86	■
* D	15	42.86	■
E	0	0.00	
Missing	1	2.86	

3. Positive Leadership, Constructive Feedback, Teambuilding, Recognition, and Trust-building are all:

Response	Frequency	Percent	
* A	27	77.14	■
B	0	0.00	
C	8	22.86	■
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

4. Which of the following is a not an example of using unit dynamics to influence a challenge worker's behavior.

Response	Frequency	Percent	
* A	6	17.14	■
B	1	2.86	
C	26	74.29	■
D	1	2.86	
E	0	0.00	
Missing	1	2.86	

5. Which of the following is not a coaching principle presented in the film, "The Practical Coach"?

Response	Frequency	Percent	
A	16	45.71	■
B	4	11.43	■
C	0	0.00	
* D	15	42.86	■
E	0	0.00	
Missing	0	0.00	

6. You have an employee with a strong body odor problem. Another unit member has come to you to complain. According to guidelines presented in "The Practical Coach" you should:

Response	Frequency	Percent	
A	1	2.86	■
B	1	2.86	■
* C	33	94.29	■
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

7. The "Two-Minute Challenge" is:

Response	Frequency	Percent	
A	16	45.71	■
B	14	40.00	■
C	2	5.71	■
* D	3	8.57	■
E	0	0.00	
Missing	0	0.00	

8. Which of the following is not an element in "the dynamics of sustained change"?

Response	Frequency	Percent	
* A	24	68.57	■
B	5	14.29	■
C	2	5.71	■
D	4	11.43	■
E	0	0.00	
Missing	0	0.00	

9. What is the Agreement Continuum?

Response	Frequency	Percent	
A	7	20.00	
* B	19	54.29	
C	4	11.43	
D	4	11.43	
E	0	0.00	
Missing	1	2.86	

11. Several workers in a unit are failing to complete the Mental Health Screening Tool correctly or at all. The manager has suggested that you might want to send them back to training. In order to determine if training is the wisest course of action, Robert Mager would suggest that the supervisor do all but which of the following:

Response	Frequency	Percent	
A	6	17.14	
* B	12	34.29	
C	9	25.71	
D	7	20.00	
E	0	0.00	
Missing	1	2.86	

13. In coaching a challenge employee using the "Two-Minute Challenge," the "stall," the "self-inflicted wound," the "guilt trip" and the "attack" are all examples of what?

Response	Frequency	Percent	
A	12	34.29	
B	2	5.71	
* C	16	45.71	
D	5	14.29	
E	0	0.00	
Missing	0	0.00	

15. How should the "ABCD's" be used in the coaching process?

Response	Frequency	Percent	
A	8	22.86	
B	5	14.29	
C	4	11.43	
* D	17	48.57	
E	0	0.00	
Missing	1	2.86	

10. A competent, efficient employee often is given the most difficult cases that the less capable workers in the unit have a harder time with. According to Mager, this is an example of all but which of the following answers:

Response	Frequency	Percent	
A	10	28.57	
B	7	20.00	
C	13	37.14	
* D	5	14.29	
E	0	0.00	
Missing	0	0.00	

12. A supervisor explained a new documentation requirement to a volatile worker. When he heard the details he erupted and said "This is stupid and a waste of everyone's time! I've got better things to do with clients. Are we done?" Which one of the following does not fit in to the class guidelines for how a supervisor should deal with defiant workers?

Response	Frequency	Percent	
A	7	20.00	
* B	10	28.57	
C	7	20.00	
D	11	31.43	
E	0	0.00	
Missing	0	0.00	

14. When an employee "pushes your buttons" on the job, class guidelines advise you to use which of the following series of steps?

Response	Frequency	Percent	
* A	20	57.14	
B	9	25.71	
C	5	14.29	
D	1	2.86	
E	0	0.00	
Missing	0	0.00	

16. Which is not an example of a labor relations action flowing from good social work supervision?

Response	Frequency	Percent	
A	5	14.29	
* B	20	57.14	
C	7	20.00	
D	3	8.57	
E	0	0.00	
Missing	0	0.00	

17. A trainee is completing his/her first year. Several performance, lateness and attitude problems have become apparent in the past six months. The employee is beginning their working test period to become a FSS2. What is unique about this working test period?

Response	Frequency	Percent	
A	4	11.43	
* B	9	25.71	
C	12	34.29	
D	10	28.57	
E	0	0.00	
Missing	0	0.00	

18. Which one of the following is not one of the common reasons why disciplinary actions fail?

Response	Frequency	Percent	
A	6	17.14	
B	4	11.43	
* C	15	42.86	
D	8	22.86	
E	0	0.00	
Missing	2	5.71	

Condensed Item Analysis Report

Filter: coaching the challenging employee posttest

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■

1. What is the critical correlation between the CPM Core Conditions and professional CPS Supervision?

Response	Frequency	Percent	
A	11	33.33	■
B	7	21.21	■
* C	13	39.39	■
D	2	6.06	■
E	0	0.00	
Missing	0	0.00	

2. Which one of the following is not a guideline for when to request a change in an employee's performance?

Response	Frequency	Percent	
A	1	3.03	■
B	1	3.03	■
C	7	21.21	■
* D	24	72.73	■
E	0	0.00	
Missing	0	0.00	

3. Positive Leadership, Constructive Feedback, Teambuilding, Recognition, and Trust-building are all:

Response	Frequency	Percent	
* A	32	96.97	■
B	0	0.00	
C	1	3.03	■
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

4. Which of the following is a not an example of using unit dynamics to influence a challenge worker's behavior.

Response	Frequency	Percent	
* A	14	42.42	■
B	1	3.03	■
C	18	54.55	■
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

5. Which of the following is not a coaching principle presented in the film, "The Practical Coach"?

Response	Frequency	Percent	
A	0	0.00	
B	1	3.03	■
C	0	0.00	
* D	32	96.97	■
E	0	0.00	
Missing	0	0.00	

6. You have an employee with a strong body odor problem. Another unit member has come to you to complain. According to guidelines presented in "The Practical Coach" you should:

Response	Frequency	Percent	
A	2	6.06	■
B	0	0.00	
* C	31	93.94	■
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

7. The "Two-Minute Challenge" is:

Response	Frequency	Percent	
A	5	15.15	■
B	7	21.21	■
C	1	3.03	■
* D	20	60.61	■
E	0	0.00	
Missing	0	0.00	

8. Which of the following is not an element in "the dynamics of sustained change"?

Response	Frequency	Percent	
* A	25	75.76	■
B	0	0.00	
C	3	9.09	■
D	5	15.15	■
E	0	0.00	
Missing	0	0.00	

9. What is the Agreement Continuum?

Response	Frequency	Percent	
A	5	15.15	
*B	22	66.67	
C	3	9.09	
D	2	6.06	
E	0	0.00	
Missing	1	3.03	

11. Several workers in a unit are failing to complete the Mental Health Screening Tool correctly or at all. The manager has suggested that you might want to send them back to training. In order to determine if training is the wisest course of action, Robert Mager would suggest that the supervisor do all but which of the following:

Response	Frequency	Percent	
A	5	15.15	
*B	20	60.61	
C	6	18.18	
D	2	6.06	
E	0	0.00	
Missing	0	0.00	

13. In coaching a challenge employee using the "Two-Minute Challenge," the "stall," the "self-inflicted wound," the "guilt trip" and the "attack" are all examples of what?

