



COMMON GROUND

A FORUM FOR SHARING IDEAS, OPINIONS, AND INNOVATIONS IN CHILD WELFARE TRAINING



Trainer Policies at-a-Glance

By Sally Cooper

We appreciate your work and your commitment to the field of child welfare and want you to be successful. However, training success means more than just conducting a workshop.

Your job as a trainer has multiple levels. The OCWTP Steering Committee would like you to take a few minutes to review your responsibilities as an active, approved OCWTP trainer. We also encourage you

to review the policies that are included in your OCWTP Trainer Handbook, and your IHS Trainer Contract, as these are important for your success and the continued success of the training program.

Some of the policies outlining your responsibilities as a trainer are as follows:

- An OCWTP “training day” is six hours in length; it begins at 9 am and ends at 4 pm. A “trainer’s day” is different. Trainers are required to be at the training site ½ hour before the workshop starts (each day) and up to ½ hour after the workshop ends, if participants or the RTC need you.
- If you train standardized workshops for the OCWTP you **MUST** attend the Training of Trainers on Presentation Skills. This is a workshop designed to enhance your trainer platform skills.
- If you train OCWTP Caseworker or Supervisor/ Manager Core, you are also required to attend the Culture and Diversity Training of Trainers, and the annual ODJFS Core Trainer Meeting. Adoption Assessor trainers are also required to attend this annual meeting. (This year’s meeting will be held December 6, 2004.)
- All trainers in the program are encouraged to take both of these workshops whether they train

standardized workshops or not. All trainers must work with the OCWTP to ensure training content is culturally specific and promotes cultural competence.

- You must use “Idea Catchers,” action plans, and other transfer-of-learning strategies in workshops.
- If you train non-standardized workshops, your content outline and handouts **MUST** be provided to the RTC in advance. Handouts are required to be provided to the RTC at least **four** weeks prior to the workshop.
- Trainers must initial the sign-in sheet to designate the participants who should receive certificates. (As you know, participants cannot miss more than 15 minutes of a workshop to obtain counseling or social work continuing education credits.)
- If an emergency arises and a trainer cannot reach the training site, the RTC is to be notified immediately in accordance with the RTC’s policy. If you aren’t sure of that policy, please contact the RTCs for which you train.
- The OCWTP has an extensive “Trainer Criminal History Policy” that prohibits trainers who “...have been convicted of or pled guilty to any form of child maltreatment, child exploitation, or domestic violence”... “or other offenses listed under ORC 2151.86” from training for OCWTP. You should have received a copy of the entire policy. If you don’t have one, we’ll be glad to get one to you.

In the coming months, we will cover other policies that impact you as a trainer. We thank you for your cooperation in following the OCWTP’s trainer policies.



Revised Evaluation Form to Be Implemented in January 2005

The OCWTP Steering Committee has adopted the American Humane Association's (AHA) Levels of Training Evaluation as the framework for the redevelopment of a comprehensive evaluation system. The AHA model outlines a continuum of training evaluations that incorporate both formative evaluation, designed to assess the effectiveness of training processes, materials, and delivery; and summative evaluation, designed to establish and verify the outcomes of training.

Since 1987, the OCWTP has collected formative evaluation data about each workshop's content, organization, and trainer-related items through a standardized workshop evaluation form. The current evaluation form, however, was never tested to determine its reliability as a data collection tool.

A comprehensive assessment of the evaluation form included feedback and input from Tim McCarrager, Ph.D., a research consultant and member of the OCWTP Evaluation Work Team, who conducted a review of the current standardized evaluation form from an evaluation perspective.

In addition, the Evaluation Work Team reviewed feedback from over 60 trainers about the evaluation form. Twelve current OCWTP trainers were also asked specific questions about the current form.

Finally, the Evaluation Work Team reviewed evaluation forms from two other state child welfare-training systems - Oklahoma and Pennsylvania - as well as evaluation forms from other organizations, including the National Resource Center for Special Needs Adoption at the Spaulding Institute, the Ohio Certified Public Managers Program, and the University of Akron School of Social Work.

As a result, the following revisions were

made to the current evaluation form:

- The form now includes closed-ended statements and open-ended questions. This variety is more interesting for the trainees.
- Questions were changed to short, discrete statements for the trainees to respond to. Trainees should be able to read and answer an item quickly.
- A Likert scale was added under each statement, addressing the concern that trainees check a box at the top of the page and simply draw a line down the page. By adding a Likert scale for each statement, the Work Team hopes to eliminate the pattern of trainees agreeing with all of the statements, without considering them individually.

