




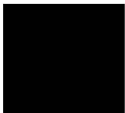


INFORMATION TO KNOW BEFORE THE 200 ASSESSMENT TRAINING

Room Set Up	Vignette Set up	Inform Trainees
<p>In advance of training, set the classroom up with four table groups. If your class is large, with 35 or more trainees, you may add an additional table group for a total of five groups. If you add an additional table group, two of those table groups should be assigned the Best Practice vignette (which is the vignette packet identified by a star shape ★ on the cover).</p>	<p>Set up the vignettes into four piles (or five if you will have five table groups) in advance of the training. Do NOT leave the materials on the tables, as trainees may take the vignettes with them when they are asked to switch tables for the activity. Provide the vignettes to trainees once they have relocated to the table which is appropriate for their self-assessed level of competence, knowledge and skill on SDM.</p> <p>Hand the vignettes out in the order on the matrix. For example, when looking at the class, the first table (or two tables if 5 groups) on your left should be the Best Practice ★ then the next table should be Miss Assessment of Key Issues ■ etc.</p>	<p>Some Trainees have experienced some discomfort with not having all the information, as is present in the Miss Assessment of Key Issues ■ vignette. We need to message to trainees that this is not a reflection of their work but rather is the work of another social worker and that they should use this as a learning opportunity so please just go with it to experience the full learning activity.</p> <p>You may need to repeat this reassurance throughout the day as the scenarios unfold.</p>

TOOLS TO USE DURING THE TRAINING

Reformatted Vignette Matrix	Definition location in the SDM manual	SDM tools already completed
The Vignette Matrix is now four pages so all pertinent activity information appears on the same page. Trainers should reference this matrix throughout the activity.	Write up on white board: Safety Assessment pg. 37. (P&P), Risk Assessment pg. 74, FSNA pg.95, Re-assessment 150, Risk-reassessment 134.	<p>During the activity, some trainees have reported that the decisions have already been made and what was the point of having them read through the tools</p> <p>Explain that some of the SDM tools are already completed for two main reasons: to allow time for content and concept development versus spending time penciling in the form as well as to ensure the tools are being completed accurately by all trainees as this is a skills lab.</p>

Shapes were added to the center of the cover page of each vignette. Please note that each shape pertains to a vignette activity listed on the vignette matrix and assigned to a table group.

<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Common Core 3.0 <small>Deepening Assessment Skills Assessment Block 200 Level Curriculum Polk/Hernandez Case Vignette</small></p>  </div>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Common Core 3.0 <small>Deepening Assessment Skills Assessment Block 200 Level Curriculum Polk/Hernandez Case Vignette</small></p>  </div>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Common Core 3.0 <small>Deepening Assessment Skills Assessment Block 200 Level Curriculum Polk/Hernandez Case Vignette</small></p>  </div>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Common Core 3.0 <small>Deepening Assessment Skills Assessment Block 200 Level Curriculum Polk/Hernandez Case Vignette</small></p>  </div>
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