

Handouts for the Webinar

Preservice Redesigned: What You Need to Know

May 10, 2016

Presenters

Ginger Caldwell, Kaye Moody, and Jennifer Oshnock
*Child Welfare Services Section
NC Division of Social Services*

Produced by

Family and Children’s Resource Program, part of the
Jordan Institute for Families
UNC-Chapel Hill School of Social Work

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PRESENTER BIOS



Ginger Caldwell

Ginger is a Program Consultant and Trainer with the NC Division of Social Services, Child Welfare Services Section, Staff Development Team. She is the Curriculum Coordinator for the course *Child Welfare in North Carolina: Pre-Service Training*. Ginger began her work in child welfare at Gaston County Department of Social Services as an Adoptions Social Worker and assumed her role with NC DSS as Program Consultant in 2001. Ginger also trains the courses *Lifebooks: Motivating the Memory Keepers* and *Trauma-Informed Partnering for Safety and Permanence: Model Approach to Partnerships in Parenting*.



Kaye Moody

Kaye Moody is a Program Consultant/Regional Trainer with the NC Division of Social Services, Child Welfare Services Section, Staff Development Team. Prior to joining the Division in 2000, she began her child welfare career at Halifax County Department of Social Services. She has 23 years of child welfare experience in the areas of CPS intake, assessments, in-home services, child placement, adoptions, family-centered practice, engaging families, self-care, diversity, and supervision. In her current position, she trains *Child Welfare in North Carolina: Pre-Service Training, Child Placement, In Home Services, and Adoptions*. She also does curriculum development, training of trainers, consultation, coaching, and mentoring and participates in a number of statewide initiatives. Her passion is preparing new staff and challenging experienced staff.



Jennifer Oshnock

For the past year, Jennifer has been a Program Monitor with the NC Division of Social Services, Child Welfare Services Section. Prior to going to the Division, Jennifer worked in child welfare in Alamance and Orange Counties, spending her last 6 years in Orange County as a child welfare supervisor. Jennifer is also a Child Welfare Education Collaborative Scholar from NC State University.



North Carolina Department of Health and Human Services
Division of Social Services

Pat McCrory
Governor

Richard O. Brajer
Secretary

Wayne E. Black
Director

November 15, 2015

DEAR COUNTY DIRECTOR OF SOCIAL SERVICES

ATTENTION: CHILD WELFARE SERVICES STAFF

SUBJECT: PRE-SERVICE TRAINING COURSE REDESIGN

The Division of Social Services, in collaboration with the Jordan Institute for Families at the UNC Chapel Hill School of Social Work, is pleased to announce that registration is now open at www.ncswlearn.org for enrollment in a redesigned version of *Pre-Service* training. The redesigned course: *Child Welfare in North Carolina: Pre-Service (Pilot)* will be offered beginning in February, 2016 at the Asheville and Greensboro Regional Training Centers. Each of the six redesigned *Pre-Service* training events fulfill the 72 hour pre-service training requirements as specified in §131D-10.6A (b).

Highlights of the *Pre-Service* training redesigned course include:

- Decrease in the number of face to face classroom days **from eleven to eight**
- Decrease in the total number of training weeks from **four weeks to three weeks**
- **Week One of *Pre-Service* training occurs in the DSS agency**
- Increased opportunities for **supervisor involvement** in the training of new child welfare staff, including access to a Social Worker Transfer of Learning Tool
- Increased **online learning** components (including videos and interactivity)
- Increased access to **electronic course materials** and desk references for new child welfare staff

For an overview of the content, structure, and role of the supervisor in the redesigned *Pre-Service* Training pilot course, you may access the narrated *Supervisor's Orientation to Pre-Service Training Pilot* here:

https://ncswlearn.org/presenter/Pre-Service_V2/Supervisor_Orientation_to_PST/story.html.

It is anticipated that statewide implementation of the redesigned course will occur in July 2016. If you have questions about the redesigned course, please contact Ginger Caldwell at ginger.caldwell@dhhs.nc.gov or 919-527-6365.

Sincerely,

Kevin Kelley, MSW
Section Chief, Child Welfare Services

CWS-17-2015

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Preservice Redesign Overview

Current Structure Four week training process: 11 classroom days of training	New Structure Three week training process 8 classroom days of training
<p>Week 1 (total hours: 24)</p> <ul style="list-style-type: none"> ➤ 4 classroom training days 	<p>Week 1 (total hours: 24 +)</p> <ul style="list-style-type: none"> ➤ 5 Days Protected Time in DSS Agency Required ➤ Conference with Supervisor (Transfer of Learning Tool; approx. 1 hour) ➤ Self-paced online training (14 modules, including 5 discussion forum questions; 18 + hours) ➤ 6 structured activities connected to online modules and documented in Activity Workbook; submitted to trainers; 8 + hours)
<p>Week 2 (total hours: approx 18)</p> <ul style="list-style-type: none"> ➤ 3 classroom training days ➤ Begin self-paced online training (4-6 hours) 	<p>Week 2 (total hours: 24)</p> <ul style="list-style-type: none"> ➤ In Training Center ➤ 4 classroom days
<p>Week 3 (total hours: approx. 26)</p> <ul style="list-style-type: none"> ➤ In-agency experiential/structured learning activities (utilizing training workbook) (20-22 hours) ➤ Finish 7 self-paced online training modules (4-6 hours) ➤ 2 hour live online training 	<p>Week 3 (total hours: 24)</p> <ul style="list-style-type: none"> ➤ In Training Center ➤ 4 classroom days
<p>Week 4 (total 24 hours)</p> <ul style="list-style-type: none"> ➤ 4 classroom days 	<p>Four to six weeks after training ends</p> <ul style="list-style-type: none"> ➤ Live Online Transfer of Learning Session (1 hour; for support/questions; action plan discussion) ➤ Recommended/encouraged ➤ Not mandatory ➤ Group Specific
TOTAL HOURS = 92	TOTAL HOURS = 72 +

NEW STRUCTURE OF NC'S PRESERVICE COURSE



Social Worker Transfer of Learning Tool

Instructions: Supervisors, it is recommended that this tool be completed in partnership with social workers. Part A is completed before the social worker attends the training event. Part B is completed soon after the training event.

