Hotline Worker Transfer of Learning (TOL) Guide and Request for Hotline Worker Initial Certification

COLORADO
Office of Children, Youth & Families
Division of Child Welfare

Child Welfare Training System

HOTLINE WORKER TRAINING REQUIREMENTS

INITIAL TRAINING REQUIREMENTS AS OUTLINED IN 7.603.1

NOTE: Does not apply to current Certified Social Caseworkers or Certified Social Casework Supervisors.

☐ **Welcome to Colorado Child Welfare** (web-based training)

Completion date _____

☐ **Hotline and RED Team: Where Assessment with Families Begins** (hybrid course with both web-based and seminar components)

Completion date _____

☐ **Mandatory Reporter Training** (web-based training)

Completion date _____

☐ **Transfer of Learning (TOL) activities and completed checklist (begins on page 5)**

Completion date _____

ANNUAL IN-SERVICE REQUIREMENT

The Document of Hotline Certification is maintained by completing 10 hours of in-service training every year with submission of these completed hours to the Division of Child Welfare Training Unit. **This in-service training requirement only applies to staff members not already certified as a Social Caseworker or Social Casework Supervisor who need to maintain their Document of Hotline Certification.** (Refer to 7.603.1 [G] Child Welfare Training Requirements.)

Introduction to Transfer of Learning

For training to be effective, there must be a partnership between what happens in the learning environment, the learner, and the work environment. All three of these things play a part in effective professional development that results in improved job performance.

The Hotline Worker Training series is designed to integrate classroom training and web-based learning into practical transfer of learning (TOL) activities. The TOL activities take place after the content is provided in the classroom. These TOL activities consist of two required activities and five optional activities to be completed at the discretion of your county supervising staff.

TOL is designed to facilitate structured supervision of the learning process. It is also designed to provide consistency among learning activities for all new hotline workers statewide.

Significance of Mentored Learning

Learning in the field is the cornerstone of preparation for being an effective hotline worker. Although workers will have received both classroom and web-based training, it is in actual case practice that these concepts are tested and developed. Adult learning theory tells us that adults learn

- when the context demands a new skill,
- in collaborative, supportive relationships with those who can guide their learning.

Thus, the mentoring of new workers by their supervisors becomes one of the most powerful learning experiences available for new workers.

The TOL activities are designed to facilitate the mentoring relationship between the hotline worker and supervisor. As hotline workers actively learn in their work setting, they are also given the opportunity to discuss their experiences as they happen. It is the role of the supervisor both to make sure the correct facts are transmitted and to help the worker to use this knowledge to increase their ability to perform their job effectively.

Responsibilities of the Supervisor

The supervisor is expected to oversee the TOL component of training by doing the following:

- Ensuring that all required TOL activities are completed
- Engaging in systematic supervision of the worker during all required training activities
- Linking the activity to training and best practice
- Certifying that the worker has completed activities and met standards for competence

As a hotline worker completes a TOL activity, the supervisor is expected to debrief the learning experience with the worker to make sure the worker has thoroughly completed the activity and the worker's competence meets the minimum standard that is defined in the overview of each activity. The supervisor initials the TOL Activity Checklist for each completed TOL activity, then completes and signs the certification request when all TOL activities have been completed. The supervisor then keeps a digital copy of the completed TOL Guide on file for the employee and indicates next steps for the learner: uploading the initialed and signed TOL Activity Checklist and Request for Hotline Worker Initial Certification form to the LMS (see form for instructions).

HOTLINE TOL ACTIVITY CHECKLIST AND REQUEST FOR HOTLINE WORKER INITIAL CERTIFICATION

WORKER NAME: _____

COUNTY: _____

POSITION: _____

SUPERVISOR: _____

How to Use This Form

1. The supervisor will initial each activity on this checklist as it is accomplished by the hotline worker and reviewed with the supervisor. *(Click on the space provided for initials and type your initials.)*

2. When all TOL activities are completed and initialed, the supervisor will complete and sign below to indicate that the hotline worker has successfully achieved all associated competencies through the TOL experiences and to request initial certification for the hotline worker. *(An original or certified digital signature is required. To apply a certified digital signature [Adobe Reader must be used], click on the space provided for the signature, then follow the prompts. Do not sign until all fields have been completed, as you may lock the file.)*

3. The worker uploads this signed copy of the Request for Hotline Worker Initial Certification form to the LMS. Upload to the course called **Request Hotline Worker Initial Certification** (making sure to select the course for the current fiscal year).

