

Orientation Checklist for New Employees



Instructions: The checklist below is intended to be a guide as well as a record for New Employee Orientation.

- Copy the checklist as an orientation roadmap for each new employee
- Select the action tasks you want to include in the orientation and complete or coordinate the completion of each of the action tasks indicated on this checklist.
- As each task is completed, sign in the space indicated.
- When finished copy the checklist and file accordingly.

	ACTION	CONTENT	RESOURCES	COMPLETED
The Child Welfare System: Introduction				
<input type="checkbox"/>	Explain the organizational structure of the federal, state and local child welfare system	<ul style="list-style-type: none"> ▪Federal Oversight ▪State Supervision ▪County Administration 	PDF: You Are Part of the System	
<input type="checkbox"/>	Provide an overview of the US Department of Health and Human Services' (HHS) outcomes and monitoring	<p>At the federal level, the Children's Bureau is responsible for three main outcomes:</p> <ul style="list-style-type: none"> ▪ Child safety ▪ Permanence, and ▪ Child and family well-being <p>The Child and Family Services Review (CFSR) monitoring process</p> <p>Ohio's Program Improvement Plan (PIP) process</p>	<p>Link to CFSR Fact Sheet: http://www.acf.hhs.gov/programs/cb/cwmonitoring/index.htm#cfsr</p> <p>Link to Ohio CFSR Findings: http://basis.caliber.com/cwig/ws/cwmd/docs/cb_web/SearchForm (select the report – CFSR- and scroll down for Ohio)</p> <p>Link to Ohio's PIP: http://basis.caliber.com/cwig/ws/cwmd/docs/cb_web/SearchForm (select the report – PIP- and scroll down for Ohio)</p>	
<input type="checkbox"/>	Explain the legal mandates related to child welfare	Federal legislation authorizing and regulating the states' provision of	Link for CAPTA overview: http://www.childwelfare.gov/systemwide/laws_policies/federal/index.cfm?event=federalLegislation.viewLegis&id=2	

		<p>child protective services including:</p> <ul style="list-style-type: none"> ▪ Child Abuse Prevention and Treatment Act [CAPTA], ▪ Adoption and Safe Families Act [ASFA], ▪ Indian Child Welfare Act [ICWA]) ▪ Multi-Ethnic Placement Act [MEPA], <p>Mandated reports for child abuse and neglect</p>	<p>Link for ASFA overview: http://www.childwelfare.gov/systemwide/laws_policies/federal/index.cfm?event=federalLegislation.viewLegis&id=4</p> <p>Link for ICWA overview: http://www.childwelfare.gov/systemwide/laws_policies/federal/index.cfm?event=federalLegislation.viewLegis&id=3</p> <p>Link for MEPA overview: http://www.childwelfare.gov/systemwide/laws_policies/federal/index.cfm?event=federalLegislation.viewLegis&id=46</p> <p>Link for overview of all federal Laws: Major Federal Legislation Index</p> <p>Link for overview of Ohio's mandated reporter statute: http://www.childwelfare.gov/systemwide/laws_policies/state/index.cfm?event=stateStatutes.processSearch</p>	
<input type="checkbox"/>	Provide an overview of funding for child welfare services	<p>Overview of federal, state, and local funding</p> <p>County-specific information concerning levies, waivers, block grants, funding for demonstration projects</p>	<p>Link to PCSAO FactBook: State of Ohio Profile: http://www.pcsao.org/2009_2010PCSAOFactbook/Ohio.pdf</p> <p>Link to PCSAO Factbook: County Profiles: http://www.pcsao.org/88countyprofiles.htm</p>	
<input type="checkbox"/>	Provide definitions of maltreatment	<p>Four major types:</p> <ul style="list-style-type: none"> ▪ Neglect ▪ Physical abuse ▪ Sexual Abuse ▪ Emotional Abuse 	<p><i>Field Guide to Child Welfare</i></p> <p>Step One: If you do not already have access to the Field Guide for Child Welfare, go to fieldguideadmin@ihs-trainet.com and request a log in number. You will receive an email with a user name and password.</p> <p>Step two: When you have access go to www.childwelfarefieldguide.com and click on the index tab at the top of the page. It may take awhile for the complete listing of content to come up on the screen. When it does, scroll down to find and read, <i>Definitions- types of Abuse</i></p> <p>Link to Ohio Revised Code - 2151.031 Abused child defined: http://codes.ohio.gov/</p>	
<input type="checkbox"/>	Outline services and activities provided by the child welfare system and introduce Alternative Response	<p>Seven Stages of child protective service process:</p> <ul style="list-style-type: none"> ▪ Screening and intake ▪ Safety and risk 	<p>Link to <i>Responsibility of Child Protective Services</i> from HHS User Manual Series, <i>Child Protective Services: A Guide for Caseworkers:</i> http://www.childwelfare.gov/pubs/usermanuals/cps/cpsd.cfm</p>	