Response	Frequency	Percent	
A	1	3.03	
B	0	0.00	
*C	32	96.97	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

15. How should the "ABCD's" be used in the coaching process?

Response	Frequency	Percent	
A	5	15.15	
B	4	12.12	
C	0	0.00	
*D	24	72.73	
E	0	0.00	
Missing	0	0.00	

10. A competent, efficient employee often is given the most difficult cases that the less capable workers in the unit have a harder time with. According to Mager, this is an example of all but which of the following answers:

Response	Frequency	Percent	
A	10	30.30	
B	2	6.06	
C	8	24.24	
*D	13	39.39	
E	0	0.00	
Missing	0	0.00	

12. A supervisor explained a new documentation requirement to a volatile worker. When he heard the details he erupted and said "This is stupid and a waste of everyone's time! I've got better things to do with clients. Are we done?" Which one of the following does not fit in to the class guidelines for how a supervisor should deal with defiant workers?

Response	Frequency	Percent	
A	2	6.06	
*B	20	60.61	
C	5	15.15	
D	6	18.18	
E	0	0.00	
Missing	0	0.00	

14. When an employee "pushes your buttons" on the job, class guidelines advise you to use which of the following series of steps?

Response	Frequency	Percent	
*A	30	90.91	
B	3	9.09	
C	0	0.00	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

16. Which is not an example of a labor relations action flowing from good social work supervision?

Response	Frequency	Percent	
A	1	3.03	
*B	24	72.73	
C	6	18.18	
D	2	6.06	
E	0	0.00	
Missing	0	0.00	

17. A trainee is completing his/her first year. Several performance, lateness and attitude problems have become apparent in the past six months. The employee is beginning their working test period to become a F SS2. What is unique about this working test period?

Response	Frequency	Percent	
A	2	6.06	
*B	24	72.73	
C	3	9.09	
D	4	12.12	
E	0	0.00	
Missing	0	0.00	

18. Which one of the following is not one of the common reasons why disciplinary actions fail?

Response	Frequency	Percent	
A	3	9.09	
B	3	9.09	
*C	25	75.76	
D	2	6.06	
E	0	0.00	
Missing	0	0.00	

Condensed Item Analysis Report

Filter: CPS and the legal system Pre

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■

Question 1

Response	Frequency	Percent	
A	1	2.63	<div style="width: 2.63%; height: 10px; background-color: #000000;"></div>
B	10	26.32	<div style="width: 26.32%; height: 10px; background-color: #FF0000;"></div>
C	3	7.89	<div style="width: 7.89%; height: 10px; background-color: #000000;"></div>
* D	24	63.16	<div style="width: 63.16%; height: 10px; background-color: #00FF00;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>

Question 2

Response	Frequency	Percent	
A	2	5.26	<div style="width: 5.26%; height: 10px; background-color: #000000;"></div>
B	9	23.68	<div style="width: 23.68%; height: 10px; background-color: #FF0000;"></div>
* C	22	57.89	<div style="width: 57.89%; height: 10px; background-color: #00FF00;"></div>
D	5	13.16	<div style="width: 13.16%; height: 10px; background-color: #FF0000;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>

Question 3

Response	Frequency	Percent	
A	4	10.53	<div style="width: 10.53%; height: 10px; background-color: #FF0000;"></div>
B	14	36.84	<div style="width: 36.84%; height: 10px; background-color: #FF0000;"></div>
* C	19	50.00	<div style="width: 50.00%; height: 10px; background-color: #00FF00;"></div>
D	1	2.63	<div style="width: 2.63%; height: 10px; background-color: #000000;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>

Question 4

Response	Frequency	Percent	
A	6	15.79	<div style="width: 15.79%; height: 10px; background-color: #FF0000;"></div>
B	11	28.95	<div style="width: 28.95%; height: 10px; background-color: #FF0000;"></div>
C	2	5.26	<div style="width: 5.26%; height: 10px; background-color: #000000;"></div>
* D	19	50.00	<div style="width: 50.00%; height: 10px; background-color: #00FF00;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>

Question 5

Response	Frequency	Percent	
A	2	5.26	<div style="width: 5.26%; height: 10px; background-color: #000000;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>
* C	33	86.84	<div style="width: 86.84%; height: 10px; background-color: #00FF00;"></div>
D	3	7.89	<div style="width: 7.89%; height: 10px; background-color: #000000;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>

Question 6

Response	Frequency	Percent	
* A	26	68.42	<div style="width: 68.42%; height: 10px; background-color: #00FF00;"></div>
B	1	2.63	<div style="width: 2.63%; height: 10px; background-color: #000000;"></div>
C	7	18.42	<div style="width: 18.42%; height: 10px; background-color: #FF0000;"></div>
D	4	10.53	<div style="width: 10.53%; height: 10px; background-color: #FF0000;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>

Question 7

Response	Frequency	Percent	
A	3	7.89	<div style="width: 7.89%; height: 10px; background-color: #000000;"></div>
B	14	36.84	<div style="width: 36.84%; height: 10px; background-color: #FF0000;"></div>
* C	20	52.63	<div style="width: 52.63%; height: 10px; background-color: #00FF00;"></div>
D	1	2.63	<div style="width: 2.63%; height: 10px; background-color: #000000;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>

Question 8

Response	Frequency	Percent	
A	11	28.95	<div style="width: 28.95%; height: 10px; background-color: #FF0000;"></div>
B	3	7.89	<div style="width: 7.89%; height: 10px; background-color: #000000;"></div>
C	4	10.53	<div style="width: 10.53%; height: 10px; background-color: #FF0000;"></div>
* D	20	52.63	<div style="width: 52.63%; height: 10px; background-color: #00FF00;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>

