



# Pre-Service Certification

## Transfer of Learning Guide

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# Welcome

Welcome to the Tennessee Department of Children’s Services! The Office of Training and Professional Development is committed to ensuring a valuable Pre-Service training experience. Pre-Service training is a major, and often considered most valuable, component of beginning case manager training. This includes the time in OJT training. It allows information learned in the classroom to transfer to real world experiences. Supervisors are the primary guide during this time, paired with an experienced worker who serves as a mentor. The OJT Coach will provide support and ensure the overall training experience prepares you for working with DCS children and families. After the successful completion of the training, all newly hired case managers will receive Pre-Service certification.

## Introduction to Pre-Service Certification

Unless you were a Tuition Assistance Stipend Student, Certification Student or have applied for and received a Training Waiver, the Pre-Service certification process will consist of 7 weeks of intensive training and assessment. All new hires will participate in Core Training, which includes information on trauma informed practice and an overview of the work done at DCS. After Core, new hires will begin training in the specialty for which they were hired. During alternating weeks, new hires will participate in OJT(On-the-job) Training, guided by their supervisor and OJT Coach, where they will shadow their assigned mentor in daily work activities, begin interacting with families and conducting real casework. Upon completion of the classroom training and OJT training, the new hire will have a case presentation that assesses readiness for final certification.

### Overview of Pre-Service



# Competencies

All DCS case managers, over time, must learn to master the ability to effectively work with children, families and teams from a trauma informed focus. DCS uses the Practice Wheel, which includes engagement, teaming, assessment, planning, implementation, tracking and adjusting, to define, guide and measure the effectiveness and work we do with families.

## Engagement

Engagement is the development of trusting relationships with families and children and other team members. These trusting relationships nurture the ability to work collaboratively towards mutual goals.

### Consider:

- It is important to be open-minded and strive to understand situations from the perspective of others. This empathy is essential to effectively building rapport.
- Seeing the children and families we work with as capable and competent opens the door to empowerment and mutual respect.
- Everyone is unique and different. It's important to meet our families where they are and not have unrealistic expectations of who they "should" be.
- Honesty and integrity are paramount. Building trust takes time and it takes only a moment to lose that trust. Case managers must model the honest and direct communication that we wish to see in others.
- Recognizing strengths. Understand and acknowledge that the family is the expert on their family.
- "What has happened to you?" through hearing the family's story instead of always asking "What is wrong with you?"

*The Practice Wheel includes engagement, teaming, assessment, planning, implementation, tracking and adjusting.*

### Skills to Build:

- Ability to effectively work through ambivalence/resistance.
- Ability to use appropriate and effective personal disclosure.
- Ability to gather information in a strengths-based, culturally responsive, and family-centered manner.
- Use of attentive/reflective listening skills.
- Use of motivational interviewing skills.
- Ability to document efforts to engage family as well as the family's level of engagement.

### For the Supervisor/Peer Mentor:

- How does the worker communicate with the children and family? With their peers? With agency partners? Do they convey respect, genuineness and empathy? How effective is the worker at being able to view things from other's perspective?
- How effectively does the worker demonstrate active listening skills? (Verbal and non-verbal cues? Use of reflection?)
- Did the worker use self-disclosure in an appropriate manner? Generally, self-disclosure should be minimal, if present at all. It should be targeted towards helping motivate or support the child/family, should not be excessively personal, and should not minimize the child/family or make them feel uncomfortable.
- How well is the worker able to communicate full-disclosure while maintaining the child and family's involvement in case planning? (For example, discussion of non-negotiable tasks, court orders, etc. while still allowing the family to guide planning)
- Does the new hire effectively identify strengths and encourage the family to make positive changes?

## **Teaming**

The process of assisting the family with identifying, recruiting, and maintaining the formal and informal supports needed to help them achieve their goals. All team members play a role and contribute to the child and family's successes.

### **Consider:**

Change and growth are difficult under even ideal circumstances. The children and families we work with are rarely in ideal circumstances and the importance of having support, as they pursue change, cannot be overstated.

- Families with strong teams generally encounter much better outcomes than families without them.
- Bringing a Child and Family Team together, regularly and in person, helps nurture the collaborative approach that epitomizes strong case management.
- It's called a Child and Family Team for a reason. The team belongs to the family. They should be the driving force in recruiting and utilizing team members. DCS case managers are present to provide support, advice, and encouragement as families seek to build and strengthen their teams.

