

# The Learning Journey: Transferring Learning into Practice

## LEARNING GUIDE FOR PROFESSIONAL DEVELOPMENT

**Note to Learner:** The Institute for the Advancement of Family Support Professionals (IAFSP) encourages you to complete the training and activities with the support of your supervisor, a peer or a Technical Assistance Consultant. The notes below will guide you in preparing to take the training, following up with your support person after the training and supporting transfer of learning into daily practice.

**Ongoing:** View the Professional Development Program and each training module as an investment in skills and knowledge to help improve home visitor effectiveness.

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### Before the training:

- Learner and support person review course objectives and family support professional competencies
- Learner rates knowledge of learning objectives

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### During the training, the learner:

- Completes activities
- Reflects on own response
- Identifies questions and concerns
- Prints Reflective Responses to share with support person
- Completes post-training evaluation

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### After the training:

- Learner:
  - Rates knowledge of learning objectives
  - Completes post-training activities, as required
  - Develops an action plan for applying skills and knowledge in daily practice
  - Meets with support person to:
    - Review pre- and post-training activities
    - Discuss reflections, questions, and concerns
    - Review action plan for applying skills and knowledge in daily practice
    - Assess personal learning goals, transfer of learning, and action plan over time

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This 45-minute online module introduces supervisors to the concept of Transfer of Learning and offers strategies, resources and activities supervisors can use to support their staff members' professional development and to ensure that family support professional use new learning and skills in their daily practice.

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### National Family Support Professional Supervisor Competencies Addressed:

- Domain 1: Home Visiting Practice
  - Dimension 1: Promoting a competent workforce
    - Component a: Family Support Professional Competencies
- Domain 2: Professional Practice
  - Dimension 7: Quality improvement
    - Component b: Program evaluation
    - Component c: Data informed decision-making
- Domain 3: Relationship-Based Practice
  - Dimension 10: Collaboration
    - Component b: Goal setting and attainment
- Domain 6: Effective Work Environment
  - Dimension 18: Staff development
    - Component c: Recognizes accomplishments
    - Component d: Staff recruitment and development (transfer of learning)
- Domain 7: Leadership
  - Dimension 20: Professional Development
    - Component a: Continuous learning

## BEFORE THE TRAINING

Rate Your Knowledge (Scale of 0 to 5, 0 = no knowledge, 5 = significant knowledge)

Learning Objective	Before the Training	After the Training
Define Transfer of Learning.		
Describe the supervisor's role in transfer of learning.		
Identify activities before and after training that enhance transfer of learning.		
Identify strategies for making learning social.		

My personal learning goals for this training are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**AFTER THE TRAINING**

Reflections on what I learned:

Questions and concerns I identified:

**Action Plan:** (Each learner’s plan will be unique. To get you started, some ideas are listed below.) As a result of this training, I will...

- Share information with my staff about Transfer of Learning and IAFSP resources available to support TOL.
- Work with staff before and after trainings to support TOL.
- Design a workable evaluation process to assess TOL.

**My Action Plan**

ACTION	TARGET DATE	DATE COMPLETED