

# All Personnel Training Log

(write N/A when not applicable)

Employee Name:
Date of Hire:
Position:
Organization:
Program:



Standard	Learning Objective	Training Materials Used (Ex: Book, Manual - include title, page numbers; Webinar, In-Service, Conference - include title, provider, date.)	Date Standard is Met	Name and Position of Person Approving That Standard is Met
<b>3.01</b>	Personnel <b>who conduct assessments</b> are qualified by relevant training, skill, and experience and can recognize individuals and families with special needs.			
<b>14.01</b>	<i>*Personnel have the competencies needed to:</i>	N/A if organization provides <i>only</i> parent education groups or short term in-home family support services.		
	a) engage, establish trust, develop relationships, and collaborate effectively with individuals and families from a wide range of backgrounds, cultures, and perspectives;			
	b) provide services in a culturally competent manner;			
	c) promote respect and encourage independence;			
	d) use appropriate methods of support and establish professional boundaries with families;			
	e) observe and understand child, individual, and family functioning;			
	f) educate families about child development, child rearing, and positive personal development;			

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g)	identify and build on strengths;			
h)	assess needs, risks, and safety;			
i)	recognize and address problems related to substance use, mental health, domestic violence, and child abuse and neglect;			
j)	recognize and respond to signs of prenatal and postpartum depression;			
k)	collaborate with community providers; and			
l)	link families with needed services offered by other community providers.			
<b>14.02</b>	<i>*Personnel <b>providing early intervention services</b> have the additional competencies needed to:</i>	N/A if organization does not provide an early intervention program.		
a)	administer early intervention techniques;			
b)	understand issues of particular relevance to the families of children with developmental delays or disabilities; and			
c)	help families learn how to support and promote their children's healthy development.			
<b>14.03</b>	<i>*Personnel <b>providing parent education services</b> in a group setting have the competencies needed to:</i>	N/A if organization does not provide parent education group services.		
a)	engage and motivate group members			
b)	understand group dynamics;			
c)	lead discussions;			
d)	facilitate group activities;			
e)	collaborate effectively with individuals and families from a wide range of backgrounds, cultures, and perspectives;			

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f)	provide services in a culturally competent manner;			
g)	promote respect and encourage independence;			
h)	educate individuals and families about child development, child rearing, and positive personal development; and			
i)	recognize family needs and collaborate with community providers.			
<b>15.03</b>	The program ensures staff receive training designed to increase understanding and sensitivity of the unique characteristics of the service population.			
<b>24.02</b>	<i>All personnel <b>who have regular contact</b> with individuals and families receive training on legal issues, including:</i>			
a)	mandatory reporting and the identification of clinical indicators of suspected abuse and neglect, as applicable;			
b)	federal, state, and local laws requiring disclosure of confidential information for law enforcement purposes, including compliance with a court-order, warrant, or subpoena;			
c)	duty to warn, pursuant to relevant professional standards and as required by federal, state, and local law;			
d)	the agency's policies and procedures on confidentiality and disclosure of service recipient information, and penalties for violation of these policies and procedures;			
e)	the legal rights of service recipients;			
f)	any requirements associated with consent decrees;			
g)	reportable criminal behavior; and			

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<b>24.03</b>	<i>Personnel receive training on and demonstrate competence in the agency's technology and information systems, as appropriate to their position and job responsibilities, including:</i>			
a)	documentation techniques;			
b)	data entry and data integrity; and			
c)	the maintenance and security of records.			
<b>24.04</b>	<i><b>Direct service personnel</b> demonstrate competence in, or receive training on, as applicable:</i>			
a)	the establishment of rapport and responsive behaviors with service recipients;			
b)	the needs of individuals and families in crisis including special service needs of victims of violence, abuse, or neglect and their family members;			
c)	basic health and medical needs of the service population;			
d)	procedures for working with English language learners and persons with communication impairments; and			
e)	public assistance and government subsidies.			
<b>24.05</b>	<i>Training for <b>direct service personnel</b> addresses differences within the organization's service population, including:</i>			
a)	interventions that address cultural and socioeconomic factors in service delivery;			
b)	the role cultural identity plays in motivating human behavior; and			
c)	understanding bias or discrimination.			

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<b>24.06</b>	Personnel demonstrate competence in, or receive training on, the needs of special populations within the defined service population, including the need for normalizing experiences and social inclusion.			
<b>24.07</b>	<i>Direct service personnel demonstrate competence in, or receive training on, advocacy, including how to:</i>			
a)	access financial and other community resources;			
b)	identify the impact of the socioeconomic environment on the service population; and			
c)	empower service recipients and their families to advocate on their own behalf.			
<b>25.04</b>	<i>Supervisors of direct service personnel are competent to assess:</i>			
	the needs of service recipients;			
	the resources available to meet those needs; and			
	the legal and policy requirements governing service delivery			
<b>25.06</b>	<i>** Supervisors are able to:</i>			
a)	address interpersonal barriers and strengths in personnel;			
b)	empower those receiving supervision;			
c)	offer criticism in a constructive manner; and			
d)	understand employment and labor laws.			

\* Standards 14.01, 14.02, 14.03

Interpretation: Competency can be demonstrated through a combination of education, training, and experience. [Include those applicable.]

\*\* Standard 25.06

Interpretation: This standard requires that supervisors who interview prospective employees receive training on both permissible and impermissible or unlawful categories of interview questions pursuant to applicable employment and labor laws.