OCWTP ADOPTS POLICY CONCERNING A TRAINER'S CRIMINAL HISTORY

The OCWTP Steering Committee adopted a new trainer policy in February 2003. The policy was written in response to a request from the Ohio Department of Job and Family Services in order to comply with the provisions under Section 2151.86 of the Ohio Revised Code. The policy concerns both potential and approved trainers for the OCWTP, and in part, reads as follows:

The OCWTP will not approve nor continue to contract with any trainer:
- *who has been convicted in a court of law, in this or any state, of any form of child maltreatment, child exploitation, or domestic violence;*
- *with pending criminal action in a court of law, in this or any state, of any form of child maltreatment, child exploitation, or domestic violence; or*
- *who has been convicted of or pled guilty to any offenses listed under ORC Sec. 2151.86.*

Under this policy, trainers with the type of history listed above would be prohibited from training for the OCWTP unless they met certain rehabilitation provisions contained in OAC Sec. 5101:2-5-09.

IHS staff are in the process of developing an implementation plan and trainers will receive additional information in the near future.

The offenses included under the new OCWTP trainer policy include:

- ⊙ **Homicides**
- ⊙ **Assaults**
- ⊙ **Menacing**
- ⊙ **Patient abuse and neglect**
- ⊙ **Kidnapping and related issues**
- ⊙ **Sex offenses**
- ⊙ **Robbery and burglary**
- ⊙ **Drug offenses**
- ⊙ **Weapon controls**
- ⊙ **Endangering children**
- ⊙ **Interference with custody**
- ⊙ **Contributing to the unruliness or delinquency of a child**
- ⊙ **Domestic violence**

Coaching and Mentoring: Effective Skill-Building and Transfer-of-Learning Strategies

Coaching and mentoring are effective and essential strategies for helping trainees apply and master newly learned skills. Because skill building requires exposure, experience, and practice not only in a controlled setting such as a training room, but also on-the-job where the skills will actually be used; regular on-the-job mentoring, coaching, feedback, and support is crucial (Curry, Caplan, and Knuppel, 1994). This requires the presence of well-trained supervisors, coaches, and/or mentors, who have the responsibility and the time to focus on individualized educational supervision and coaching activities. Due to supervisory workload restraints, more and more programs are calling on trainers to be coaches and mentors for these activities.

When responding to such requests, it is important for trainers to be clear about what role the agency wants them to fulfill. Are they being asked to mentor or are they being asked to coach? Unfortunately, the terms "coaching" and "mentoring" are often used interchangeably when, in fact, these interventions can be quite different (See Table 1):

Although a constructive interpersonal relationship between mentor or coach and learner strongly affects the success of either intervention, a coach's authority is usually inherent or formally assigned in the coach's job position. A mentor has no such formal authority and must use expert power and influence to promote change. As Starcevich suggests, someone is not a mentor until a protégé says so.

In some situations, staff may work concurrently with both coaches and mentors. Mentoring is a long-term relationship directed toward career and leadership development, while coaching is focused on developing the learner's ability to perform a specific job task. The coaching relationship may be short-term. For example, in one training program, coaches provide demonstrations to staff of various child welfare tasks and skills and provide corrective feedback as learners practice the skill. The mentor concurrently provides support, encouragement, and general professional development. In this case, a worker can have one mentor and multiple coaches.

Regardless of the intervention, strong organizational support is necessary for coaching and mentoring to be successful. Coaches, mentors, and trainees all need considerable preparation to perform their functions. Expectations must be explicit, intended outcomes for individual learners clarified, and individualized learning strategies designed. In addition, both mentors and coaches need skills in assessing training needs and learning styles.

Table 1: Differences between Mentoring and Coaching

	MENTOR	COACH
Goal of Intervention	Mentoree's personal development	Job performance Improvement
Role of Mentor Versus Coach	Facilitator with no preset agenda; set jointly with mentee	Preset agenda to develop specific skills needed by employee
Nature of Relationship	Mentor selected by learner	Coach determined by job position
Source of Influence	Perceived personal benefit of mentoring	Positional power and authority of coach
Benefit to Mentor or Coach	Affirmation of mentoree's personal development	Enhanced staff performance and teamwork
Time and focus	Any area of life and/or career, future-oriented	Oriented toward job performance in current position

Adapted from Starcevich (1999)

TRANS-RACIAL ADOPTION COLLOQUY

January 17 and 18, 2003, the North American Resource Center for Child Welfare's Center for Child Welfare Policy, sponsored a colloquy on best practice issues in trans-racial adoption. The colloquy was attended by the following experts in the field of trans-racial adoption:

Madelyn Freundlich, *Children's Rights, Inc. (New York)*
Dr. Joseph Crumbley (Pennsylvania)
Barbara Tremitiere, One Another Adoption Program (Pennsylvania)
Joseph Kroll, North American Council on Adoptable Children (Minnesota)
Gail Steinberg and Beth Hall, PACT, an Adoption Alliance (California)
Maria Quintanilla, Latino Family Institute (California)
Zena Oglesby, Institute for Black Parenting (California)
The Honorable Irene Toledo, Navajo Nation, (New Mexico)
Dr. Ronald Hughes (Ohio)
Dr. Judith Rycus (Ohio)
Norma Ginther (Ohio)
Betsy Keefer (Ohio)

The goal of the colloquy was to discuss policy and practice issues related to trans-racial adoption including the dilemma of balancing the developmental needs of children with the civil rights of adoptive parents. The colloquy examined definitions of race and culture; moral, social and economic dynamics of trans-racial adoption; the concept of "best interests of the child" in trans-racial adoption; current legal realities, challenges faced by families, and research needs in the field. A product of this colloquy will be a policy white paper on trans-racial adoption that will generate better outcomes for children with the improvement of adoption policy and practice.

