

<p>Child Welfare Program Trainings</p> <p>For help contact CW Training: CW.Training@dhsosha.state.or.us</p>	<p>ODHS Trainings:</p> <p>For help contact DHS Training: DHS.TRAINING@dhsosha.state.or.us</p>
<p align="center">Pre-Requisites to Essential Elements</p> <p align="center"><i>When: Prior to attending Essential Elements</i></p> <p>A minimum of 3 weeks between the employee’s start date and the first day of Essential Elements training. This time is to be spent completing administrative requirements, onboarding activities, introduction to branch and community cultures, and familiarization with their position, the agency, and state service.</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Secondary Traumatic Stress <input type="checkbox"/> Oregon Safety Model Overview Online Session 1 <input type="checkbox"/> Oregon Safety Model Overview Online Session 2 <input type="checkbox"/> Oregon Safety Model Overview Online Session 3 <input type="checkbox"/> Oregon Safety Model Overview Online Session 4 <input type="checkbox"/> Oregon Safety Model Overview Online Session 5 <input type="checkbox"/> Oregon Safety Model Overview Online Session 6 <input type="checkbox"/> Oregon Safety Model Overview Online Session 7 <input type="checkbox"/> OR-Kids Basics <input type="checkbox"/> Indian Child Welfare Act <input type="checkbox"/> Values & Ethics for DHS Child Welfare Workers <input type="checkbox"/> The Impact of State and Federal Law on CW Practice 	<ul style="list-style-type: none"> <input type="checkbox"/> 24/7 Mandatory Reporting
<p>ODHS New Employee Orientation <i>New SSS1’s must complete the tasks and trainings identified in the ODHS New Employee Orientation Checklist.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> ODHS New Employee Orientation Checklist <p>Required ODHS Trainings are on Page 2.</p>
<p align="center">After Pre-Requisites are Complete</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> What You Need to Know About Karly’s Law (within 30 days of hire and yearly) <input type="checkbox"/> Applying the ADA to Your Work with Children and Families (within 60 days of hire) <input type="checkbox"/> Sharing of Information Between Child Welfare and Self-Sufficiency (Within 90 days of hire) <input type="checkbox"/> QPR Suicide Prevention Training 	
<p>Essential Elements <i>When: Prior to taking on any CW Cases and within first 60 days of hire</i></p>	<p>Essential Elements of Child Welfare Practice is the pre-service training required for a Social Service Specialist 1 to begin performing their duties as a Child Protective Services, Certification, Permanency, or other Child Welfare staff assigned to the Social Service Specialist 1 Classification.</p>
<p>Standardized On-Ramp <i>When: First 6 weeks</i></p>	<p>The on-ramp consists of 8 tasks that are core components of an SSS1 responsibilities. The on-ramp is a 6 step on-the-job-training structure providing an overview, opportunity to shadow, discussion at supervision, support, observations and feedback.</p>

