

The Ohio Child Welfare Training Program
Supervisor Checklists
Caseworker Core Module 1
-Transfer of Learning

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Written by the Institute for Human Services for
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Supervisor Checklists

A series of checklists designed to help new supervisors address essential issues, case dynamics and legal requirements as they guide and monitor caseworkers in best practice child welfare services.

Caseworker Core Module 1:

Family-Centered Approach to Child Protective Services

Caseworker Module I is a two-day workshop that defines and describes the child protective services process within the context of a family-centered model; explores social work and child welfare values; introduces definitions and statutes that provide the legal bases for child welfare practice; reviews issues of cultural competence; and defines the role and responsibility of the child welfare agency and caseworker to provide family-centered, culturally competent child welfare practice in collaboration with community agencies.

Supervisor's Role Prior to the Caseworker Attending Module 1

- From the Regional Training Calendar, review with worker the content and competencies to be addressed in the Core Module. Ask the worker what his or her learning needs are for this module – What are his or her “burning issues”?
- Discuss the learning needs identified for this individual. Utilize the worker's Individual Development Plan; Individual Performance Improvement Plan (Performance Analysis); assessment information the supervisor has collected from casework conferences, observation of casework activities, review of case documentation, etc. What are the priority competency needs you feel the worker should focus on in this module?

Supervisor's Role After the Caseworker Attends Module 1

- Your role as the **transfer of learning agent** is to follow up with your staff upon his return from training through discussion, practice, and planning. Use the discussion guide below, and then answer questions and ask the worker for additional learning needs after attending Core Module 1. Develop a plan to address the learning needs through skill building activities. Utilize the Individual Development Plan.
- The following are a series of points and questions that can serve to guide discussion, practice and follow up:
 1. Ask the worker to describe a family-centered approach to child welfare practice?
 2. What is the child welfare system's responsibility to ensure permanence by providing reasonable efforts to prevent placement, reunify children and families, or pursue permanent alternative placement through adoption or legal custody?
 3. What are the provisions of federal laws governing child welfare practice, including ASFA, ICWA, P.L. 96-272, MEPA, CAPTA and the state laws that implement their provisions?
 4. What are the physical, emotional, and behavioral indicators of physical and sexual abuse, neglect, and emotional maltreatment?

5. Identify the unique interpersonal and family dynamics typically associated with physical and sexual abuse, neglect, and emotional maltreatment?
 6. Explain the definitions and fundamental concepts of culture and diversity, including ethnocentrism and stereotyping?
 7. How does one's own cultural background affect one's own values, perceptions of others, behaviors and identity?
 8. What are the unique roles and responsibilities of the child welfare agency in a community-based approach to child protection and family support?
- Upon review of the points and questions, review the staff's IDP and add updated information which reflects your discussion and planning during these TOL sessions.