		<p>assessment</p> <ul style="list-style-type: none"> ▪ Family assessment ▪ Case planning ▪ Service provision ▪ On-going family assessment ▪ Case closure <p>Ohio's Alternative Response Pilots</p>	<p>For overview of Alternative Response see: Children, Families and the Courts Ohio Bulletin, Volume 3, Spring 2007, No. 3, entitled "Alternative Response" available at: www.sconet.state.oh.us</p>	
The Agency and Its Role in the Community: Agency Vision, Mission, and Outcomes				
<input type="checkbox"/>	Complete worksheet entitled , <i>Our Vision, Mission, and Objectives</i>	<p>Agency vision and mission</p> <p>Organizational and unit objectives</p>	PDF: Worksheet: Our Vision, Mission, and Objectives	
<input type="checkbox"/>	Complete worksheet on agency table of organization and departmental/unit functions and responsibilities	<p>Agency's Table of Organization</p> <p>Purpose of each department and/or major function in the agency, and the persons who have primary responsibility for managing the function , including:</p> <ul style="list-style-type: none"> ▪ Intake, screening, and investigation ▪ Direct services to families and children ▪ Adoption and other permanency services ▪ Fiscal and contracting ▪ Quality improvement <p>Agency administration and personnel</p>	PDF: Worksheet: Who Does What?	
The Agency And Its Role In The Community: Agency And Community Services				
<input type="checkbox"/>	Describe how cases progress through the agency, and which departments or units are responsible for cases from initial referral through case closure.	<p>Progression of cases through the agency including:</p> <ul style="list-style-type: none"> • Referrals that are not opened for investigation are referred to other 	PDF: Activity: Shadowing	

		<p>services</p> <ul style="list-style-type: none"> • Reports that are investigated and closed upon completion of the investigation • Cases that are opened and transferred to family service units • Cases in which a child is placed in foster or kinship care • Cases involving termination of parental rights • Alternative response – if county is involved in pilot 		
<input type="checkbox"/>	Complete worksheet, <i>Commonly Used Acronyms</i> and discuss abbreviations and acronyms commonly used in your agency	<p>Abbreviations and acronyms associated with types of cases, including:</p> <ul style="list-style-type: none"> • Temporary Protection orders (TPR) • Temporary Custody (TC) • Semi-Annual reviews (SAR) • Agencies and services 	PDF: Worksheet: Commonly Used Acronyms	
<input type="checkbox"/>	Complete worksheet, <i>Community Resources</i> , to gain information about community service providers	<p>Referral information for community service providers including:</p> <ul style="list-style-type: none"> ▪ Local mental health agencies ▪ Substance abuse assessment and treatment providers ▪ Services for clients with developmental disabilities ▪ Health, medical, and dental care providers ▪ Supportive services ▪ Employment and educational services ▪ Foster care providers, including treatment foster 	PDF: Worksheet: Community Resources	

		homes <ul style="list-style-type: none"> Adoption services, including regional and statewide networks 		
The Historical, Philosophical, and Legal Bases Of Child Welfare Services: Child Welfare Values and Principles				
<input type="checkbox"/>	Provide the history of societal values, philosophy, and define child welfare values and guiding principles	<p>Child welfare history including:</p> <ul style="list-style-type: none"> Ancient Codes Greek and Roman law English law Early American law 19th century events 20th century events <p>Child Welfare Values</p> <ul style="list-style-type: none"> Children’s absolute right to a safe, permanent, and stable home Freedom Justice Social responsibility Human dignity <p>Child welfare guiding principles:</p> <ul style="list-style-type: none"> Protection of children - assuring safety of all maltreated children Family-centered services Permanence for all children Cultural competence Least restrictive environment for children needing placement 	<p>Link to online training, <i>Child Welfare Values and Principles Put Into Practice</i>:</p> <p>http://www.ocwtp.net/CW%20Values%20&%20Principles/CW.swf</p>	
The Historical, Philosophical, and Legal Bases Of Child Welfare Services: Competence in Culture and Diversity				
<input type="checkbox"/>	Discuss competence in culture and diversity	Cultural and diversity competence	<i>Field Guide to Child Welfare</i> Step One: If you do not already have access to the Field Guide for Child	

			<p>Welfare, go to fieldguideadmin@ihs-trainet.com and request a log in number. You will receive an email with a user name and password.</p> <p>Step two: When you have access go to www.childwelfarefieldguide.com and click on the index tab at the top of the page. It may take awhile for the complete listing of content to come up on the screen. When it does, scroll down to find <i>Culture and Diversity</i> and read, <i>Cultural Competence, Definition</i></p>	
<input type="checkbox"/>	Provide information on ethnic and cultural groups and services in the community	<p>Community ethnic and cultural groups served and employed by the agency</p> <p>Culturally-based service providers in the community</p>	PDF: Worksheet: Community Ethnic and Cultural Groups and Services	
<input type="checkbox"/>	Explain the agency's expectations of and activities for cultural competence in working with staff, clients, and the community	<p>Agency's expectations of and activities for cultural competence in working with:</p> <ul style="list-style-type: none"> ▪ Staff ▪ Clients ▪ Community 	PDF: Activity: Agency Expectations and Resources for Culture and Diversity	
The Historical, Philosophical, and Legal Bases Of Child Welfare Services: Law, Rule, and Policy				
<input type="checkbox"/>	Share how to locate the Ohio Revised Code (ORC) and the Ohio Administrative Code (OAC)	Location of ORC and OAC	<p>For link to the ORC and OAC go to: http://codes.ohio.gov/</p> <p>PDF: Activity: The ORC and OAC</p>	
<input type="checkbox"/>	Explain policy and procedures related to documentation and confidentiality or have new employee read recommended resource.	<p>Importance of documentation and confidentiality</p> <p>Agency confidentiality and documentation policies and procedures</p>	<p>Link to: Effective Documentation (HHS User Series) <i>Child Protective Services: Guide for Caseworker</i>: http://www.childwelfare.gov/pubs/usermanuals/cps/cpsl.cfm</p> <p>Link to COA Standards, <i>Confidentiality and Privacy Protection</i> http://www.coastandards.org/standards.php?navView=public&core_id=17</p> <p>PDF Activity: Local Agency Policies and Procedures Manual</p>	
Children And Families Served By The Agency: Characteristics, Problems, and Needs of Families Served				
<input type="checkbox"/>	Provide an overview of characteristics, problems, and needs of families served by your agency	Characteristics, problems, and needs of families served by PCSAs including:	PDF: Activity: The Families We Serve	

		<ul style="list-style-type: none"> ▪ Poverty and unemployment ▪ Domestic violence ▪ Substance abuse ▪ Developmental disabilities ▪ Mental illness and emotional disturbances ▪ Unsafe neighborhoods and living environments ▪ Limited ability to access supports and resources 		
Working in the Agency and the Community: Personnel Issues				
<input type="checkbox"/>	Explain the federal and state laws and regulations regarding personnel issues including:	Federal and state laws and regulations regarding personnel issues including: <ul style="list-style-type: none"> ▪ Equal Employment Opportunity (EEO) ▪ Occupational Health and Safety Act (OSHA) ▪ Health Insurance Privacy and Portability Act (HIPPA) ▪ Family Medical Leave Act (FMLA) 	PDF: Laws Regarding Personnel Issues Link to U.S. Equal Employment Opportunity Commission for overview of EEOC Laws: http://www.eeoc.gov/abouteeo/overview_laws.html . Link to CORSA University for Sexual Harassment Online Training http://www.corsa.org/ and log into the CORSA University. (Note: 61 of Ohio's 88 counties are members of this organization and have access to several online courses free of charge. Click on <i>member counties</i> to see if your county is a member. Link to HIPPA Overview PowerPoint: http://www.pcsao.org/hipaa.htm Link to CDC Fact Sheet: <i>Universal Precautions for Prevention of Transmission of HIV and Other Bloodborne Infections</i> http://www.cdc.gov/ncidod/dhqp/bp_universal_precautions.html Link to booklet, <i>HIV/AIDS and Hepatitis B & C: Preventing Exposure at Work</i> http://www.heart-intl.net/HEART/030305/HIVAIDSHepatitisBandC-P.pdf	
<input type="checkbox"/>	Explain agency-specific personnel policies, procedures, and forms and review employee benefits	Agency-specific personnel policies, procedures, and forms including: <ul style="list-style-type: none"> ▪ Sick time, vacations, and leave time ▪ Dress codes ▪ Sexual harassment policy 	PDF: Worksheet: Personnel Policies and Benefits.	