<p><u>Well-being Needs of Children and Youth:</u> <i>When: First 6 Months</i></p>	<p>Well-being Needs of Children and Youth focuses on the well-being needs of the children and young adults who come into contact with the child welfare system. Participants will learn how maltreatment can impact development, including identity development, and the caseworker’s roles and responsibilities in ensuring healthy development for children and young adults.</p>
<p><u>Preparing and Presenting for Success in Court</u> <i>When: First 6 Months</i></p>	<p>Preparing and Presenting for Success in Court provides an in-depth exploration of caseworker’s roles and responsibilities in relation to court and the Citizen Review Board (CRB). Various sources of child welfare law and practice, as well as the different types of court and court hearings, will be presented. The importance of using trauma-informed engagement practices to prepare and involve children, parents, families and Tribes in court processes will be emphasized, as well as the unique aspects of working with refugee families.</p>
<p><u>Child Welfare Program Online Trainings</u> <i>When: First 6 months</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Targeted Case Management (TCM) Training for Caseworkers <input type="checkbox"/> Domestic Violence DV 101 <input type="checkbox"/> OR-Kids CPS Assessment 101 (Assessment Workers) <input type="checkbox"/> OR-Kids Permanency 101 (Permanency Workers) <input type="checkbox"/> OR-Kids Certification 101 (Certification Workers)
<p><u>Trauma Informed Practice Strategies (TIPS):</u> <i>When: First 12 Months</i></p>	<p>TIPS For Child Welfare Workers is a two-day training that will help child welfare professionals:</p> <ul style="list-style-type: none"> • Understand the impact of trauma on development and behaviors of children and families • Identify and address specific trauma-related needs of children and families and • Integrate a trauma-informed approach to effectively engage, plan for and serve children and families.
<p><u>Family Conditions:</u> <i>When: First 12 Months</i></p>	<p>Family Conditions provides a deeper look into the situations that impact many of the families who encounter the child welfare agency. Participants will learn about the dynamics of poverty, adult mental health, substance abuse, domestic violence, and sexual offending.</p>
<p><u>Child Welfare Program Online Trainings</u> <i>When: Within the first 12 months</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Child Welfare Confidentiality <input type="checkbox"/> Sibling Bill of Rights <input type="checkbox"/> Commercial Sexual Exploitation of Children and Young Adults <input type="checkbox"/> CANS Screening <input type="checkbox"/> Advocating for Educational Services <input type="checkbox"/> Multi-Ethnic Placement Act (MEPA) <input type="checkbox"/> How Federal Funding is Impacted by Child Welfare <input type="checkbox"/> CW Practices for cases with DV

- [Adoption Assistance](#)
- [Certifier and Adoption Worker Training - Certification and Adoptions Workers](#)
- [SAFE Home Study Training – Certification and Adoption Workers](#)

SSS1 and SSA Pretraining Activities

New SSS1 and SSA staff who have been CJIS cleared, have attended Orientation, and have completed their online pre-requisites may conduct the following tasks prior to attending training. A MAPS or Supervisor must provide instructions on all activities prior to the new staff conducting the activity. All other tasks listed in the respective Position Description require the successful completion of SSA Core (Including Confirming Safe Environments) or Essential Elements of Child Welfare Practice.



Allowable Activities:

- Accompany the caseworker and take notes during contacts with children and families.
- Type notes and email to caseworker describing information gathered and accurate observations. (Workers can write notes into the domain format making it easier to transfer.)
- Coordinate background checks including OJIN, eCourts, ORKIDS, and LEDS.
- Complete records requests. (Medical, school, law enforcement, etc.)
- Gather information from collateral contacts, input into OR-Kids, and request review from the case worker.
- Ensure that children in substitute care meet the timelines for medical, dental, mental health, and CANS assessments.
- Assist families with completion of forms (ICWA, Father's Questionnaire, Release of Information, etc.)
- Coordination of appointments.
- Complete service referrals for families and foster parents, including all requisite and subsequent tasks and contacts.
- Make contact with relatives for the purposes of absent parent search, placement, visitation, or identification of safety service provider.
- Assist in foster care placement and BRS placement coordination.
- Attend transfer staffing, Family Engagement Meetings and Ongoing Family Meetings when assigned to provide case aid work on a case.
- Attend unit meetings, quarterlies, supervisory conferences and other meetings as appropriate.
- Attend IEP, ILP, WRAP, and other service meetings as appropriate on assigned cases.
- Research extracurricular activities of interest to children to assist in meeting the prudent parenting standard.
- Transportation assistance as necessary.
- Coordinate with caseworkers to ensure child wellbeing needs are met in a variety of ways, clothing vouchers, ILP referrals and attendance, appointments.
- Monitor and Supervise Visits (After shadowing has been completed) and provide supplemental contact.

The SSS1 On-Ramp provides a structured format to help onboard new SSS1s. There are 8 tasks, each with 6 steps, that are core components of an SSS1's responsibilities. The steps provide an overview, shadowing experience, discussion opportunities, clinical supervision and feedback opportunities. Please use the SSS1 On-Ramp Checklist while navigating through the On-Ramp. All documents and more resources can be found on the [Child Welfare Equity, Training and Workforce Development OWL page](#).

