

Transfer of Learning Tool (TOL)

Instructions: **Part A** is completed and submitted to the trainer prior to the first day of class. **Part B** is completed during the training and **Part C** is completed soon after the training event.

Tool goals:

1. Ensure supervisors get as much as possible from training;
2. Support supervisors in transferring learning and skills from training to the workplace.

See page 6 for Course Learning Objectives

Course Title: Nuts and Bolts of Child Welfare Supervision

Training Dates:

Part A: Training Preparation *Complete and submit to the trainer prior to the first day of class.*

Date of pre-training meeting with program manager/administrator(Part A): _____

A1. Supervisor's goals for the training *(What do you hope to get out of this training? What do you want to walk away from the training knowing or doing?)*

A2. Program Manager/Administrator's goals for the training *(What does the program manager/administrator want the supervisor to walk away from the training knowing or doing?)*

A3. List specific questions the supervisor would like answered about the topic:

A4. List any steps the supervisor will take to prepare for the course (e.g., review current child welfare policy or agency administrative data, etc.).

A5. What are the potential barriers to course attendance and participation? What supports will be provided to address barriers (e.g., coverage of team, no calls during training days, etc.)?

Program Manager/Administrator's initials: _____ Date: _____

Supervisor's initials: _____ Date: _____

Part B: During the Training

At the end of each training day, you will be asked to complete TOL activities to apply your learning. Please only answer these questions when prompted by the trainers. You will share your responses and ideas with your program manager/administrator in your follow up meeting after the training.

Day One Reflections

1. What about today's activities and material did you find most helpful?

2. What about today's activities and material did you find most challenging?

3. What are your top three "takeaways" for today?

Day Two Reflections

1. What about today's activities and material did you find most helpful?

2. What about today's activities and material did you find most challenging?

3. What are your top three "takeaways" for today?

Day Five Reflections

1. What about today's activities and material did you find most helpful?

2. What about today's activities and material did you find most challenging?

3. What are your top three "takeaways" for today?

Day Six Reflections

1. What about today's activities and material did you find most helpful?

2. What about today's activities and material did you find most challenging?

3. What are your top three "takeaways" for today?

Summary of Reflections

Review your notes from all training days and consider the following:

1. Consider the Transfer of Learning plan you negotiated with your program manager/administrator and your reflections during the training, identify a few action items you want to discuss with your supervisor in your post training follow up meeting.

2. What are the merits of the action items you selected? How will they strengthen your practice, benefit the agency and/or enhance the safety and well-being of children?

3. What resources or supports will you request?

4. What barriers or pitfalls do you anticipate? How can you address these? What supports do you need?

Part C: Post-Training Debrief

Complete within 7 days after last day of training and email it to registrar@dhhs.nc.gov

Date of debrief meeting with program manager/administrator: _____

C1. What are the top three things you learned from the training?

C2. Describe your action plan in response to this training.

C3. What might be some potential barriers to applying the skills and knowledge obtained from the training (e.g., time , resources, etc.)? How might these barriers be overcome?

C4. What do you need from your program manager/administrator to apply what was learned in this training?

Supervisor's signature: _____ Date: _____
Program Manager/Administrator's signature: _____ Date: _____

Learning Objectives

At the end of the course, participant will be able to:

1. Identify:
 - two conflicting supervisory roles, and two strategies for mediating conflict.
 - three action steps to decrease barriers and/or strengthen assets to promote collaboration within a child welfare unit.
 - three resources to locate guidance and legal supervisory responsibilities and respective policies.
 - at least two actions steps to create a culture of appreciation among staff.
 - and define five day-to-day Supervisory Roles.
 - at least three policies addressed during the Intake process.
2. Describe:
 - the role of the supervisor in the mandated meetings (i.e., CFTs, CFRs, and multi-disciplinary team meetings): before the meeting, during the meeting and after the meeting.
 - the four-step process to search for Evidence-Based Practices.
 - how the Stages of Change drive positive approaches to consistent practice.
 - how to use an adapted form of motivational interviewing to facilitate positive change in clients.
3. Explain
 - the two dimensions of "Use of Self" in the role of the supervisor.
 - the Supervision Triad and name at least three job responsibilities in category.
 - three ways evidence-based practice can improve child welfare.
4. Create a "Supervisory Emergency Preparedness Plan."
5. Differentiate between a routine or foreseeable emergency and a crisis or unexpected emergency.
6. Define a "culture of appreciation" and explain how it builds and maintains positive relationships both internally and externally.
7. Give two examples of how the social work supervisor can safeguard confidential information.
8. Give examples of the way in which personal values, aptitudes, and skills of the supervisor can impact communication with staff regarding policy and practice.
9. Name the four requirements of a child welfare unit team and describe one way each requirement impacts desired child welfare outcomes.
10. Apply
 - the Ethics-ADL Model to a case scenario to improve ethical decision-making skills.
 - the coaching process in a CPS Assessment role play using the Plan, Do, Study, Act model to create a safety plan.