		<ul style="list-style-type: none"> ▪ EEO policies ▪ OSHA, HIPPA, FMLA ▪ Availability of Employee Assistance Program (EAP) <p>Employee benefits including:</p> <ul style="list-style-type: none"> ▪ Medical insurance ▪ Wellness programs ▪ Employee assistance programs ▪ Educational benefits 		
Working in the Agency and the Community: Performance Evaluation				
<input type="checkbox"/>	Explain the agency's probationary and annual performance evaluation processes	Agency's probationary and annual performance evaluation processes as well as individual plans to further develop and improve job performance	PDF: Activity Agency's Evaluation Process	
Working in the Agency and the Community: Staff Development				
<input type="checkbox"/>	Provide information about roles and responsibilities for maintaining a learning environment	Responsibilities for: <ul style="list-style-type: none"> ▪ Administrators ▪ Supervisors ▪ All staff 	PDF Reading : Responsibility for Maintaining a Learning Environment	
<input type="checkbox"/>	Provide information about the Ohio Child Welfare Training Program (OCWTP)	Ohio Child Welfare Training Program including: <ul style="list-style-type: none"> ▪ Regional Training Centers (RTCs) ▪ Mandated training requirements ▪ Training calendars 	<p>Link to the OCWTP Web Site www.ocwtp.net</p> <p>Link to the Regional Training Centers http://www.ocwtp.net/RTCs.htm</p> <p>Link to training requirements http://www.ocwtp.net/Requirements.htm</p> <p>Link to training opportunities http://www.ocwtp.net/Training.htm</p>	
<input type="checkbox"/>	Provide information on resources for enhancing knowledge and understanding in the field of child welfare	Resources for enhancing knowledge and understanding in the field of child welfare,	PDF Activity: Child Welfare Resources and Learning Opportunities	

		including: <ul style="list-style-type: none"> ▪ Journals ▪ Newsletters ▪ List serves ▪ On-line resource ▪ Shadowing ▪ Coaching and mentoring 		
Working in the Agency and the Community: Customer Service and Professional Demeanor				
☐	Explain the agency's expectations regarding customer service and professional demeanor	Principles of customer service including: <ul style="list-style-type: none"> ▪ Providing timely services ▪ Providing relevant and appropriate services ▪ Following through on commitments ▪ Providing explanations for decisions and actions ▪ Being courteous and respectful in interactions with clients ▪ Involving clients as collaborators in service planning and delivery ▪ Respecting client preferences whenever possible Agency's expectations for providing quality customer service including: <ul style="list-style-type: none"> ▪ Dress code ▪ Professional demeanor ▪ Collaboration ▪ Codes of conduct ▪ Provide information about the agency's customer grievance procedures. ▪ Agency's customer grievance procedures 	PDF: Activity: Customer Service and Professional Demeanor Link to Ohio's <i>Code of Ethical and Professional Conduct</i> http://www.cswmft.ohio.gov/ethics/code.pdf Link to NASW's <i>Code of Ethics</i> http://www.socialworkers.org/pubs/code/default.asp	

Working in the Agency and the Community: Safety in the Workplace and Field			
<input type="checkbox"/>	Provide an overview of safety issues for child welfare professionals and the agency's safety policies, procedures, and resources	<p>Safety issues for child welfare professionals including:</p> <ul style="list-style-type: none"> ▪ Volatile case situations such as removal of a child or termination of parental rights ▪ Co-occurrence of child abuse and domestic violence, substance abuse, or mental illness ▪ Working in community settings ▪ Working with non-voluntary, resistant, and angry clients <p>Agency safety policies and procedures and Safety Incident Reports</p>	<p>PDF: Safety Issues for Child Welfare Professionals</p> <p>Link to Staff Safety – PCSAO Standards for Effective Practice http://www.pcsao.org/2002Standards/Update_503/safety%20std.pdf</p> <p>Link to Safety Critical incident Form http://www.pcsao.org/SafetyIncidentReport.htm</p>
Working in the Agency and the Community: Facilities, Equipment			
<input type="checkbox"/>	Provide information on agency facilities and equipment	<p>Location of all agency buildings and the departments, offices, or units housed in each building</p> <p>Instructions for using:</p> <ul style="list-style-type: none"> ▪ Phone and Pager ▪ Fax ▪ Copier ▪ Computer ▪ Cameras/Video equipment 	<p>PDF: Agency Facilities and Equipment</p>