Steps 1 through 4 to be completed before and after Essential Elements

Tasks to be Performed by New SSS1	Step 1 Supervisor or MAPS will Communicate Expectations & Provide Practical Overview	Step 2 New SSS1 will Review Policy & Procedure	Step 3 New SSS1 will Shadow	Step 4 Supervisor or MAPS will Provide Clinical Supervision	New SSS1 is Assigned a Case* (See footnote for case assignment rules)	Step 5 New SSS1 will Conduct with Support of Supervisor or MAPS**	Step 6 Supervisor will Observe and Provide Feedback to New SSS1
Supervised Visit and Documentation of a Case Note Shadow x 2 Conduct with Support X 1	Communicate learning expectations to new worker while describing procedure and local branch protocol on visitation and visit documentation.	Procedure Manual Chapter 3, Section 17 (Assessment: Visitation) and Chapter 5, Section 26 (Services to Children: Family Visitation and Contact)	Observe SSA, Parents, Children, Foster Parents, and other involved parties, developing questions about visitation. Observe watch how the case note is documented in OR-Kids.	Check on learning to determine new workers understanding of family visitation and contact. Check in regarding any potential traumatic events that occurred.		Must be conducted at least once with the support of a MAPS or Supervisor before conducting solo.	Supervisor will observe new worker supervising a visit to determine if they need additional support or retraining.
Build Case Chronology (Group Activity): MAPS facilitate a group with a live case. Suggested: an open CPS assessment with multiple previous reports or an open permanency case. Group Activity X 1 Conduct with Support X 1	Communicate learning expectations to new worker while providing overview around purpose and intent of building a case chronology and timeline and how proactive is impacted.	Review documentation related to building a chronology and timeline of a case.	In a group setting of no more than 10 SSS1, a MAPS will facilitate a conversation about case history and help develop the case chronology with staff. After the chronology, MAPS will review with staff: identifying patterns and discussing observations and the importance of a comprehensive review of a case.	Check in with worker around observations and take always during chronology building activity. Provide opportunity for worker to ask questions.		Must be conducted at least once with the support of a MAPS or Supervisor before conducting solo.	Supervisor will review new staff's chronology or timeline to determine if additional support or retraining is necessary.
Home Visits Shadow X 2 Conduct with Support X 1	Communicate learning expectations to new worker and describe purpose of home visits and need to confirm a safe environment at every visit.	Review most recent case plan or home study and applicable sections of Procedure Manual: Chapter 4, Section 9.	Observe home visit. After home visit contacts are made, new worker and will watch how the information is documented in OR-Kids.	Debrief activity with new worker and discuss observations. Check in around any potential traumatic events.		Must be conducted at least once with the support of a MAPS or Supervisor before conducting solo.	Supervisor will observe and support new worker conducting a home visit and determine if additional support or retraining is necessary.
CPS Assessment Shadow X 2 Conduct with Support X 1	Communicate training expectation to new worker and describe assessment process.	Review screening report, history and applicable sections of Procedure Manual: Chapter 3.	Observe assessment contacts and interviews. After contacts are made, the new worker will watch how the information is documented into OR-Kids.	Debrief assessment with new worker and discuss observations. Check in around any potential traumatic events.		Must be conducted at least once with the support of a MAPS or Supervisor before conducting solo.	Supervisor will observe new worker conducting CPS assessment and determine if additional support or retraining is necessary.

