HFNY NEW HIRE TRAINING CHECKLIST

We offer this list as the recommended order of first-year trainings to help you develop a training plan for new direct service staff*. Because training options may be limited by circumstances, such as when trainings are offered in relation to hire dates, the order in which staff take the trainings is somewhat flexible. There are many training requirements at the beginning your time with Healthy Families. It is recommended that you take advantage of the full first year and space out the trainings as much as possible. This will ensure that you have time to process the information from each training, apply it to your work with families, and review it with your supervisor. It may be tempting to complete all of the trainings in a short period of time but this will reduce your ability to retain the information and implement it as intended. A brain that is not overwhelmed will be much better able to take in the content of the trainings.

#1

ORIENTATION & SHADOWING
(begin immediately after start date and before direct work with families)

TOPIC	NOTES	MIS TRAINING CODE	WHERE TO LOCATE	COMPLETED	DATE
Quick Start/Orientation to role in HFA	*The Program Manager must add new staff into their site information before that person can create an account on the HFA Community website. Click this hyperlink to see the tech support page*	350	HFA Quick Start Orientation	☐	
Curriculum, Policies and Procedures, Data Collection	Listed in the LMS as "10-2.B Orientation Topics"	351	HFA Learning Management System	☐	
			Also orient new staff to the specific policies and procedures of your local agency and program.	☐	
Relationships with Community Resources a. Health Insurance b. Other Public Services c. Local Private Services	Listed in the LMS as "10-2.C Orientation Topics"	2.0 (a,b,c)	HFA Learning Management System	☐	
			Also orient new staff to your specific community partners and resources.	☐	
Child Abuse and Neglect Indicators and Reporting	Optional Additional Resource: NYS Mandated Reporter Training (we are not legally Mandated Reporters but this training has good information in it around the types of abuse and neglect and what they may look like.)	3.0	HFA Learning Management System	☐	
	Listed in the LMS as "10-2.D Orientation Topics"		Also complete the "**Child Abuse Maltreatment Policy Presentation-GA-6"** found on the HFNY website under the Training section	☐	
Confidentiality and Ethical Practice	Sites are also encouraged to use an established Code of Ethics, such as codes developed for nurses, social workers, early childhood professionals, or a multi-disciplinary code. Click this hyperlink for examples	4.0	HFA Learning Management System	☐	
	Listed in the LMS as "10-2.E Orientation Topics"			☐	

Developing Boundaries	Listed in the LMS as "10-2.F Orientation Topics"	5.0	[HFA Learning Management System](#)	☐
Staff Safety	Listed in the LMS as "10-2.G Orientation Topics"	5.5	[HFA Learning Management System](#)	☐
			Also, review your site's safety policy with staff	☐
Multi-Site System	*When you click the link to the right, use your work email address and create your own password to Sign Up for the TOL website*	352	[TOL Self Paced Trainings: Multi-site System](#)	☐
Data Forms	*You need access to the HFNY MIS in order to access these trainings. Program Manager must submit a ticket so staff can receive an MIS account*	6.0	[MIS](#)	☐
Curriculum (this code indicates that the new hire has been trained to deliver a specific curriculum, such as GGK or FSU)			Varies based on curriculum selected by the program	☐
Shadowing (someone in your role and/or the role you plan to supervise)	*See optional shadowing guides you can use for FRS and FSS shadowing on the last 2 pages of this document*	8.0 (FSS) 9.0 (FRS) 9.1 (Supervisor)		☐

#2 CORE (after staff has been on the job for two weeks, before direct work with families, and within six months of start date)				#3 SCREENING TOOLS (before the administration of the tools)				
TOPIC	MIS TRAINING CODE	COMPLETED	DATE	TOPIC	MIS TRAINING CODE	WHERE TO LOCATE	COMPLETED	DATE
Foundations (FSS) Core	11.0	☐		**PHQ-9**	39.0	Administering the Patient Health Questionnaires 2 and 9 (PHQ 2 and 9) in Integrated Care Settings	☐	
FROG (FRS) Core	10.0	☐		**HITS**	44.0	HITS Screening Tool for Domestic Violence	☐	
Supervisor Core	12.0	☐		**AUDIT C**	45.0	The AUDIT Alcohol Consumption Questions (AUDIT-C)	☐	
Supervisor Stop Gap **Find the Supervisor Stop Gap Checklist on the TOL under the self paced training tab**	12.1	☐		**ASQ**	13.0	Training resources include the manual that came with the ASQ kit and instructional videos found on the Brookes Publishing Website (click hyperlink to see the list of free resources) Training could also be conducted by your Child Development Specialist or local Early Intervention program.	☐	
Supervisor FROG	357	☐		**ASQ-SE**	13.1	Training resources include the manual that came with the ASQ kit and instructional videos found on the Brookes Publishing Website (click hyperlink to see the list of free resources) Training could also be conducted by your Child Development Specialist or local Early Intervention program.	☐	
Program Manager Orientaion	49.0	☐		**CHEERS Check-In**	46.0	HFA Learning Management System	☐	

Sites are required to use the HFA Wraparound Training Plan along with supervision and other trainings to assure successful knowledge acquisition and understanding of concepts. To use the HFA recommended Wraparound Training Plan resources see links below:

#4

3 MONTH WRAP-AROUNDS (BPS 11-1)
(within 3 months of hire)

TOPIC	MIS TRAINING CODE	WHERE TO LOCATE	COMPLETED	DATE
Infant Care	14.0 (all subtopics)	Child Development: Secrets of Baby Behavior	☐	
		Infant Care: Diapering and Bathing	☐	
Child Health & Safety	15.0 (all subtopics)	Promoting Safe and Healthy Homes	☐	
		Infant Care: The ABCs of Safe Sleep for Infants	☐	
		Visiting The Pediatrician: The First Year - HealthyChildren.org	☐	
		Shaken Baby Syndrome	☐	
		Choosing a Child Care Center	☐	
Maternal & Family Health	16.0 (all subtopics)	Reproductive Health	☐	
		Prenatal Basics for Home Visitors	☐	
Cultural Self Awareness	353	HFA Learning Management System	☐	
Family Goals	7.0	TOL Self Paced Trainings	☐	

#5

6 MONTH WRAP-AROUNDS (BPS 11-2)
(within 6 months of hire)

TOPIC	MIS TRAINING CODE	WHERE TO LOCATE	COMPLETED	DATE
Infant & Child Development	17.0 (all subtopics)	[Child Development 0-3](#)	☐	
		[Child Development 3 to 5](#)	☐	
Supporting the Parent-Child Relationship	19.0 (all subtopics)	[Supporting Parent-Child Interactions](#)	☐	
Staff Related Issues	23.0 (all subtopics)	[Module 3: Ethical and Professional Practice (Part 1)](#)	☐	
		[Module 4: Ethical and Professional Practice (Part 2)](#)	☐	
		[Home Visiting 103: Professional Practice](#)	☐	
		In addition, please review your local agency's emergency protocols.	☐	
Mental Health	25.0 (all subtopics)	[Adult Mental Health Part One](#)	☐	
		[Adult Mental Health Part Two: Perinatal Depression](#)	☐	
		In addition, please review your local referral resources for mental health services.	☐	
Prenatal Training	40.0	[TOL Self Paced Trainings](#)	☐	
Cultural Humility in Home Visiting	354	[Cultural Humility Part One](#)	☐	
		[Module 2: Equity, Inclusion, and Diversity](#)	☐	

#6

12 MONTH WRAP-AROUNDS (BPS 11-3)
(within 12 months of hire)

TOPIC	MIS TRAINING CODE	WHERE TO LOCATE	COMPLETED	DATE
Child Abuse & Neglect	20.0 (all subtopics)	[Child Abuse and Neglect, Part One: Education and Prevention](#)	☐	
Intimate Partner Violence	21.0 (all subtopics)	[Intimate Partner Violence Training (HFA Website)](#)	☐	
		In addition, please review your local referral resources for intimate partner violence and any information related to gang violence applicable to your community.	☐	
Substance Abuse	22.0 (all subtopics)	[Substance Use: Risks and Effects in Pregnancy and Early Childhood Development](#)	☐	
		In addition, please review your local referral resources for substance abuse.	☐	
Engaging Families	24.0 (all subtopics)	[The Dad Effect: Engaging Fathers in Their Children's Lives and in Home Visiting](#)	☐	
		[Family Engagement Part Two: Strategies for Partnering with Parents](#)	☐	
Inequity and Family Context	355	[Leaning In: From Racism to Racial Equity](#)	☐	
		[Historical Trauma](#)	☐	

