



**CHARTING THE COURSE TOWARDS
PERMANENCY
FOR CHILDREN IN PENNSYLVANIA:
A Knowledge and Skills-Based Curriculum**

**MODULE FIFTEEN (15)
Applying Knowledge and Skills to Achieve
Outcomes**

A Training Outline

**Developed by:
The Pennsylvania Child Welfare
Training Program**

**University of Pittsburgh,
School of Social Work
Mechanicsburg, PA**

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The Pennsylvania Child Welfare Training Program
University of Pittsburgh, School of Social Work
403 East Winding Hill Road
Mechanicsburg, PA 17055
Phone (717) 795-9048 Fax (717) 795-8013

Module 15: Applying Knowledge and Skills to Achieve Outcomes

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Module 15: Applying Knowledge and Skills to Achieve Outcomes

Agenda for One-Day Workshop on Module 15: Final Embedded Evaluation/Conclusion of Training

Estimated Time	Content	Page
45 minutes	Section I: Introduction	3
1 hour, 15 minutes	Section II: Interactional Helping Skills Embedded Evaluation	6
2 hours, 5 minutes	Section III: Critical Thinking: Applying Learning to Case Planning and Decision Making	9
1 hour, 5 minutes	Section IV: Professional Development Plan Review	12
20 minutes	Section V: Recognition, Closing and Evaluation	15

Module 15: Applying Knowledge and Skills to Achieve Outcomes

Section I: Introduction

Estimated Length of Time:

45 minutes

Learning Objectives:

Participants will be able to:

- ✓ Recognize the competencies and learning objectives for Module 15
- ✓ When demonstrated, recognize the nine Interactional Skills taught in Charting the Course

Methods of Presentation:

Lecture, Individual Activity

Materials Needed:

- ✓ Flip chart stand
- ✓ Blank flip chart pad
- ✓ Colored markers
- ✓ Name tents
- ✓ Overhead projector and screen
- ✓ Paper strips with interactional skills
- ✓ **Handout #1 (Learning Objectives and Competencies)**
- ✓ **Handout #2 (Agenda)**
- ✓ **Overhead #1 (Learning Objectives)**
- ✓ **Overhead #2 (Agenda)**
- ✓ **Overhead #3 (Using Interactional Helping Skills)**
- ✓ **Overhead #4 (Using the Interactional Helping Skills in Child Welfare)**
- ✓ **Appendix #1: Interactional Helping Skills**

Outline of Presentation:

- Prepare the training room
- Welcome trainees to Charting the Course for Children in Pennsylvania
- Introduce himself/herself to the group
- Facilitate trainee introductions
- Review the learning objectives for the session using **Overhead #1 (Learning Objectives)** and **Handout #1 (Learning Objectives and Competencies)**
- Review **Overhead #2 (Agenda)** and **Handout #2 (Agenda)**

Section I: Introduction

Trainer Note: Prepare the training room in advance by placing name tents, markers, and handout packets (if using) at each table. As participants arrive, greet each one.

Trainer Note: Prepare a poster for the wall entitled WIIFM (What's In It For Me)?

Trainer Note: If the trainer distributes the day's Handouts in a packet, **Handout #4: (Several Basic Principles to Assure Personal Safety)**, should be removed from the packet and distributed after the discussion and activity in Section IV, Step 1 occurs.

Step 1: (15 minutes)

Lecture

Have participants complete their name tents upon arrival. Review the Learning Objectives by displaying **Overhead #1 (Learning Objectives)** and referring to **Handout #1 (Learning Objectives and Competencies)**. Review the Agenda by displaying **Overhead #2 (Agenda)** and referring to **Handout #2 (Agenda)**.

Step 2: (30 minutes)

Individual Activity

Trainer Note: In advance of the session, trainer must prepare strips of paper or index cards with one of the following Interactional Helping Skills written on each strip or card: Tuning in to Self, Tuning in to Others, Clarifying the Worker's Purpose and Role, Dealing with Issues of Authority, Reaching for Feedback, Questioning, Communicating Information, Reaching Inside of Silences, and Summarizing & Identifying the Next Steps. There should be sufficient strips or cards for each participant to receive one, so it will be necessary to prepare duplicate strips or cards of some of the skills.

Appendix #1: Interactional Helping Skills may be used to prepare the strips.

Explain to participants that this will be a review of the Interactional Helping Skills to help prepare them for the embedded evaluation to follow.

Display **Overhead #3 (Using Interactional Helping Skills)**. Review each of the skills with participants answering any questions that they may have about the skill or the phase of the casework process where the skill may be used. Display **Overhead #4 (Using the Interactional Helping Skills in Child Welfare)** while the participants complete the activity.

