

The Ohio Child Welfare Training Program
Supervisor Checklists
Caseworker Core Module 2
-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 2:

Engaging Families in Family-Centered Child Protective Services

This one-day workshop presents the key concepts of engagement and rapport-building between the child welfare caseworker and the family being served. Participants explore the child protective services casework approach as an integration of engagement and protective authority; explore the dynamics of resistance; and are introduced to interviewing strategies to promote engagement in child protective services.

Supervisor's Role Prior to the Caseworker Attending Module 2

- 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 2

- 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 2. 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. What are the characteristics, strengths and limitations of a collaborative casework and a protective-authority approach to child protection?
 2. How are fear, uncertainty, and other feelings exhibited as hostility, aggressive behavior, withdrawal, denial of problems, and other forms of resistance?
 3. Describe a variety of casework strategies that can strengthen casework relationships and help reduce family members' resistance.
 4. How do cultural factors, including verbal and non-verbal communication impact the development of a casework relationship and create misunderstandings?

5. How can you identify cultural barriers to relationship development in each family, and apply strategies to overcome them?
 6. Give the definitions and characteristics of "content" and "process" in casework, and discuss the importance of looking at process-level issues for a thorough and accurate assessment.
 7. Discuss the various purposes for conducting an interview. Give examples of how to formulate appropriate interview questions and responses to guide the direction of the interview to achieve its stated purpose.
- 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.