#7			
ANNUAL TRAININGS (staff will participate in many ongoing trainings to meet the needs of their own and the program's development. These trainings will be coded according to their topic area. The following trainings are required of all staff on an annual basis)			
TOPIC	**MIS TRAINING CODE**	**WHERE TO LOCATE**	**COMPLETED (LIST DATES BELOW)**
Annual Diversity Training	356	Program Managers can use local resources to meet this requirement	
Annual child abuse and neglect training	42.0	Program Managers can use local resources to meet this requirement	

Supervisors follow the same training timelines as direct service staff for #1, 3, 4, 5, 6, 7:
• Regarding #2, Supervisors hired on or after January 1, 2022 are required to complete the Foundations Core and HFNY Supervisor Core Training, along with the FROG and Supervisor FROG trainings if supervising staff who administer the FROG, within six months of starting that position.
• While supervisors may begin supervising staff without having attended the HFNY supervisor core training as long as they have completed the Supervisor Stop Gap training (10.3D), HFNY policy requires that supervisors attend the role specific core training (Foundations and FROG) prior to supervising staff in that role.

Program Managers follow the same training timelines as direct service staff for #1, 3, 7:
• Regarding #2, Program Managers hired on or after January 2022 who do not supervise direct service staff are required to attend the Foundations Core training and the Supervisor Core training within six months and the FROG training within 18 months. Program Managers must also attend HFNY Program Manager Orientation at the next available training date.
• Regarding #4-6, If supervising direct service staff, Program Managers are required to receive the trainings within their required time frames. Program Managers who do not supervise direct service staff are only required to complete the diversity and equity topics (11-1 D, 11-2 G, and 11-3 E).
• All Program Managers hired on or after January 1, 2018 receive HFA Implementation training from the HFA National Office within eighteen months of date of hire, to understand the essential components of implementing the HFA model. Program Managers who have attended Implementation training prior to January 1, 2018 do not need to re-take the training.

FAMILY SUPPORT SPECIALIST

SHADOWING GUIDE
WHAT TO LOOK FOR

The goal of shadowing an FSS is to become familiar with the content of HFNY home visits and some of the tools and approaches FSS staff use. This guide will help you look for these important elements, and can be used to help you process your thoughts and questions with your own supervisor. Note: use behaviorally-specific examples. In other words, what did you see and what did you hear?

Relationship building
What did you see the home visitor do that helped establish rapport and build trust with the family? (E.g., asked how the family had been since they last met, followed up on a request the family had made for support)

Collaboration
How did the home visitor set a collaborative tone? (E.g., the agenda was mutually set, the family's input and ideas were sought and validated)

Strength-based work
How did the home visitor acknowledge the family's strengths and help the family to notice their own strengths? (E.g., offered behaviorally-specific praise, used ATPs and S-ATPs)

How did the home visitor approach any challenges? (E.g., with family dynamics, with child development and PCI)

Reflection
What skills did you notice the home visitor use that enhanced the parents' reflection on their child and PCI? (E.g., open ended questions, reflective statements and strategies, MI skills, active listening, silence)

What other thoughts do you have about this home visit that you want to discuss with the home visitor you shadowed or with your own supervisor?

FAMILY RESOURCE SPECIALIST

SHADOWING GUIDE

WHAT TO LOOK FOR

The goal of shadowing a FROG Visit is to become familiar with the content of these visits and some of the tools and approaches FRS staff use. This guide will help you look for these important elements, and can be used to help you process your thoughts and questions with your own supervisor. Note: document behaviorally-specific examples. In other words, what did you see and what did you hear?

How are the parents treated respectfully? (E.g., introductions, asking permission before entering, sitting)

How is rapport established and trust built? (E.g., parents are greeted with a smile, the FRS sets a collaborative tone, there is informal conversation)

How are the program and purpose of the visit presented to the family? (E.g., description of the home visiting service, explanation of consent forms and other documentation)

How is the conversational-weave approach used to explore and gather information about the family?
(This approach is where the FRS does not follow a checklist but rather follows the lead of the family to cover the required items.)

What kinds of questions are used to raise and discuss particularly sensitive areas, and how did the family respond?

Look for examples of the FRS remaining non-judgmental of the parents' responses.

Notice examples of where the FRS and family discussed strengths, successes and challenges. How did the FRS open up these discussions? How did the family respond?

What other thoughts do you have about this FROG visit that you want to discuss with the FRS you shadowed or with your own supervisor?