


 University of Pittsburgh, School of Social Work  
**Pennsylvania Child Welfare Resource Center**

## Competency in Child Welfare: From the Classroom to the Field

**Emily Patterson, MSW, LSW**  
 Practice Improvement Specialist, Pennsylvania Child Welfare Resource Center

**David M. Zilka, MSW**  
 Curriculum Development Supervisor, Pennsylvania Child Welfare Resource Center

[www.pacwrc.pitt.edu](http://www.pacwrc.pitt.edu)

---

---

---

---

---

---

---

---


 University of Pittsburgh, School of Social Work  
**Pennsylvania Child Welfare Resource Center**

### Learning Objectives

- Understand how competency-based child welfare training relates to the application of classroom learning into field practice
- Understand the overall redesign of a training series for new child welfare professionals
- Apply competency-based learning with child welfare professionals in the field

[www.pacwrc.pitt.edu](http://www.pacwrc.pitt.edu)

---

---

---

---

---

---

---

---


 University of Pittsburgh, School of Social Work  
**Pennsylvania Child Welfare Resource Center**

### Agenda

- Welcome and Introductions
- Redesign of a Series
- Connection to Skill Practice
- Technical Assistance and Transfer of Learning
- Group Activity
- Summary and Closing

[www.pacwrc.pitt.edu](http://www.pacwrc.pitt.edu)

---

---

---

---

---

---

---

---

University of Pittsburgh, School of Social Work  
 Pennsylvania Child Welfare Resource Center

### Redesign of a Series

www.pacwrc.pitt.edu

---

---

---

---

---

---

---

---

University of Pittsburgh, School of Social Work  
 Pennsylvania Child Welfare Resource Center

### Redesign of a Series

www.pacwrc.pitt.edu

---

---

---

---

---

---

---

---

University of Pittsburgh, School of Social Work  
 Pennsylvania Child Welfare Resource Center

### Connection to Skill Practice

#### In-Person: Team Based Learning™

www.pacwrc.pitt.edu

---

---

---

---

---

---

---

---

University of Pittsburgh, School of Social Work  
Pennsylvania Child Welfare Resource Center

Connection to Skill Practice  
In-Person: Simulations



Court Room Simulation

www.pacwrc.pitt.edu

---

---

---

---

---

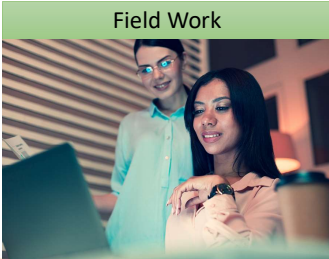
---

---

---

University of Pittsburgh, School of Social Work  
Pennsylvania Child Welfare Resource Center

Connection to Skill Practice  
Field Work



www.pacwrc.pitt.edu

---

---

---

---

---

---

---

---

University of Pittsburgh, School of Social Work  
Pennsylvania Child Welfare Resource Center

Connection to Skill Practice



www.pacwrc.pitt.edu

---

---

---

---

---

---

---


---

University of Pittsburgh, School of Social Work  
 Pennsylvania Child Welfare Resource Center

**Technical Assistance and Transfer of Learning**

Assessing the Need: getting to the root cause of the need

- Determine if a learning need exists through a crucial conversation
- Is the request an area where someone requires *more* knowledge and skill practice to improve in the identified area or are there *other issues that are preventing* the skill from being practiced?
- Questions need to be focused on uncovering the Root Cause:
  - Why do you think you are experiencing this now?
  - What have you seen/heard that has caused you alarm?
  - What is lacking that you need; is it a skill? Is it knowledge?



www.pacwrc.pitt.edu

---

---

---

---

---

---

---

---

University of Pittsburgh, School of Social Work  
 Pennsylvania Child Welfare Resource Center

**Technical Assistance and Transfer of Learning**

**Application of Learning in the Field**

**Pre-work**

- Activities are designed to connect the job with the initial training, to be completed by the caseworker prior to the workshop, and to be discussed and processed by the trainer during the workshop.

**Booster-Shot Training**

- A Booster-Shot training is a follow-up training developed for a specific curriculum that targets key learning objectives from the training to assist in application of the content.

**Transfer of Learning Session**

- A support session follows a training, and the main purpose is the application of the content from the training.
- Facilitated by someone with a knowledge of the training content and familiar with its application and outcomes

www.pacwrc.pitt.edu

---

---

---

---

---

---

---

---

University of Pittsburgh, School of Social Work  
 Pennsylvania Child Welfare Resource Center

**Technical Assistance and Transfer of Learning**

Tools of a Transfer of Learning Session

- Pre-work
- Sharing of resources
- Interaction with Peers and Supervisor
- Action Planning

www.pacwrc.pitt.edu

---

---

---

---

---

---

---

---

University of Pittsburgh, School of Social Work  
 Pennsylvania Child Welfare Resource Center

### Technical Assistance and Transfer of Learning

<p><b>Technical</b></p> <ul style="list-style-type: none"> <li>• Easy to identify</li> <li>• Often lend themselves to quick and easy solutions</li> <li>• Often can be solved by an authority or expert</li> <li>• Require change in just one or a few places; often contained within organizational boundaries</li> <li>• People are generally receptive to technical solutions</li> <li>• Solutions can often be implemented quickly with a command</li> </ul>	<p><b>Adaptive</b></p> <ul style="list-style-type: none"> <li>• Difficult to identify</li> <li>• Require changes in values, beliefs, roles, relationships, and approaches to work</li> <li>• People with the problem do the work of solving it</li> <li>• Require change in numerous places; usually cross organizational boundaries</li> <li>• People often resist even acknowledging adaptive challenges</li> <li>• "Solutions" require experiments; they can take a long time to implement and cannot be implemented on command</li> </ul>
--	---

www.pacwrc.pitt.edu

---

---

---

---

---

---

---

---

---

---

University of Pittsburgh, School of Social Work  
 Pennsylvania Child Welfare Resource Center

### Technical Assistance and Transfer of Learning

Technical vs. Adaptive

	Problem Solution	Who's Work	Type of Work
Technical	Clear	Expert	Expedite the Fix
Both			
Adaptive	Requires Learning	Stake Holders	Experiments Make Progress

www.pacwrc.pitt.edu

---

---

---

---

---

---

---

---

---

---

University of Pittsburgh, School of Social Work  
 Pennsylvania Child Welfare Resource Center

### Technical Assistance and Transfer of Learning

APHS

**Typical "DAPIIM" Continuous Improvement Process**

Sponsor Group: High-level oversight, obtain resources, alignment to organization strategy

Continuous Improvement Team: "operates and characterizes" take responsibility for initiation and management of CI efforts, establish baseline responsibility for change efforts, bring and solve the facilitated process, represent the internal stakeholders, make recommendations and decisions about the continuous improvement effort.

Create a Formal Organizational Effectiveness Structure

Work Team I: Design phase - specific solutions, implement, monitor, report to the CI Team

Work Team II

Work Team III

www.pacwrc.pitt.edu

---

---

---

---

---

---

---

---

---

---

University of Pittsburgh, School of Social Work  
 Pennsylvania Child Welfare Resource Center



### Group Activity

Now it's your turn:

Assessing the need  
Care County, Pennsylvania needs your help:

Care County has reached out to you for a training to meet their need. Staff are unable to fill out Safety Assessments in a detailed manner.

Follow up their request with a conversation to determine your next steps.



www.pacwrc.pitt.edu

---

---

---

---

---

---

---

---

University of Pittsburgh, School of Social Work  
 Pennsylvania Child Welfare Resource Center



### Group Activity

In your groups please complete the following:

- What is the identified Competency that Care County is struggling with?
- What are two concrete strategies to move forward with a plan to improve practice in Care County?




www.pacwrc.pitt.edu

---

---

---

---


---

---

---

---

University of Pittsburgh, School of Social Work  
 Pennsylvania Child Welfare Resource Center



### Summary and Closing

**Review Learning Objectives:**

- Understand how competency based child welfare training relates to the application of classroom learning into field practice
- Understand the overall redesign of a training series for new child welfare professionals
- Apply competency based learning with child welfare professionals in the field

www.pacwrc.pitt.edu

---

---

---


---

---

---

---

---



University of Pittsburgh, School of Social Work  
**Pennsylvania Child Welfare Resource Center**

**Resources:**

Council on Social Work Education. (2015). *2015 Educational Policy and Accreditation Standards*. Retrieved from <https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press. American Public Human Services Association,

Organizational Effectiveness Department. (2012). *Organizational Effectiveness Handbook, Version 5.0*. American Public Human Services Association: Washington D.C.

Pennsylvania Child Welfare Resource Center. (2018). *Pennsylvania Child Welfare Competencies: Safety, Permanency, & Well-Being*. Retrieved from <http://www.pacwrc.pitt.edu/pcwc/PDF/Competency%20Rewrite%20Guide%20-%202002-27-18.pdf>

Ronald A. Heifetz & Marty Linsky, *Leadership on the Line*, Harvard Business School Press, 2002

The Team-Based Learning Collaborative. <http://www.teambasedlearning.org/>  
<https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

[www.pacwrc.pitt.edu](http://www.pacwrc.pitt.edu)

---

---

---

---

---

---

---

---

---

---