

The Ohio Child Welfare Training Program
Supervisor Checklists
Caseworker Core Module 4
-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 4:

Assessment in Family-Centered Child Protective Services

Module 4 is a two-day workshop that establishes the child protective services process of assessment as the fundamental and critical prerequisite for all case decision-making. Seven steps of critical thinking are applied to assessments at the point of referral, intake, family services, placement planning, and reunification. Participants learn the complexity of conducting thorough and accurate assessments and the factors that impact that process. Participants receive instruction on the purpose, factors to consider, and information-gathering strategies for safety, risk, and family assessments.

Supervisor's Role Prior to the Caseworker Attending Module 4

- 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 4

- 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 4. 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 types of individual, family and environmental factors that are correlated with risk of future maltreatment?
 2. Discuss the importance of conducting assessments jointly with family members to promote the accuracy and depth of information.
 3. What are the individual, family, extended family, and environmental conditions, dynamics, resources, and strengths that must be explored in a child welfare family assessment?
 4. How does your cultural perspective and preferred method of learning (auditory, visual) affects the process of gathering, evaluating, and integrating information?

5. Practice developing assessment hypotheses (regarding how abuse occurred, how the family functions, etc.) and gather additional information to prove or disprove the hypothesis.
 6. Review and practice how to analyze, compare, and synthesize assessment information from various sources, test out its accuracy, and draw conclusions about its meaning and relevance to children's safety.
 7. Develop and implement a safety plan with the family to provide immediate protection of children at high risk of harm.
 8. Identify the purpose and components of risk assessment technology in child welfare intervention.
- 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.