STANDARD FOR NEW CHILD WELFARE SOCIAL WORKERS ON TRAINING, CASELOAD RESPONSIBILITY AND LEVEL OF SUPERVISION

PURPOSE

The purpose of this standard is to provide direction and guidance to the Child and Family Services (CFS) program regarding the amount of classroom and field training a new CFS employee must have in order to carry an independent caseload. This standard also includes supervisor training requirements and responsibilities. These program standards are intended to achieve statewide consistency in the development and application of CFS core services and shall be implemented in the context of all-applicable laws, rules and policies. The standard will also provide a measurement for program accountability.

INTRODUCTION

The five goals of Child Welfare Academy are:

- 1. Improve Child Welfare practice impart practice standards;
- 2. Improve retention of new staff desired outcomes;
- 3. Orient new employees to practice and methods;
- 4. Impart program values and promote self-reflection on alignment of personal values with program values; and
- 5. Connect new employees with their supervisors regarding performance expectations and staff development.

This standard is based on the following assumptions:

New Worker

- Assuming an independent caseload involves the new worker moving along a
 continuum from no caseload to a fully independent caseload. Each new employee
 has different learning needs and moves through the caseload continuum at their
 own pace. Efforts must be made in both the classroom setting and the field to
 individualize the learning to the particular learning needs and skill level of the
 employee.
- New workers will take responsibility for learning the fundamentals of the job. This includes demonstrating active learning in both the classroom and field assignments.
- The goal for new child welfare workers is to manage a full caseload with regular supervision by the end of their probationary period (the probationary period for Social Worker 1 is 9 months and for Social Worker 2 is 6 months see chart at end of this standard).

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Supervisor

- The supervisor recognizes that New Worker Academy entails both classroom and field training occurring during the entire probationary period. It is the supervisor's role to engage the new employee in structured staff development and performance management activities, as defined in the CFS New Worker Field Training Manual.
- Prior to attending classroom training the supervisor will engage the new employee in readiness to learn activities including discussion of learning and performance expectations. This activity includes the new employee, supervisor and Regional Chief of Social Work signing a New Worker Learning Agreement.
- Training is provided in stages and with different levels of supervision.
- While some content is more appropriately completed at different stages of the continuum, resources prevent students from entering Academy as a cohort and progressing sequentially through the classroom content. Thus, new employee learning is highly dependent upon the supervisor to orient the new learner to the agency, the office and the new work assignment, as well as to provide an applied learning context. These activities contribute to the new learner's readiness to learn.
- Supervisors are required to complete the following training: Academy; Family Centered Practice for Supervisors; CQI training; the Applied Supervision Series; Crucial Conversations; and other supervisor training required by the Division of Human Resources.
- Employees taking on new supervisory assignments are welcome to attend any Academy sessions that will enhance their knowledge and skill for the area they will be supervising;
- Seasoned employees may attend Academy if space is available and preapproval for attendance has been received based on a specific learning need.
- Along with periods of increased supervision with new workers, it is assumed that supervisors will incorporate discussion of this continuum into their own supervision with their managers. This is a Family Centered Practice model of clinical supervision where both the supervisee and the supervisor/mentor are supervised utilizing a parallel process.
- Program Managers and/or Chiefs of Social Work will participate in supervisory training that addresses this continuum of supervision and will promote Child Welfare Academy transfer of learning in the region.

Embedded Trainer

- Train Academy sessions in assigned hub.
- Complete learning objectives with new workers and provide regular feedback to new workers and supervisors.
- Provide on-the-job technical and consultative assistance as identified by and in tandem with supervisors as it pertains to the knowledge and competency

development of new staff. This includes hands on assistance with court reports, court testimony, home visits, family assessments, family engagement, and areas of CQI needing addressed.

Facilitate learning circles for supervisors and Chiefs of Social Work.

TERMS

Coach

Coaching is a staff development role of a supervisor which is fulfilled by training, directing, monitoring, evaluating and shaping progress.

Competency

The knowledge, skills and abilities demonstrated by an organization's members which are critical to the effective and efficient functioning of the organization. Competencies are evaluated by supervisors on an ongoing basis and re-assessed during performance evaluation.

Embedded Trainer

A hub-based university partner whose role is to provide Academy classroom training, regional in-service training, on-site/field training and professional consultation.

Individual Supervision

Meeting between a supervisor and supervisee on an as needed basis, but not less than monthly, plus a minimum of 1 hour weekly of team supervision.

Intensive Supervision

All child welfare practicum students and new employees will receive intensive supervision. Intensive supervision is defined as a minimum of weekly individual supervision, plus a minimum of 1 hour weekly team supervision. The negotiation of Transfer of Learning tasks occurs during this supervision. Ongoing monitoring and evaluation of competencies associated with each task is completed by the supervisor/mentor. Supervisors will define caseload responsibilities by worker's individual ability and demonstrated competency.

Job Tasks

Discipline-specific activities required of a particular job classification.

Learner

New employee who is participating in classroom-based Academy sessions and is engaged in an individualized learning plan which is documented in the CFS New Worker Field Training Manual.

Learner Caseload

During the new employee's probationary period, he or she is not expected to carry a full caseload and complete classroom training and related field education activities. Efforts must be made in both the classroom setting and the field to individualize the learning to the particular new employee's needs and skill level. In the first 2 months of employment it is recommended that a new employee be assigned no more than 8 cases. From this point to the end of the probation period the supervisor is responsible for assigning an increasingly complex caseload, commensurate with the knowledge, skills and abilities of the individual employee.