### **Skills to Build:**

- Ability to assist families in building and maintaining a child and family team
- Ability to use conflict resolution skills both individually and in a group setting.
- Ability to help motivate and encourage ongoing participation by various formal and informal team members.
- Ability to recognize and encourage the leadership capabilities of the family, as appropriate, in the child and family team meeting.
- Ability to document effective teaming in the context of CFTM's as well as other interactions

### **For the Supervisor/Peer Mentor:**

- How well does the worker articulate the advantages of working with a team? How effectively do they convey those advantages to the child and family team?
- Did the worker assist the family in building and maintaining the child and family team? Was there balance between the new hire's assistance to the family and their expectations of the family?
- Does the worker use strategies to manage and/or prevent conflict?
- Does the worker understand and adhere to CFTM requirements and policy?

## **Assessment**

Assessment involves the ability to recognize not only issues of concern, but also areas of strength. Strong assessment skills result in safety for children and positive outcomes for families.

### **Consider:**

- Having a working knowledge of protective factors is a skill that enables proper identification and prioritization of risk factors.
- Awareness of risk factors is crucial, but equally important is the ability to prioritize those risk factors. Knowing when and how to intervene in a situation depends greatly on the priorities that are unique to that situation.
- Underlying needs, those issues that are driving and/or contributing to risk factors, must always be considered. In many cases, addressing underlying needs is the most efficient way to help a family progress.

- Assessments are utilized to ensure safety, permanence, and well-being. It's important to always maintain focus on these areas.

**Skills to Build:**

- Ability to prioritize interviews-how to approach gathering information.
- Ability to assess for safety, permanence, and well-being utilizing various tools.
- Ability to evaluate information gathered and sort through what is important and what is extraneous.
- Assessment results should be associated with plans and contribute to the development of logical next steps that enhance the child and family's lives.
- Identify strengths and make them functional (to diminish concerns/risks).
- Relate pertinent information to supervisor. The ability to properly convey situations that are often very complicated in a concise and factual way is a vital skill for every case manager.
- Ability to adequately and accurately document both formal and informal assessments.
- **For the Supervisor/Peer Mentor:**
- Does the worker have an understanding of protective and risk factors? Are they able to prioritize risk factors?
- Does the worker understand how to gather information using formal and informal assessments? Is the worker able to connect these to planning and next steps?
- Is the worker focusing on safety, permanency and well-being?
- Did the worker assess the family's underlying needs? Are they able to identify functional strengths? How effectively do they convey that to the family?

**Planning**

Strong planning combines all previous competencies. Proper engagement, a good team, and complete assessments of the situation all contribute to the process of developing a plan that helps the family progress.

**Consider:**

- Planning is not just an event, it is a process. Strong planning focuses on safety, permanency, and well-being.
- Plans must be individualized and achievable.
- Strong plans are specific in detail and use language that the family can understand. The family should, in fact, be the primary architects of most plans, developed in collaboration with their Child and Family Team.
- Timeframes should be realistic and sensitive to the needs of the family, but also in accordance with DCS policy and judicial guidelines.

**Skills to Build:**

- Ability to involve and motivate the family to participate in case planning.
- Utilize assessment results to identify strengths and needs, convey these to the family, and help ensure that those results lead to strong action steps.
- Ability to create SMART (Specific, Measurable, Achievable, Relevant, Time-Limited) Goals.
- Ability to adequately document a formal plan developed in joint decision-making with the family and team.

**For the Supervisor/Mentor:**

- How effectively does the worker involve the family in the planning process?
- To what extent does planning focus on the family's functional strengths?

- Did the worker assist the family in developing next steps in order to reach desired outcome?
- Was the new hire able to effectively involve additional members of the child and family team (grandparents, attorneys, medical staff, etc.)?
- Were the results of formal and/or informal assessments used effectively in the development of goals and/or action steps?

## ***Implementation***

“Implementation is the process of working with family team members to meet their identified responsibilities to complete the action steps from the permanency plan.”

### **Consider:**

- Implementation is on-going.
- Identify barriers to implementation and strategies to address them utilizing the child and family team.
- Ensure identified supports and services are implemented in a timely manner.
- Ensure services are provided consistently and at a level of intensity to get to desired results.
- Ensure services and supports are strengths-based, family centered, and culturally competent.
- Ensure required documents are disseminated.

### **Skills to Build:**

- Ability to match identified needs with appropriate services.
- Knowledge of service providers.
- Ensure any worker responsibilities outlined in the permanency plan are performed.

### **For the Supervisor/Mentor:**

- Was the new hire able to effectively assist families in scheduling appointments with providers?
- Is the new hire familiar with community resources in your area?
- Does the new hire understand the scope of services offered by identified providers?

## ***Tracking and Adjusting***

Tracking and Adjusting involves monitoring the progress or lack of progress on a permanency plan along with revising action steps and goals as needed.

### **Consider:**

- Anticipating and proactively responding to barriers which may arise.
- Maintain a sense of urgency to achieve action steps and goals.

### **Skills to Build:**

- Maintain contact with child and family team to assess progress or lack of progress.
- Monitoring the effectiveness of provider services.
- Ensure transitions are planned for and implemented.