The Likert scale includes a neutral ranking, and "NA" (not applicable), for those times when a statement or question isn't applicable to the OCWTP activity.

- The category headings - "Content," "Trainer," "Relevance," "Diversity Issues," and "Transfer of Learning" - are eliminated to make the form more concise and add space for additional questions or statements.
- Seven "Comment" sections are condensed into three "Comment" sections. This adds space for additional questions or statements.
- Statements on the form that pertain to the trainer are grouped together and count in the trainer's score.
- The existing culture and diversity items have been omitted and two new culture and diversity statements added. One statement pertains to how the workshop addressed culture and diversity issues in child welfare practice, and one statement addresses the trainer's demonstration of "cultural aware-

Mark Your Calendars for the December 6 Mandatory Meeting!

The ODJFS Mandatory Meeting for Trainers of standardized workshops is scheduled for Monday, December 6, from 10-3 PM. Lunch is on your own. Attendance at this workshop is mandatory for trainers of: Casework and Supervisor Core, Adoption Assessor, Sexual Abuse Intervention Workshops, and Pre-Service. Contact Debra Sparrow at IHS to register.

Classroom Performance System (CPS) now available to all trainers!

CPS, a fun, interactive training tool, has been purchased by the OCWTP for each RTC. The system provides trainers with a vehicle for polling participants and immediately tabulating their responses to trainer-posed questions.

As a trainer, you may be wondering, "Why would I want to use this?" As you know, trainees learn more through interaction, are more alert when they know they will be asked questions, and are more comfortable assessing and comparing themselves to others anonymously. With CPS, trainers can better gauge participants' understanding of the material, can use it to enhance group discussion, and can change the flow of the workshop from lecture to interaction, even adding humor.

In addition, CPS provides valuable data collection for evaluation and generation of reports. This multi-purpose system is currently being used in both the Caseworker and Supervisor/Manager Core pilots, to capture evaluation data, as well as being "embedded" into the workshops for immediate enhancement of Core concepts.

Training on the use of CPS has been offered at the Trainer Event and through IHS to trainers and RTC staff. Additional training will be offered over the next year. This is a great opportunity to get in on the ground floor of an innovative technology we believe will be as commonly used as the overhead projector. Contact Pam Quigley at IHS at (614) 251-6000, or pquigley@ihs-trainet.com.

So, Is It OK to Use Copyrighted-Protected Handouts in Class?

Can you hand out copies of an image or other copyright-protected material in class as a discussion-starter?

Yes, if you're a trainer for a government agency or for an accredited nonprofit educational institution, says Robert Holley, an instructor in copyright law at Wayne State University in Detroit.

What's Fair Use?

Fair use defines the limits: How much can you use copyright-protected material without infringing copyright?

U.S. copyright law says this about fair use: "Fair use of copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright.

"In determining whether the use made of a work in any particular case is a fair use, the factors to be considered shall include -

- (1) the purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes;
- (2) the nature of the copyrighted work;
- (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- (4) the effect of the use upon the potential market for or value of the copyrighted work."

The Teach Act applies only to government bodies and accredited nonprofit education institutions. Is fair use more restrictive for business trainers - people who make money at classroom training, or who help their companies make money? "The short answer," says Holley, "is that for-profit firms probably can't invoke fair use. I'm not a lawyer, but I doubt that a for-profit business would win a suit for copyright infringement under the principles of fair use since they have economic gain from the training," Holley adds.

"You can use the presentation in the classroom," says Holley, "but you are not allowed to use the materials outside the

REVISED CORE PILOTS ARE UNDERWAY

The Western and Southwestern Regional Training Centers are co-hosting a pilot of the revised Caseworker Core modules in Cincinnati at the Southwest Regional Training Center. A second round is being held in Columbus (at the Central Ohio Regional Training Center) for supervisors and managers throughout the state. The Core modules include traditional workshops, learning labs (i.e., skill-building sessions following a workshop), and pre- and post-workshop activities. The following modules have been successfully piloted:

Caseworker Modules:

- Family-Centered Approach to Child Protective Services, a two-day workshop, which includes a pre-training readiness activity, and a post-training transfer-of-learning activity to be conducted individually by workers during their work time.
- Engaging Families in Family-Centered Child Protective Services, one day, which includes a half-day learning lab to practice engagement skills.
- Legal Aspects of Family-Centered Child Protective Services, two days, including a pre-training readiness activity.
- Assessment in Family-Centered Child Protective Services, two days, which includes a full-day learning lab on interviewing for assessment.

