

# **Louisiana Title IV-E Program Manual**

**6<sup>TH</sup> Edition  
2022-2023**

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# Louisiana Title IV-E Scholars Program

A Partnership of the Louisiana University Workforce Alliance and the LCWTA

This manual is the product of more than 25 years of collaboration between Title IV-E student scholars, Department of Children and Family Services (DCFS) Internship Supervisors, DCFS employees, and University faculty, staff, and administrators from across the state of Louisiana. The Louisiana Child Welfare Training Academy wanted to provide scholars and internship supervisors with a comprehensive manual that would guide them through their internship year and continue to be a valuable resource as future DCFS employees. With help from the Pelican Center for Children and Families, Grambling State University, Louisiana State University, Nicholls State University, Northwestern State University, Southeastern Louisiana University, Southern University at Baton Rouge, Southern University at New Orleans, and the University of Louisiana at Monroe, this manual was created.

This manual is designed for three specific groups of individuals: (1) Student Scholars, (2) Employee Scholars, and (3) DCFS Internship Supervisors.

**Student scholars** are individuals recruited by University Alliance partners across the state. These individuals are non-employees of DCFS who receive financial support in the form of a stipend and complete an internship with DCFS as part of their plan of study. These individuals are students of one of the following universities: Grambling State University, Louisiana State University, Nicholls State University (Psychology), Northwestern State University, Southeastern State University, Southern University at Baton Rouge, Southern University at New Orleans, and the University of Louisiana at Monroe.

**Employee scholars** are individuals who work for DCFS and are pursuing a Master of Social Work (MSW) degree. Employees selected for funding receive tuition support to earn an MSW from one of the following three universities: Grambling State University, Louisiana State University, and Southern University at New Orleans.

**Internship supervisors** are DCFS employees who have worked for the Department for many years. These individuals provide direct internship supervision for both student and employee scholars each year. These individuals must meet minimum qualifications and are selected to work with students through a partnership between DCFS administration and university coordinators. Those who are selected have shown a high level of professionalism and experience in child welfare.

It is our belief that having the following information in one place is helpful to scholars as they progress through their education and child welfare careers. We are thrilled that you have chosen to help us serve the children and families of Louisiana. Thank you for joining us!

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## PROGRAM OVERVIEW

### Introduction

The University Workforces Alliance, established in the mid-1990s, is a collaboration between Grambling State University, Louisiana State University, Northwestern State University, Southeastern State University, Southern University at Baton Rouge, Southern University at New Orleans, and the University of Louisiana at Monroe. Most recently, the Department of Psychology at Nicholls State University joined the Alliance in the Spring of 2022.

The Louisiana Child Welfare Training Academy (LCWTA) was established in the Summer of 2014 and is a partnership between the Department of Children and Family Services, the Pelican Center for Children and Families, and the University Alliance. The Training Academy offers comprehensive training and education of child welfare practitioners across systems - child welfare, legal, and community stakeholders through both online and in-person training and education.

DCFS and its partners continue to develop training opportunities for new child welfare workers, enhancing on-going and specialized child welfare worker training, and improving child welfare supervisory training and certification. The LCWTA is also providing foster, adoptive and relative caregiver training, and child welfare system leadership development.

### Our Shared Mission

The mission of the LCWTA and the University Alliance is to work collaboratively to strengthen the recruitment, training, and retention of child welfare professionals to achieve safety, permanency, and well-being of children and families in Louisiana.

### Our Shared Vision

To cultivate excellence in child welfare through competent, qualified, dedicated, and supported child welfare professionals, who in partnership with families and communities, will transform the system and achieve outcomes supporting thriving children and families.