### **For the Supervisor/Mentor:**

- Is the new hire able to identify the purpose and the effectiveness of the supports and resources provided to the family?
- Can the new hire identify the barriers to progress along with steps to overcome the barriers?
- Is the new hire able to identify next steps after receiving provider reports?

## Trauma Informed Practice

Trauma informed practice is the ability to recognize and respond effectively to the impact of traumatic stress on those who have contact with DCS including children, parents, caregivers, and service providers.

### Consider:

- Trauma has a lasting effect on those who have experienced it, how they interact with others, and how they respond to services.
- Traumatic experiences impact each individual differently.

### Skills to Build:

- Act in collaboration with all those who are involved with the child to facilitate and support recovery and resilience of the child and family.
- The ability to recognize behaviors associated with traumatic history and how to effectively provide services to meet the family's needs.

### For the Supervisor/Mentor:

- Is the new hire able to identify signs of trauma in the behavior of children and families?
- Is the new hire able to talk to the family about past traumatic experiences in a supportive manner?

*“Experience has taught us that we have only one enduring weapon in our struggle against mental illness: the emotional discovery and emotional acceptance of the truth in the individual and unique history of our childhood.”*

*– Alice Miller, The Drama of the Gifted Child: The Search for the True Self*

## Classroom Training

During classroom training, in addition to developing competencies in certain skills, new hires will learn a variety of topical information. This information should carry over into learning and skill demonstration during OJT experiences. During the transfer of learning, these skills are evident in practical application when working with children and families.

### Core Objectives

- Child welfare values and principles.
- Self-management: Separate professional behavior from personal belief.
- Professional behavior, dress, disclosure, interactions.
- Boundaries and self-awareness.
- Cultural sensitivity.
- Engagement: ability to express genuineness, empathy, and respect.
- Trauma informed practice.
- Introduction to Child Development.
- Safety, permanence and well-being.
- Wellness and self-care

## ***CPS Specialty Objectives***

- The new hire will be able to demonstrate general knowledge of the tasks associated with working a case from start to finish.
- The new hire will demonstrate knowledge of how to interview and engage with all case members.
- The new hire will show knowledge of the difference between safety and risk and be able to identify safety and risk factors on each allegation/case.
- The new hire will have the ability to plan and initiate case activities while making adjustments when the need arises.
- The new hire will learn the process of an investigation from beginning to end.
- The new hire will be able to assess for child safety and articulate concerns verbally and in documentation.
- The new hire will learn to interview/engage case participants.
- The new hire will learn to navigate TFACTS.
- The new hire will learn about the CPS Allegations and the evidence needed to support each one.
- The new hire will learn to navigate the legal aspects of a case including writing a court report and presenting their case in a legal setting.
- The new hire will be able to document specific investigative tasks completed, identify challenges of the child/family and environmental observations that may have led to critical decision points in the case as well as final conclusions.
- The new hire will be able to organize their case file by identifying the content of each section.
- The new hire will be able to present their case information in an organized and professional manner.
- The new hire will become familiar with CPS Policy and Work Aids.

## ***Permanence Specialty Objectives***

- The new hire will learn the events of a custodial case from beginning to end, including intake and case closure.
- The new hire will be able to assess for child safety and articulate information in documentation.
- The new hire will learn to interview and engage parents, children, youth and community internal and external partners.
- The new hire will learn to navigate TFACTS.
- The new hire will learn about the CPS allegations of harm that may result in a removal.
- The new hire will learn how to utilize assessment tools in planning with families.
- The new hire will learn how what information to document on a case note.
- The new hire will learn how to document on the Family Functional Assessment.
- The new hire will be able to organize a case file and place content in the delegated sections.
- The new hire will learn the importance of face to face contacts with children and families.
- The new hire will learn how to conduct a Child and Family Team Meeting.
- The new hire will learn how to write Permanency Plan goals.
- The new hire will learn how to present case information in court.

## ***Juvenile Justice Specialty Objectives***

- The new hire will develop skills and knowledge specific to the juvenile justice framework and theories to include:
  - Knowledge of Juvenile justice policies and practice;
  - Similarities and differences between foster care and delinquent youth; and
  - Types of juvenile offenders and risk factors.
- The new hire will acquire knowledge of the appropriate supervision levels, as defined in policy.
- The new hire will acquire knowledge of the five types of juvenile cases supervised by Juvenile Justice Family service workers to include the following:
  - Pretrial Diversion (in limited counties)
  - Probation
  - Custody
  - Aftercare
  - Interstate Compact
- The new hire will develop the ability to utilize the team process to develop an individualized permanency plan that addresses the youth's strengths and needs.
- The new hire will identify the specific roles and responsibilities of the Family Service Worker versus Youth Development Center (YDC) case manager.
- The new hire will acquire the knowledge and skills to ensure the assessment and classification process is thoroughly completed (acknowledge that youth who do not go to the YDC are more than one-half of our custodial population).
- The new hire will develop the knowledge to identify appropriate assessment tools to include:
  - Case Manager Inventory (CMI)
  - Family Functional Assessment (FFA)
- The new hire will develop an effective treatment plan that is reviewed quarterly.
  