Question 9

Response	Frequency	Percent	
* A	22	57.89	<div style="width: 57.89%; height: 10px; background-color: #00FF00;"></div>
B	10	26.32	<div style="width: 26.32%; height: 10px; background-color: #FF0000;"></div>
C	2	5.26	<div style="width: 5.26%; height: 10px; background-color: #000000;"></div>
D	4	10.53	<div style="width: 10.53%; height: 10px; background-color: #FF0000;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>

Question 10

Response	Frequency	Percent	
A	4	10.53	<div style="width: 10.53%; height: 10px; background-color: #FF0000;"></div>
B	14	36.84	<div style="width: 36.84%; height: 10px; background-color: #FFFF00;"></div>
C	7	18.42	<div style="width: 18.42%; height: 10px; background-color: #FF0000;"></div>
* D	13	34.21	<div style="width: 34.21%; height: 10px; background-color: #00FF00;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #000000;"></div>

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Condensed Item Analysis Report

Page 1

Question 11

Response	Frequency	Percent	
* A	23	60.53	
B	9	23.68	
C	4	10.53	
D	2	5.26	
E	0	0.00	
Missing	0	0.00	

Question 12

Response	Frequency	Percent	
A	4	10.53	
B	3	7.89	
* C	23	60.53	
D	8	21.05	
E	0	0.00	
Missing	0	0.00	

Question 13

Response	Frequency	Percent	
A	10	26.32	
B	1	2.63	
C	5	13.16	
* D	22	57.89	
E	0	0.00	
Missing	0	0.00	

Question 14

Response	Frequency	Percent	
A	4	10.53	
* B	21	55.26	
C	2	5.26	
D	11	28.95	
E	0	0.00	
Missing	0	0.00	

Question 15

Response	Frequency	Percent	
A	4	10.53	
* B	20	52.63	
C	2	5.26	
D	12	31.58	
E	0	0.00	
Missing	0	0.00	

Question 16

Response	Frequency	Percent	
* A	18	47.37	
B	0	0.00	
C	2	5.26	
D	0	0.00	
E	0	0.00	
Missing	18	47.37	

Question 17

Response	Frequency	Percent	
A	1	2.63	
B	0	0.00	
C	1	2.63	
* D	18	47.37	
E	0	0.00	
Missing	18	47.37	

Question 18

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
* C	19	50.00	
D	1	2.63	
E	0	0.00	
Missing	18	47.37	

Condensed Item Analysis Report

Filter: CPS and the legal system Post

Legend: Correct ■ Incorrect ■ Distractors Chosen More than Correct Answer: ■

Question 1

Response	Frequency	Percent	
A	1	2.94	<div style="width: 2.94%; background-color: #ccc; height: 10px;"></div>
B	5	14.71	<div style="width: 14.71%; background-color: #ccc; height: 10px;"></div>
C	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>
*D	27	79.41	<div style="width: 79.41%; background-color: #00ff00; height: 10px;"></div>
E	1	2.94	<div style="width: 2.94%; background-color: #ccc; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>

Question 2

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>
B	5	14.71	<div style="width: 14.71%; background-color: #ccc; height: 10px;"></div>
*C	26	76.47	<div style="width: 76.47%; background-color: #00ff00; height: 10px;"></div>
D	3	8.82	<div style="width: 8.82%; background-color: #ccc; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>

Question 3

Response	Frequency	Percent	
A	2	5.88	<div style="width: 5.88%; background-color: #ccc; height: 10px;"></div>
B	17	50.00	<div style="width: 50.00%; background-color: #ffff00; height: 10px;"></div>
*C	14	41.18	<div style="width: 41.18%; background-color: #00ff00; height: 10px;"></div>
D	1	2.94	<div style="width: 2.94%; background-color: #ccc; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>

Question 4

Response	Frequency	Percent	
A	4	11.76	<div style="width: 11.76%; background-color: #ccc; height: 10px;"></div>
B	13	38.24	<div style="width: 38.24%; background-color: #ccc; height: 10px;"></div>
C	1	2.94	<div style="width: 2.94%; background-color: #ccc; height: 10px;"></div>
*D	16	47.06	<div style="width: 47.06%; background-color: #00ff00; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>

Question 5

Response	Frequency	Percent	
A	1	2.94	<div style="width: 2.94%; background-color: #ccc; height: 10px;"></div>
B	1	2.94	<div style="width: 2.94%; background-color: #ccc; height: 10px;"></div>
*C	31	91.18	<div style="width: 91.18%; background-color: #00ff00; height: 10px;"></div>
D	1	2.94	<div style="width: 2.94%; background-color: #ccc; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>

Question 6

Response	Frequency	Percent	
*A	18	52.94	<div style="width: 52.94%; background-color: #00ff00; height: 10px;"></div>
B	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>
C	14	41.18	<div style="width: 41.18%; background-color: #ccc; height: 10px;"></div>
D	2	5.88	<div style="width: 5.88%; background-color: #ccc; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>

Question 7

Response	Frequency	Percent	
A	3	8.82	<div style="width: 8.82%; background-color: #ccc; height: 10px;"></div>
B	11	32.35	<div style="width: 32.35%; background-color: #ccc; height: 10px;"></div>
*C	14	41.18	<div style="width: 41.18%; background-color: #00ff00; height: 10px;"></div>
D	6	17.65	<div style="width: 17.65%; background-color: #ccc; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>

Question 8

Response	Frequency	Percent	
A	1	2.94	<div style="width: 2.94%; background-color: #ccc; height: 10px;"></div>
B	4	11.76	<div style="width: 11.76%; background-color: #ccc; height: 10px;"></div>
C	9	26.47	<div style="width: 26.47%; background-color: #ccc; height: 10px;"></div>
*D	20	58.82	<div style="width: 58.82%; background-color: #00ff00; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>

Question 9

Response	Frequency	Percent	
*A	31	91.18	<div style="width: 91.18%; background-color: #00ff00; height: 10px;"></div>
B	1	2.94	<div style="width: 2.94%; background-color: #ccc; height: 10px;"></div>
C	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>
D	2	5.88	<div style="width: 5.88%; background-color: #ccc; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>

