User Toolkit
New Supervisor & Caseworker Onboarding Training
Office of Families & Children
# Table of Contents

PCSA New Caseworker and Supervisor Onboarding Curriculum ................................................................. 3  
  Background .................................................................................................................................................. 3  
  Purpose ....................................................................................................................................................... 3  
Onboarding Introduction Job Aid .................................................................................................................. 6  
  Introduction ................................................................................................................................................ 6  
  Platform Overview ..................................................................................................................................... 6  
Onboarding Assessments Job Aid .................................................................................................................. 11  
  Introduction ............................................................................................................................................. 11  
  Onboarding Assessment Process .............................................................................................................. 11  
PCSA Onboarding FAQs ................................................................................................................................. 18  
  Introduction ............................................................................................................................................ 18  
  Frequently Asked Questions .................................................................................................................. 18
PCSA New Caseworker and Supervisor Onboarding Curriculum

Background
Public children service agencies (PCSAs), the Public Children Services Association of Ohio (PCSAO), and one of the Children Services Transformation (CST) recommendations identified the need for a consistent, statewide onboarding program for new caseworkers and supervisors. To meet this need, the Office of Families & Children (OFC) worked with Accenture to create an online, on-demand platform and onboarding curriculum for new PCSA caseworkers and supervisors. This information included herein is also available on the Ohio Department of Jobs and Family Service’s OFC Children Services Training and Development website.

Purpose
The onboarding training will not replace the requirement for caseworkers and supervisors to attend Core curriculum, and counties will not be required to implement the onboarding training; however, it is an available resource to supplement each PCSA’s training process.

PCSA Onboarding provides the user with a high-level overview of foundational concepts and requirements through a virtual platform which includes interactive quizzes and assessments.

<table>
<thead>
<tr>
<th>Caseworker Onboarding</th>
<th>Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outline of Content</strong></td>
<td><strong>Children Services Overview</strong></td>
</tr>
<tr>
<td>Job purpose overview</td>
<td>State the purpose of the Ohio children services system</td>
</tr>
<tr>
<td>ODJFS &amp; OFC</td>
<td>State the importance of confidentiality and ethics in relation to children services</td>
</tr>
<tr>
<td>Child abuse and neglect (CA/N)</td>
<td>Be able to access and navigate knowledge base articles, practice profiles and child welfare related administrative codes</td>
</tr>
<tr>
<td>Trauma</td>
<td>Recognize that implicit biases impact their work</td>
</tr>
<tr>
<td>Typical flow of a case</td>
<td><strong>Diversity, Equity, Inclusion, and Implicit Bias</strong></td>
</tr>
<tr>
<td>Worker safety fundamentals</td>
<td>Understand the impact of diversity, equity, and inclusion (DEI) in children services</td>
</tr>
<tr>
<td>Confidentiality and ethics</td>
<td>Understand implicit bias and how these biases can impact the decision-making process</td>
</tr>
<tr>
<td>Practice is key</td>
<td><strong>Screening</strong></td>
</tr>
<tr>
<td><strong>Diversity, equity, inclusion, and implicit bias</strong></td>
<td>Describe the intake process</td>
</tr>
<tr>
<td>Receiving referrals</td>
<td>Explain how to receive a referral and properly categorize a report</td>
</tr>
<tr>
<td>Intakes in SACWIS</td>
<td>Explain how to review referrals and identify child abuse and neglect (CA/N), dependency reports, family in need of services (FINS) reports and Information and/or Referral</td>
</tr>
<tr>
<td>Screening decision making process</td>
<td>Identify guidelines and principles to screen in and screen out referrals</td>
</tr>
<tr>
<td>Assessment and Investigation</td>
<td>Safety Planning</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Introduction to assessments/investigations</td>
<td>Safety planning</td>
</tr>
<tr>
<td>Assessing safety vs. risk</td>
<td>Voluntary safety plans</td>
</tr>
<tr>
<td>Home visits engaging children and families</td>
<td>Legally authorized out-of-home safety plan</td>
</tr>
<tr>
<td>Learn strategies to engage children and families during an assessment</td>
<td>Understand the importance of a safety plan</td>
</tr>
<tr>
<td>Understand the OAC requirements for completing an assessment/investigation</td>
<td>Understand the ideas and concepts behind a safety plan</td>
</tr>
<tr>
<td>Recognize the CAPMIS model for assessing safety vs. risk</td>
<td>Have knowledge of the court filings and interventions available that help ensure the safety of children</td>
</tr>
<tr>
<td>Understand the purpose of the safety assessment and family assessment</td>
<td></td>
</tr>
<tr>
<td>Have links to knowledge base articles</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Search, Engagement, and Documentation</th>
<th>Open and Ongoing Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to family search and engagement</td>
<td>Types of open cases</td>
</tr>
<tr>
<td>Engagement with families</td>
<td>Developing a family case plan or prevention services plan</td>
</tr>
<tr>
<td>Documentation and its importance</td>
<td>Ongoing assessments</td>
</tr>
<tr>
<td></td>
<td>Case reviews</td>
</tr>
<tr>
<td></td>
<td>Permanency planning</td>
</tr>
<tr>
<td>Describe guiding principles and strategies for family search and engagement</td>
<td>Identify the types of ongoing cases</td>
</tr>
<tr>
<td>Use various engagement strategies during home visits and contact with the family</td>
<td>Describe the considerations and guidelines for developing a family case plan</td>
</tr>
<tr>
<td>Understand how to engage the family throughout the life of the case</td>
<td>Understand the goals related to permanency</td>
</tr>
<tr>
<td>Understand the importance of documentation</td>
<td>Understand the process for case reviews and semiannual administrative reviews (SARs)</td>
</tr>
<tr>
<td></td>
<td>Explain the need for ongoing assessments, as well as ongoing contact with the family</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case Transfer Meetings</th>
<th>Time Management and Organizational Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case transfer overview</td>
<td>Time management</td>
</tr>
<tr>
<td>Current worker, newly assigned worker, and case transfers</td>
<td>Task prioritization</td>
</tr>
<tr>
<td>Ensuring Quality case transfers</td>
<td>Explain the importance of having organizational skills to manage time</td>
</tr>
<tr>
<td>Transfer meetings</td>
<td>Describe the benefits of using a personal time tracking log</td>
</tr>
<tr>
<td></td>
<td>List several best practices for time management</td>
</tr>
</tbody>
</table>
# Supervisor Onboarding