- The new hire will utilize the team process to develop an appropriate step down plan that moves the youth out of custody.
- The new hire will develop an effective aftercare plan that addresses the family and youth's strengths, needs, and transition to the community.

# Roles and Responsibilities

## ***OJT Coach***

During the Pre-Service process, the OJT (On-the-Job Training) Coach will be the main conduit of communication for support team which includes the new hire, the new hire's supervisor, the mentor, and the trainer.

The OJT Coach's responsibility is to:

- Notify the Office of Training and Professional Development of any new hires via the New Hire Nomination form at the following link:  
[https://stateofennessee.formstack.com/forms/pre\\_service\\_nominations](https://stateofennessee.formstack.com/forms/pre_service_nominations)
- Begin the support of all new hires by contacting them with your name and contact information via email immediately upon notification of the hire date but no more than 2 business days after their hire date. If the new hire starts on the first day of Core training, then the OJT Coach will meet with them at the training site 8:00am to 10:00am to give a new hire packet that includes the following:
  - Contact Information for Supervisor and OJT Coach
  - Pre-Service Calendar, training location and new hire's training schedule
  - Meals and Hotel Guide
  - Any required HR paperwork (I9, Travel, Time Reporting, Benefits documents, and any others deemed necessary by the Regional Administrator or HR Analyst)
- Schedule and conduct an initial support team meeting with the new hire to review the following in a welcome packet:
  - The training calendar with locations, time, and travel accommodations/arrangements for all Pre-Service certification training. Include links to the intranet and internet where this information is stored electronically.
  - Review the training schedule for the new hire to include all required Pre-Service course information.
  - Provide contact information for the support team members (supervisor, mentor, OJT Coach, and the assigned Core and Specialty trainers for their assigned Pre-Service Group).
  - Complete the MOU and get signatures during the initial support team meeting. The Regional Administrator/Superintendent/Investigations Coordinator will not need to sign the MOU.
  - Discuss need for tablets/laptops and confirm that new hires have been issued EI numbers prior to start of training.
  - Schedule a time and location for HR Orientation training in the region for each new hire, preferably prior to the start of Core training.
  - Schedule a time and location for any pre-training work with links to access material and how to record time spent and when to forward completed work to OJT Coach and Supervisor.
  - Begin discussion of OJT activities and develop plan with supervisor for OJT training for each new hire as outlined in the Individual Learning Plan for their assigned specialty area.

- Maintain the ILP during OJT weeks and complete information after each OJT week. The ILP will be stored electronically on the "L" (departmental drive and password protected with the new hire's hire ID) in the assigned Pre-Service Group # in the new hire's file no later than 10am on Monday of each training week for each new hire. Here is the link for the ILP: <L:\Executive\Training\Public\Training Portal\Pre-Service\PS Pilot ILP's>
- Complete all Pre-Service forms for certification for each new hire and submit to the following email: EI-DCS Preservice ([EI-DCS.Preservice@tn.gov](mailto:EI-DCS.Preservice@tn.gov)) No later than 3 business days after the case presentation assessment. If a second case presentation is required, it must be completed after two additional weeks of OJT training with specific OJT tasks and activities. No additional time or case presentations will occur after an additional two weeks. The Team Coordinator must be involved for the additional two weeks of OJT.
- Check in regularly with the Support Team regarding the learning experience as well as needs and concerns that require addressing.
- Be visible and accessible during classroom as much as possible. It is recommended that the OJT Coach attend CORE/Specialty trainings a minimum of two times.
- Schedule all Support Team Meetings. Participation by the OJT Coach is required for all support team meetings.
- Observe one OJT Activity per New Hire during Pre-Service.
- Be available to support the new hire during the first year of employment.
- Demonstrate best practice and model professionalism.
- Use the OJT Checklist in the ILP to ensure meaningful activities are planned for the week with the mentor.
- Monthly New Hire Meeting (in person or via Adobe Connect) to provide, support, discuss learnings and problem solve challenges for the first year of employment. These can be group meetings or focus groups in the region. The OJT Coach can invite trainers to participate as well as others in the region.

## ***Trainer***

Trainers facilitate the classroom learning experience and will provide support to the new hire and the supervisor.