Question 10

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>
B	17	50.00	<div style="width: 50.00%; background-color: #ffff00; height: 10px;"></div>
C	2	5.88	<div style="width: 5.88%; background-color: #ccc; height: 10px;"></div>
*D	15	44.12	<div style="width: 44.12%; background-color: #00ff00; height: 10px;"></div>
E	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: #ccc; height: 10px;"></div>

Question 11

Response	Frequency	Percent	
*A	20	58.82	
B	12	35.29	
C	2	5.88	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

Question 12

Response	Frequency	Percent	
A	1	2.94	
B	1	2.94	
*C	32	94.12	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

Question 13

Response	Frequency	Percent	
A	14	41.18	
B	1	2.94	
C	3	8.82	
*D	18	47.06	
E	0	0.00	
Missing	0	0.00	

Question 14

Response	Frequency	Percent	
A	0	0.00	
*B	30	88.24	
C	0	0.00	
D	4	11.76	
E	0	0.00	
Missing	0	0.00	

Question 15

Response	Frequency	Percent	
A	2	5.88	
*B	28	78.47	
C	1	2.94	
D	5	14.71	
E	0	0.00	
Missing	0	0.00	

Question 16

Response	Frequency	Percent	
*A	15	44.12	
B	1	2.94	
C	0	0.00	
D	0	0.00	
E	0	0.00	
Missing	18	52.94	

Question 17

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
C	1	2.94	
*D	15	44.12	
E	0	0.00	
Missing	18	52.94	

Question 18

Response	Frequency	Percent	
A	0	0.00	
B	1	2.94	
*C	15	44.12	
D	0	0.00	
E	0	0.00	
Missing	18	52.94	

Condensed Item Analysis Report

Filter: Family Preservation Services Days 3&4 PreTest

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■

1. A Statement of Need is NOT:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
*B	11	78.57	<div style="width: 78.57%; height: 15px; background-color: #00ff00;"></div>
C	2	14.29	<div style="width: 14.29%; height: 15px; background-color: #ff0000;"></div>
D	1	7.14	<div style="width: 7.14%; height: 15px; background-color: #ff0000;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

2. Guidelines for goals are:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
B	1	7.14	<div style="width: 7.14%; height: 15px; background-color: #ff0000;"></div>
C	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
*D	13	92.86	<div style="width: 92.86%; height: 15px; background-color: #00ff00;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

3. Behavioral Objectives are:

Response	Frequency	Percent	
A	1	7.14	<div style="width: 7.14%; height: 15px; background-color: #ff0000;"></div>
*B	11	78.57	<div style="width: 78.57%; height: 15px; background-color: #00ff00;"></div>
C	1	7.14	<div style="width: 7.14%; height: 15px; background-color: #ff0000;"></div>
D	1	7.14	<div style="width: 7.14%; height: 15px; background-color: #ff0000;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

4. FIND is an acronym that mean:

Response	Frequency	Percent	
A	2	14.29	<div style="width: 14.29%; height: 15px; background-color: #ff0000;"></div>
B	2	14.29	<div style="width: 14.29%; height: 15px; background-color: #ff0000;"></div>
*C	9	64.29	<div style="width: 64.29%; height: 15px; background-color: #00ff00;"></div>
D	1	7.14	<div style="width: 7.14%; height: 15px; background-color: #ff0000;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

5. Documentation:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
B	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
C	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
*D	14	100.00	<div style="width: 100%; height: 15px; background-color: #00ff00;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

6. Empowerment happens when:

Response	Frequency	Percent	
A	1	7.14	<div style="width: 7.14%; height: 15px; background-color: #ff0000;"></div>
B	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
*C	13	92.86	<div style="width: 92.86%; height: 15px; background-color: #00ff00;"></div>
D	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

7. A Statement of Need is

Response	Frequency	Percent	
A	3	21.43	<div style="width: 21.43%; height: 15px; background-color: #ff0000;"></div>
B	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
*C	6	42.86	<div style="width: 42.86%; height: 15px; background-color: #00ff00;"></div>
D	5	35.71	<div style="width: 35.71%; height: 15px; background-color: #ff0000;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

8. When creating goals, you should first:

Response	Frequency	Percent	
A	2	14.29	<div style="width: 14.29%; height: 15px; background-color: #ff0000;"></div>
B	3	21.43	<div style="width: 21.43%; height: 15px; background-color: #ff0000;"></div>
*C	8	57.14	<div style="width: 57.14%; height: 15px; background-color: #00ff00;"></div>
D	1	7.14	<div style="width: 7.14%; height: 15px; background-color: #ff0000;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

9. Adult Learning Theory focuses on the idea that adults learn best when they

Response	Frequency	Percent	
A	2	14.29	<div style="width: 14.29%; height: 15px; background-color: #ff0000;"></div>
B	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
*C	11	78.57	<div style="width: 78.57%; height: 15px; background-color: #00ff00;"></div>
D	1	7.14	<div style="width: 7.14%; height: 15px; background-color: #ff0000;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

10. Adult learners need:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
B	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>
C	1	7.14	<div style="width: 7.14%; height: 15px; background-color: #ff0000;"></div>
*D	13	92.86	<div style="width: 92.86%; height: 15px; background-color: #00ff00;"></div>
E	0	0.00	<div style="width: 0%; height: 15px; background-color: #ccc;"></div>

11. Motivation gets people interested in learning by using:

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
*C	14	100.00	
D	0	0.00	
E	0	0.00	

13. Trainees participating in a guided fantasy is an example of the following type of training activity

Response	Frequency	Percent	
A	1	7.14	
B	1	7.14	
C	2	14.29	
*D	10	71.43	
E	0	0.00	

15. Skill steps are

Response	Frequency	Percent	
*A	9	64.29	
B	4	28.57	
C	1	7.14	
D	0	0.00	
E	0	0.00	

17. "When you leave toys in the hallway, I feel frustrated and nervous because someone might fall and get hurt. I need you to make sure you put your toys away in the toy box." This is an example of _____

Response	Frequency	Percent	
A	1	7.14	
*B	12	85.71	
C	1	7.14	
D	0	0.00	
E	0	0.00	

19. When assessing for lethality during a crisis, you should:

Response	Frequency	Percent	
A	5	35.71	
B	1	7.14	
C	0	0.00	
*D	8	57.14	
E	0	0.00	

12. In passive learning, the learner acquires information through

Response	Frequency	Percent	
*A	11	78.57	
B	1	7.14	
C	0	0.00	
D	2	14.29	
E	0	0.00	

14. If an individual can describe the steps involved in performing the skill and conditions for using the skill, then the intervention would

Response	Frequency	Percent	
*A	6	42.86	
B	3	21.43	
C	0	0.00	
D	5	35.71	
E	0	0.00	

16. Having to genuinely ACCEPT one's (or the client's) feelings, whatever they may be or however different they are from our own or what you expect from them, is an example of?

