1300: Pennsylvania Child Protective Services Law: An Update for Child Welfare Professionals:
Transfer of Learning
Supervisor Support Session
Facilitator's Agenda

Time	Facilitator	Content	Resources/Handouts
20 minutes	Practice Improvement Specialist/OCYF representative	• **Welcome and Introductions** o Introduce supervisors in the room o Practice Improvement Specialist/OCYF Representative introduces self if it's the first time together o Review the reason for having a TOL Support Session and the agenda for the two hour session ▪ Supervisors play a critical role in monitoring and assisting caseworkers in their efforts to practice skills learned during the initial training/learning event. Supervisors must understand how each caseworker learns and use this understanding during supervision. They must take an active part in the caseworkers' transfer of learning. ▪ We will discuss in the session today ways that you are providing support ➢ Collaborate with the PI/Regional Rep to obtain technical guidance and to discuss supervision techniques and tools being used to facilitate caseworkers' transfer of learning, any supervision issues encountered, and the need for advanced learning/technical assistance	Facilitator's Agenda Handouts from the Learning Event (specific to the online module you are discussing) Online learning event to reference (Will need access to online module, projector, and laptop) Handout #1: TOL Support Session: Supervisor Learning Objectives and Agenda Handout #2: SMART Goals/Action Plan

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		Trainer note: To support this Transfer of Learning session, it may be necessary to refer to and have availability to the curriculum materials directly related to the specific online module you are discussing.	

20 minutes	Practice Improvement Specialist/OCYF representative	• **Supervisors' Assessment of Workers**
		  o Practice Improvement Specialist/OCYF Representative reviews with the supervisors their assessment of their caseworker's learning including their ability to identify the main learning points from the learning event
		
		Note: Usually the sessions are scheduled following the caseworker support sessions allowing supervisors the opportunity to hear workers discussion of their knowledge and use of skills.
		
		• **Workers' application of knowledge and skills from the learning event**
		  o Review with supervisors their caseworker's application of their knowledge and skills from the learning event	

1 hour	Practice Improvement Specialist/OCYF representative	• **Supervisors' Supporting of Workers**
		  o Supervisor identifies their specific role in the workers' transfer
		    ▪ Encourage supervisors to discuss the supervision tools and techniques used to	

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		minimize normal "results dip" effects and assist caseworkers to implement the Action Plans. He/she will explore the guidance supervisors provided to the caseworkers
		
		➢ Tasks such as: Regularly scheduled meetings to provide feedback regarding the progress the caseworker has made and the barriers he/she encountered in the use of skills identified in the Action Plan
		➢ Reading case records to determine how policy and skills were applied to conduct casework tasks
		➢ Developing Action Plans with your workers to identify skills he/she will practice
		➢ Other tasks identified by the supervisors
		  ○ Barriers to workers' transfer of knowledge and skill
		    ▪ As supervisors identify the barriers, the PI can list them on flip charts as "curriculum issues/learning needs," "practice issues," "systemic issues," or "supervision issues."
		  ○ Solutions to barriers of workers' transfer of knowledge and skill
		    ▪ Ask supervisors to brainstorm about possible solutions to deal with each barrier and writes the solution(s) next to the barrier. In case of administrative or systemic barriers that require management intervention, the PI will ask how	

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		supervisors addressed these with the agency administrators. The PI may offer suggestions, as appropriate. If supervisors identify their own TOL supervision-specific learning needs, the PI will arrange to look for solutions (On calendar training, if it's a county wide issue within the county training) and work with the Resource Specialist and agency to coordinate the delivery of the learning event. o Supervising with a strength-based, solution-focused (SBSF) approach ▪ Throughout the discussion the PI should support the use of the parallel process with supervisors and caseworkers and discuss specific supervision in a SBSF manner.	
20 minutes	Practice Improvement Specialist/OCYF representative	• **Next Steps** o Review of upcoming steps in the TOL/Training Plan ▪ Practice Improvement Specialist/OCYF Representative reviews the upcoming steps of the Transfer of Learning work with the agency ▪ Review upcoming dates if more TOL activities are scheduled ▪ If this is the final TOL Activity schedule time to complete and After Action Review with all staff	

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		○ Questions or concerns regarding the TOL/Training Plan 　　■ Practice Improvement Specialist/Representative checks for questions and/or concerns regarding the upcoming transfer of learning work with the agency Trainer note: If appropriate, please use the After Action Review form provided on the following pages to guide your discussion with participants. Responses will be recorded digitally.	

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Trainer Resource: After Action Review Form
Note: *Please see How to Guide, page 13, for additional directions and/or examples*.

Question 1a: What went well?
Process: (TOL structure and setup)

Question 1b: What went well?
Practice: (Application, individuals putting the new knowledge into practice)

Question 1c: What went well?
Implementation: (Systemic or organizationally)

Question 2a: What could we do differently? What didn't go well? What would you change?
Process: (TOL structure, setup, etc.)

Question 2b: What could we do differently? What would you change? What didn't go well?
Practice: (Application, individuals putting the new knowledge into practice)

Question 2c: What didn't go well?
Implementation: (Systemic or organizational)

Question 3a: What do you need to continue to implement or put this into practice?
<u>Process:</u> (TOL structure, setup, etc.)

Question 3b: What do you need to continue to implement or put into practice?
<u>Practice:</u> (Application, individual putting the new knowledge into practice)

Question 3c: What do you need to continue to implement or put into practice?
<u>Implementation:</u> (Systemic or organizational)

Question 4a: Write in a question specific to topic or agency need (only if not captured above for information the county would like to capture).
<u>Process:</u> (TOL structure, setup, etc.)
Your question:

<u>Practice</u>: (Application, individuals putting the new knowledge into practice)
Your question:

<u>Implementation</u>: (Systemic or organizationally)

Your question: