



Trainer Workshop Outline Guide

FOR ENTRY INTO E-TRACK:

Learning Title:

Does the title convey the workshop topic in plain language? Remember...cute, eye-catching titles are not necessary since participants will search the learning catalogue by competency or classification.

Trainer Content Expertise:

List the knowledge and/or work experience in the content area that qualifies you as a content expert. A trainer biography will not be sufficient; the information needs to be specific to the content of the workshop. Attached is a link to more information. [Criteria for Determining Trainer/Coach Expertise](#)

Learning Description:

Is the learning description a succinct description of the content of the learning activity? Does it describe the topics to be covered, including an indication regarding the level of depth (foundational level, advanced, etc.)? Does it correspond to the competencies assigned to the workshop?

Examples of Descriptions of Learning Interventions:

“This workshop provides an overview of heroin addiction. It will include a description of the indicators and dynamics of heroin addiction; how it affects parenting; successful treatment interventions; caseworker’s role in managing these cases; and considerations for case planning and decision making. We will use case studies to practice identifying indicators of heroin addiction; appropriate case planning and treatment intervention; and large and small group discussion on the following issues: how to keep parents engaged in the casework process throughout the life of the case, how to handle non-compliance with treatment interventions and case plan activities, what to do when parents show up for visits high, how to determine when to reunify, and factors to take into account when deciding whether to seek TPR”.

Examples of Descriptions of GAP Sessions:

“This GAP session will explore various strategies for conducting screening interviews. Participants will determine the specific content to be discussed, which could include the following: how they engage reluctant callers, how they sequence interview questions and guide the interview, how they enter



information into SACWIS while talking with the referent, specific questions they ask to obtain detailed information.”

Intended Audience:

Intended audience is the people for whom the workshop has been developed. It should include information about their job functions and their previous knowledge or skill related to the topic to be trained. The trainer and OCWTP staff member should agree on the intended audience.

Examples of descriptions of Intended audience:

“This workshop is for workers who conduct investigative interviews with young children, and who already have knowledge about the dynamics of abuse and neglect, and have attended Caseworker Core Module VII (Child Development: Implications for Family-Centered Child Protective Services)”

“This workshop is a fundamental workshop for workers on how to recruit, assess, and license foster caregivers and adoptive parents. No prior knowledge of the content is needed prior to attending the workshop.”

“This GAP session is intended for staff who investigate physical abuse, and who have already attended workshops on interviewing children.”

Learning Objectives:

Are the objectives written in performance terms, even if the objective describes a learning acquisition? Will participants understand exactly what they should be able to do on the job, because of attending the workshop? Can supervisors use the objectives in transfer of learning discussions with their staff? Can OCWTP use the objectives for questions on workshop-specific E-Track evaluation surveys? For further guidance about writing objectives see: [Writing Workshop Objectives](#)

Examples of objectives for skill development:

- Identify inflicted vs. accidental injuries in children
- Recognize foster caregiver and adoptive parent applicants’ motivation to foster or adopt.
- Recognize possible indicators of burnout in self or others.

Examples of objectives for knowledge, understanding, application:

- Describe physical indicators of inflicted vs accidental injuries in children



- List possible indicators of burnout in self or others.

Competencies:

There are four categories of competencies, Caseworker, Supervisor, Caregiver, and Trainer. You must link to the competencies list for your specific audience to find the competency numbers that reflect the learning activity. (Remember: The competencies covered in your learning activity should be determined between you and an OCWTP staff member before you create the outline.) Do the chosen competencies reflect major portions of the workshop, not minor portions?

Classification:

This list is used to help end users locate workshops according to content topic. First, click on your intended audience (caseworker, supervisor, foster caregiver), then Topics and Sub-Topics that specifically describe the focus of your learning activity. Do the chosen classifications reflect major portions of the workshop, not minor portions?

WORKSHOP OUTLINE:

Relevance to Child Welfare:

Describe how you make this learning activity relevant to the work of the audience (caseworkers, supervisors, caregivers).

Example:

- For a supervisor workshop on communication styles:

“This workshop will teach supervisors about various communication styles, identify their own primary communication style, and help supervisors adapt their communication styles to make their communication with their supervisees, agency management, and community partners more clear and efficient. We will discuss how differences in communication styles can contribute to misunderstanding and interpersonal conflict in their units; how the fast paced, critical nature of child welfare work sometimes exacerbates these problems; and how to mitigate those problems by using knowledge about communication styles to help staff understand each other. We will discuss how supervisors can teach their staff about various communication styles, model acceptance of various styles, and “style flex” to encourage productive, ethical communication within their units.”