Response	Frequency	Percent	
*A	5	35.71	
B	3	21.43	
C	0	0.00	
D	6	42.86	
E	0	0.00	

18. Who owns the following problem: Misbehavior at the dinner table

Response	Frequency	Percent	
*A	1	7.14	
B	5	35.71	
C	8	57.14	
D	0	0.00	
E	0	0.00	

20. During a crisis, what technique may help engage a guarded/defensive person?

Response	Frequency	Percent	
A	2	14.29	
B	0	0.00	
*C	7	50.00	
D	5	35.71	
E	0	0.00	

Condensed Item Analysis Report

Filter: Family Preservation Services Days 3&4 PostTest

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■

1. A Statement of Need is NOT:

Response	Frequency	Percent	
A	2	12.50	■
*B	13	81.25	■
C	1	6.25	■
D	0	0.00	
E	0	0.00	

2. Guidelines for goals are:

Response	Frequency	Percent	
A	0	0.00	
B	1	6.25	■
C	1	6.25	■
*D	14	87.50	■
E	0	0.00	

3. Behavioral Objectives are:

Response	Frequency	Percent	
A	5	31.25	■
*B	9	56.25	■
C	1	6.25	■
D	1	6.25	■
E	0	0.00	

4. FIND is an acronym that mean:

Response	Frequency	Percent	
A	1	6.25	■
B	1	6.25	■
*C	14	87.50	■
D	0	0.00	
E	0	0.00	

5. Documentation:

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
C	0	0.00	
*D	16	100.00	■
E	0	0.00	

6. Empowerment happens when:

Response	Frequency	Percent	
A	3	18.75	■
B	0	0.00	
*C	13	81.25	■
D	0	0.00	
E	0	0.00	

7. A Statement of Need is

Response	Frequency	Percent	
A	2	12.50	■
B	1	6.25	■
*C	3	18.75	■
D	10	62.50	■
E	0	0.00	

8. When creating goals, you should first:

Response	Frequency	Percent	
A	2	12.50	■
B	2	12.50	■
*C	11	68.75	■
D	1	6.25	■
E	0	0.00	

9. Adult Learning Theory focuses on the idea that adults learn best when they

Response	Frequency	Percent	
A	4	25.00	■
B	0	0.00	
*C	11	68.75	■
D	1	6.25	■
E	0	0.00	

10. Adult learners need:

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
C	2	12.50	■
*D	14	87.50	■
E	0	0.00	

11. Motivation gets people interested in learning by using:

Response	Frequency	Percent	
A	2	12.50	
B	0	0.00	
*C	14	87.50	
D	0	0.00	
E	0	0.00	

12. In passive learning, the learner acquires information through

Response	Frequency	Percent	
*A	14	87.50	
B	2	12.50	
C	0	0.00	
D	0	0.00	
E	0	0.00	

13. Trainees participating in a guided fantasy is an example of the following type of training activity

Response	Frequency	Percent	
A	3	18.75	
B	2	12.50	
C	1	6.25	
*D	10	62.50	
E	0	0.00	

14. If an individual can describe the steps involved in performing the skill and conditions for using the skill, then the intervention would

Response	Frequency	Percent	
*A	10	62.50	
B	4	25.00	
C	2	12.50	
D	0	0.00	
E	0	0.00	

15. Skill steps are

Response	Frequency	Percent	
*A	7	43.75	
B	9	56.25	
C	0	0.00	
D	0	0.00	
E	0	0.00	

16. Having to genuinely ACCEPT one's (or the client's) feelings, whatever they may be or however different they are from our own or what you expect from them, is an example of?

Response	Frequency	Percent	
*A	14	87.50	
B	2	12.50	
C	0	0.00	
D	0	0.00	
E	0	0.00	

17. "When you leave toys in the hallway, I feel frustrated and nervous because someone might fall and get hurt. I need you to make sure you put your toys away in the toy box." This is an example of

Response	Frequency	Percent	
A	0	0.00	
*B	16	100.00	
C	0	0.00	
D	0	0.00	
E	0	0.00	

18. Who owns the following problem: Misbehavior at the dinner table

Response	Frequency	Percent	
*A	14	87.50	
B	0	0.00	
C	2	12.50	
D	0	0.00	
E	0	0.00	

19. When assessing for lethality during a crisis, you should:

Response	Frequency	Percent	
A	6	37.50	
B	2	12.50	
C	0	0.00	
*D	8	50.00	
E	0	0.00	

20. During a crisis, what technique may help engage a guarded/defensive person?

Response	Frequency	Percent	
A	1	6.25	
B	3	18.75	
*C	8	50.00	
D	4	25.00	
E	0	0.00	

Condensed Item Analysis Report

Filter: Family Preservation Services Days 5&8 Pretest

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■

1. The stress and anger process begins with a

Response	Frequency	Percent	
*A	12	80.00	<div style="width: 80%; background-color: green; border: 1px solid black;"></div>
B	2	13.33	<div style="width: 13.33%; background-color: red; border: 1px solid black;"></div>
C	1	6.67	<div style="width: 6.67%; background-color: red; border: 1px solid black;"></div>
D	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

2. The anger/stress sequence includes the following four steps:

Response	Frequency	Percent	
A	4	26.67	<div style="width: 26.67%; background-color: yellow; border: 1px solid black;"></div>
B	7	43.75	<div style="width: 43.75%; background-color: yellow; border: 1px solid black;"></div>
C	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
*D	3	20.00	<div style="width: 20%; background-color: green; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	1	6.67	<div style="width: 6.67%; background-color: red; border: 1px solid black;"></div>

3. Stress Management Techniques include a

Response	Frequency	Percent	
A	1	6.67	<div style="width: 6.67%; background-color: red; border: 1px solid black;"></div>
B	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
C	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
*D	14	93.33	<div style="width: 93.33%; background-color: green; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

4. Punishment

Response	Frequency	Percent	
A	3	20.00	<div style="width: 20%; background-color: red; border: 1px solid black;"></div>
B	3	20.00	<div style="width: 20%; background-color: red; border: 1px solid black;"></div>
*C	6	40.00	<div style="width: 40%; background-color: green; border: 1px solid black;"></div>
D	3	20.00	<div style="width: 20%; background-color: red; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

