



521: Supporting Caseworkers in Using Critical Thinking Skills

An Appendix to Standard Curriculum for Remote Training Delivery

Developed by:

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Overall

1. Moderator shares the links to the handouts in the chat when handouts need provided
2. Discuss with moderator if instructor or moderator will be sharing PPT slides on the screen and display PPT slides via the screen
3. Use breakout rooms for small team activities
4. Encourage participants to use the chat, raise hand feature, or unmute themselves to ask questions

Note: Discuss with moderator only sharing the PPT on the screen and sending links to handouts to the participants through chat to support with going back and forth between sharing the PPT and handouts.

Section 1: Welcome and Introduction

Page 1

Do:

- Review Training Room rules including the 15 minute rule and active engagement in the training session.
- Make a note of all participants in attendance and with support from the moderator monitor attendance throughout the day.
- Moderator displays **PowerPoint Slide #1** and shares **Table Resource #1** to the chat.
- Once all the participants have logged on, introduce the course, and ask participants have their name listed on the Zoom screen.
- Ask participants to reflect on something they would like to learn during this workshop and how addressing that learning need will support children and families they work with. Allow them a few minutes to think about this question. Let them know they will be sharing this information momentarily.
- Once participants are finished, ask them to introduce themselves and share their thoughts.
- As the participants respond, the Moderator records their responses in the blank word document titled "WIIFCF". If an identified learning need will not be addressed in this workshop, provide the participant with a brief explanation and the Moderator will record it the bland word document titled "Parking Lot".
- Moderator shares **Handout #1** to the chat. Encourage participants to take notes.
- Review learning objectives and agenda for the day. Moderator displays **PowerPoint Slides #2-3** and shares **Handout #2** to the chat.

Section 2: Defining Critical Thinking

Pages 2-3

Do:

- Instead of highlighting on the poster, emphasize to participants that included in the definition of clinical supervision is: **critical thinking skills, and supporting the worker through casework decision-making and crises.**

Section 4: The Parallel Process

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Ask:

- Ask participants the question: "On a scale of 1-10, with 1 being "not at all" and 10 "extremely confident", how would you rate your level of confidence in your ability to use the *Supervisor's Guide* in supervision?"
- Ask for all participants to share their number in the chat.
- Ask for volunteer participants to explain their rating.

Section 5: Supporting Critical Thinking

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Do:

- Group participants into groups of four according to their most closely related unit function. The moderator will place them in break out rooms.
- Each group creates a word document with 8 good questions from handout #5. Have participants list if the questions are for protective services or intake scenarios or out-of-home care scenarios.
- Give participants 20 minutes in their breakout rooms to identify their eight best questions. (Adjust time as needed)
- Once the participants are back in the large group, ask each group to share their word document in the chat.
- Have participants review the other scenarios on Handout #6 (that they weren't assigned to review for their small group breakout session) and then as a large group review each word document (display the word documents on the screen during the discussion) and discuss:
 - Questions that have never occurred to them that might prove to be particularly beneficial in assessing the needs of the family or caseworker.
 - Questions that they feel they can incorporate into your supervision immediately.
 - Make note of additional questions that are critical to the situations that arise during the discussion.

Section 7: Summary and Workshop Closure

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Do:

- Refer to the **Trainer Prepared Word Document: WIIFCF**
- Submit attendance in Bridge and ask participants to complete their Workshop Evaluation in Bridge. Once attendance is submitted they should see their evaluation listed in the “queue” on the main page of Bridge.