

GUIDELINES FOR CASEWORKER/SUPERVISOR IN-SERVICE TRAINING HOUR REQUIREMENTS

In-Service Training Requirement by Employee Type
<p>Full-Time Child Welfare Employees - Social Caseworkers & Social Caseworker Supervisors = 40 hours of in-service training per fiscal year (July 1st-June 30th) is required to maintain certification. <u>Hotline</u></p> <p>Workers = 10 hours of in-service training per fiscal year (July 1st-June 30th) is required to maintain certification.</p>
<p>Child Welfare employees who also serve as Adult Protective Services (APS) Workers - Please see page 3, titled "APS/CPS Hours", which shows the required training hours for APS and CW for supervisors, caseworkers, and case aides. Note: The total number of required hours remains the same (40 hours), but a certain percentage of those hours may include APS-related training.</p>

Focused Content Areas for In-Service Training

Hotline Worker In-service training hours are to be **focused in content areas such as, but not limited to:** 1. Quality assurance exercises by the supervisor, 2. Observation and/or participation in RED Teams, and/or, 3. Training focused in the area of the hotline worker's primary job responsibilities. **Caseworker** In-service training hours are to be **focused in content areas such as, but not limited to:** 1. Assessment, 2. Interviewing, 3. Family engagement, 4. Legal issues, 5. Foster care and adoption, 6. Effects of child abuse/neglect on development, 7. Principles of strength-based, family-centered, culturally-relevant case planning and case management, 8. Sexual abuse issues, 9. Behavioral health issues, 10. Domestic violence issues, and 11. Cultural disparity. **Supervisor** in-service training hours can be focused in the above content areas, as well as: 12. Leadership and management, 13. Worker safety. **** At a minimum, 16 of the required 40 in-service training hours need to be focused in the area of the caseworker's primary job responsibilities.**** **Travel time, breaks and lunch breaks cannot be counted in training hours.** Please take this into consideration as an 8-hour training day typically only counts for approximately 6.5 hours of training credit.

****Documentation Requirements****

All documentation must include: 1) yourname, 2) date, 3) duration of training or hours given, 4) instructor/organization, and 5) title of training. Documentation can be agenda, sign-in sheet, certificate, print-out/handouts from the training with all information included and must be confirmation of attendance. Registration information is not sufficient.

Qualifying In-Service Professional Development Activities

Activity	Documentation Needed	Training Hour Credits
<p>1. In-person trainings or conferences covering job-specific content areas identified above and presented with objectives identified for training recipients</p>	<p>Certificate of completion from sponsoring organization OR, if certificate is not provided, registration confirmation, an agenda, or a copy of the sign-in sheet should be obtained as supporting documentation with all documentation requirements included</p>	<p>Hour-for-hour credit for training hours reflected on certificate. Training must be attended for the duration of the scheduled time - no pro-rated training credit will be granted for partial attendance (including multi-day trainings). Conference attendance must be documented by session attended at the conference (title, length, content overview).</p>
<p>2. College or university coursework through an accredited university or college</p>	<p>In-service training hours will only be counted upon completion as verified by a transcript OR by documentation from the school verifying that the class was completed (e.g., a statement from the instructor of a completed, passing grade) AND a syllabus indicating what was covered in the course (if requested by training staff)</p>	<p>1 credit hour of course work = 4 hours of in-service training (One 3-credit hour class equals 12 hours of training)</p>
<p>3. Live participation in web-based trainings (WBT) or webinars covering job-specific content areas identified above and presented with objectives identified for training recipients</p>	<p>Certificate of completion from sponsoring organization OR, if a certificate is not provided, registration confirmation and materials obtained from the webinar can be provided as documentation of completion with all documentation requirements included</p>	<p>Hour-for-hour credit for training hours reflected on certificate if attendance is equal to the advertised length of the webinar. No pro-rated training credit will be offered for attendance less than the advertised length of the training. NO more than 10 hours of cumulative training credit will be given for any/all of activities in categories 3 and 4. This excludes WBT training through CWTS.</p>
<p>4. Self-guided web-based studies covering job-specific content areas identified above</p>	<p>Certificate of completion from sponsoring organization OR, if a certification is not provided, registration confirmation and materials obtained from the web-based study can be provided as documentation of completion with all documentation requirements included</p>	<p>Hour-for-hour credit for training hours reflected on certificate if attendance is equal to the advertised length of the webinar. No pro-rated training credit will be offered for attendance less than the advertised length of the session. NO more than 10 hours of cumulative training credit will be given for any/all of activities in categories 3 and 4.</p>
<p>5. Read a book or scholarly article and complete the State Training Unit-approved self-guided questionnaire.</p>	<p>Complete State Training Unit-approved self-guided questionnaire and turn this in as evidence of completion of activity logged in addition to completion of information on the training log. Must include title and author/director of book, article, and/or video/DVD as well as a brief description of content on the training log.</p>	<p>For every 100 pages read, one hour of training credit will be given for reading a book IF there is evidence of completion of processing activity (State Training Unit-approved self-guided questionnaire). 30 minutes of training credit will be given for a scholarly article review IF there is evidence of completion of processing activity (State Training Unit-approved self-guided questionnaire). Video/DVD viewing will be given training credit hour for hour based on the duration of the video/DVD IF there is evidence of completion of a processing activity (State Training Unit-approved self-guided questionnaire). There will be no additional training credit granted for completing the</p>
<p>6. One-on-one in-field or in-office practice coaching or team coaching session with a county-approved internal or external Training Specialist/Practice Coach.</p>	<p>Certificate of completion from sponsoring organization OR, if certificate is not provided, registration confirmation, an agenda, or a copy of the sign-in sheet should be obtained as supporting documentation with all documentation requirements included</p>	<p>Hour-for-hour credit for time spent in an active learning role with the coach, either one-on-one or in a team setting (In-field/Adaptive Skill Development: includes preparation and debrief meetings before and after in-field coaching, as well as any time spent with families in an active learning role; In-Office/Technical Skill Development: hour-for-hour credit excluding initial coaching planning meetings).</p>