5. The purpose of discipline is to:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
*B	13	86.67	<div style="width: 86.67%; background-color: green; border: 1px solid black;"></div>
C	2	13.33	<div style="width: 13.33%; background-color: red; border: 1px solid black;"></div>
D	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

6. The difference between praise and encouragement is:

Response	Frequency	Percent	
A	3	20.00	<div style="width: 20%; background-color: red; border: 1px solid black;"></div>
*B	11	73.33	<div style="width: 73.33%; background-color: green; border: 1px solid black;"></div>
C	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
D	1	6.67	<div style="width: 6.67%; background-color: red; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

Question 7

Response	Frequency	Percent	
A	1	6.67	<div style="width: 6.67%; background-color: red; border: 1px solid black;"></div>
B	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
*C	14	93.33	<div style="width: 93.33%; background-color: green; border: 1px solid black;"></div>
D	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

8. If a family has difficulty with termination and withdraws contact, you should

Response	Frequency	Percent	
A	1	6.67	<div style="width: 6.67%; background-color: red; border: 1px solid black;"></div>
B	3	20.00	<div style="width: 20%; background-color: red; border: 1px solid black;"></div>
*C	11	73.33	<div style="width: 73.33%; background-color: green; border: 1px solid black;"></div>
D	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; background-color: red; border: 1px solid black;"></div>

9. The child development domains include:

Response	Frequency	Percent	
*A	12	80.00	
B	0	0.00	
C	1	6.67	
D	2	13.33	
E	0	0.00	
Missing	0	0.00	

11. FPS Workers should teach parents to develop this style of parenting:

Response	Frequency	Percent	
A	0	0.00	
B	3	20.00	
*C	11	73.33	
D	1	6.67	
E	0	0.00	
Missing	0	0.00	

13. Effective problem solving requires all of the following except for:

Response	Frequency	Percent	
A	4	26.67	
*B	2	13.33	
C	2	13.33	
D	7	46.67	
E	0	0.00	
Missing	0	0.00	

15. A feelings thermometer will:

Response	Frequency	Percent	
A	0	0.00	
*B	10	66.67	
C	4	26.67	
D	1	6.67	
E	0	0.00	
Missing	0	0.00	

17. In using conflict resolution, one can choose to the techniques of:

Response	Frequency	Percent	
A	2	13.33	
B	2	13.33	
C	5	33.33	
*D	6	40.00	
E	0	0.00	
Missing	0	0.00	

10. For a successful termination, the FPS Worker should:

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
C	1	6.67	
*D	14	93.33	
E	0	0.00	
Missing	0	0.00	

12. The criteria for withdrawing from treatment include:

Response	Frequency	Percent	
*A	3	20.00	
B	0	0.00	
C	0	0.00	
D	12	80.00	
E	0	0.00	
Missing	0	0.00	

14. The conflict management style of a compromiser means that:

Response	Frequency	Percent	
A	6	40.00	
B	1	6.67	
C	3	20.00	
*D	5	33.33	
E	0	0.00	
Missing	0	0.00	

16. Examples of communication blockers include:

Response	Frequency	Percent	
A	2	13.33	
B	1	6.67	
*C	11	73.33	
D	1	6.67	
E	0	0.00	
Missing	0	0.00	

18. One of the four behaviors associated with parenting struggles include:

Response	Frequency	Percent	
*A	10	66.67	
B	3	20.00	
C	0	0.00	
D	2	13.33	
E	0	0.00	
Missing	0	0.00	

Condensed Item Analysis Report

Filter: Family Preservation Services Days 5&8 Posttest

Legend: Correct ■ Incorrect ■ Distractors Chosen More than Correct Answer: □

1. The stress and anger process begins with a

Response	Frequency	Percent	
*A	13	86.67	<div style="width: 86.67%; background-color: green; border: 1px solid black;"></div>
B	2	13.33	<div style="width: 13.33%; background-color: red; border: 1px solid black;"></div>
C	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
D	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>

2. The anger/stress sequence includes the following four steps:

Response	Frequency	Percent	
A	6	40.00	<div style="width: 40%; background-color: red; border: 1px solid black;"></div>
B	2	13.33	<div style="width: 13.33%; background-color: red; border: 1px solid black;"></div>
C	1	6.67	<div style="width: 6.67%; background-color: red; border: 1px solid black;"></div>
*D	6	40.00	<div style="width: 40%; background-color: green; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>

3. Stress Management Techniques include a

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
B	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
C	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
*D	15	100.00	<div style="width: 100%; background-color: green; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>

4. Punishment

Response	Frequency	Percent	
A	3	20.00	<div style="width: 20%; background-color: red; border: 1px solid black;"></div>
B	3	20.00	<div style="width: 20%; background-color: red; border: 1px solid black;"></div>
*C	9	60.00	<div style="width: 60%; background-color: green; border: 1px solid black;"></div>
D	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>

5. The purpose of discipline is to:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
*B	11	73.33	<div style="width: 73.33%; background-color: green; border: 1px solid black;"></div>
C	4	26.67	<div style="width: 26.67%; background-color: red; border: 1px solid black;"></div>
D	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>

6. The difference between praise and encouragement is:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
*B	15	100.00	<div style="width: 100%; background-color: green; border: 1px solid black;"></div>
C	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
D	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>

Question 7

Response	Frequency	Percent	
A	2	13.33	<div style="width: 13.33%; background-color: red; border: 1px solid black;"></div>
B	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
*C	13	86.67	<div style="width: 86.67%; background-color: green; border: 1px solid black;"></div>
D	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>

8. If a family has difficulty with termination and with draws contact, you should

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
B	3	20.00	<div style="width: 20%; background-color: red; border: 1px solid black;"></div>
*C	6	40.00	<div style="width: 40%; background-color: green; border: 1px solid black;"></div>
D	6	40.00	<div style="width: 40%; background-color: red; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>

9. The child development domains include:

Response	Frequency	Percent	
*A	13	86.67	<div style="width: 86.67%; background-color: green; border: 1px solid black;"></div>
B	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
C	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
D	2	13.33	<div style="width: 13.33%; background-color: red; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>

10. For a successful termination, the FPS Worker should:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
B	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
C	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>
*D	15	100.00	<div style="width: 100%; background-color: green; border: 1px solid black;"></div>
E	0	0.00	<div style="width: 0%; background-color: yellow; border: 1px solid black;"></div>

11. FPS Workers should teach parents to develop this style of parenting:

Response	Frequency	Percent	
A	0	0.00	
B	2	13.33	
*C	13	86.67	
D	0	0.00	
E	0	0.00	

12. The criteria for withdrawing from treatment include:

Response	Frequency	Percent	
*A	5	33.33	
B	0	0.00	
C	0	0.00	
D	10	66.67	
E	0	0.00	

13. Effective problem solving requires all of the following except for:

Response	Frequency	Percent	
A	3	20.00	
*B	2	13.33	
C	3	20.00	
D	7	46.67	
E	0	0.00	

14. The conflict management style of a compromiser means that:

Response	Frequency	Percent	
A	1	6.67	
B	1	6.67	
C	1	6.67	
*D	12	80.00	
E	0	0.00	

15. A feelings thermometer will:

Response	Frequency	Percent	
A	0	0.00	
*B	12	80.00	
C	2	13.33	
D	1	6.67	
E	0	0.00	

16. Examples of communication blockers include:

Response	Frequency	Percent	
A	0	0.00	
B	2	13.33	
*C	13	86.67	
D	0	0.00	
E	0	0.00	

17. In using conflict resolution, one can choose to the techniques of:

Response	Frequency	Percent	
A	0	0.00	
B	0	0.00	
C	0	0.00	
*D	15	100.00	
E	0	0.00	

18. One of the four behaviors associated with parenting struggles include:

Response	Frequency	Percent	
*A	9	60.00	
B	5	33.33	
C	0	0.00	
D	1	6.67	
E	0	0.00	

Condensed Item Analysis Report

Filter: Preparing Children for Adoption Pretest

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■

1. A primary role of the adoption professional in working with families is to:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
*B	12	57.14	<div style="width: 57.14%; height: 10px; background-color: green;"></div>
C	8	38.10	<div style="width: 38.10%; height: 10px; background-color: red;"></div>
D	1	4.76	<div style="width: 4.76%; height: 10px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

2. Adoption work with children begins with:

Response	Frequency	Percent	
A	1	4.76	<div style="width: 4.76%; height: 10px; background-color: red;"></div>
B	7	33.33	<div style="width: 33.33%; height: 10px; background-color: red;"></div>
*C	13	61.90	<div style="width: 61.90%; height: 10px; background-color: green;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

3. The goal of the worker's initial contact with children and families should be to:

Response	Frequency	Percent	
A	6	28.57	<div style="width: 28.57%; height: 10px; background-color: red;"></div>
B	5	23.81	<div style="width: 23.81%; height: 10px; background-color: red;"></div>
*C	6	28.57	<div style="width: 28.57%; height: 10px; background-color: green;"></div>
D	4	19.05	<div style="width: 19.05%; height: 10px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

4. Workers can successfully engage children and families in the helping process the best by:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
B	13	61.90	<div style="width: 61.90%; height: 10px; background-color: yellow;"></div>
C	2	9.52	<div style="width: 9.52%; height: 10px; background-color: red;"></div>
*D	6	28.57	<div style="width: 28.57%; height: 10px; background-color: green;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

5. In the absence of facts about their history, children will:

Response	Frequency	Percent	
*A	15	71.43	<div style="width: 71.43%; height: 10px; background-color: green;"></div>
B	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
C	2	9.52	<div style="width: 9.52%; height: 10px; background-color: red;"></div>
D	4	19.05	<div style="width: 19.05%; height: 10px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

6. Secrecy is a tool used to employ:

Response	Frequency	Percent	
A	13	61.90	<div style="width: 61.90%; height: 10px; background-color: yellow;"></div>
B	2	9.52	<div style="width: 9.52%; height: 10px; background-color: red;"></div>
*C	6	28.57	<div style="width: 28.57%; height: 10px; background-color: green;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

7. At what age do children begin to understand the concept of relinquishment?

Response	Frequency	Percent	
A	4	19.05	<div style="width: 19.05%; height: 10px; background-color: red;"></div>
*B	4	19.05	<div style="width: 19.05%; height: 10px; background-color: green;"></div>
C	8	38.10	<div style="width: 38.10%; height: 10px; background-color: yellow;"></div>
D	5	23.81	<div style="width: 23.81%; height: 10px; background-color: yellow;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

8. By which age should children know the whole truth about their past with no omissions?

Response	Frequency	Percent	
A	1	4.76	<div style="width: 4.76%; height: 10px; background-color: red;"></div>
B	8	38.10	<div style="width: 38.10%; height: 10px; background-color: yellow;"></div>
*C	4	19.05	<div style="width: 19.05%; height: 10px; background-color: green;"></div>
D	8	38.10	<div style="width: 38.10%; height: 10px; background-color: yellow;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

9. If a child is not talking about their birth parents, their history or adoption, it is best to:

Response	Frequency	Percent	
*A	13	61.90	
B	1	4.76	
C	7	33.33	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

10. The best plan in working on adoption with a less verbal child is to:

Response	Frequency	Percent	
A	0	0.00	
B	1	4.76	
*C	16	76.19	
D	3	14.29	
E	0	0.00	
Missing	1	4.76	

11. A common reason children say no to adoption is that:

Response	Frequency	Percent	
A	1	4.76	
*B	15	71.43	
C	5	23.81	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

12. A useful technique in addressing child reluctance towards adoption is to:

Response	Frequency	Percent	
A	1	4.76	
B	18	85.71	
*C	2	9.52	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

13. An essential benefit of children saying goodbye during a transition is:

Response	Frequency	Percent	
*A	15	71.43	
B	0	0.00	
C	0	0.00	
D	3	14.29	
E	0	0.00	
Missing	3	14.29	

14. In beginning the adoption discussion with the child, the worker should explore:

Response	Frequency	Percent	
*A	12	57.14	
B	2	9.52	
C	2	9.52	
D	2	9.52	
E	0	0.00	
Missing	3	14.29	

15. A tool adoption workers can use to help children process their move is the:

Response	Frequency	Percent	
*A	18	85.71	
B	0	0.00	
C	0	0.00	
D	0	0.00	
E	0	0.00	
Missing	3	14.29	

16. A good place to start adoption work with teens is to:

Response	Frequency	Percent	
A	3	14.29	
*B	10	47.62	
C	2	9.52	
D	3	14.29	
E	0	0.00	
Missing	3	14.29	