Supervisory/Manager Modules:

- Leadership in the Child Welfare System, three days, including a pre-training readiness activity and a post-workshop skill-building activity.
- Leadership in Organizational Development, two days, which includes a pre-training assignment.

OCWTP Core trainers have conducted the pilot workshops, and additional Core trainers have observed the workshops to offer constructive criticism. The evaluation of each Core pilot and learning lab involves activities including pre- and post-tests and focus groups (all using the Classroom Performance System), observer feedback, and trainer interviews. Revisions to the curriculum are made upon completion of the module and analysis of the evaluation data. The pilots will be completed by June 2005. We anticipate that full implementation of the revised Core curriculum will occur in late summer or early fall of 2005. If you have any questions about the Caseworker Core revisions, contact Nan Beeler at (614) 251-6000 or nbeeler@ihs-trainet.com. Questions about Supervisor/Manager Core revisions should be directed to Patti Beekman at (937) 605-5767 or pbeekman2@aol.com.

classroom or to incorporate them into materials that are distributed or sold." The most common violation of copyright that trainers commit, knowingly or unknowingly, may be repeated use.

He offers the following websites which include a copyright test with answers.

www.mediafestival.org/quiz1.pdf
www.mediafestival.org/answer1.pdf
You can reproduce these with attribution to the creator, Hall



Davidson of Coast Community College District in Costa Mesa, California.

www.ala.org/washoff/teach.html

This site includes more about the 2002 Technology, Education, and Copyright Harmonization or Teach Act from the American Library Association in Washington, D.C.

This information was adapted from an article in Creative Training Techniques, March 2003.

AROUND THE REGIONS

TRAINING COORDINATORS TO PRESENT IN CALIFORNIA:

Jodie Hembree, Training Coordinator for the Northeast Ohio Regional Training Center, and Michelle Wolcott, Training Coordinator for Northeast Ohio Adoption Services, have been selected to present "The 'A' Team: A Successful Public and Private Adoption Training Collaboration in Ohio," in November, at the CWLA Adoption Training Conference in Beverly Hills.

CORTC WELCOMES:

Kathleen Dalton as its Adoption Training Liaison. Kathleen is employed part-time, with her hours shared between the Central Ohio Regional Training Center and the United Methodist Children's Home. She has a wealth of training experience and knowledge including experience training Supervisory Core and foster/adoptive parent training.

CUYAHOGA COUNTY HOLDS:

the first annual Riverside Symposium in August. There were 160 participants: birth parents, foster parents, providers from the community, representatives from the state, and agency staff. The sessions covered

topics from "Ethics" to "Keeping Foster Children Safe in an Unsafe World," to the supervisor's role in staff development, to effectively engaging fathers in child protective services as a means of involving both parents in the parenting process. The keynote speakers were Ms. Terri Ali, a consultant for the Family-to-Family program, and a technical assistant for the Annie E. Casey Foundation, and Ms. Sandra Jimenez, Director of the Office of Advocacy at the New York City Department of Homeless Services.

SWORTC IS NOW FULLY operational in its own training facility! Centrally located northeast of downtown Cincinnati in Loveland, Ohio, the site offers a conference room and a resource room, and is fully Internet accessible (which has proven to be a great convenience for participants as they can check email at breaks and lunch). Each training room is equipped with a DLP projector, computer, VCR/DVD player, Classroom Performance System, and the general training items. In 2005, both training rooms will be equipped with SmartBoards, which will allow trainers to touch the screen to control the computer, write in electronic ink, and save, print or e-mail notes.

COMMON GROUND is designed to inform trainers in the Ohio Child Welfare Training Program about issues, events, and trade secrets that will enhance the work of trainers in the program. You are encouraged to speak out. The editorial staff invites guest columnists, suggestions about materials or useful techniques, and topics for discussion in future issues.

The Editorial Staff reserves the right to condense and edit all materials submitted for publication.

COMMON GROUND is published three times a year. Send your material for future issues to:

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