<p>7. Read a book or scholarly article or watch a DVD/video/movie and attend a facilitated discussion about the information learned and how it is relevant to child welfare practice.</p>	<p>Documentation of certification of attendance at the facilitated discussion or tracking of attendance through a sign-in sheet and information on the tracking log. Must include title and author/director of book, article, and/or video/DVD as well as a brief description of content on the training log when logging hours for facilitated discussion</p>	<p>Hour for hour credit for attendance and participation in facilitated discussions about scholarly books, articles, movies, etc. as approved by county leadership. There is no limit to the amount of training credit given for facilitated learning activities.</p>
<p>8. Continuing Education Credits (CEC's) and Continuing Education Units (CEU's)</p>	<p>Certificate of completion from sponsoring organization OR, if certificate is not provided, registration confirmation, an agenda, or a copy of the sign-in sheet should be obtained as supporting documentation with all documentation requirements included</p>	<p>The Training Unit does not count CEC's or CEU's for training hour credit. Documentation of actual course attendance is required or completion of the self-guided questionnaire referenced in Category 5 is required. If self-guided questionnaire is completed, maximum 8 hour rule referenced in Category 5 applies</p>
<p>9. Conference Attendance</p>	<p>Certificate of completion from sponsoring organization OR, if certificate is not provided, registration confirmation, an agenda, or a copy of the sign-in sheet should be obtained as supporting documentation with all documentation requirements included. All sessions attended should be highlighted and initialed, and the first page of the agenda signed by the attendee attesting to the accuracy of the submission</p>	<p>Conference hours will be calculated on sessions attended. The content of the sessions must be applicable to the content areas of in-service training required by Volume VII. Training hours will not be given for lunches, breaks, or any non-relevant content</p>

FRAMEWORK FOR IN-SERVICE TRAINING ACTIVITIES

Name: _____ Description of Activity: _____ Date: _____

Please thoroughly complete this framework after reading a book, watching a video, or visiting a community-based provider or agency for which you are seeking in-service training credit. This framework can also be used for debriefing team book clubs or video viewings. The completed framework should be reviewed and approved by your supervisor and an electronic copy sent with your training log submission.

Worries – Considering what you learned through this activity, what questions or worries do you have about your casework or supervisory practice?	Strengths – Considering what you learned through this activity, what's going well or what's working well in your casework or supervisory practice?	Next Steps – What are your specific goals for applying what you learned in this activity to your practice with children and families? How will you know when you have achieved these goals?

APS-CW Hours

The table below outlines the percentage of the total required CW hours that may include APS-related training and the percentage of the total required APS hours that may include CW-related training.				
Role	FTE	APS Training Hours	CW Training Hours	Total Hours
Case Aide	Up to 25% APS	5	N/A	5
Case Aide	Up to 50% APS	10	N/A	10
Case Aide	UP to 75% APS	15	N/A	15
Case Aide	Up to 100% APS	20	N/A	20
Caseworker	Up to 25% APS and 75% CPS	10	30	40
Caseworker	Up to 50% APS and 50% CPS	20	20	40
Caseworker	Up to 75% APS and 25% CPS	30	10	40
Caseworker	100% APS	40	0	40
Caseworker	100% CPS	0	40	40
Supervisor	Up to 25% APS and 75% CPS	8	32	40
Supervisor	Up to 50% APS and 50% CPS	15	25	40
Supervisor	Up to 75% APS and 25% CPS	23	17	40
Supervisor	100% APS	30	0	30
Supervisor	100% CPS	0	40	40

FRAMEWORK FOR IN-SERVICE HOTLINE TRAINING ACTIVITIES

Name: (Staff participants)

When: (Date held)

Where: (Location occurred)

Activity: (Describe)

Why: (Intended Purpose)

Total Hours: (For Activity)

Please thoroughly complete this framework after participating in a RED Team for which you are seeking in-service training credit. This framework can also be used for debriefing the audio recording and documentation of a Hotline Call with your supervisor. The completed framework should be reviewed and approved by your supervisor and an electronic copy sent with your training log submission.

Worries – Considering what you learned through this activity, what questions or worries do you have about your practice?

Strengths – Considering what you learned through this activity, what's going well or what's working well in your practice?

Next Steps – What are your specific goals for applying what you learned in this activity to your practice with children and families? How will you know when you have achieved these

Staff Person Signature _____

Date _____

Supervisor Signature _____

Date _____