Four key goals of the partnership include: (1) Recruitment: Recruit competent, dedicated child welfare professionals; (2) Retention: Support the retention of child welfare professionals; (3) Learning: Offer

comprehensive quality learning opportunities; and (4) Infrastructure: Build capacity to effectively and efficiently fulfill the LCWTA University Alliance mission. These goals are carried out within the five arcs of success that include Outstanding Customer Service; Impressive Delivery of Training and Expansion of Learning/Learning Opportunities; Measuring and Communicating Outcomes; Blending/Merging Operations within the LCWTA/University Alliance Partnership; and Fiscal Responsibility.

### Our Training Philosophy

The LCWTA uses the DCFS Child Welfare Practice Model as the basis for training and professional development. Our training approach is built on a sequential, tier-based model of adult learning. The knowledge and skills developed within each training tier build upon experience gained in previous tiers. Our curricula and courses have been developed and structured to support the practice model.

### Opportunities for Learning

The LCWTA offers online training opportunities for child welfare staff, foster parents, community partners, and Title IV-E scholars. In partnership with DCFS, the LCWTA website hosts an online learning management system (LMS), or Moodle site. The Moodle site contains virtual training opportunities that allow learners to complete course requirements on their own time, at their own pace. Learners have the flexibility to take courses anywhere at any time, even on-the-go, using their smartphones. DCFS Staff can access online training courses in specific areas based on their training needs.

To find out more about these resources offered by the Training Academy, go to [www.lcwta.org](http://www.lcwta.org), or for access to the LMS system to complete trainings, go to <https://moodle.lcwta.org/>.

### Important Links and How to Contact Us

To find more information regarding the Scholar Program: <https://www.lcwta.org/student-scholar>.

To contact LCWTA staff: <https://www.lcwta.org/contact-us>.

For eLearning Support, email [support@LCWTA.org](mailto:support@LCWTA.org) or call (985)248-0888.

To contact Scholar Program Staff: [childwelfare@nsula.edu](mailto:childwelfare@nsula.edu).

For more information about becoming a scholar through one of our partner universities, please contact the following individuals:

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# Welcome from the Department of Children and Family Services!

The Department of Children and Family Services (DCFS) is delighted to have you as a student scholar and looks forward to working together to improve the lives of children and families in Louisiana. We value your time, effort, and hard work, and hope to provide you with an internship experience that prepares you to competently perform the duties of your employment upon graduation and receipt of your degree. Thank you for joining us in the movement toward happier and healthier children and families in Louisiana!

## Introduction to DCFS

DCFS was created in 1988 by an act of legislature and has undergone legislative changes since that point. DCFS is the state of Louisiana's governmental body in charge of the development and provision of Children and Family Services, with safety focused practice permeating all program areas. DCFS also aims to improve the social conditions for Louisiana citizens, help individuals and families become self-sufficient, and provide safe refuges during disasters. Our vision is to help Louisiana's families and individuals remain safe and keep them perpetually thriving. Three main values guide our operation:

- **Quality:** Providing individualized services with highly skilled staff,
- **Efficiency:** Ensuring accurate services are provided and received in a timely manner,
- **Respectfulness:** Treating others with dignity, compassion, and respect.

In addition, ensuring the **Safety, Permanency, and Well-Being** of Louisiana's children are the overarching goals of all DCFS child welfare practices.

## DCFS: A Brief Overview

DCFS has six major program areas: Child Welfare; Economic Stability and Self-Sufficiency; Child Support Enforcement; Licensing; Program Integrity and Improvement; and Systems, Research, and Analysis. The three most relevant major program areas to you are Child Welfare (CW), Economic Stability (ES), and Child Support Enforcement Services (CSE). CSE is concerned with children and their parents, with the paramount focus on the physical and emotional needs of children. ES provides families with assistance to meet their basic needs and to promote self-sufficiency and works to eliminate long term dependency on welfare assistance while building stronger families through a variety of anti-poverty services. Child Welfare, the program area most relevant to student interns, is described in detail below.

## Child Welfare (CW) Program

The CW Program performs the functions of the state, which are designed to provide comprehensive social services to children and families including, but not limited to, protective services, foster care, and adoptions. Major program areas are listed below.

**Adoption (AD)** - Provides for the recruitment and approval of adoptive homes, matching available children with appropriate adoptive placements, and services to the adoptive family and children after placement.

**Adoption Petition (AP)** - Provides for the investigation of all independent and private agency adoptions including stepparent, grandparent, one parent, and non-relative adoptions to determine the availability of the child and the suitability of the adoptive home.

**Centralized Intake (CI)** - Responsible for receiving and dispositioning all reports of child abuse and neglect in families, foster homes, day care centers, registered family day care homes, and restrictive childcare facilities. Based on the identification of safety threats to a child, decisions are made to determine the level and type of response initiated by DCFS staff. Centralized Intake is managed 24 hours a day, 7 days a week, and 365 days a year.

**Child Protection Services (CPS)** - Provides for the assessment of accepted reports of abuse/neglect of children by their caretakers. It also includes short-term services. In some cases, court intervention is necessary to protect children.

**Family Services (FS)** - Provides intensive in-home services to families in which a report of abuse/neglect has been validated, a family has requested services, or the court has ordered DCFS to provide services.

**Foster Care (FC)** - Provides temporary substitute care for children who, as a result of validated abuse/neglect, are in the custody of the state.

**Home Development (HD)** - Provides for the development and/or retention of substitute family homes for temporary and/or permanent placement of children in state custody.

**Protective Services Day Care** - Provides for the direct care and protection of infants, preschool, and school age children in licensed day care centers.



# The Child Welfare Practice Continuum of Services

Program	Goal	Key Processes and Decisions	Tools Used in Decision Making Documentation Required	Options
Adoption	Secure a legal, permanent home for a child in DCFS custody who has been freed for adoption.	<ol style="list-style-type: none"> <li>1. Is the child in an adoptive placement?</li> <li>2. What special needs does the child have and are they currently being met?</li> <li>3. How are the child and family functioning?</li> <li>4. What services are needed?</li> </ol>	<ul style="list-style-type: none"> <li>• Assessment of Family Functioning</li> <li>• CAFÉ</li> <li>• OnBase</li> <li>• FATS – not SDM</li> </ul>	<ul style="list-style-type: none"> <li>• Keep child in current placement.</li> <li>• Recruit for adoptive placement.</li> </ul>

Program	Goal	Key Processes and Decisions	Tools Used in Decision Making Documentation Required	Options
Centralized Intake	Gather sufficient information to determine whether the allegation meets the criteria of a report and respond accordingly.	<ol style="list-style-type: none"> <li>1. Does this information meet the criteria of a report? <ul style="list-style-type: none"> <li>• If so, how quickly must we respond?</li> <li>• If not, does law enforcement need to be contacted?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• 6 areas of assessment</li> <li>• Children's Code</li> <li>• Definition pertaining to CAN</li> <li>• Allegations page</li> <li>• Response priority assessment page</li> </ul>	<ul style="list-style-type: none"> <li>• Meets criteria – open for investigation <ul style="list-style-type: none"> <li>○ Response time of 24 hours, 48 hours, 3 days, or 5 days</li> </ul> </li> <li>• Does not meet criteria – send to local office for referral to law enforcement</li> <li>• Does not meet criteria – close case with info provided to reporter about community services if applicable</li> </ul> <p>*Non-accepted reports with open FS or FC case must be forwarded to worker.</p>

Program	Goal	Key Processes and Decisions	Tools Used in Decision Making Documentation Required	Options
Child Protection Services	<p>Respond in a timely manner to ensure child safety</p> <p>Assess family risk and family functioning</p> <p>Determine the validity of an allegation.</p>	<ol style="list-style-type: none"> <li>1. Is the child safe?</li> <li>2. What, if any, emergency steps are needed (i.e. medical attention, law enforcement)</li> <li>3. Who are the required/most appropriate collaterals?</li> <li>4. Does situation meet criteria for: <ul style="list-style-type: none"> <li>o An in-home safety plan?</li> <li>o Court ordered?</li> <li>o Out-of-home safety plan?</li> <li>o Is the allegation valid?</li> </ul> </li> <li>5. What is the risk of future maltreatment?</li> <li>6. Should this case be transferred for ongoing <ul style="list-style-type: none"> <li>o DCFS services?</li> <li>o Community-based services?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Safety assessment</li> <li>• Safety plan</li> <li>• 6 areas of assessment</li> <li>• Form 10</li> <li>• SDM initial risk assessment</li> <li>• All Documentation in: <ul style="list-style-type: none"> <li>o ACCESS</li> <li>o OnBase</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Child Safety <ul style="list-style-type: none"> <li>• All children are safe – no safety plan needed</li> <li>• One or more children are unsafe <ul style="list-style-type: none"> <li>o In-home care? –Develop safety plan</li> <li>o If out-of-home? – Refer to Foster Care</li> </ul> </li> </ul> </li> <li>2. Allegation Validity <ul style="list-style-type: none"> <li>• Valid? – Prepare info for DA and make documentation in ACCESS</li> <li>o Invalid? – NCL, UTL, and make documentation in ACCESS only</li> </ul> </li> <li>3. SDM Risk Level <ul style="list-style-type: none"> <li>• Low or moderate with no safety plan needed? – Close Case</li> <li>• High or very high and/or in- home safety plan in place? – Refer to FS</li> </ul> </li> </ol> <p>**All substance exposed newborn cases that do not go to FC must be referred to FS for further assessment</p>

Program	Goal	Key Processes and Decisions	Tools Used in Decision Making Documentation Required	Options
Family Services	Provide in-home services to keep child safe and reduce the risk of future maltreatment	<ol style="list-style-type: none"> <li>1. Is the safety plan, if applicable, sufficient to keep the child safe?</li> <li>2. What factors influence the family's risk level for future maltreatment?</li> <li>3. What services will reduce or mitigate the risk by enhancing protective capacity of the caretakers?</li> <li>4. Who is the family's team of support?</li> <li>5. Is the family exhibiting behavior that demonstrates the ability to keep the children safe?</li> </ol>	<ul style="list-style-type: none"> <li>• Assessment of Family functioning (6 areas of assessment)</li> <li>• SDM reassessment every 3 months</li> <li>• Use of collaterals</li> <li>• CAFÉ</li> <li>• OnBase</li> <li>• FATS, and</li> <li>• SDM</li> </ul>	<ol style="list-style-type: none"> <li>1. Close case when risk is low or moderate and there is no need for safety plan</li> <li>2. If risk has not been reduced, review and modify case plan as needed; keep case open</li> </ol>
Program	Goal	Key Processes and Decisions	Tools Used in Decision Making Documentation Required	Options
Foster Care	<p>Provide temporary out-of-home care if that is the least intrusive way to ensure child safety.</p> <p>Achieve timely, permanent placement for the child in own home if possible, or in a substitute setting that meets his needs and most closely resembles a family like environment.</p>	<ol style="list-style-type: none"> <li>1. What are the threats to safety that make out-of-home care necessary?</li> <li>2. What are the placement needs?</li> <li>3. What support(s) does the foster parent need?</li> <li>4. What will visitation look like?</li> <li>5. What factors influence this family's risk level for future maltreatment?</li> <li>6. What services will reduce the risk and enhance the protective capacity of the caretakers?</li> <li>7. Who is in the family's support system?</li> </ol>	<ul style="list-style-type: none"> <li>• Assessment of Family functioning (6 areas of assessment)</li> <li>• SDM reunification assessment every 3 months (includes safety assessment)</li> <li>• CAFÉ</li> <li>• OnBase</li> <li>• FATS</li> <li>• SDM</li> </ul>	<ol style="list-style-type: none"> <li>1. SDM recommends return if: <ul style="list-style-type: none"> <li>• Safety threats are removed or can be controlled in the home with a safety plan</li> <li>• Safety threat still present but caregiver protective capacity has been enhanced – return home no safety plan needed</li> <li>• SDM recommends continued care if safety threats are not resolved, and caregiver protective capacity remains diminished change goal if beyond ASFA time frame.</li> </ul> </li> </ol>

