

The Ohio Child Welfare Training Program
Supervisor Checklists
Caseworker Core Module 6
-Transfer of Learning

October 2007

Written by the Institute for Human Services for
The Ohio Child Welfare Training Program and
The Ohio Department of Job and Family Services

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 6:

Case Planning and Family-Centered Casework

Module 6 is a three-day workshop that stresses the importance of joint case planning by the worker and the family to assure timely, high-quality, culturally relevant services to families. Participants learn how to engage and involve families in the service planning and delivery process, rather than relying solely on their prescribed authority. This workshop builds on the concepts previously learned on how to engage a parent in the casework relationship to completing the case plan, including steps in the planning process; developing appropriate goals, objectives, and activities; engaging fathers in the process; understanding the purpose of case management and direct service provision; reassessment; and case reviews. Participants also explore their role in the change process, motivating parents, and cultural issues in casework.

Supervisor's Role Prior to the Caseworker Attending Module 6

- 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 6

- 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 6. 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. Describe the proper sequence of steps in the case planning process. Explain the necessity of periodic case reassessment with the family to document changes and to assure the continued relevance of services and activities.
 2. Practice formulating case objectives that reflect desired changes in the underlying conditions directly contributing to maltreatment in the family.
 3. What is the importance of identifying culturally relevant service providers and engaging families to help choose their own service resources?

4. Explain how to select and use specific interviewing strategies to promote and support the involvement of immediate and extended family members in case plan development.
 5. How would you engage the family in writing case plans in language that can be easily understood by family members?
 6. Practice formulating observable, behavioral and measurable case goals, objectives, and activities.
 7. Discuss how you would identify with family members, the most appropriate services and activities to achieve case plan objectives and address their individual needs?
 8. Identify strategies to increase your safety during on-going family services.
 9. What is the role and purpose of supplemental case planning in assuring timely permanence for children?
 10. When and how do you conduct case reassessment with the family to document changes and to assure the continued relevance of services and activities?
 11. What are the factors to determine when a case should be closed?
- 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.