## Outline of Content

### Fundamentals of Supervision
- Introduction to supervision
- Diversity, equity, inclusion
- Professional development
- Safety hazards
- Conducting effective meetings
- Time management and workflows

### Diversity, Equity, Inclusion, and Implicit Bias
- Diversity, equity, inclusion, and implicit bias

### Overview of Duties in SACWIS
- Welcome to SACWIS
- Screening decisions and case linking
- Case assignment
- Processing work items
- Case conference notes
- Safety hazard documentation
- Generating reports

### Overview of ODJFS Reviews
- Child and Family Services Review (CFSR)
- Child Protection Oversight and Evaluation (CPOE)
- Ohio Accelerated Safety Analysis Program (ASAP)
- Administrative and child fatality reviews

### Ohio Administrative Code
- How to navigate OAC
- Rule process

### Children Services Legislation
- Federal, state and county relationships
- Federal legislation
- Federal reporting
- State legislation overview

## Learning Goals

### Fundamentals of Supervision
- Using leadership and coaching skills to support and develop caseworkers
- Building relationships with caseworkers
- Setting clear expectations for caseworkers
- Promoting supportive supervision
- Creating workflows and timelines
- Running valuable meetings
- Utilizing data and other information to review employee’s performance

### Diversity, Equity, Inclusion, and Implicit Bias
- Understand the impact of diversity, equity, and inclusion (DEI) in children services
- Understand implicit bias and how these biases can impact the decision-making process

### Overview of Duties in SACWIS
- Understand screen flows in SACWIS
- Conduct supervisor level activities in SACWIS
- Reflect on the importance of the actions made in SACWIS
- Provide an enhanced level of support to caseworkers

### Overview of ODJFS Reviews
- Understand the CFSR process
- Understand the requirements and steps for completing CPOE
- Understand the Ohio ASAP process
- Understand the child fatality review process

### Ohio Administrative Code
- Access and navigate relevant OAC rules online
- State where to provide input during the rule process
- Sign up for updates on new rules and changes to existing rules

### Children Services Legislation
- Identify, access, and understand key federal legislation and its role in children services
- Identify, access, and understand state legislation and its role in children services
- Utilize reporting programs and understand the importance of data entry into SACWIS
- Describe how federal legislation influences state law and county expectations
Onboarding Introduction Job Aid

Introduction
This job aid provides a walk through on how to access the platform, navigate the learning material, and view your profile.