_____ County would like to request Hotline Certification for _____ (worker), who has completed all requirements of Hotline training. This certification will allow the named worker to receive and document initial referrals of suspected child abuse and/or neglect in the State of Colorado. _____ County has verified that _____ (worker) meets minimum educational requirements and has demonstrated a minimum level of competent practice as outlined in Volume 7. At this time, we request that _____ (worker) be certified to receive and document initial referrals of suspected child abuse and/or neglect in the State of Colorado.

Respectfully,

_____

Name of Supervisor or Authorized Staff

_____

Signature of Supervisor or Authorized Staff

Required TOL Activities		
Supervisor Initials	***TOL Activity***	***Competency***
	Activity 1: Conducting a Child Protection Referral	Comprehends and demonstrates screening.
	Activity 2: Mastering the Screening Guide	Documents a hotline call using the Colorado Information Gathering and Referral Process Guide on paper and in Trails, and applies it with consistency.

Optional TOL Activities		
Supervisor Initials	***TOL Activity***	***Competency***
	Activity 1: Understanding Confidentiality	Understands county protocol related to confidentiality.
	Activity 2: Managing Resiliency in Hotline Workers	Manages resiliency and appreciates the impact of secondary trauma.
	Activity 3: Effective Time Management	Practices efficient time management skills.
	Activity 4: Effective Supervision for Hotline Workers	Effectively utilizes supervision through child welfare practice.
	Activity 5: Professional Goal Setting	Implements professional skill development goals.

TOL Activity 1: Conducting a Child Protection Referral

Competency: Comprehends and demonstrates screening.

In this activity, the new hotline worker will observe a hotline worker take a child protection referral, and then conduct a child protection referral to demonstrate their understanding of screening.

Part 1: Shadow a Hotline Call

Observe an experienced hotline worker or supervisor conduct a child protection referral. After observing, discuss what information is gathered about the nature of the allegations and those who are involved. Use the following questions to guide your discussion.

- What information is gathered about the caller?
- How do you determine what to ask?
- What is the process after the information is gathered?
- What advice does the experienced hotline worker or supervisor have for you as a new hotline worker when conducting a child protection referral?

Part 2: Conduct a Child Protection Referral

After shadowing an experienced hotline worker or supervisor, switch roles. Conduct your own child protection referral, having the experienced hotline worker or supervisor shadow you. After the call is finished, process your experience using the following questions to guide your discussion.

- What do you think went well?
- What would you do differently next time?
- What did the experienced hotline worker or supervisor think went well?
- What does the experienced hotline worker or supervisor think you should do differently next time?

Part 3: Attend RED Team

If possible, the new hotline worker should then attend RED team to experience how the information they gathered in the second part (conducting a child protection referral) impacts the group decision-making process related to the referral the new hotline worker took. After attending RED team, the hotline worker should then meet with their supervisor to process this entire TOL activity. Use the following questions to guide your discussion.

- How does your role as a hotline worker impact RED team?
- What areas do you need to be mindful of as you take a child protection report to ensure that the RED team process can be as effective and efficient as possible?
- What to you need personally to have more clarity about your role as a hotline worker and how it impacts RED team?
- How can RED teams be a vehicle for providing feedback to ensure continuous quality improvement?

TOL Activity 2: Mastering the Screening Guide

Competency: Documents a hotline call using the Colorado Information Gathering and Referral Process Guide on paper and in Trails, and applies it with consistency.

Upon completion of Hotline and RED Team, the hotline worker will return to their county and complete a guided supervision activity with their supervisor to learn how to utilize the Colorado Information Gathering and Referral Process Guide on paper and then in Trails, once it is released.

Part 1: Reviewing the Colorado Information Gathering and Referral Process Guide

Review the Colorado Information Gathering and Referral Process Guide with your supervisor. Use this time to clarify any categories that you have questions on. Use the following questions to guide your discussion.

- What suggestions does your supervisor have for ensuring you ask enough questions to capture what the caller is worried about and what the caller thinks is going well, in order to gather a balanced assessment of information from the beginning?
- Given that the screening guide is very detailed, what advice does your supervisor have for asking the most important questions if there are time limits?
- What questions should absolutely be asked related to the worries?
- What questions should absolutely be asked related to what is going well for the family?
- What questions should absolutely be asked related to next steps?