The trainer's responsibility is to:

- Introduce themselves to each new hire in a written email prior to the beginning of CORE and Specialty training for each assigned Pre-Service group.
- Maintain quarterly contact with new hires by Group # via email, adobe, or face to face meeting.
  - Meet one time face to face (can be Adobe connect or Skype) with each Pre-Service group at 3 months, 6 months, 9 months and 12 months after certification and document on trainer's activity report as Pre-Service coaching.

- Complete trainer coaching form for each meeting and submit to the following email:  
EI-DCS Preservice ([EI-DCS.Preservice@tn.gov](mailto:EI-DCS.Preservice@tn.gov)).
- Deliver assigned Pre-Service CORE and Specialty training.
- Complete new hire's ILP and store electronically on the "L" drive in the new hire's employee file (password protected by their employee ID) in the assigned Pre-Service group #. The new hire's employee ID will be recorded on every sign-in sheet by the new hire. The Logistics Office in the Office of Training and Professional Development will verify the new hire's employee ID and record it in the Pre-Service certification database and maintain all records for Pre-Service certification.
  - The trainer will complete the ILP electronically, no later than 5pm on Friday of each training week for each new hire. Here is the link:  
<L:\Executive\Training\Public\Training Portal\Pre-service\PS Pilot ILP's>
- Provide any additional professional development requested by supervisor as needed to complete the certification process for new hires.
- Demonstrate best practice and model professionalism.

### ***Team Leader/Supervisor***

The team leader/supervisor is to ensure time and resources are available to aid in a positive learning and skill development experience.

The team leader/supervisor's responsibility is to:

- Provide support weekly to assess progress through scheduled individual conferences.
- Assign a mentor prior to New Hire Orientation.
- Supplement and maximize the training by assisting to transfer what is learned during the classroom to the job tasks.
- Retain full responsibility for the service and outcome of assigned training cases.
- Participate in Support Team Meetings and lead the development of the Individual Learning Plan.
- Ensure the OJT Coach sends the Individual Learning Plan to the trainer for subsequent training weeks.
- Use the OJT Checklist to ensure meaningful activities are planned for the week.
- Approve, guide, and support all independent work by the new hire.
- Debrief with the new hire following any activities conducted independently.
- Demonstrate best practice and model professionalism.

## ***Mentor***

The mentor is an experienced DCS case manager with at least one year of case manager experience.

The mentor's responsibility is to:

- Provide opportunities to shadow in conducting various case management duties and responsibilities.
- Participate in Support Team Meetings.
- Support new hire in performing specific duties outlined by the region.
- Review, provide feedback, and coach new hire in specific activities as directed and approved by the supervisor.
- Collaborate with the supervisor and OJT Coach.
- Demonstrate best practice and model professionalism.
- Use the OJT Checklist to ensure meaningful activities are planned for the week
- Notify supervisor of all situations in which an alternate mentor needs to be assigned due to scheduled or unplanned leave.

## ***New Hire***

Role and responsibility as a new hire:

- Fully engage in Pre-Service training and on the job training.
- Maintain contact with the Support Team (supervisor, mentor, OJT Coach, and trainer).
- Request Support Team Meetings or additional support through the mentor, supervisor or by following the chain-of-command as needed.
- Adhere to all policies and procedures of DCS.
- Seek clarification and guidance when needed beginning with the supervisor.
- Be a part of on-going learning and development by following the ILP and Professional Development Plan.
- Maintain confidentiality with all case and family information.
- Share all feelings or any issues of concern with the support team.
- Demonstrate professionalism at all times.
- Participate in all planned activities from the OJT Checklist.

# **Key Features of OJT**

## ***Support Team Meetings and the Individual Learning Plan***

At the beginning of each week of OJT, the assigned mentor and OJT Coach will meet with the new hire in a Support Team Meeting (STM) to discuss and plan the OJT activities for the week. The discussion and decisions made will be documented and updated each week in the Individual Learning plan (ILP). Following CORE and SPECIALTY weeks, the trainer will provide written feedback regarding classroom participation in the ILP. This

will be reviewed during the weekly STM with the OJT Coach and Supervisor. If at any point there are concerns, the supervisor should contact the trainer or in rare circumstances when needed, the trainer can attend the STM. The ILP should document the OJT activities and assessment of progress and development to inform the final decision regarding Pre-Service Certification.

## ***TFACTS***

The introductory course, TFACTS Navigation, will be provided in the TFACTS grand regional lab for a full day (8:30-4:30) during OJT (Week 2 of certification). \*One on one review sessions, make-up sessions, and additional TFACTS support for new hires will be in each grand regional TFACTS lab or available on recorded adobe sessions by contacting the TFACTS trainer assigned to the region.

TFACTS Specialty Training will be provided for a full day (8:30-4:30) during OJT( Week 4 of certification for each Specialty area as follows:

CPS Specialty (CPSA, CPSI, FSS, AND SIU) – During week 4 of certification training

PERM and JJ Specialty (FSW, JJ, COURT LIASON, PLACEMENT SPECIALIST, ADOPTION) – During week 4 of certification training

\*TFACTS for stipend and certification students will be scheduled two (2) times in January, May, June, and December in each grand regional TFACTS lab. The students can also join any offering of TFACTS during their internship with DCS.

## ***CANS and FAST***

A four (4) hour session of Initial CANS/FAST Assessment training will occur during OJT in week 4 of certification training. This training will be scheduled by the OJT Coach, the supervisor, or the training coordinator in the regional office and the CANS/FAST consultant.

## ***Training Case Assignment***

Training cases are assigned at the beginning of week 6 of Pre-Service certification. However, during all OJT weeks, the supervisor and mentor should be including the new hire in activities with cases that can easily transition to the new hire during week 6. Training cases should be representative of the demographics in the area served by the new hire. The cases should not be overwhelming or too complicated. The training case assignment is the responsibility of the Supervisor in the region. The new hire can have up to 5 training cases before final certification. The Supervisor, mentor and OJT Coach should have regular contact regarding the training caseload and this should be documented in the ILP.

## ***Case Presentation Assessment and Certification***

The Individual Learning Plan serves as an on-going assessment of professional development throughout Pre-Service certification training. As a final assessment before certification, the new hire will have a Case Presentation Assessment.

Following the completion of classwork and OJT training, the new hire will participate in a Case Presentation Assessment involving one of their training cases, which will be assessed by their OJT coach, mentor and supervisor. The Regional Administrator may designate other staff to participate in the case presentation. The Case Presentation Outline gives the new hire guidance to organize the information and prepare for the case discussion. The new hire will bring examples of completed documentation for their case so the team can evaluate their documentation skills. These examples can be sent in advance to the team so that they can be prepared for the case presentation.

At the conclusion of this presentation, documentation review, and a review of the Individual Learning Plan, the team will determine the new hire's readiness to be certified as a case manager. The following outcomes apply to the case presentation assessment:

1. Fully recommended for Pre-Service certification. This means that the new hire is ready to assume all case responsibilities and duties of a caseload in their specialty program. The new hire is certified as a case manager.
2. Partially recommended for Pre-Service certification. The new hire must complete additional two (2) weeks of OJT activities with specific activities and structure. These activities must include the OJT checklist in the new hire's assigned program area with additional coaching by supervisor, mentor and/or OJT Coach. Upon completion of the additional OJT time, the second case presentation is scheduled. The new hire can utilize the same case as the initial presentation. For a second case presentation, only two outcomes are possible: fully recommended or not recommended. No additional OJT time is permitted after a second case presentation.
3. Not recommended for Pre-Service certification. The new hire is not recommended for certification as a case manager with DCS and further action may be needed, up to and including termination.

## ***Pre/Post Training Activities***

In addition to Classroom, OJT activities, and the case presentation, there are additional trainings that are recommended to be completed within 90 days of certification. Some staff will be hired a week or more prior to the beginning of classroom sessions, which is an ideal time to complete many of these activities. Staff who are hired and start their first day in the classroom can complete these after certification. Full completion of these additional trainings is highly recommended within 90 days of certification for all new hires. OJT Coach will maintain the ILP, with the log of trainings, and documentation of all support team meetings through the completion of Pre-Service certification for all new hires. The information will be forwarded to the new hire's supervisor for tracking and adjusting.

## ***Waiver of Pre-Service Certification Training***

Pre-Service certification training is designed to meet the needs of the newly hired case manager. Often, case managers come to DCS with prior experience and advanced degrees. Recognition of these strengths is important to our workforce and retention of highly qualified staff. In an effort to better meet the needs, the Office of Training and Professional Development will extend waivers\*\* to those that meet the following criteria:

1. Previous Pre-Service certification with TN DCS with no time away from the job but transferring to another program/specialty area.
  - a) Recommend Specialty weeks
  - b) OJT to be determined by the region\*
  - c) TFACTS refresher in new program/specialty area
  - d) No case presentation required
2. Previous Pre-Service certification with TN DCS who left in good standing and is returning to DCS with less than 1 year away and returning to the same program/specialty area.
  - a) No Pre-Service certification training required
  - b) OJT to be determined by the region\*
  - c) Must complete mandatory trainings required for case managers
  - d) Any additional training to be determined by the region
3. Previous Pre-Service certification with TN DCS who left in good standing and is returning to DCS with more than 1 year away.
  - a) Specialty weeks are required
  - b) OJT to be determined by the region\*
  - c) TFACTS training
  - d) Case presentation
4. Case manager with relevant child welfare experience from other Child Welfare Agencies, other State Agencies, or Partnering Agencies.
  - a) Specialty weeks are required
  - b) 3 weeks of OJT required
  - c) TFACTS training required
  - d) Case presentation
5. Case manager with advanced related degree (MSW, MSSW, LAPSW, LCSW, etc.)
  - a) Specialty weeks required
  - b) OJT to be determined by the region\*
  - c) TFACTS training
  - d) Case presentation

\*OJT (on the job training) will be determined by the Region based on their assessment of the new hire and their past experience or advanced degree. The region can assign a mentor and follow the ILP for OJT activities as deemed appropriate by the Supervisor.