Tasks to be Performed by New SSS1	Step 1 Supervisor or MAPS will Communicate Expectations & Provide Practical Overview	Step 2 New SSS1 will Review Policy & Procedure	Step 3 New SSS1 will Shadow	Step 4 Supervisor or MAPS will Provide Clinical Supervision	New SSS1 is Assigned a Case* (See footnote for case assignment rules)	Step 5 New SSS1 will Conduct with Support of Supervisor or MAPS**	Step 6 Supervisor will Observe and Provide Feedback to New SSS1
Group Supervision Shadow (Observe) X 2 Conduct with Support X 1	Communicate purpose and expectation of group supervision while discussing learning objectives. Review case documentation related to group supervision.	Review documentation related to group supervision.	Observe group supervision, asking questions as necessary.	Check in with worker around observations and take always. Provide opportunity for worker to ask questions.		Must be conducted at least once with the support of a MAPS or Supervisor before conducting solo.	Supervisor will support new worker throughout the process of submitting a case for Group Supervision and determine if they have attained the required knowledge or need additional support or retraining.
Court Hearings Shadow X 1 Conduct with Support X 1	Communicate learning expectations to new worker while describing the hearing they will observe. Review applicable case related documentation for hearing.	Review file documentation related to hearing and applicable sections of Procedure Manual: Chapter 9, Section 3.	Observe hearing. Take notes and formulate questions as needed.	Check in with worker to determine understanding of hearing attended. Discuss observations and answer any questions worker may have about the hearing.		Must be conducted at least once with the support of a MAPS or Supervisor before conducting solo.	Supervisor will observe new worker attending a court hearing and determine if they need additional support or retraining.
Preparation and Agreement Meeting or Transfer Staffing Shadow X 1 Conduct with Support X 1	Communicate training expectation to new worker while describing purpose of Preparation and Agreement Meeting (or Transfer Staffing) and desired outcomes.	Review documentation related to Preparation and Agreement Meeting: Family Transition Plan Protocol or Transfer Staffing Protocol.	Observe Preparation and Agreement Meeting or (Transfer Staffing. Take notes and formulate questions as needed.	Check in with worker to determine understanding of Preparation and Agreement meeting or (Transfer Staffing). Discuss observations and answer any questions worker may have about the process.		Must be conducted at least once with the support of a MAPS or Supervisor before conducting solo.	Supervisor will observe new worker conducting Preparation and Agreement Meeting or (Transfer Staffing) and determine if additional support or retraining is necessary.
Family Engagement Meeting: In districts that have not fully implemented this activity, attend a Child Safety Meeting (CSM) and / or Oregon Family Decision Meeting (OFDM) Shadow X 1 Conduct with Support X 1	Communicate training expectation to new worker while describing purpose of FEM (or CSM and OFDM), expectations during FEM (or CSM and OFDM) and desired outcomes.	Review documentation related to FEM or (CSM and OFDM) and related section of Procedure Manual: Chapter 4, Section 6.	Observe FEM or (CSM and OFDM). Take notes and formulate questions as needed.	Check in with worker to determine understanding of FEM or (CSM and OFDM). Discuss observations and answer any questions worker may have about the process.		Must be conducted at least once with the support of a MAPS or Supervisor before conducting solo.	Supervisor will observe new worker conducting FEM or (CSM and OFDM) and determine if additional support or retraining is necessary.

*One case for the first two weeks AFTER returning from Essential Elements. Then, one additional case in each of weeks three and four.

In Total: Maximum of three case assignments in first 30 days after Essential Elements is completed.

**Supervisor to determine the number of times needed for this step. (One time is the minimum)

SSS1 On-Ramp Completion Checklist

Complete the following Checklist while performing the tasks in the On-Ramp. A copy of the completed checklist must be kept in the employee's file. After completing the On-Ramp and the Checklist, the employee must acknowledge the completion in Workday Learn.

[Click here to access the completion course in Workday Learn.](#)

All documents and more resources can be found on the [Child Welfare Equity, Training and Workforce Development OWL page.](#)

SSS1 Information:

Name:

OR Number:

Start Date:

Essential Elements Start Date:

Supervisor:

On-Ramp Activity	Shadow Date 1	Shadow Date 2	Conduct Date 1	Conduct Date 2	Supervisor Signature
Supervised Visit and Documentation of Case Note				N/A	
Build Case Chronology Group Activity				N/A	
Home Visits				N/A	
CPS Assessment				N/A	
Group Supervision				N/A	
Court Hearings				N/A	

On-Ramp Activity	Shadow Date 1	Shadow Date 2	Conduct Date 1	Conduct Date 2	Supervisor Signature
Preparation and Agreement Meetings or Transfer Staffing		N/A		N/A	
Family Engagement Meeting or Child Safety Meeting and Oregon Family Decision Meeting				N/A	