17. In working on the child's Life Story it is important to assess:

Response	Frequency	Percent	
A	0	0.00	
*B	13	61.90	
C	4	19.05	
D	0	0.00	
E	0	0.00	
Missing	4	19.05	

18. A basic 'rule of the road' for adoption workers is to behave as though:

Response	Frequency	Percent	
A	4	19.05	
B	1	4.76	
*C	10	47.62	
D	3	14.29	
E	0	0.00	
Missing	3	14.29	

19. The most crucial part of the goodbye/closure visit is for birth parent to:

Response	Frequency	Percent	
A	1	4.76	
*B	13	61.90	
C	4	19.05	
D	0	0.00	
E	0	0.00	
Missing	3	14.29	

20. A way foster/adoptive parents can help prepare for the goodbye/closure visit is to:

Response	Frequency	Percent	
A	0	0.00	
B	1	4.76	
C	6	28.57	
*D	11	52.38	
E	0	0.00	
Missing	3	14.29	

Condensed Item Analysis Report

Filter: Preparing Children for Adoption Posttest

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■

1. A primary role of the adoption professional in working with families is to:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
*B	18	85.71	<div style="width: 85.71%; height: 10px; background-color: green;"></div>
C	2	9.52	<div style="width: 9.52%; height: 10px; background-color: red;"></div>
D	1	4.76	<div style="width: 4.76%; height: 10px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

2. Adoption work with children begins with:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
B	4	19.05	<div style="width: 19.05%; height: 10px; background-color: red;"></div>
*C	17	80.95	<div style="width: 80.95%; height: 10px; background-color: green;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

3. The goal of the worker's initial contact with children and families should be to:

Response	Frequency	Percent	
A	2	9.52	<div style="width: 9.52%; height: 10px; background-color: red;"></div>
B	5	23.81	<div style="width: 23.81%; height: 10px; background-color: red;"></div>
*C	10	47.62	<div style="width: 47.62%; height: 10px; background-color: green;"></div>
D	4	19.05	<div style="width: 19.05%; height: 10px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

4. Workers can successfully engage children and families in the helping process the best by:

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
B	12	57.14	<div style="width: 57.14%; height: 10px; background-color: yellow;"></div>
C	2	9.52	<div style="width: 9.52%; height: 10px; background-color: red;"></div>
*D	7	33.33	<div style="width: 33.33%; height: 10px; background-color: green;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

5. In the absence of facts about their history, children will:

Response	Frequency	Percent	
*A	18	85.71	<div style="width: 85.71%; height: 10px; background-color: green;"></div>
B	1	4.76	<div style="width: 4.76%; height: 10px; background-color: red;"></div>
C	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
D	2	9.52	<div style="width: 9.52%; height: 10px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

6. Secrecy is a tool used to employ:

Response	Frequency	Percent	
A	9	42.86	<div style="width: 42.86%; height: 10px; background-color: yellow;"></div>
B	11	52.38	<div style="width: 52.38%; height: 10px; background-color: yellow;"></div>
*C	1	4.76	<div style="width: 4.76%; height: 10px; background-color: green;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

7. At what age do children begin to understand the concept of relinquishment?

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
*B	13	61.90	<div style="width: 61.90%; height: 10px; background-color: green;"></div>
C	4	19.05	<div style="width: 19.05%; height: 10px; background-color: red;"></div>
D	4	19.05	<div style="width: 19.05%; height: 10px; background-color: red;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

8. By which age should children know the whole truth about their past with no omissions?

Response	Frequency	Percent	
A	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
B	4	19.05	<div style="width: 19.05%; height: 10px; background-color: red;"></div>
*C	17	80.95	<div style="width: 80.95%; height: 10px; background-color: green;"></div>
D	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
E	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>

9. If a child is not talking about their birth parents, their history or adoption, it is best to:

Response	Frequency	Percent	
*A	21	100.00	
B	0	0.00	
C	0	0.00	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

10. The best plan in working on adoption with a less verbal child is to:

Response	Frequency	Percent	
A	0	0.00	
B	1	4.76	
*C	19	90.48	
D	1	4.76	
E	0	0.00	
Missing	0	0.00	

11. A common reason children say no to adoption is that:

Response	Frequency	Percent	
A	4	19.05	
*B	12	57.14	
C	5	23.81	
D	0	0.00	
E	0	0.00	
Missing	0	0.00	

12. A useful technique in addressing child reluctance towards adoption is to:

Response	Frequency	Percent	
A	4	19.05	
B	10	47.62	
*C	6	28.57	
D	1	4.76	
E	0	0.00	
Missing	0	0.00	

13. An essential benefit of children saying goodbye during a transition is:

Response	Frequency	Percent	
*A	19	90.48	
B	0	0.00	
C	0	0.00	
D	1	4.76	
E	0	0.00	
Missing	1	4.76	

14. In beginning the adoption discussion with the child, the worker should explore:

Response	Frequency	Percent	
*A	14	66.67	
B	2	9.52	
C	1	4.76	
D	3	14.29	
E	0	0.00	
Missing	1	4.76	

15. A tool adoption workers can use to help children process their move is the:

Response	Frequency	Percent	
*A	20	95.24	
B	0	0.00	
C	0	0.00	
D	0	0.00	
E	0	0.00	
Missing	1	4.76	

16. A good place to start adoption work with teens is to:

Response	Frequency	Percent	
A	3	14.29	
*B	11	52.38	
C	1	4.76	
D	5	23.81	
E	0	0.00	
Missing	1	4.76	

17. In working on the child's Life Story it is important to assess:

Response	Frequency	Percent	
A	0	0.00	
*B	18	85.71	
C	2	9.52	
D	0	0.00	
E	0	0.00	
Missing	1	4.76	

18. A basic 'rule of the road' for adoption workers is to behave as though:

Response	Frequency	Percent	
A	4	19.05	
B	0	0.00	
*C	13	61.90	
D	3	14.29	
E	0	0.00	
Missing	1	4.76	

19. The most crucial part of the goodbye/closure visit is for birth parent to:

Response	Frequency	Percent	
A	2	9.52	
*B	16	76.19	
C	2	9.52	
D	0	0.00	
E	0	0.00	
Missing	1	4.76	

20. A way foster/adoptive parents can help prepare for the goodbye/closure visit is to:

Response	Frequency	Percent	
A	1	4.76	
B	0	0.00	
C	1	4.76	
*D	18	85.71	
E	0	0.00	
Missing	1	4.76	

NEW JERSEY CHILD WELFARE TRAINING PARTNERSHIP

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