Tool goals:

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

Part A: Training Preparation *Complete before training*

Course Title: _____ Training Dates: _____

Date set for post-training debrief meeting between supervisor and social worker: _____

A1. Social worker'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. Supervisor's goals for the training

(What does the supervisor want the social worker to walk away from the training knowing or doing?)

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

A4. List any steps the worker will take to prepare to take the course (e.g., review NC child welfare policies, etc.).

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

Supervisor's initials: _____ Date: _____ Worker's initials: _____ Date: _____

Social Worker Transfer of Learning Tool

Part B: Post-Training Debrief *Complete soon after training*

Date of debrief meeting: _____

B1. What are the top three things you learned from the training?

B2. Describe (1) any action plan created during the training to assist transfer of learning *OR* (2) any follow-up resources identified during the training that the supervisor should know about. If none, what are three action steps you will take to apply your learning to your practice?

B3. What might be some potential barriers to applying the skills and knowledge obtained from the training (e.g., time, caseload, documentation requirements, etc.)? How might these barriers be overcome?

B4. What do you need from your supervisor in order to apply what was learned in this training?

Supervisor's initials: _____ Date: _____ Worker's initials: _____ Date: _____

Update on NC's Child Welfare Redesigned Pre-service Training

North Carolina has redesigned the cornerstone of its child welfare training system, the pre-service course for new workers and supervisors. Piloting of this new version began in February; statewide implementation will begin in July 2016. This article outlines the changes to the course and the benefits they bring to child welfare professionals and their agencies.

Pre-Service

The pre-service course—its formal title is *Child Welfare in North Carolina: Pre-Service*—is required for all new child welfare professionals employed with NC county departments of social services. Offered 30 times a year, the pre-service is a mainstay of our training system. In 2014-15, 544 people took this course.

Big Changes, Big Benefits

To ensure training is high quality, the NC Division of Social Services and its partners continually update their courses. As the box at right shows, the Division has modified the pre-service before. This latest revision, made in partnership with the Jordan Institute for Families at the UNC School of Social Work, may be the biggest yet. The new version of this course:

- Reduces the time needed to complete pre-service from four to three weeks. While the course still offers the required 72 hours of pre-service training, this 25% reduction helps agencies by putting new workers on the job sooner;
- Decreases the number of days learners spend in the classroom from eleven to eight, which reduces travel costs for agencies;
- Allows learners to take the course's first week online, so they don't have to leave their agencies;
- Enhances learning by adding new online videos, online activities, and more electronic course materials;
- Helps learners by tying week one learning activities to real-world experiences in the agency; and
- Gives supervisors more opportunities to be involved in training of new workers, and includes a new Transfer of Learning tool.

Many of these changes have been made in response to input from county DSS agencies, which have expressed a desire to reduce travel time and time staff spend away from the agency for pre-service. Changes have also been made to respond to requests from supervisors, who have asked to know more about what their staff are learning so they can do more to help staff prepare for the complex role of child welfare worker.

New Content

The redesigned pre-service features new content and updates. Additions include information about new laws and policies, trauma-informed practice, protective factors, working with LGBTQ youth, and promoting normalcy for young people in care. The course also covers collaboration with families and community agencies and gives learners a basic grasp of documentation and the use of case records.

Of course, because pre-service's main goal—orienting staff before they have direct contact with families—is the same, many things haven't changed. For example, the course still defines roles and responsibilities for all child welfare roles (intake through adoption) and emphasizes the importance of family-centered practice. See the figure below for an outline of the new structure and sequence of pre-service.

A Great Beginning

Although the latest changes make pre-service better than ever, it is important

Short History of NC's Pre-Service

1998	Original course debuts. <i>LENGTH:</i> 12 days in the classroom
2002	<i>REVISION:</i> Still 12 days, but adds skills practice opportunities, Knowledge Assessment, feedback from trainers, and Transfer of Learning week
2007	<i>REVISION:</i> Now 11 classroom days plus 6 hours online (self-paced + live online session)
2016	<i>REVISION:</i> Reduced to 8 classroom days plus 24 hours online (self-paced + activities)

Note: All versions provide the 72 hours of pre-service training required by NC statute.

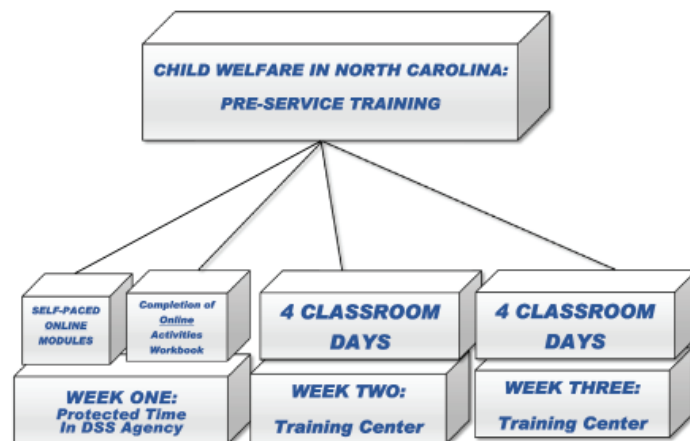
to keep in mind that this is an introductory course. It cannot prepare a staff member for all they will need in their child welfare career. In pre-service and elsewhere the Division emphasizes the importance of both taking the "200-level" courses it offers and of ongoing coaching and mentoring by supervisors. Supervisors are the key to success for new workers.

Learn More or Register

- To see an orientation for supervisors to the redesigned pre-service go to: <http://bit.ly/1NiEAKp>.
- To register for pre-service log in to www.ncswLearn.org.

If you have questions about pre-service, please contact Ginger Caldwell (ginger.caldwell@dhhs.nc.gov; 919-527-6365).

The New Structure of NC's Pre-Service Course



**Pre-Service Redesigned:
What You Need to Know**

Welcome!