Connection to Case Process and CAPMIS:

You must be able to connect your content to the Case Process used in Ohio when training caseworkers and/or supervisors. This is specific to assessment of safety and risk, safety planning, case review service planning and making permanency decisions. CAPMIS is the assessment and planning model used in Ohio, so these connections should be CAPMIS-specific. The trainer must have the ability to apply their topic to assessment, safety planning, service planning and decision-making for permanency in a manner that aligns with Ohio's practice. In the examples below, the *italicized phrases* denote specific aspects of the CAPMIS model.

Example:

- For workshops on substance abuse:

"This workshop will identify how substance abuse screening tools can be helpful to caseworkers when *assessing safety* and *assessing family strengths and needs*. Critical thinking about how to incorporate substance abuse screening tools into the assessment process will be promoted."

"This workshop will identify how the abuse of heroin affects *parenting practices* and their *protective capacities*. Also, this workshop will prompt thinking about how to determine when heroin use, coupled with *child vulnerability* and inadequate parental *protective capacities* rises to the level of an *active safety threat* and specific considerations when *safety planning* in these cases."

"This workshop will help caseworkers identify how to engage parents with opiate addiction in the *case planning* process. In addition, the workshop will help caseworkers understand what to consider (*behavior change, parenting practices*) when assessing service plans."

- For a workshop on child development:

"This workshop will strengthen the worker's ability to assess developmental issues included in the assessment of *child vulnerability* in *safety assessments* and *risk ratings* in the *child functioning* category in *CAPMIS Family Strengths and Needs Assessment*."

Diversity Issues Addressed:

The OCWTP requires that all learning activities (except GAP Sessions) have a plan for how diversity issues related to the specific topic will be addressed. GAP Sessions address diversity issues as they arise during a session.

Example:

- For a workshop for foster caregivers on managing difficult behaviors.
- This workshop will address how foster caregivers' backgrounds and cultures can impact their assumptions about appropriate discipline, and their expectations about children's behavior. We will explore how they may need to develop new behavior management strategies for children who have been abused and neglected, and the caseworker's role in helping foster parents develop those skills.

Reference List:

Workshops are required to be evidence informed. The *Reference List* is the citation of sources used to develop the learning activity. Primary sources should be by experts in the field and articles in professional journals, but all sources used should be cited.

Agenda and Outline:

Does the outline have a logical flow of ideas?

Does it flow from general to specific, fundamental to more advanced, theory to real-life application?

Does the outline follow the levels of learning, from awareness to knowledge/understanding to application and skill development? [Levels of Learning: Sequencing Learning Interventions-Chart](#) or [Levels of Learning: Sequencing Learning Interventions](#)

Is the conceptual framework coherent, reflect best practice?

Is it clear how the content of the workshop relates directly to child welfare service, or supervision in child welfare, or foster caregiving?

Does the outline have enough detail, so you can determine whether it meets the training needs you've identified?

Transfer of learning strategies within the outline:

Explained how you will use training strategies to help participants think through, or practice how they would apply workshop concepts to their jobs? It needs to be more than a mere list of the transfer of learning activities.

Examples of descriptions of Transfer of Learning activities:

Small group discussion, using case examples, to recognize possible indicators of mental illness in parents.

Role plays for supervisors to practice interviewing staff to discuss performance problems.

Discussion of common behavior problems of foster youth who have experience trauma, and how foster caregivers and adoptive parents could use specific parenting skills to help youth correct those behaviors.

You should demonstrate how the workshop concepts/skills can be applied to specific job responsibilities. Some examples are listed below:

Examples:

- Casework practice: engaging families in the casework relationship, partnering with families, assessing safety and risk, interviewing, case planning and implementation, case decision making, attention to diversity, evaluating effectiveness of services, collaborating with community partners, advocating.
- Supervision: conducting supervisory or case consultation conferences; ensuring family centered practice; time and workload management; managing personal and staff stress; conflict management; effective communication; managing change at the agency; staff evaluation; identifying and resolving performance issues; ensuring staff follow rule, law, policies in their practice; promoting ethical practice. Strategies for ensuring family-centered practice (e.g., use of Practice Profiles)
- Foster care: caring and nurturing children at specific developmental levels, managing behavioral challenges; advocating for educational, health and developmental services; participating as part of the child protective team; participating in court processes; working with primary families.

Each section of the agenda should include the Competency(s) covered.

Training Methods:

For each section of Agenda, list the training method(s) you will use. For further information refer to the [Training Methods](#) handout from the Curriculum Development TOT workshop.



Total Time:

For each section of the Content Description, you will list your projected time frame. Each six-hour outline should include a total of five and one-half hours on content and two 15- minute breaks. A three-hour outline should include two hours and 45 minutes one 15-minute break.