Mentor

A trusted staff person (peer) who works closely with the supervisor to provide modeling of best practice and support to a new employee (Social Worker 3).

Readiness to Learn

The new worker understands their learning needs and organizational expectations, has a context for learning and is adequately supported, so that he or she can concentrate on their own learning process.

Team Supervision

Weekly supervision in a group setting which includes activities such as case assignments, case staffing, team decision-making, in-service training, sharing resources and information, addressing alerts, team building and supervisor and peer support, etc.

Transfer of Learning

Relevant job tasks assigned by the supervisor or mentor following a worker's completion of a training module which provides skill practice and an opportunity to demonstrate application of the learning.

IMPLEMENTING THE STANDARD

Training Schedule

- The training schedule has been developed to accommodate new workers in each hub. It includes six sessions in which multiple topics are addressed as well as six required online (E-Learning) trainings. Training opportunities are not sequential, but established so a new worker can begin at any of the sessions. New workers are to receive an orientation in their workplace prior to attendance at Academy.
- The Academy training schedule is posted on the Idaho Department of Health and Welfare Sharepoint Teamsite at http://hwteamsites/facs/Lists/Central%20Calendar/Academy.aspx It includes information by hub regarding sessions/topics, trainers, and training locations.

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Staff must register for Academy sessions on the Idaho Department of Health and Welfare Knowledge and Learning Center at http://dhwelearnweb/kc/main/kc_frame.asp

Academy Structure

All new CFS social workers are required to attend Academy. The Division of Family and Community Services has established new Academy training competencies, developed additional curriculum, and expanded Academy from four and a half days to twenty-four days.

- Each new worker is required to attend all six Academy sessions during their first 6 months. They are to begin the Orientations in the CFS New Worker Field Training Manual with their supervisor prior to attending Academy.
- The CFS New Worker Field Training Manual includes a New Worker Learning Agreement. The Agreement addresses the required level of professional conduct at training. It is to be signed by the new worker, supervisor and chief. The completed form is to be returned to the hub based embedded trainer at the new worker's first Academy session. It is a recommended that a copy be retained by the employee and by the supervisor.
- The new worker, supervisor, and embedded trainer will collaborate to develop the new worker's learning goals and will document them in the CFS New Worker Field Training Manual. Negotiated learning goals will be developed after the new worker has completed the required Academy classroom or E-Learning trainings. The negotiated learning goals will be reviewed on an ongoing basis and included in the employee's initial Performance Plan and Review.
- New workers will be required to:
 - (1) Sign the attendance sheet at each topic they attend. These signature sheets of attendance will be used to provide CEU's; and
 - (2) Complete required E-learning modules prior to completion of specific sessions of Academy and return certificate of completion to the hub based embedded trainer and their supervisor.
- New workers are required to attend the entire topic in order to receive credit and CEU's. Participants that miss more than 15 minutes in a half-day session or more than 30 minutes in a full day session will be asked to return to complete the session. New workers that have obligations that cause them to miss parts of a session are encouraged to reschedule for the next session.

NOTE: Makeup sessions must be negotiated between the supervisor and the embedded trainer.

• New worker positive and negative behavior during Academy will be reported to appropriate supervisors or Chiefs and/or Program Managers.

CFS NEW WORKER CASELOAD/SUPERVISION CONTINUUM

Stage A	State B		Stage C		Stage D		Stage E		Stage F		Stage G		
Orientation and Precaseload Assignment of a mentor	A C A D E M Y	Shadowing and Co-Assigned Caseload	A C A D E M Y	Assignment of a Small Caseload (8 cases) with Intensive Supervision	A C A D E M Y	Move to Standard Caseload with Intensive Supervision in the 4 th or 5 th month	A C A D E M Y	Maintain Standard Caseload with Intensive Supervision in the 5 th month By 5 th month Retention Decision for Social Worker 2	A C A D E M Y	Full Independent Caseload with Standard (non- intensive) Supervision 6 th month Permanent status for Social Worker 2	A C A D E M Y	Full Independent Caseload with Standard (non- intensive) Supervision 9 month Permanent status Social Worker 1	
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Other Required Training:

The PRIDE model for training, assessment, and development of foster/adoptive parents has been adopted by the state of Idaho as the model of practice. On its own, classroom-based in-service training cannot bring about the skill development necessary for foster/adoptive parents. Although the social worker's primary role may not be the training of foster/adoptive parents, it is the responsibility of every social worker to become familiar with, and practice within, the PRIDE model as well as support the learning and practice development of each foster/adoptive parent and the child placement within the resource home.

- All new CFS social workers are required to attend twenty-seven (27) hours of PRIDE pre-service training during the first nine (9) months of employment with CFS.
- All CFS social workers past their initial twelve (12) months of employment are required to attend a PRIDE Training of Trainers (TOT) and become certified to teach PRIDE. Each round of PRIDE Pre-service Training includes nine (9) three-hour sessions. Once certified via the TOT, there is an expectation the CFS social worker will be available within their region to participate in and/or train PRIDE Pre-service Training as determined by regional management.

Any action taken not consistent with this standard must be pre-approved by the FACS Division Administrator or designee. The action, rationale and approval must be documented in the file.

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