Please click on the colored link below to download the
handout for today:
[May 10, 2016 webinar handout](#)




Webinar Goals

By the end of this webinar we hope you will:

- Understand the components of the redesigned *Pre-service* training
- Know how workers are responding to the *Pre-service* redesign
- Understand how you can support staff in completing the course and transferring course learning to child welfare practice

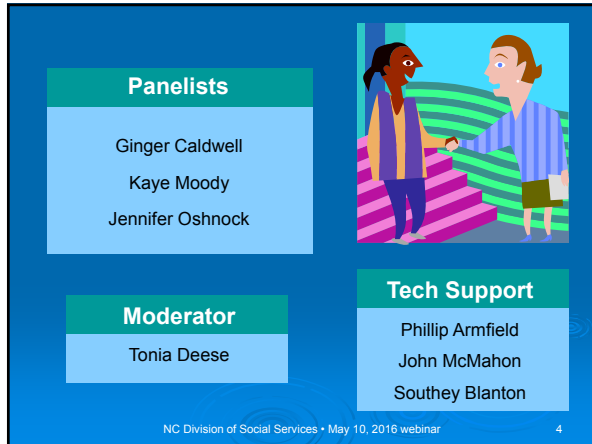
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Agenda




- Orientation & introductions
- Background
- Redesign of pre-service
- How you can support staff
- Transfer of Learning (TOL)
- Q & A

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Panelists

- Ginger Caldwell
- Kaye Moody
- Jennifer Oshnock



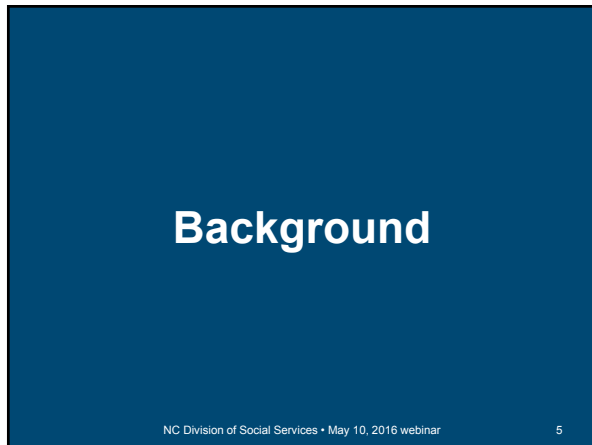
Moderator

- Tonia Deese

Tech Support

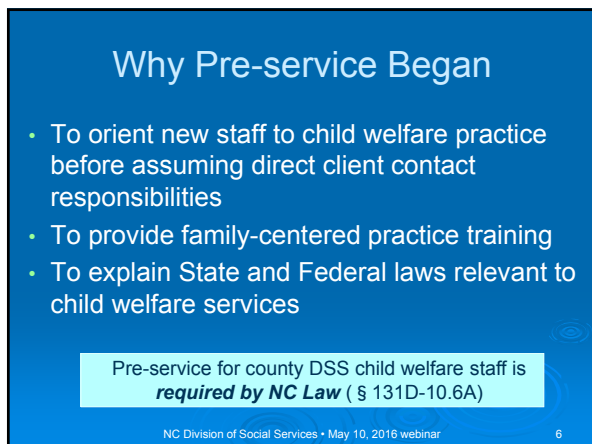
- Phillip Armfield
- John McMahon
- Southey Blanton

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Background

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Why Pre-service Began

- To orient new staff to child welfare practice before assuming direct client contact responsibilities
- To provide family-centered practice training
- To explain State and Federal laws relevant to child welfare services

Pre-service for county DSS child welfare staff is **required by NC Law** (§ 131D-10.6A)

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Did You Know?


- **1998:** Pre-service course began—originally 12 classroom days
- **2002:** Added more skills practice, Knowledge Assessment, feedback from trainers, and Transfer of Learning week
- **2007:** Blended course, 11 classroom days, 6 hours online (self-paced + live online session)
- **2016:** Blended course, 8 classroom days, 24 hours online (self-paced + activities), optional live online session

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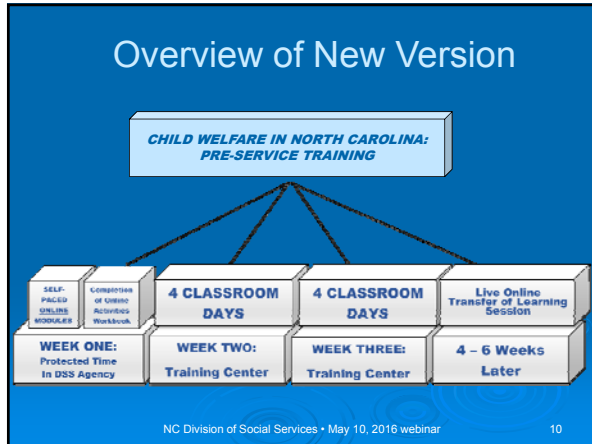
Redesign of Pre-service

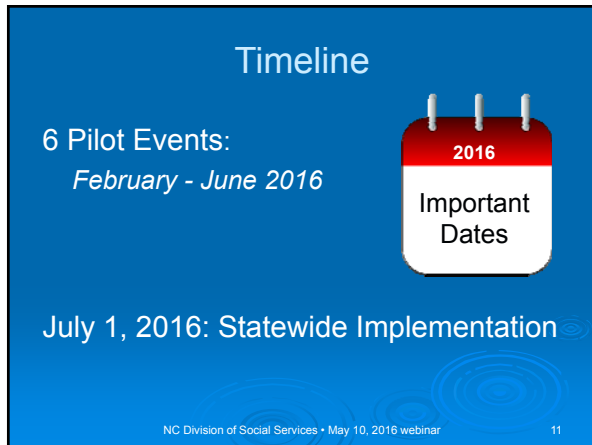
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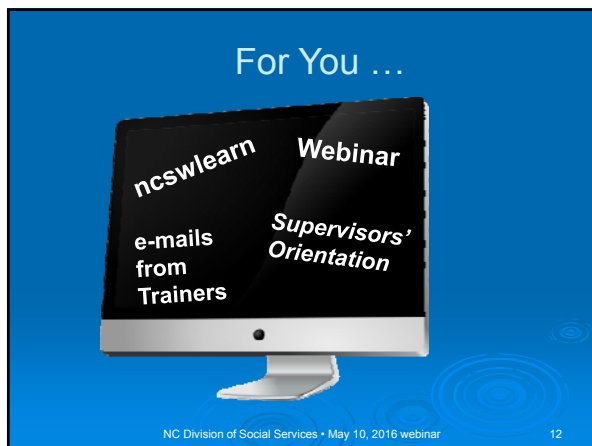
Purpose of Redesign



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Overview of Content Changes

- New Videos
- Worker Safety Activities
- Family /Youth Perspective
- Recent Laws and Policies
- Trauma-informed Practice
- Secondary Traumatic Stress
- Protective Factors

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What hasn't changed

- Emphasis on federal and state laws and NC child welfare policies
- One case applied to SDM tools
- Combination of learning activities and lecture to meet learning styles
- Transfer of Learning Action Plan
- Define roles and responsibilities for all child welfare roles: intake - adoption
- Focus on Family Centered Practice principles

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Strengths Identified by Participants

- Like being in the agency during Week One
- Like the interaction with the supervisors (Transfer of Learning Tool)
- Appreciate the trauma perspective
- Appreciate focus on Secondary Traumatic Stress
- Like the videos

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Challenges Identified by Participants

- Overwhelming amount of classroom content
- Desire more time for peer-to-peer interactions
- Desire more time for practicing interviewing and tool completion

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Supporting Staff in Training

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Your Role in Pre-Service

You have an important role in pre-service.