New Hires with no prior experience as a case manager (no work experience carrying a caseload, no experience or training with partnering agencies, or no out of state experience in child welfare) and do not have an advanced degree, must complete the full 7 week Pre-Service certification training.

\*\*The OJT Coach will submit the completed and signed waiver form (CS-0840) and submit to the Director of Pre-Service Certification via email. Include any supporting documents of education or experience with the waiver. The waiver will be reviewed and if the above criteria are met, the waiver will be approved and returned to the OJT Coach. The OJT coach will then complete the nomination form and submit.

Once all recommended and required training above is completed, the OJT coach will submit the documentation of the training to the following email:

EI-DCS Preservice ([EI-DCS.Preservice@tn.gov](mailto:EI-DCS.Preservice@tn.gov))

After the documentation is received, the Office of Training and Professional Development will send an email to the New Hire and the OJT Coach with a [waiver certification letter](#).

## Contact Information

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## Pre/Post Training Activities

| Training  | Venue                                 | Recommended Timeframe  |
|---|---------------------------------------|--|
| <input type="checkbox"/> HR Paperwork (minimum requirement)             | Regional Office                       | Date of Hire   |
| <input type="checkbox"/> Regional Orientation                           | Regional Class                        | Anytime from date of hire through 90 days post certification |
| <input type="checkbox"/> Worksite Tour                                  | Supervisor or Mentor Activity         | Anytime from date of hire through 90 days post certification |
| <input type="checkbox"/> History of Child Welfare CBT                   | Computer Based Training               | Anytime from date of hire through 90 days post certification |
| <input type="checkbox"/> Scavenger Hunt - (at the end of this document) | Individual Activity                   | Anytime from date of hire through 90 days post certification |
| <input type="checkbox"/> Mandated Reporter                              | Computer Based Training               | Anytime from date of hire through 90 days post certification |
| <input type="checkbox"/> Regional Resource Guide                        | Supervisor or Mentor Activity         | Anytime from date of hire through 90 days post certification |
| <input type="checkbox"/> Mechanical Restraint Training (JJ Only)        | Classroom                             | OJT 2  |
| <input type="checkbox"/> Car Seat                                       | CBT followed by Installation Training | OJT 2  |
| <input type="checkbox"/> Youth Level of Service (JJ Only)               | Classroom                             | Anytime from date of hire through 90 days post certification |
| <input type="checkbox"/> Drug Screen                                    | Classroom                             | OJT 2  |

## On-the-Job Training Checklists and ILP

There are On-the-Job Training Checklists that recommend learning activities during each OJT week that will reinforce the training materials delivered during the previous week of training. A checklist exists for each program area and is attached to the new hire's Individual Learning Plan. After each week of training, the ILP is completed and stored on the "L" drive for all to access. When the new hire has successfully achieved certification by completing all required training and OJT hours, the Individual Learning Plan with the completed On-the-Job Training Checklist should be completed and stored on the "L" or Departmental drive in the Group # of their assigned Pre-Service group. The ILP is listed under the new hire's name and is password protected with their employee ID (six digit number at the time of hire). It will be maintained in the Pre-Service database in the Office of Training and Professional Development at the following email address:

<L:\Executive\Training\Public\Training Portal\Pre-Service\PS Pilot ILP's>

# DCS Website



Get to know more about the Department of Children’s Services by getting familiar with our website!  
Please go to the website and answer the following questions:

<http://www.tn.gov/dcs/>

| Question   | Hyperlink to answer | Brief description of answer and evidence to support response |
|--|---------------------|--|
| If a community member wanted to make a report to the Child Abuse Hotline according to the website, what options are available to them for notifying the agency?        |                     |  |
| Who is a “Mandated” reporter of child abuse and neglect?   |                     |  |
| What are some of the questions reporters are asked when they make a call to the Child Abuse Hotline?   |                     |  |
| Is the identity of a person who makes a report to the Child Abuse Hotline kept confidential?   |                     |  |
| If a parent wanted to surrender an infant within 72 hours of being born under the Tennessee Safe Haven Law what number should they call to find out about the service? |                     |  |
| What are some of the criteria a person must meet to become a foster parent?  |                     |  |
| What is a “Life Book”? What kind of information goes into a Life Book and for whom?  |                     |  |
| If a person needs to request records from DCS what qualifies for a government issued form of identification?   |                     |  |
| Do you have to be married to adopt a child?  |                     |  |
| What states have enacted the Interstate Compact that provides guidelines for   |                     |  |

