

The Ohio Child Welfare Training Program
Supervisor Checklists
Caseworker Core Module 5
-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 5:

Investigative Processes in Family-Centered Child Protective Services

Module 5 is a one-day workshop that explores principles common to all investigative processes, and unique principles for investigation of sexual abuse, physical abuse, and neglect. Participants learn the factors to consider in planning and conducting investigations, including the application of CAPTA to respect parents' Fourth and Fourteenth Amendment rights during investigations.

Supervisor's Role Prior to the Caseworker Attending Module 5

- 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 5

- 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 5. 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 issues related to parent's constitutional rights, and how can you respect those rights during investigations?
 2. How do you reduce resistance and engage family members during investigative interviews?
 3. Discuss the importance of linking families with community or agency services at the time of the investigation/assessment to assure children's safety, prevent placement, and support the family.
 4. Identify the similarities and differences between a "family assessment" and an "investigation"?
 5. What are the roles and responsibilities of other community agencies, professionals and providers involved in conducting investigations?

6. What are some strategies to ensure the caseworker's safety during the initial family assessment or investigation?
 7. Who should be interviewed during child maltreatment investigations and what information should be gathered during the interviews?
 8. How do you determine the sequence, timing, and location of investigative interviews?
- 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.