Platform Overview

<table>
<thead>
<tr>
<th>Step</th>
<th>Platform Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sign into Your Account</td>
</tr>
</tbody>
</table>

Access the My Ohio website where you will be prompted to enter your OHID username and password.

After accessing the My Ohio website you can launch your “OHID Apps’. Under the PCSA Onboarding tile, click the “Open App” button to launch the learning platform.
Once on the home screen, you will see your assigned learning path (Caseworker Onboarding or Supervisor Onboarding). Click **Start** on your learning path to begin.

Find the module you would like to start and click it to begin learning.
Navigating Modules

At the bottom of each module, you will see control options.

On the left, there are options to play/pause, adjust the volume, and turn on closed captions. The play button can also be used to repeat the audio on a slide.

On the right, there are options to move backwards or forwards in the module.

At any time during or after completing a module, you can return to the homepage by clicking the Ohio Department of Job and Family Services logo on the top left of the screen.

Main Menu

In each module, you can also click on certain objects to navigate or display more information. For example, on the main menu screen you can click each box to go to specific sections. It is recommended you start with the topic located at the top left of the main menu before continuing on to other topics.
Module Progress

If you start a module and revisit it later, the module will be listed as “In Progress” when viewing your learning path.

Once you have completed a module, it will be marked as completed.

Settings Page

To access your account setting, click the three horizontal lines on the top right of the screen. Then from the dropdown, click settings.

In the settings page you can control E-mail notification preferences, set reminders, and change your time zone.
To the left of settings drop down, you will see a circle containing your initials. Click that circle to navigate to your profile page.

From this page, you can upload a profile picture, view your badges, and see the time spent learning.
Onboarding Assessments Job Aid

**Introduction**
You have the opportunity to assess your learning upon completing a learning board. This job aid gives a walkthrough of how to access and review results of the onboarding assessments.

**Onboarding Assessment Process**

<table>
<thead>
<tr>
<th>Step</th>
<th>The Assessment Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Complete the Learning Module</td>
</tr>
<tr>
<td></td>
<td>The first step is to complete the learning board. You will see a status of <strong>Completed</strong> once you are finished.</td>
</tr>
</tbody>
</table>

```
05 LEARNING BOARD

Screening

✔️ COMPLETED
```

| 2    | Open the Assessment |
|      | After you have completed the learning module, click the associated assessment to begin the assessment. |

```
06 ASSESSMENT

Assessment - Screening

10 mins
```
A pop-up window will display. You will have three attempts to take the assessment. Click the **Start** button.

**ASSessment**

**Assessment - Screening**

Remaining attempts: 2
Pass percentage: 75%
Duration: 10 min
Target date: Not Applicable

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**3  Read and Answer the Questions**

Each assessment contains several questions, consisting of True/False and Multiple Choice formats. It is important to fully read each question and select the correct response.

After selecting a response, click the **Next** button to proceed. If you want to revisit a question during the assessment, click the **Previous** button.

**Note**: While answering the questions, if you choose to exit the assessment by clicking the grey X button, a message will pop up to confirm want to submit the assessment.

If you select **No**, you will return to the assessment to continue answering questions. If you select **Yes**, the assessment will be submitted, and any unanswered questions will count against your score.

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**Sure you want to submit this assessment?**

**NO**  **YES**
Submit the Assessment

Continue forward until you have answered all the questions and click the Submit button. On the pop-up window, click the Yes button when you are ready to submit the assessment.

View the Results

Upon submission, a pop-up window will display your score, number of correct responses, and the status of the assessment.