|  |  |  |
|--|--|--|
| children's placements from state to state?   |  |  |
| Who is the Commissioner of the Department of Children's Services?  |  |  |
| How many regions are delineated across the state of TN according to DCS?   |  |  |
| List some of the range of services with organizations across the state that In Home Tennessee coordinates:   |  |  |
| At what age do youth in DCS custody have an Independent Living Plan?   |  |  |
| How many Youth Development Centers does DCS oversee in the state?  |  |  |
| What is the purpose of the Prison Rape Elimination Act?  |  |  |
| The Office of Child Health is responsible for the health of children served by DCS. What are the three components that define health according to this program area? |  |  |
| What is Resource Linkage?  |  |  |
| What kind of Master's degree will DCS help employees pay for?  |  |  |
| What is the Brian A Settlement Agreement?  |  |  |
| What is the Vision Statement of DCS?   |  |  |
| What is the Mission Statement of DCS?  |  |  |
| Where can you find all of the policies for DCS programing?   |  |  |
| What is the Multi-Ethnic Placement Act/Inter-Ethnic Adoption Provision?  |  |  |
| What Tennessee Code mandates that DCS releases public notifications related to child deaths and near deaths?   |  |  |

## DCS Acronyms

Review the following link that show acronyms commonly used at DCS

[http://www.intranet.tn.gov/chldserv/DCS\\_Acronyms.shtml](http://www.intranet.tn.gov/chldserv/DCS_Acronyms.shtml)

| What do the following acronyms stand for? | Your answer here: |
|---|-------------------|
| AFCARS                                    |                   |
| CAC                                       |                   |
| CANS                                      |                   |
| CBT                                       |                   |
| CFTM                                      |                   |
| CIP                                       |                   |
| COA                                       |                   |
| COE                                       |                   |
| CPIT                                      |                   |
| CQI                                       |                   |
| D&N                                       |                   |
| EAP                                       |                   |
| EPSDT                                     |                   |
| FAST                                      |                   |
| FCIP                                      |                   |
| FSS                                       |                   |
| HIPAA                                     |                   |
| ICPC                                      |                   |
| ICWA                                      |                   |
| IL  |                   |
| JJ  |                   |
| MEPA                                      |                   |
| PIP                                       |                   |
| PREA                                      |                   |
| QSR                                       |                   |
| SIU                                       |                   |
| TFACTS                                    |                   |
| TPR                                       |                   |
| YDC                                       |                   |

# DCS Community



Get to know more about your region by visiting our community partners!

**Directions:**

- Look up the addresses and directions to your local community partner and type it in the Local Address column.
- There may be one or more agency that provides each service, visit at least one provider but you may visit more than one provider. Ask co-workers about their experiences with community partners.
- Some communities may not have a service provider that serves these needs. Ask co-workers about how these needs are addressed in your community.
- Visit each community partner and introduce yourself as a new case manager with DCS.
- Type the date you visited each community partner and write a brief description of the services provided. Also, collect any brochures or business cards about the service provider to start your own notebook of potential resources for children and families.

| Community Partner              | Local Address | Date Visited and Brief Description of the Services Available |
|--------------------------------|---------------|--|
| Child Advocacy Center          |               |  |
| Juvenile Court                 |               |  |
| Food Bank/Food Pantry          |               |  |
| Homeless Shelter/Provider      |               |  |
| Adult Detention Center         |               |  |
| Juvenile Detention Center      |               |  |
| Health Department              |               |  |
| Mental Health Service Provider |               |  |

|   |  |  |
|---|--|--|
| Alcohol and Drug Counseling Services  |  |  |
| Domestic Violence Shelter   |  |  |
| Domestic Violence Center/Court  |  |  |
| Legal Aid   |  |  |
| Child Support Office  |  |  |
| Department of Human Services  |  |  |
| Elementary School(s)  |  |  |
| Middle School(s)  |  |  |
| High School(s)  |  |  |
| Alternative School(s)   |  |  |
| Bill Pay Assistance (e.g. United Way)   |  |  |
| Clothes Pantry/Resource for Clothes   |  |  |
| Homemaker Services  |  |  |
| Youth Mentor Services (Boys and Girls Club, Big Brother/Sister)                       |  |  |
| Services for Children with Special Needs  |  |  |
| Income Based Child Care   |  |  |
| Local Hospitals   |  |  |
| Cultural Organizations  |  |  |
| <b>Ask your Team Leaders and Co-workers about other providers and visit them too!</b> |  |  |
| <b>Others:</b>  |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |