

# Transfer of Learning Tool (TOL)

*Instructions:* Part A is completed and emailed by the end of the Online Self-Paced Session week.  
Part B is completed during the training and Part C is completed soon after the training event.

Tool goals:

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

**See page 6 for Course Competencies**

Course Title: **Child Welfare in NC (Pre-Service)**

Training Dates: \_\_\_\_\_ Location: \_\_\_\_\_

## Part A: Training Preparation *Complete & email to trainer by the end of the Online Self-paced Session week.*

Date of pre-training meeting between supervisor and social worker (Part A): \_\_\_\_\_

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 worker to walk away from the training knowing or doing?*)

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

A4. List **current opportunities** the social worker might want to apply learning during and after this training:

A5. List any steps the social worker will take to prepare for the course (e.g., review NC child welfare team policies)

A6. 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 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Worker's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Part B: During the Training**

At the end of each training week (Thursday), 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 supervisor in your follow up meeting after the training.

### **Week One Reflections (PST On-line)**

1. What about this week's activities and material did you find most helpful?
  
  
  
  
  
  
  
  
  
  
2. What about this week's activities and material did you find most challenging?
  
  
  
  
  
  
  
  
  
  
3. What are your top three "takeaways" for this week?

## **Week Two Reflections (Classroom Week 1)**

1. What about this week's activities and material did you find most helpful?
2. What about this week's activities and material did you find most challenging?
3. What are your top three "takeaways" for this week?

## **Week Three Reflections (Classroom Week 2)**

1. What about this week's activities and material did you find most helpful?
2. What about this week's activities and material did you find most challenging?
3. What are your top three "takeaways" for this week?

## **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 supervisor 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 and email to [registrar@dhhs.nc.gov](mailto:registrar@dhhs.nc.gov) within 7 days after training*

Date of debrief meeting with supervisor: \_\_\_\_\_

**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 supervisor to apply what was learned in this training?**

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Social Worker's signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Competencies**

- Can accurately identify physical, emotional and behavioral indicators of maltreatment in child victims and their families.
- Understands the basis and process of decision making in child welfare services.
- Knows strategies to engage family members into constructive and collaborative casework relationships that empower families and promote joint case assessment, planning and service provision to assure protection of children.
- Understands how to write concise, summarized, timely case documentation and the importance of maintaining documentation in the family case record.
- Understands the process and dynamics of normal, reciprocal attachments of children with their families and significant caregivers.
- Can recognize indicators of potential danger and knows strategies to reduce risk of personal harm when making home visits or interviewing hostile or violent clients.
- Can recognize the physical, emotional, and behavioral indicators of stress in adults and in children of varying ages.

- 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 permanence, safety, and well-being for children.
- Understands the historical, philosophical, and legal basis of child welfare practice.
- Knows the broad range of responsibilities of the public child welfare agency and child welfare workers.
- Knows and can apply social work values and principles in child welfare practice.
- Knows the values and characteristics of family-centered practice and can apply those in child welfare practice.
- Understands resistance as a natural component of the change process and knows methods to increase cooperation and reduce opposition.
- Knows effective techniques for interviewing or communicating with children of different ages and developmental levels.
- Understands the importance of a comprehensive and balanced assessment, knows what data must be gathered and how to thoroughly assess alleged abuse or neglect, family strengths and needs, and the risk and safety of children.
- Understands the potential effects of cultural differences on the development of a relationship and knows strategies to establish relationships with people from cultural backgrounds different from one's own.
- Can select appropriate techniques and conduct effective social work interviews.
- Knows the roles and responsibilities of other disciplines, community agencies and service providers and can collaborate with these agencies and practitioners to promote effective delivery of services that assure a safe, permanent family environment for children.
- Understands the individual, family, developmental, situational, and environmental factors that contribute to child maltreatment.
- Understands the importance of effective case planning and knows the steps in the case planning process.
- Understands the potentially serious, traumatic outcomes of separation, placement changes and inconsistent living arrangements for children and their families.
- Understands the purpose, operations and benefits of multi-disciplinary teams and can function as a contributing member of the team.