Inform participants to take a moment to reflect on the skill listed on the strip or card provided to them. Each participant will be asked to make one statement regarding his or her own use of the skill to the entire group, but without naming the actual skill. The whole group then attempts to identify the skill. The trainer models this activity by going first.

Examples:

"I am pretty serious about carrying out the legal mandates of my job, so I reflect on that issue before any initial contact with a family." (Tuning in to Self)

"I need practice reviewing steps the client will take before our next visit" (Summarizing & Identifying Next Steps)

Ask for a volunteer to begin the exercise and then go around the room until all participants have had the opportunity to share.

Trainer should ask participants to think of one thing that they want to learn about the Interactional Skills, professional development, or critical thinking in case planning. Participants should write this thought on the WIIFM poster. At the end of the training, review the WIIFM poster and make sure that all of the concerns and questions have been addressed.

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Section II: Interactional Helping Skills Embedded Evaluation

Estimated Length of Time:

1 hour, 15 minutes

Learning Objectives:

Participants will be able to:

- Identify the correct Interactional Helping Skill and the application of the skill

Methods of Presentation:

Lecture, Video, Individual activity

Materials Needed:

- ✓ Helping Skills Embedded Evaluation Booklet
- ✓ Helping Skills Embedded Evaluation Answer Key
- ✓ TV/VCR/DVD Player
- ✓ **Video (#1: Helping Skills Embedded Evaluation)**
- ✓ **Video (#2: Helping Skills Embedded Evaluation)**
- ✓ **Video (#3: Helping Skills Embedded Evaluation)**
- ✓ **Video (#4: Helping Skills Embedded Evaluation)**
- ✓ **Video (#5: Helping Skills Embedded Evaluation)**
- ✓ **Video (#6: Helping Skills Embedded Evaluation)**

Outline of Presentation:

- Administer the embedded evaluation for the Interactional Skills

Section II: Interactional Helping Skills Embedded Evaluation

Step 1: (5 minutes)

Lecture

Inform everyone that we will be using a video for our last evaluation of the course. We will assess participants' recognition and understanding of the Interactional Helping Skills. Allow a few minutes to answer any questions the participants may have prior to the evaluation.

Step 2: (1 hour, 10 minutes)

Video, Individual Activity (EMBEDDED EVALUATION)

Trainer Note:

1. If possible, move the participants around in the room to allow them more space to spread out their embedded evaluation paperwork and preserve the reliability and validity of the test results.
2. Participants are not to be talking during the embedded evaluation. If a participant has a question, please stop the evaluation, repeat the participant's question to the entire group and then answer it to the entire group.

Instructions to participants:

1. Turn to page 10 of this booklet;
2. Write your name at the top of the page;
3. Watch each video clip. After each clip, enter your answers to the questions by circling one of the answer choices on page 10. You will have a few minutes to think about your answers each time. A written script of the video dialogue is also provided to you on pages 2-8 of this booklet.
4. Wait for your trainer's instruction and turn in your entire evaluation booklets to the trainer upon completion of the evaluation.

Collect the entire **Helping Skills Embedded Evaluation Booklets** including the answer sheet before reviewing the correct answers from the **Helping Skills Embedded Evaluation Answer Key**.

(1) Show the **Video (#1: Helping Skills Embedded Evaluation)**;

- Instruct participants to answer the Clip # 1 questions on the answer sheet in their Embedded Evaluation Booklets.

(2) Show the **Video (#2: Helping Skills Embedded Evaluation)**;

- Instruct participants to answer the Clip # 2 questions on the answer sheet in their Embedded Evaluation Booklets.

(3) Show the **Video (#3: Helping Skills Embedded Evaluation)**;

- Instruct participants to answer the Clip # 3 questions on the answer sheet in their Embedded Evaluation Booklets.

- (4) Show the **Video (#4: Helping Skills Embedded Evaluation)**;
- Instruct participants to answer the Clip # 4 questions on the answer sheet in their Embedded Evaluation Booklets.
- (5) Show the **Video (#5: Helping Skills Embedded Evaluation)**;
- Instruct participants to answer the Clip # 5 questions on the answer sheet in their Embedded Evaluation Booklets.
- (6) Show the **Video (#6: Helping Skills Embedded Evaluation)**;
- Instruct participants to answer the Clip # 6 questions on the answer sheet in their Embedded Evaluation Booklets.

As time permits, the Trainer can review the correct answers to the questions using the **Helping Skills Embedded Evaluation Answer Key** and provide a quick explanation of why they were the correct choices.

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Section III: Critical Thinking: Applying Learning to Case Planning and Decision Making

Estimated Length of Time:

2 hours, 5 minutes

Learning Objectives:

Participants will be able to:

- ✓ Explain critical thinking in case work practice
- ✓ Recognize the value of using communication skills to present case information to others

Methods of Presentation:

Small Group Activity, Lecture

Materials Needed:

- ✓ **Handout #3 (Case Analysis)**
- ✓ **Overhead #5 (Advice for Child Welfare Professionals)**

Outline of Presentation:

- Participants present cases for critical analysis and motivational and constructive feedback by cohort group
- Assist the participants with critical thinking to apply learning to case planning

Section III: Critical Thinking: Applying Learning to Case Planning and Decision Making

Step 1: (35 minutes) Small Group Activity

Trainer Note: The purposes of this activity are to: (1) practice critical thinking; (2) expose the Child Welfare Professionals to presenting a case to a group for discussion and feedback (the multidisciplinary team approach); and (3) practice giving and receiving feedback related to case planning.

Divide participants by service functions. That is, ask all intake workers to sit at one table, all foster care unit members at another, etc. If the numbers of participants in each group is too lopsided, rearrange the groups to an equitable number. Remind participants that at the end of the Module 14, they were asked to complete **Handout #12** by thinking about a case that is particularly challenging and answering the questions. They should now bring out that form. If any participants did not bring the completed **Handout #12** from Module 14, they may complete **Handout #3 (Case Analysis)**, which is a duplicate of **Handout #12** from Module 14. Request that participants take their completed forms to their assigned table. Each participant will be afforded up to five minutes to present his/her case to his/her respective table group. Case presentation should focus on answers to items #3, 5, 10, 13, 14, 16, and 17 of the Case Analysis handout. The group will then consensually select the most challenging case to present to the large group. Inform participants that each table will be responsible for presenting one case and each group needs to select a table spokesperson, preferably the participants who “owns” the case.

Step 2: (1 hour, 20 minutes) Large Group Discussion

Trainer convenes the whole group and asks for a table group to volunteer to present their selected case first.

It is the responsibility of the trainer to moderate the presentational flow by ensuring that each presentation is concise.

Trainer Note: List the following questions on a flip chart as a guide for the participants to use when presenting their case.

Trainer ensures that each presentation includes answers to the following questions:

- What phase of the work is this in?
- What assessment data were used?
- What are the family's/parent's strengths?
- What is the family's/parent's level of engagement?
- How accurate were the decisions that were made?
- What self care is being done?

Trainer captures relevant points (skills used or needed; assessment done/needed; decisions made/in need of being made; etc.) raised during participant presentations on prepared flip chart pages. These categories may be used to help focus the case presentations or as a trainer summary for this activity. List the following categories on a flip chart and reference them as appropriate to the case being presented:

- Laws & Mandates
- Family Engagement
- Abuse & Neglect Assessment
- Safety Assessment
- Risk Assessment
- Child Development
- Community Partnerships
- Family Service Planning
- Permanency Planning
- Court Processes
- Placement
- Visitation
- Reunification
- Adoption

The trainer must closely monitor time. Approximately 10 minutes should be allowed for case presentation, followed by 10 minutes of group discussion in which the other participants may ask questions and provide suggestions for next steps in the case.

Step 3: (10 minutes)

Lecture

Trainer summarizes this activity by reflecting on the key knowledge and skill areas that were identified during the participant case presentations (listed on the flip chart categories). Trainer points out that due to the individual complexities and variety of family situations, successful Child Welfare Professionals engage in case analyses routinely. Especially for new workers, case review and problem solving should be done with your supervisor to evaluate decision-making and outcomes. It is also extremely helpful to keep your own professional development on track and to meet your individual learning needs.

Trainer concludes this activity by reminding participants that there are resources to assist them when they face challenges in their practice. The immediate options for problem-solving on their cases includes:

- Review of knowledge and skills taught in this curriculum.
- Obtain further training/skill development on specific topics.
- Feedback and practice in applying generic skills to actual casework.
- Supervisory case consultation

Trainer closes by showing and reviewing **Overhead #5 (Advice for Child Welfare Professionals)**.

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Section IV: Child Welfare Professional Personal Safety and Professional Development Plan Review

Estimated Length of Time:

1 hour, 5 minutes

Learning Objectives:

Participants will be able to:

- ✓ Recognize the value of self-assessing their own training needs for further professional development
- ✓ Explain methods to assure personal safety when doing the work of Child Welfare

Methods of Presentation:

Individual Activity, Large Group Discussion

Materials Needed:

- ✓ Previously completed self-assessment forms
- ✓ Multiple Workshop directories
- ✓ Multiple copies of The Pennsylvania Child Welfare Training Program Training Calendars
- ✓ **Handout #4 (Several Basic Principles to Assure Personal Safety)**
- ✓ **Handout #5 (Post-Training Professional Development Plan)**
- ✓ **Appendix #2: Direct Service Worker Packet**

Outline of Presentation:

- Discuss Child Welfare Professional's personal safety
- Discuss Direct Service Worker packet
- Assist participants in the development of a Professional Development Plan

Section IV: Child Welfare Professional Personal Safety and Professional Development Plan Review

Step 1: (15 minutes) Lecture, Small Group Activity

Discuss the following: the primary goal of Child Welfare is to ensure child safety. To do so the caseworker must always assure their own safety. This next piece covers the caseworkers own personal safety and ways to assure safety for themselves.

Ask each table to come up with a list of 5 things they can do to ensure their own safety. After 3 minutes, have each table report their list as you note them on a flip chart sheet. Following the report out, distribute **Handout #4 (Several Basic Principles to Assure Personal Safety)** and discuss any ideas not mentioned.

NOTE: If "talk down" does not help to defuse the client's anger, and hostility appears to escalate, take steps to leave. In the event of escalating anger and hostility, temporarily discontinue the interview. Tell the client quietly that you'll come back at another time when they aren't so upset. Then leave. Return as soon as possible with police protection. In most circumstances, don't tell the client you're getting the police. It may be interpreted as a threat and provoke an already volatile client to hurt you or the child. Caseworkers should refer to their agency policy and supervisor for further clarification concerning discontinuation of an interview/assessment.

Step 2: (15 minutes) Lecture and Large Group Discussion

Trainer asks participants to look at **Appendix #2: Direct Service Worker Packet** and walks participants through all the materials included. The materials include:

- Annual Report
- Certification Information Sheet
- Flyers of Training/Events that Pertain to Direct Service Workers
- General Information Sheet
- ITNA Tool
- Job Preview Video
- Marketing Brochure
- List of Regional Team and Roles of Each
- PACWTP Staff Contact List
- 15 Minute Rule
- Resource List

Step 3: (30 minutes) Individual Activity

Trainer should direct participants to look at the Training Calendars. The trainer should also have multiple Workshop Directories available as well so that participants can work on the professional development plan.

Trainer Note: The current training calendar is available on the Child Welfare Training Program website: www.pacwcbt.pitt.edu.

Trainer distributes **Handout #5: Post-Training Professional Development Plan**. Ask participants to review all previous self-assessments, which they had completed during Charting the Course. Based on these assessments, participants should draft a proposed professional development plan, which they will bring back to their supervisors for concurrence/additional feedback. The trainer will circulate around the room to consult with trainees. This will be an opportune time for the trainer to offer individual motivational and constructive feedback as well as to further embellish descriptions of specialized/related training available through the Training Program.

Step 4: (5 minutes)

Large Group Discussion

To conclude this section, ask whether a few participants might be willing to share their development plans with the group.

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Section V: Recognition, Closing and Evaluation

Estimated Length of Time:

20 minutes

Learning Objectives:

None

Methods of Presentation:

Large group discussion, individual activity

Materials Needed:

- ✓ Training Evaluations
- ✓ **Handout #6 (Congratulations on Your Completion of. . .)** (NOTE: This is not the participant's official certificate, but one to recognize the end of 120 hours of learning for the participant.)

Outline of Presentation:

- Congratulate the group on their completion of the 120 hours of Charting the Course
- Complete trainer evaluations

Section V: Recognition, Closing and Evaluation

Trainer Note: Review the WIIFM poster and be sure that all of the questions and concerns have been addressed.

Step 1: (5 minutes)

Large Group Discussion

Remind participants that they have reached the end of their 120 hour certification for Public Child welfare. Congratulate participants on their accomplishment and ask if they have any final questions. Discuss these as a large group.

Step 2: (10 minutes)

Large Group Activity

Provide each participant with **Handout #6 (Congratulations on Your Completion of...)** to signify the completion of the Charting the Course Curriculum. Ask if they would like to share a memorable/meaningful moment from the training. Thank participants for their hard work and commitment to child welfare, and convey your appreciation of the unique skills and talents they bring as child welfare professionals.

(Note: Participants will receive their “*Official*” certificate in the mail at a later date. This one is for training recognition purposes only)

Step 3 (5 minutes)

Individual Activity

Distribute Training Evaluations and ask participants to complete them. Thank participants for coming and dismiss them.

Bibliography

Shulman, L. (1999). *The skills of helping individuals, families, groups and communities* (4th ed.). Itasca, IL: Peacock Publisher, Inc.

University of Pittsburgh: Pennsylvania Competency-Based Training Program. (2005). *Training Calendar*. PA: University of Pittsburgh.