What can you do to ensure staff make the most of pre-service before, during, and after the training?

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Before PST

- Active work email (send and receive e-mails)
- ncswelearn.org account
- Technology: most current Adobe Flash Player and Reader

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Employee Training Schedule

May 2016:

◀ May | 2016 ▶ Legend: C = Classroom Training, O = Online Training
NOTE: Only employees scheduled for trainings during the selected month are shown.

Employee	May 2016							May 2016							
	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
Employee 1													C	C	C
Employee 2					C	C	C								
Employee 3		C			O	O	O	O	C	C	C	C	C	C	C
Employee 4				C											
Employee 5				C	C										
Employee 6															
Employee 7		C													
Employee 8								C	C						
Employee 9		C	C	C				C	C	C					
Employee 10		C	C	C				C	C	C					
Employee 11											O	O	O	O	O
Employee 12				C											
Employee 13								C	C				C	O	O
Employee 14					C	C	C								
Employee 15										C	C				
Employee 16								C	C	C					

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Before PST

- Arranging for Protected time
- Making plans for co-worker interviews
- Making plans for attendance at agency meeting
- Social Worker Transfer of Learning Tool

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During PST

- Check in regularly with staff to discuss any questions or concerns they have
- Assuring protected time during weeks 1, 2 and 3
- Support and follow through in completing preservice activities
- Consider travel time

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After PST

- Review completed Online Activities Workbook with Staff
- Meet to review Part B of Social Worker TOL Tool when they return from training
- Review Transfer of Learning Action Plan (Activity 6)

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Transfer of Learning Action Plan

TRANSFER OF LEARNING ACTION PLAN

Name of Worker: _____ Date of Contract: _____
Name of Trainer: _____ Supervisor's Name: _____
Plan will be reviewed: _____ Supervisor's Signature: _____
(within 3 mos.) Date: _____

Learning Objective <small>What areas do I need to develop additional knowledge and/or skills?</small>	Resources & Strategies <small>How will I accomplish this objective?</small>	Target Date <small>(When do I want to accomplish this objective?)</small>	Review with Supervisor <small>How did I do accomplishing my objectives? Document progress.</small>
#1			

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After Training

- How much information from training do your workers immediately incorporate into their practice?

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How You Help

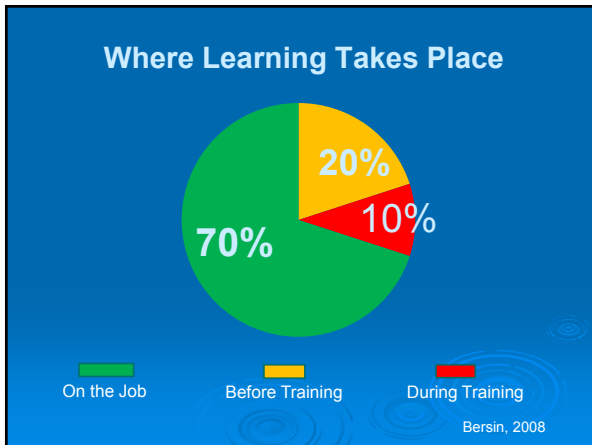
- Use your chat box...

What do you do to support your staff's ability to attend and get the most out of training?

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Transfer of Learning

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What is Transfer of Learning?

When the knowledge, skills, and attitudes we have learned are used on-the-job and benefit performance.

Arena, 2013

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How You Help

➤ Use your chat box...

How do you help your staff transfer what they learn from the training room to the agency?

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Transfer of Learning (TOL): What We Know

➤ Research is clear: Training alone has a modest impact on performance

➤ However, training with learning transfer activities can have a meaningful impact on performance

➤ Learning transfer can be supported by what occurs at 3 key phases: **before, during, and after** a training event

Arena, 2013
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TOL Tool: Part A

Social Worker Transfer of Learning Tool

Instructions: Supervisors, it is recommended that this tool be completed in partnership with social workers. Part A is completed before the social worker attends the training event. Part B is completed soon after the training event.

Tool goals:

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

Part A: Training Preparation Complete before training

Course Title: _____ Training Dates: _____

Date set for post-training debrief meeting between supervisor and social worker: _____

A1. **Social worker'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. **Supervisor's goals for the training**
(What does the supervisor want the social worker to walk away from the training knowing or doing?)

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TOL Tool: Part B


Social Worker Transfer of Learning Tool
Part B: Post-Training Debrief *Complete soon after training*

Date of debrief meeting: _____

B1. What are the top three things you learned from the training?

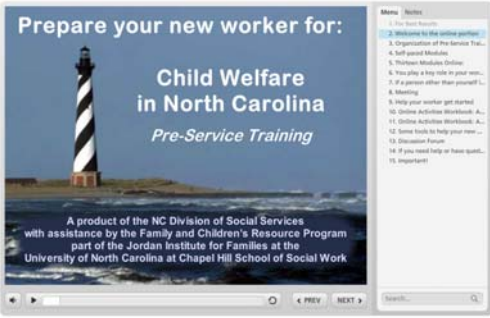
B2. Describe [1] any action plan created during the training to assist transfer of learning OR [2] any follow-up resources identified during the training that the supervisor should know about. If none, what are three action steps you will take to apply your learning to your practice?

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Supervisor's Orientation
to Pre-Service Training

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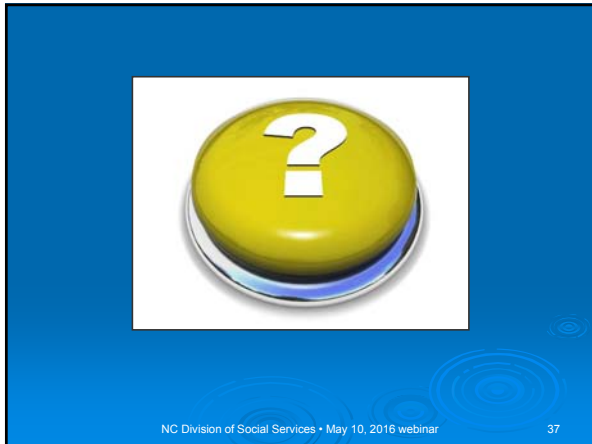


Prepare your new worker for:
Child Welfare in North Carolina
Pre-Service Training

A product of the NC Division of Social Services with assistance by the Family and Children's Resource Program part of the Jordan Institute for Families at the University of North Carolina at Chapel Hill School of Social Work

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6. You play a key role in your work...
7. If a person other than yourself...
8. Meeting
9. Help your worker get started
10. Complete Activities immediately...
11. Online Activities Workbook...
12. Some tools to help your new...
13. Orientation Review
14. If you need help or have questions...
15. Important!

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Presenter's Contact Information:

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Final Steps for DSS Staff

1. Please take a brief survey
 - > We will provide link for those logged on
 - > Can also access thru ncswlearn.org
2. To receive training credit, you must do "Complete Course" **WITHIN ONE WEEK**
 - ✓ Log in to www.ncswlearn.org
 - ✓ Select "PLP"
 - ✓ Select "Webinars"
 - ✓ Click "Enter"
 - ✓ Click "Complete Course" button

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Follow-up Document from the Webinar

Pre-Service Redesigned: What You Need to Know

Webinar delivered May 10, 2016
Follow-up document date: May 16, 2016

Presenters

GINGER CALDWELL, KAYE MOODY, AND JENNIFER OSHNOCK
*Child Welfare Services Section
NC Division of Social Services*

SOUTHEY BLANTON
*Help Desk for ncswLearn.org
Jordan Institute for Families
UNC School of Social Work*

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Webinar handouts: https://ncswlearn.org/ncsts/webinar/handouts/40_Webinar_Handouts_05_10_2016.pdf

Recording: if you missed the webinar or want to view it again, go to: <http://fcrp.unc.edu/webinars.asp>

Answers and Resources from the Webinar

Unless otherwise noted, responses in this document are from the NC Division of Social Services Child Welfare Services Section.

I. Transfer of Learning Recommendations

How can supervisors support staff to attend and get the most out of Pre-Service?

The following responses are from webinar participants.

Before Training

- We do not send staff immediately (after hiring) to Pre-Service as they need to feel like part of the agency and bond with their unit first.
- enroll new staff prior to start date to get them enrolled asap
- make sure the week prior to training all loose ends are tied up and assign tasks to others
- be sure to discuss it with them during check-in
- reinforce the need for training to be successful
- encourage reviewing NC manual
- let them shadow seasoned workers before they start pre-service so they have some reference as to what is being discussed
- let them review old cases

- Talk to them about their goals and expectations of what they want to learn in the training, what the agency wants them to learn, and how to participate effectively in training.

During Training

- provide uninterrupted time to complete pre service (e.g., blocked computer lab for 1st week)
- give them no other responsibility during training
- provide transportation (including gas when using own vehicle)
- provide hotel accommodations if it's more than 1.5 hrs
- provide a laptop to do any work needed for the training while they are away
- daily check-ins during the training for questions

After Training

- Post training supervisory conference to see what they have learned and what they have questions about. Formal staffing after training to help them keep it in mind as moving into working.
 - allow them plenty of time to ask agency specific questions
 - discuss their transfer of learning during supervision
 - review policies with workers on a monthly basis at unit meetings
- frequent staffing and continued shadowing of more experienced workers and shadowing of the new worker
- frequent one-on-one staffing with the supervisor
 - follow-up on skills learned and how they will apply them

Other Recommendations:

- Expose them to many perspectives/experiences
 - attend a CFT
 - observe in court
 - meet with QA
 - shadowing other workers to see how the process works in the field prior to receiving active cases
 - give feedback at the end of the week
- Ease them into it
 - giving a modified case load to start with
 - gradual immersion into a rotation of assignment of reports
- Practice and experience
 - role play with them as cases are assigned
 - supervisors need to go out with their workers to observe the transfer of learning and model for the worker
 - make home visits with them for the first few cases they receive and give feedback
 - have workers shadow them,
 - participate in the staffing cases for case decisions

- Peer mentoring
 - assigning a buddy
 - I have new workers write out questions as they are shadowing during the first few weeks in the field with experienced workers, and review the questions during their weekly staffings.
- Training-related
 - team sharing prior, during, & after training
 - supervisor hands on training, provide workers with guidance and feedback
 - follow up regarding what they learned, have ongoing conversation with them
 - have staff teach it back to the group when they return
 - have them present to other staff their topic of interest
 - check in with worker on the training needs, their comfort levels and any needs that may not be being met
- Checklist
 - we have a checklist for new employees/supervisors to be completed that includes structured shadowing, court observation, etc. *(this checklist can be found below)*
- Documentation
 - I think we also need to look at how staff complete documentation. They develop poor practices in getting the information they gather to documentation.

2. Content of the Redesigned Course

Will permanency planning be discussed in detail in Pre-Service?

We certainly review and define all the permanent plans and emphasize concurrent planning and the fact that reunification is almost always one of the permanent plans. We also define PPAT, the difference between PPATs and CFTs, and we review the family services agreement review tool (DSS-5241).

Can you talk more about the knowledge assessment in Pre-Service?

There is a knowledge assessment at end of week 1. During week 1 learners are still in their agency. The knowledge assessment is multiple choice. It is not pass/fail. Trainers use it primarily as a learning tool and preparation for face-to-face learning. It helps trainers see the needs of a class. Trainers don't see individual results. Content from week 1 is touched upon again during the face to face training.

Will you be integrating any of the results or "learnings" we have experienced from the recent CFSR?

Once NC's federal program improvement plan (PIP) is approved there will likely be further changes to Pre-Service to reflect that.

Have all recent changes in law and policy been integrated into the new Pre-Service?

Yes. For now, the course is current and up-to-date. When additional changes in law or policy occur, those changes will be incorporated into Pre-Service.

3. Offerings of Pre-Service

Will there be additional preservice training dates made available?

There are **16** Pre-Service training events (3 week version) already scheduled and available on ncswLearn for June-Dec. 2016.

While it is a great idea for seasoned staff to retake Pre-Service for updated information, is there a mechanism in place to ensure staff retaking Pre-Service don't take a new staff member's "slot?"

If you are a seasoned direct services staff member, it would be most beneficial for you to take the 200 Series course that corresponds to your child welfare role(s) (i.e. Intake, CPS Assessments, etc) vs. retaking Pre-Service.

If you are a seasoned supervisor and would like to take Pre-Service again, please contact the Pre-Service registrar at 919-527-6363 to request to be considered for space in the class once new staff have been enrolled. This means a seasoned supervisor would be placed on a waiting list initially.

4. Communication with Supervisors

Does the supervisor get an email informing them of everything the worker has to do during the first week?

The supervisor receives an e-mail from the registrar outlining everything the **supervisor** must do to help the new worker be successful during Week One in the agency. This e-mail includes the link to the narrated *Supervisor's Orientation to Pre-Service* which outlines everything the worker has to do during the first week. (The worker receives an e-mail from the trainer on the first day of Week One providing the worker with instructions for accessing the online *Introduction* module, which explains in more detail what the worker will be doing during Week One.)

Is the online activity book completed by Pre-Service participants sent to the director or supervisor?

To the worker's supervisor.

Do supervisors receive an email alerting them to check ncswlearn to get the workbook?

We send an email with the workbook attached to it. We don't send a separate email. Those workbooks are sent to the supervisor associated with the worker in the ncswlearn system. Please make sure supervisors are linked to the correct worker in ncswLearn. This link can be checked or updated by the employee via the "My Personalized Learning Portfolio (PLP)" or the supervisor via "Employee Management" to ensure it is correct.

Where would the supervisor access/locate the workbook after staff completion?

In the supervisor orientation module, there is a sample of the entire workbook. What is sent to you, via e-mail, from the Pre-Service trainer, is the workbook completed by your worker.

Is it possible to hold a training/refresher for PM and SWS only?

Thank you for this suggestion--NC DSS will consider it.

5. Supervisor Orientation

Can you email the link or post the link to the supervisor orientation?

https://ncswlearn.org/presenter/Pre-Service_V2/Supervisor_Orientation_to_Pre-Service_story.html

So the only way to get the information about supervisor orientation is if you have a staff person attending?

Anyone who is a child welfare supervisor should have access to the "Supervisor Resources" section of ncsWLearn.org. This will give you automatic access on the home page to see the Supervisor's Orientation. You access it through the link above. In addition, the link is available in the Dear County Director letter, dated Nov. 15, 2015 which is included in your Webinar Handouts.

What is your success vs. failure rate with participants? Do you gauge training success?

This is difficult for us as trainers to fully gauge. There is a knowledge assessment built into week 1 that shows us a little of the learning that takes place. We also see that in skills practice. Often after Pre-Service, we don't have further information to inform us about effectiveness of Pre-Service.

Is it true workers are prohibited by law from being assigned a case prior to preservice training?

Correct. But trainers have seen that cases are sometimes assigned prior to pre-service training..

6. Requests

Is it possible to have the TOL sessions available for in-house use by local trainers or supervisors?

The Live Online Transfer of Learning Session participant handouts (from the pilot version of the course) will be provided to the course participants electronically at the conclusion of the course.

I am a program manager who doesn't have access to items on ncsWlearn.org that supervisors have access to. Can that be changed?

If you don't have access and think you should, please contact the ncsWlearn help desk.

If I retake the new version, can I just participate in the Classroom Sessions, and not do the online work during the 1st week?

The classroom portion of Pre-Service builds on the online portion, so it is not possible to participate in only the classroom sessions of Pre-Service training.

Will you be addressing sharing of information with community partners? I have had staff come back from trainings who have been telling the schools they cannot share any info with them. We are trying to address it in our annual confidentiality training and have consulted the new book on disclosing CPS info and contacted the AG office but it seems to be a theme.

Confidentiality guidelines are not covered in Pre-Service training. However, the importance of collaboration with community partners is covered in one of the online modules and during classroom discussions. Your CPR is a resource for understanding and applying the confidentiality policy found in

Chapter VIII, section 1428. In addition, the NCDSS course *Legal Aspects* and your agency attorney are valuable resources for clarification regarding issues of confidentiality.

Can we have access to watch the new Pre-Service videos?

Not unless you are registered for the Pre-Service course. We invite you to take it again as a supervisor or program manager.. We would be delighted for you to attend, as we often learn from you when you are in class! Pre-Service can also be a helpful review if you have changed responsibilities in your leadership roles. In addition, you may consider viewing the online videos with your worker, and using that experience as an opportunity to discuss the implications of the videos for that worker's role in child welfare. Also, another option would be asking your worker, during the discussion of the Social Worker Transfer of Learning Tool, (Part A) to be prepared to share with you a short summary of the classroom videos when they return from Pre-Service training.

CHILD PROTECTIVE SERVICES: Orientation Attachment

Employee: _____

Supervisor: _____

Date of Employment and first three months: _____ thru _____

(remember to note on calendar that first eval is due in at least two weeks prior to end of the first three months as noted above)

	AGENCY ORGANIZATION/PHILOSOPHY/SERVICES/HR
	Agency Mission Statement./discussion-print off from our website and review
	Discuss CPS Mission Statement-see on Departmental Website under CPS
	Discuss organization of DSS, show org. chart
	Explain how to access DSS Handbook under Departmental Documents on Outlook
	Explain how to access Employee Handbook (Personnel Resolution) under County notes in Public folders on Outlook (during County orientation on the first day of employment this handbook is discussed)
	Discuss time sheets and mileage-confer with fiscal staff as needed to assist in training.
	Discuss Job Description- SW will sign it and return to HR Tech (HR Tech will send it to SW to sign)
	Discuss need to provide HR Tech with official transcript if not already done
	Do Common Understanding and sign within 7 days. This the county evaluation specific to CPS and contains expectations for beginning employees in CPS as well as current performance based budgeting goals which are always part of the SW evaluation.

Notes:

	INTRODUCTION TO BUILDING, STAFF, ETC.
	Introduction to Social Work Staff-do walk thru of child welfare area- Set up meeting with Director/New SW
	Tour of Governmental Center-all floors including breakrooms, rest room access codes, etc.
	Tour Thomasville office, pointing out different departments, areas such as break rooms, etc.
	Introduce to clerical staff-their duties explained-they do our criminal checks, central registry, faxes, key in our 5027, 5104, process new files and obtain closed files for us and put our mail into envelopes.
	Introduce to Agency Attorney and Paralegal
	Show how to reserve room on computer
	Map Book Assigned/Discussion of major roads, etc
	Have SW go to Visitor's Center to pick up info on County area
	During job shadowing learn location of hospitals, mental health agencies, most commonly used resources, Health Dept., courthouse schools, etc..
	Location of supplies, work room, etc.-has beginning supplies- note SWS should have desk ready with basic supplies prior to arrival
	Complete inventory checklist of the office

Notes:

	AGENCY POLICIES
	Dress code (including home visits vs. court and dress down days)
	Inclement Weather Policy
	Authorized Parking Areas in both offices
	Conflict of Interest policies regarding political endorsements, cases that are conflicts for employee, etc.
	Internet/Email use-no chain letters, inappropriate sites. .NO Facebook, etc. Ok to use for personal use outside of work hours or at lunch if not forbidden sites-Can use Facebook for case specific things-let SWPA know.
	Discussion of confidentiality and sharing on a need to know basis with community partners such as schools, etc.
	Travel Reimbursement—make sure desktop has travel sheet on it, if not email SW a blank one-no white out- explain use of county car for out of county travel
	Time Sheets-explain again and assist them in completing the first one- must do in red, no white out, due every other Friday
	Discussion of day sheets- due every Monday by noon for previous week and on first working day of month for end of previous month by noon. Discuss current day sheet codes used and importance of day sheets. Provide handout from most recent day sheet training
	Hepatitis B Shots sign-up if needed, if doesn't want, must sign waiver
	Probationary Period-discuss initial 3 month probation, if new employee requiring Pre-Service will be extended to 6 months as employee must be able to carry a full caseload prior to probation ending; no vacation leave while on probation.

Notes:

	SPECIFIC EXPERIENCE AND TRAINING
	Overview of organization of CW Units
	Unit Meetings-day, time and location
	Discussion of Performance Measures for this year
	Discussion of Family Outreach Preventive program
	Weekly conferences –discussion of importance and expectation for being prepared
	Review Manual Sections 1404, 1408, etc with employee-for previous experience in SW, make sure they understand law and policy
	Discussion of MRS policy--discuss how different from traditional, show brochure and explain-for previous experience make sure they understand this.
	Discussion/Review of CPS policies for Family Assessments (Make sure SW knows that in substance abuse cases we see kids at school first in our county-per recommendation by CCPT)
	Give checklist of requirements for Assessments and Investigations-2 separate checklists and discuss
	Discuss collateral contacts and our County’s requirement to have a school contact per May 2016 meeting with judge and schools.
	Give In Home Services tracking sheet to monitor contacts, etc.
	Discussion of One Case Computer System and training in One Case
	Discussion of documentation and Required Headings-give Guide To Completing Dictation in One Case Computer System-complete sentences, don’t use many abbreviations
	Discussion of Assessment Tools-give copy of chart for when these are done, review each one separately
	Discussion of forms and letters
	Discussion of Child and Family Team Meetings
	Discussion of Hospital Protocols/drug positive newborn protocol, etc.
	Discussion CDSA referral requirement
	Discussion of first contact with family, connecting, handling hostility, etc.
	Discuss our county’s requirements for being prepared for and attending Truancy Court
	Discussion of mentoring SW and set up mentoring/shadowing
	Takes lead role in interviews
	Loan SW your Local CPS Manual. Go over crucial sections with SW-case decisions, etc. and others that are used most. Have copies made of common policies.
	Attend Staffings- removal staffings, .(including need to be prepared with location of absent parents, school and health info and must read prior record)
	Attend weekly SW/SWS conferences with mentor SW
	After completion of Pre-Service has completed shadowing sufficient to be assigned a case independently (SWS will keep notes on shadowing and will discuss with mentoring SWS progress made)
	After SW has completed Pre-Service and begins receiving cases, review cases with review tool and provide copy to/discuss with SW

Notes:

	OTHER EXPERIENCES
	Shadow In Home SW
	Observe supervised visit of parent visiting child in Agency custody-will sit in observation room and use the observation form used by CSSA's
	Observe Juvenile Court (pick date when CPS SWPA has court duty-SWPA will provide a copy of the handout on Juvenile Court observation and will review that day's docket with the SW)
	Observe CPS Intake
	Assist in preparation of court reports

Notes:

	MASTERING USE OF AGENCY EQUIPMENT NEEDED TO PERFORM DAILY TASKS
	Employee sign out log
	Fax Machine
	Shown location of digital camera and how to use
	ONE CASE-Will learn how to put in case narratives, pull up case info and do forms; IT will assist if needed-
	Explain email archiving

Notes:

	IN HOUSE TRAINING PROVIDED
	Blood borne pathogens-will get with county orientation, will need to attend every three years and Supervisor will receive notice from HR Tech
	Defensive Driving-when scheduled by county-HR Tech will inform Supervisor
	Discussion of County Wellness Program if related to the Insurance Plan selected and how employee can complete the required wellness hours each year-some can be used towards ongoing CW training.

Notes:

	STATE TRAINING PROVIDED OUTSIDE THE AGENCY
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	<p>Pre-Service CW Training : (must be completed prior to SW being assigned any cases or having unsupervised client contact)</p> <p>Refer to 2016 handout</p> <p>SWS needs to schedule SW for pre-service and allow at least one week to orient them to agency prior to start of Pre-Service)</p> <p>___ explain out of county travel, meals, county car, etc.</p> <p>___ Supervisor does orientation to Pre-Service on line</p> <p>___ Make sure SW's computer has appropriate set-up-adobe flash player, speakers, etc.</p> <p>___ Assist SW in lining up interviews and other activities to be completed during 1st week of Pre-Service occurring in agency and having protected time.</p> <p>___ Review workbook with SW after completion-note areas where extra support or training are needed and implement action to address these</p> <p>___ Review Part B of Transfer of Learning Tool and Action Plan and follow up at regular intervals</p>
	Review Training Requirements for next Tier of required training and have SW sign up: Child Development, Medical Aspects, Legal Aspect, etc.
	Make sure SW knows how to use ncswlearn

Notes:

	END OF PROBATION ACTIVITIES
	Prepare 3 month evaluation, using the Common Understanding and submit to SWPA for review 3 weeks prior to end of 3 months. Then complete with SW. If not able to carry a full caseload or there are performance issues, extend to 6 months.
	Do new Common Understanding, listing new evaluation period dates.
	If SW is coming off of probation, advise CPS Intake SWS that they can be put on the back-up On Call schedule, beginning with a weekday On Call day.
	Review on call procedures with SW

	JOB SHADOWING	
Date	Mentoring SW	Comments (what did the SW experience, questions, concerns, etc.)

Please sign below after completion. Original stays with SWS. Copy to SW.

_____ SW _____ Date

_____ SWS _____ Date

NCDSS-Sponsored Child Welfare Training Available through ncswLearn.org

At-a-Glance for County DSS Directors

1. For Child Welfare Supervisors
<i>Pre-Service. Required before taking on job responsibilities</i>
1. Child Welfare in North Carolina: Pre-Service (online and classroom)
<i>Within First Year. Required within first year as supervisor (courses below listed in preferred sequence)</i>
2. Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals 3. Legal Aspects of Child Welfare in North Carolina 4. Child Development and the Effects of Trauma (online) 5. Building Awareness and Cultural Competency 6. Step by Step: An Introduction to Child and Family Teams 7. Introduction to Supervision for Child Welfare Services <i>Other courses will be required based on the supervisor's area of responsibility— see Section 3 on the next page</i>
<i>Electives Specifically for Supervisors</i>
8. Fostering Connections II: Building Local Systems to Improve the Health and Well-being of Children in Foster Care (online) 9. Reasonable Efforts: What Supervisors Need to Know (online) 10. Secondary Trauma: A Course for Supervisors & Managers 11. Staying Power! A Supervisor's Guide to Coaching and Developing Child Welfare Staff 12. The 3rd Dimension of Supervision: The Role of Supervisors in CFT Meetings (online)
<i>Other Elective Courses that May Be Relevant for Supervisors</i>
<i>Please see list of elective courses in Section 4 on the next page</i>

2. For Child Welfare Direct Client Contact Professionals
<i>Pre-Service. Required prior to direct client contact</i>
1. Child Welfare in North Carolina: Pre-Service (online and classroom)
<i>Within First Year for Everyone (courses below listed in preferred sequence)</i>
2. Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals 3. Legal Aspects of Child Welfare in North Carolina 4. Child Development and the Effects of Trauma (online) 5. Building Awareness and Cultural Competency 6. Step by Step: An Introduction to Child and Family Teams
<i>Within First Year by Job Responsibility</i>
<i>See Section 3 below</i>
<i>Other Elective Courses</i>
<i>See Section 4 below</i>



County Training Manager Resources

There is a section on ncswLearn.org where your county's designated DSS staff development manager or a training coordinator can manage all aspects of training related to your child welfare staff. To gain access to this feature, your agency's staff development or training coordinator will need to contact the site's web administrator by going to www.ncswlearn.org, clicking on the "Help" option in the menu at the top of the screen, and requesting access rights.

3. Required Training within the First Year for County DSS Child Welfare Staff, by Job Responsibility

Adoptions	CFT Facilitator	CPS Assessors	CPS Intake	CPS In-Home	Family Preservation	Family Support and Family Resource Centers	Foster Home Licensing	Foster Care
Adoptions in Child Welfare Services	Navigating Child and Family Teams: The Role of the Facilitator	CPS Assessments in Child Welfare Services	Intake in Child Welfare Services	CPS In-Home Child Welfare Services	Family-Centered Practice in Family Preservation Programs	Connecting with Families: Family Support in Practice	<ul style="list-style-type: none"> Foster Home Licensing in Child Welfare Services Introduction to the Monthly Foster Care Contact Record Foster Home Licensing: The Keys to Success 	<ul style="list-style-type: none"> Placement in Child Welfare Services Introduction to the Monthly Foster Care Contact Record

4. Elective Courses

Classroom-Based	Online
<ul style="list-style-type: none"> Assessing and Strengthening Attachments Child Forensic Interviewing Coaching Children’s Caregivers through Challenging Moments Domestic Violence Policy and Best Practices in Child Welfare Engaging the Non-Resident Father for Child Welfare Staff Fostering and Adopting the Child Who Has Been Sexually Abused (CSA/MAPP) Helping Youth Reach Self-Sufficiency (Foster Parent Training) Intro to Child and Family Teams: A Cross-System Training From the Family's Perspective Intro to Child Welfare Data Sources Intro to Substance Abuse for Child Welfare Services IV-E: An Overview Keeping It Real: Child and Family Teams with Youth in Transition 	<ul style="list-style-type: none"> Life Books: Motivating the Memory Keepers LINKS 101 Medicaid Administrative Claiming for Adults and Children Motivating Substance Abusing Families to Change: An Advanced Practice Course PS-Deciding Together Real World Instructional Event Responding to Child Sexual Abuse Secondary Trauma: A Course for Child Welfare Workers Shared Parenting Trauma-Informed Behavior Management for Child Welfare Trauma-Informed Partnering for Safety and Permanence: Model Approach to Partnerships in Parenting (TIPS-MAPP) TIPS-MAPP Leader Update Certification Training Visitation Matters
	<ul style="list-style-type: none"> Adoption Assistance Eligibility Adult Mental Health Issues Which Impact Families Served by Child Welfare Foster Home Licensing: The Keys to Success Fostering Connections I: Partnering to Improve the Health and Well-being of Children in Foster Care Introduction to the Monthly Foster Care Contact Record Methamphetamine: What a Social Worker Needs to Know Money Matters: Foster Care Funding Basics Understanding and Intervening in Child Neglect Understanding Child Mental Health Issues Train-the-Trainer for Becoming a Therapeutic Foster Parent <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Webinars</p> <p>The NCDSS offers several 90-minute webinars each year for directors, supervisors, and front line staff on a variety of child welfare topics. Look for announcements about these events on the Division’s cwlistserv. To subscribe, go to https://lists.ncmail.net/mailman/listinfo/cwlistserv</p> <p style="text-align: center;">Past Webinars</p> <p>Are archived here http://fcrp.unc.edu/videos.asp</p> </div>