

1300: Pennsylvania Child Protective Services Law: An Update for Child Welfare Professionals: Transfer of Learning Case Walk Through Facilitator's Agenda

Section Name	Estimated Time	Key Concepts	Resources Used
Section I: Introductions	20 minutes	<p>Method of Presentation: Lecture</p> <p>Facilitator Note: The length of the session will depend upon the number of cases being presented, with approximately 1 hour per case being presented. Credit assigned will match the number of hours completed for the sessions. Participants must walk through a minimum of two cases to receive credit, with a maximum of five cases per session.</p> <ul style="list-style-type: none"> • Brief introductions • Take the time to create a safe learning environment for participants by assuring them that comments and questions are welcomed and encouraged. Explain that the training room is a place to practice and explore without judgement or worrying about being “right” or “wrong.” • Review learning objectives and agenda. Discuss the purpose of the case walk through. Include information regarding the structure of the presentation, the length of the session and the credit participants receive. • Hang 4 flip charts around the room titled: Policy and Procedures (organizational barriers), Areas needing new knowledge (individual learning barriers), Parking lot, and systems issues. Explain that as the discussion is happening throughout the session barriers and issues will be identified. As a facilitator you will place these issues on the identified flip charts to discuss possible solutions or recommendations 	<p>Learning Objectives and Agenda: PG p. 2</p> <p>Markers</p> <p>Facilitator's agenda</p> <p>Flip chart paper</p>

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		for items that are outside the parameters of this group.	
Section II: Case Presentation	1 hour per case; maximum of 6 cases per session	<p>Method Of Presentation: Large group discussion</p> <p>Facilitator Note: Agency staff will be responsible for selecting and presenting cases for consideration. The cases being presented should be a variety of abuse cases (e.g. physical, sexual, pro se acts). These cases should be both potentially indicated and unfounded if possible. Additionally, if the county has created their own CPS Checklist, facilitators should use that document to assist in their discussion of the case. A member from The Department must also be in attendance in order to co-jointly answer questions. Discussion should continue to refer participants back to the definitions and the actual law as participants and facilitators work through the CPS Decision Tree. Breakdown of all topic areas are found in the participant guide)</p> <p>Encourage participants to use their action plan to record ideas they wish to pursue or steps they wish to take as a result of the case discussions.</p> <ul style="list-style-type: none"> • The caseworker gives an overview of the case; discuss the allegations • Facilitator walks the participants through the CPS Decision Tree. (Facilitator Note: THE CPS Decision Tree does not have to be followed in order. Participants can address each area that makes the most sense for the case) <ul style="list-style-type: none"> ○ If the date of the report is after December 31, 2014, the facilitator will begin discussion about the alleged perpetrator and if they meet the standards of a perpetrator. 	<p>Action Plan: PG p. 25</p> <p>CPS Decision Tree: PG p. 5</p> <p>CPS Checklist: Disposition: PG p. 6-15</p> <p>Who is a Perpetrator?: PG p. 16</p> <p>Standards of Culpability: PG p. 17</p> <p>Exclusions: PG p. 18-19</p> <p>Handout #1: Sexual Abuse or Exploitation 18 Pa. C.S. Definitions</p> <p>PowerPoint</p>

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		<ul style="list-style-type: none"> ○ If the alleged perpetrator meets the definition of perpetrator, the facilitator will begin discussion about the type of abuse and if the incident meets the standards of abuse according to the new law. ○ If the incident meets the abuse standards, the facilitator will begin discussion about culpability. ○ If culpability has been established, the facilitator will begin discussion about exclusions. ○ If no exclusions apply to the case, the facilitator will begin discussion about indicated vs. founded Reports. ● Facilitator will end the case discussion with the agency's protocol for administrator's and agency solicitor's approval on indicated cases. 	
Section III: Summary	20 minutes	<p>Method of Presentation: Lecture</p> <p>Summarize what this process has accomplished. Make the connection between what was accomplished and the online module covered in this session. Review the discussion that took place and what decisions were made. Discuss barriers to implementation of the enhanced law and definition changes current identified strengths in practice, solutions identified to alleviate barriers that they have control over and next steps. Using the flip charts posted throughout the room will be helpful to aid in this conversation.</p> <p>Facilitator Note: It may be identified through this session that one of the barriers for participants is that they do not have the experience with using the tools and knowledge of the laws used during the case walk through to put them into practice. Participants may want to go back and work through one of the</p>	Flip charts

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		<p>more structured transfer of learning sessions or review the online modules with their supervisor to alleviate this barrier. No matter what areas are identified, it is important to discuss with administration following the session to move forward in successful implementation of CPSL.</p>	
Section IV: Next Steps/After Action Review	20 minutes	<p>Method of Presentation: Lecture, Individual Activity</p> <p>Facilitator Note: An After Action Review will be completed at the end of the transfer of learning activities. If the county is completing more sessions it may or may not be completed at this time.</p> <p>Facilitator will encourage participants to make final notes to their action plan and think about how they can use the process demonstrated today in their day to day decision making and supervision of CPS Cases.</p>	Action Plan: PG p. 25

References

Commonwealth of Pennsylvania. The Child Protective Services Law (23 Pa.C.S. Chapter 63). (2014).

Commonwealth of Pennsylvania. Crimes and Offenses (18 Pa. C.S.). (2014).

University of Pittsburgh. (2014). Pennsylvania child protective services Law: Module 6: Dispositions of cases. Mechanicsburg, PA: University of Pittsburgh School of Social Work, Pennsylvania Child Welfare Resource Center.