

The Ohio Child Welfare Training Program  
**Supervisor Checklists**  
***Caseworker Core Module 3***  
***-Transfer of Learning***

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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.

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### Caseworker Core Module 3:

#### Legal Aspects of Family-Centered Child Protective Services

This two-day workshop addresses the legal base for child welfare practice. The trainer covers Federal legislation, Ohio's legal definitions of abuse, neglect, and dependency, and the Ohio Neglect/Abuse Reporting Statute, and gives an overview of the juvenile court process. Also addressed are the permanent commitment process, what constitutes good testimony, and the caseworker's role and responsibilities in the courtroom (complete with mock-trial).

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#### Supervisor's Role Prior to the Caseworker Attending Module 3

- 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 3

- 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 3. 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. Discuss how to protect parent's rights to due process and unwarranted search and seizure.
  2. Identify the processes of juvenile court hearings (i.e.: shelter care hearings, dispositional hearings and adjudication hearings)
  3. Identify the roles and responsibilities of the parties in juvenile court hearings.
  4. How can you use legal definitions of abused, neglected and dependent children to determine which type of complaint to file in juvenile court?
  5. Why some evidence is admissible, and other evidence is not admissible in juvenile court hearings?

6. Practice presenting direct and cross examination testimony in court hearings.
  7. What are the repercussions of failing to follow state law, rules and agency possible on the court case, on you, and on the agency?
  8. What is the process for collaboration with county prosecutors or agency attorneys to prepare for court hearings?
  9. Discuss how to avoid liability.
- 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.