Part 2: Using the Colorado Information Gathering and Referral Process Guide

After having this discussion, the hotline worker and supervisor should sit together while the hotline worker takes another child protection referral, focusing on completing the Colorado Information Gathering and Referral Process Guide as best as possible. This should be done using the paper guide until the screening guide is available in Trails. Following the call, the hotline worker and supervisor should process the call. Use the following questions to guide your discussion.

- What do you think went well?
- What would you do differently next time?
- What did the supervisor think went well?
- What does the supervisor think you should do differently next time?

OPTIONAL TOL ACTIVITY 1: UNDERSTANDING CONFIDENTIALITY

Competency: Understands county protocol related to confidentiality.

Upon completion of Hotline and RED Team, review your county's confidentiality policy with your supervisor and talk about what you have learned about confidentiality. Use the following questions to guide your discussion.

- How is confidentiality maintained in your agency?
- What county-specific policies or procedures do you need to be aware of?
- How will the federal, state, and county rules and regulations about confidentiality impact you directly as a hotline worker?
- What other areas should you be familiar with since you provide information to educate the public who call in (e.g., if someone calls in to request records)?

OPTIONAL TOL ACTIVITY 2: MANAGING RESILIENCY IN HOTLINE WORKERS

Competency: Manages resiliency and appreciates the impact of secondary trauma.

In this activity, the hotline worker completes a guided supervision activity with their supervisor related to their self-care plan to address secondary trauma. Use the following questions to guide your discussion.

- What do you "look like" when stressed?
- What activities help replenish your energy in your everyday life?
- How can your supervisor help you make sure that you are replenishing your energy?
- Discuss your self-care plan with your supervisor, based on the areas discussed in class:
  - Physical self-care
  - Psychological self-care
  - Emotional self-care
  - Professional self-care
  - Spiritual self-care
- What are the issues that arise around personal safety, both physical and emotional? Are there specific policies in the department that address personal safety? What agreements have been worked out with local law enforcement with regard to worker safety?

OPTIONAL TOL ACTIVITY 3: EFFECTIVE TIME MANAGEMENT

Competency: Practices efficient time management skills.

In this activity, the hotline worker completes a guided supervision activity with their supervisor related to efficient time management skill development, based on the hotline worker's county structure (e.g., discussion will vary if the hotline worker exclusively answers hotline calls vs. if the hotline worker answers calls in addition to other job duties such as casework duties). Use the following questions to guide your discussion.

- What strategies do other hotline workers employ to complete their job in the most efficient way?
- What tools are in place to assist hotline workers to be successful given their complex role?
- What suggestions does the supervisor have to help the hotline worker successfully balance taking child protection reports and completing their documentation in Trails?
- Who can you reach out to for help and support if you are feeling overwhelmed with managing the requirements of your job?

OPTIONAL TOL ACTIVITY 4: EFFECTIVE SUPERVISION FOR HOTLINE WORKERS

Competency: Effectively utilizes supervision through child welfare practice.

In this activity, the hotline worker completes a guided supervision activity with their supervisor about both the supervisor's expectations of the hotline worker *and* the hotline worker's expectations of their new supervisor. Use the following questions to guide your discussion.

WORKER EXPECTATIONS

- What are some of the roles of a supervisor?
- What are your expectations of supervision?
- What kind of issues do you expect to bring to your supervisor's attention?
- What do you need from your supervisor to be the best hotline worker you can be?

SUPERVISOR EXPECTATIONS

- What is your supervisor's view of the supervisory role?
- What kind of issues does your supervisor want you to bring to supervision?
- Are there any differences that may impact supervision such as background, race, religion, etc.?
- Do cultural differences exist? If so, how might this impact the supervisory relationship?
- What is the schedule for regular supervision?
- Who should the worker contact for supervision when an emergency arises and the supervisor is not available?

OPTIONAL TOL ACTIVITY 5: PROFESSIONAL GOAL SETTING

Competency: Implements professional skill development goals.

In this activity, the hotline worker reviews the action plan they completed in Hotline and RED Team. Use the following questions to guide your discussion.

- What do you already do that works that you want to continue to do?
- What do you do that you might want to stop doing? And what might you try instead to achieve the desired outcome?
- What new techniques do you want to try? And by when?