Click the Review button to review the assessment questions, along with explanations of the correct answers.
If you have not achieved a passing score, remember you are allowed two additional attempts. Click **Complete** and consider reviewing the learning board prior to retaking the assessment.

**ASSESSMENT**

*Assessment - Search, Engagement and Documentation*

Pass percentage: **80%**  
Status: **Failed**  
Your score: **20%**  
Correct responses: **1 of 5**

[COMPLETE]

When you are ready for your next attempt, select the assessment and click the **Retake** button.

**ASSESSMENT**

*Assessment - Search, Engagement and Documentation*

Remaining attempts: **1**  
Pass percentage: **80%**  
Last attempt score: **20%**  
Duration: **10 min**  
Target date: **Not Applicable**

[RETAKE]

😊 This is your final attempt. You'll do great!
Coaching Conversations

Take time to review the explanations of the correct answers to understand the assessment results. Although processes can vary from county to county, consider connecting with your supervisor to review your assessment results. This is a great opportunity to receive coaching from your supervisor to discuss questions for further clarification and review essential topics.

You can access the results by clicking the Review button to review the assessment questions, along with explanations of the correct answers.

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**ASSESSMENT**

**Assessment - Screening**

Pass percentage: **75%**

Status: **Passed**

Your score: **100%**

Correct responses: **8 of 8**

[COMPLETE] [REVIEW]
You can capture the progress of your training by right clicking on the homepage where your Learning Path progress is displayed and clicking the “Print” option in the menu.
A new window will display which will capture the completion percentage of the overall learning path, status of each course and status of each assessment. Select “Save as PDF” to save a copy to your computer which can be attached as an email to your supervisor if needed.

Note: The screen may display differently depending on what browser is being used. It is recommended that you print in Portrait layout for the clearest display.
## PCSA Onboarding FAQs

### Introduction
The following is a list of FAQs for the PCSA Onboarding curriculum.

### Frequently Asked Questions

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Can I start a module today and finish it another day?</td>
<td>Yes, you can revisit the module if you don’t complete it all at once.</td>
</tr>
<tr>
<td>2</td>
<td>What is the timeframe to complete the onboarding curriculum?</td>
<td>Timeframes may differ per county. Consult with your supervisor to understand the timeframe for completing the training. End users will have access to the Onboarding curriculum for a minimum of 90 days.</td>
</tr>
<tr>
<td>3</td>
<td>If I fail an assessment, can I retake it?</td>
<td>Yes, you will have three attempts to complete the assessments.</td>
</tr>
<tr>
<td>4</td>
<td>How do I know if a learning board has been completed?</td>
<td>Learning boards that are in progress will display the status of In Progress. A learning board will display the status of Complete when it has been finished.</td>
</tr>
<tr>
<td>5</td>
<td>Am I required to complete each learning board and assessment?</td>
<td>Connect with your supervisor to understand the expectations for completing the PCSA Onboarding curriculum.</td>
</tr>
<tr>
<td>6</td>
<td>What should I do after I have completed the training and assessments?</td>
<td>This may vary by county. Consult with your supervisor for next steps once you complete this training.</td>
</tr>
<tr>
<td>7</td>
<td>Who can I contact if I have login issue or issues with new user setup?</td>
<td>All questions regarding PCSA Onboarding login issues or new user setup should be directed to <a href="mailto:SACWIS_Access@jfs.ohio.gov">SACWIS_Access@jfs.ohio.gov</a>. If users have issues with the system, please send an email to the OFC Automated Systems Help Desk at <a href="mailto:SACWIS_Help_Desk@jfs.ohio.gov">SACWIS_Help_Desk@jfs.ohio.gov</a> which is staffed Monday-Friday from 8am-5pm with the exception of State Holidays.</td>
</tr>
<tr>
<td>8</td>
<td>Can I post questions or comments on the discussion boards within the modules?</td>
<td>These discussion boards are not being monitored or responded to by training or agency staff. Please refrain from posting any questions or comments here. We encourage you to work with your supervisor to answer any questions you may have. Any comments posted will be actively removed to avoid confusion.</td>
</tr>
</tbody>
</table>