This colloquy was made possible by funding from the George Gund Foundation of Cleveland, Ohio.

Competencies Are Being Revised

By Nan Beeler

The OCWTP is currently in the process of gathering information to update and revise the competencies that comprise the Individual Training Needs Assessment (ITNA) instrument. Data from ITNA is used to determine which workshops should be offered, the specific content of those workshops, content for on-the-job training interventions, and to identify which workers should attend which workshops. We are revising the competencies to assure that they reflect current best practice in child welfare, and that they include the full continuum of learning: awareness - understanding/ knowledge - application - skill development. During the winter, we conducted nine focus groups, and key informant phone conferences to gather information from experts in the field regarding the skill and knowledge workers need to master to work in several areas of child welfare. This data will be used to write the revised competencies which the key informants will review.

CHECK OUT THE OCWTP WEBSITE
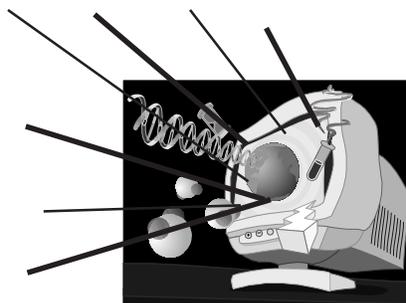
Check out the 2001-2002 OCWTP Annual Report at www.OCWTP.com/ annual_report.htm

This issue and all future issues of the Common Ground Newsletter can now be viewed on the OCWTP website at *www.OCWTP.com/for_trainers1.htm*

Ethics Training Requirement

The Counselor and Social Worker Board adopted rules in September that will require all licencees to complete three clock hours of ethics training for renewals beginning in January, 2004. Therefore, the OCWTP is offering trainers the opportunity to attend a 3- hour training conducted by Dr. Denise Goodman on Social Work Ethics. This workshop will be held from 9AM to noon and repeated from 1PM-4PM, July 24, 2004. Registration is limited. Contact IHS to register.

7 Receive Perfect Training Scores

WORTC handed out certificates to seven trainers during 2002 for joining (or re-entering) the "5.0 club" These are trainers that scored a perfect 5.0 for a training offered in the Western Region. They are:

Julie Kenniston (twice)
Denise Goodman (twice)
Sandi Priestino
Janice Rodier
Sr., Madeleine Rybicki
Raymond Lloyd
Mark Garrett

Your INFORMATION . . . Is It Current?

Please update us on changes to your address, contact information, resume, curriculum vitae, revised training outlines, etc. This will enable us to get information to you in a timely fashion. Phone, fax or send changes to:

Tonya Herzog
IHS
1706 E. Broad Street
Columbus, OH 43203
(614) 251-6000 (phone)
(614) 251-6005 (fax)
therzog@ihs-trainet.com

Regional News
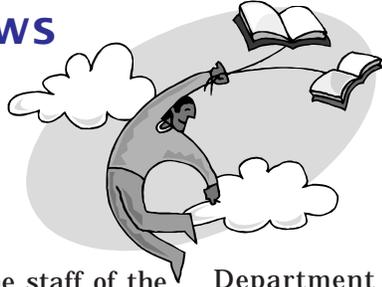
From the SWORTC:

Ben Hannah joined the staff of the SWORTC as training coordinator in October. He comes from Hamilton County Children Services with both line casework and line supervisor experience. He is a welcome addition.

Speaking of additions, SWORTC Training Coordinator, Angela Laman and her husband will be welcoming twins into the world sometime after the first of the year and its looking like they're getting one of each...a boy and a girl... Not to be completely outdone, SWORTC Director, Darren Varnado and his wife are expecting their third child in March. Don't drink the water in Hamilton County!

From CORTC:

Mike Preston has assumed a new, challenging position entitled Systems Administrator of the Placement Services and Employee Relations Department at Franklin County Children Services. As a result, he is no longer thedirector of the regional training center. During his tenure with the CORTC, Mike's knowledge and technological skills produced a successfully functioning website for the Professional Development Department and Regional Training Center. Individuals may now access the website for publication of the quarterly training schedule as well as registering for courses. Mike will continue to work with the Professional Development Department of Franklin County Children Services regarding current technology and maintenance of the website.

Mary Kay Hawkins has resumed the Directorship of the Central Ohio Regional Training Center, as well as maintaining Directorship of Professional Development at Franklin County Children Services.

Institute for Human Services

State Coordinator
Ohio Child Welfare Training Program
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Columbus, OH 43203