Transfer of Learning Tool (TOL)

> *Instructions*: Part A is completed and submitted to the trainer prior to 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 7 for Course Competencies and Learning Objectives**

Course Title: **Stepping into 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 <u>questions</u> the supervisor would like answered about the topic:**

A4. **List any <u>steps</u> 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 <u>potential barriers</u> to course preparation and participation? What <u>supports</u> 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 Three 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 Four 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?

Day Seven 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 Eight 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 Nine 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: _____

Competencies and Learning Objectives

Competency	Learning Objective
1. Has the knowledge and skills necessary for effective practice in his/her area of responsibility and can model and teach needed knowledge and skills.	• Identify at least three strengths and three strategies he/she faces in his/her role as a supervisor • Develop a plan to promote and enhance strategies and to address and ameliorate challenges in his/her role as supervisor • Demonstrate application of skills and knowledge learned throughout the course by participating in a capstone activity to create a mock child welfare unit.
2. Is aware of his/her own professional and personal responses, biases, values, stereotypes, and cultural competence and understands how these may influence thinking and positively or negatively affect their practice.	• Identify biases or values and apply them to his/her work as a supervisor • Identify his/her own individual learning style through completion and review of assessment survey
3. Can identify workers' competencies and build on them through supervision to develop a worker who will make good decisions and empower clients to make good decisions.	• Describe how to conduct an effective performance development plan with staff • Describe two ways to build critical thinking and/or independent casework practice with staff • Assess the individual learning styles and needs of staff and select appropriate teaching strategies to build staff skills
4. Is able to retain a qualified pool of employees.	• Identify three Stay Interview strategies that are closely linked to retention • Identify three supervisory responsibilities associated with retention
5. Can recognize the personal psychological stresses associated with child welfare practice and has well-developed coping and management skills to prevent emotional distress and burnout.	• Identify at least three stresses facing supervisors in their daily practice • Develop an individualized self-care plan to address workplace stress
6. Knows how to analyze performance problems and to provide feedback to staff in a productive and supportive manner.	• Explain how to conduct effective evaluation conferences with staff • Describe how the Stages of Change drive positive approaches to consistent practice • Describe how to use an adapted from of motivational interviewing to facilitate positive change in clients.

Competency	Learning Objective
7. Understands group process and development; knows the responsibilities of the leader/facilitator; and knows leadership strategies for groups at different stages.	• 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. • Describe the four stages of team development • Assess the work unit's stage of development as a group using the four stages model • Develop a plan to support the work unit's progress through the stages of group development
8. Knows strategies to introduce and manage change that create the least amount of disruption in the organization.	• Explain the differences between change and transition • Develop a plan to support workers as they manage transitions and change in the workplace
9. Knows how to plan, organize and lead effective meetings.	• Using an effective team meetings plan, identify three action steps to improve team meetings • List at least two strategies to promote an effective meeting with a group of supervisees
10. Understands the dynamics of crisis and can provide crisis intervention services.	• Create a "Supervisory Emergency Preparedness Plan" utilizing a case scenario • Differentiate between a routine or foreseeable emergency and a crisis or unexpected emergency
11. Is able to communicate in a clear, precise and understandable manner in both oral and written communication.	• Give examples of the way in which personal values, aptitudes, and skills of the supervisor can impact communication with staff regarding policy and practice • Explain two (2) dimensions of *Use of Self* in the role of the supervisor
12. Knows and can apply strategies to promote collaboration.	• Identify 3 action steps to decrease barriers and/or strengthen assets to promote collaboration within a child welfare unit.
13. Knows the role of the agency in facilitating information-sharing.	• Give 2 examples of how the social work supervisor can safeguard confidential information.
14. Can use various management strategies and choose a strategy that best achieves the desired outcomes.	• Using a case scenario identify two conflicting supervisory roles • Identify and define 5 day-to-day Supervisory Roles

Competency	Learning Objective
15. Knows the structure, function, and operations of different types of work teams, and can determine which type of team is needed to achieve the desired outcome.	• Name the 4 requirements of a child welfare unit team
16. Knows and can use various decision-making strategies and can identify the most effective strategy for each situation.	• Apply the Ethics-ADL Model to a case scenario to improve ethical decision-making skills
17. Can apply the relevant federal, state and local laws, policies, procedures and best practice standards related to their area of practice and understands how these support practice towards the goals of permanent, safety and well-being for children.	• Explain how laws, regulations, and policy inform supervisory practice and supervisory relationships • Compare and contrast supervisors' use of policy with workers' use of policy • Identify 3 resources to locate guidance on legal supervisory responsibilities and respective policies • Using a CPS Intake Scenario identify at least 3 policies addressed during the Intake process
18. Engages in practices consistent with values and attitudes which support positive approaches to work with community, agency, staff, and clients.	• Define a "culture of appreciation" and explain how it builds and maintains positive relationships both internally and externally. • Identify at least two actions steps to create a culture of appreciation among staff
19. Understands his/her responsibility in promoting transfer of learning, including supporting staff before, during, and after training.	• Explain the Supervision Triad and name at least three job responsibilities in each category.
20. Knows and can apply the steps in a planning process: gathering and analyzing information, defining the problem or opportunity, determining goals and objectives, evaluating resources and barriers, identifying action steps, managing implementation of the plan, and evaluating success.	• Apply the 7 basic elements of problem solving in a case scenario to identify the problem and determine the goal or outcomes for successful case closures.
21. Can integrate innovative practices into agency practice.	• Explain 3 ways evidence-based practice can improve child welfare. • Describe the four-step process to search for Evidence-Based Practices.
22. Understands a partnership-based coaching model and can use coaching strategies.	• Apply the coaching process in a CPS Assessment role play using the Plan, Do, Study, Act model to create a safety plan.