# Louisiana Department of Children and Family Services Region & Parish Map



REGIONS	PARISHES
Region 1 Greater New Orleans	Jefferson, Orleans, Plaquemines, St. Bernard
Region 2 Baton Rouge	E. Baton Rouge, E. Feliciana, Iberville, Pointe Coupee, W. Baton Rouge
Region 3 – Covington	Livingston, St. Helena, St. Tammany, Tangipahoa, Washington
Region 4 – Thibodaux	Ascension, Assumption, Lafourche, St. James, St. John, St. Charles, Terrebonne
Region 5 – Lafayette	Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, St. Mary, Vermillion
Region 6 – Lake Charles	Allen, Beauregard, Calcasieu, Cameron, Jefferson Davis Parishes
Region 7 – Alexandria	Avoyelles, Catahoula, Concordia, Grant, La Salle, Rapides, Vernon, Winn
Region 8 – Shreveport	Bienville, Bossier, Caddo, Claiborne, De Soto, Jackson, Sabine, Natchitoches, Red River, Webster
Region 9 – Monroe	Caldwell, E. Carroll, Franklin, Lincoln, Madison, Morehouse, Ouachita, Richland, Tensas, W. Carroll, Union

## Common Child Welfare Programmatic Acronyms and Definitions

Acronym	Definition
<b>AD</b>	The Adoption Program ( <b>AD</b> ) provides for the preparation and matching of children available for adoption with families, the home study and supervision of the adoptive placement, the support of adoptive families, the compliance with legal requirements for the finalization of adoption, and the provision of adoption subsidies and post adoption services.
<b>AFC</b>	Alternative Family-Care Treatment ( <b>AFC</b> ) is an alternate type of foster home care for children.
<b>AFCARS</b>	The Adoption and Foster Care Analysis and Reporting System ( <b>AFCARS</b> ) is a federally mandated computerized data system for foster care and adoption which must retain a 90-100% accuracy in reporting, or the state may be subject to a financial penalty.
<b>AP</b>	The Adoption Petition Program ( <b>AP</b> ) serves as a review for the court and offers services as requested by the court to persons who have petitioned to adopt a child, to their attorneys, to children who have become the subject of the petition, and to the child's biological and legal parents. Adoption documentation prepared by public and private licensed adoption agencies as well as independent and/or family adoption petitions filed within the state compliance with the law. DCFS maintains the Voluntary Registry for persons who have been adopted within the state and their birth parents and/or siblings for purposes of facilitating contact between consenting parties after the adoptee becomes an adult.
<b>ASFA</b>	The Adoption and Safe Families Act ( <b>ASFA</b> ) is piece of federal legislation enacted to clarify P.L. 96- 272, addressing when "reasonable efforts" (services to prevent removal of the child or reunification of the child with the family) would not be required and emphasizes the safety and health of the child as the paramount concern. ASFA mandated the state to file a petition for termination of parental rights when the child has been in foster care 17 of the last 22 months, unless criteria for exception is met and documented.
<b>CINC</b>	Child in Need of Care ( <b>CINC</b> ) is a legal proceeding and disposition following a court finding of abuse or neglect. CINC hearings are required to be eligible to receive federal funding for foster care.
<b>CPS</b>	Child Protection Services ( <b>CPS</b> ) works to protect children from abuse, neglect, exploitation, or abandonment, and to ensure their safety through protective assessment, and social services provision. CPS also utilize legal intervention to remove children from environments that threaten their safety and well-being, and includes the provision of emergency short term and concrete services as needed.
<b>CQI</b>	Continuous Quality Improvement ( <b>CQI</b> ) is the process of creating an environment in which management and workers strive to create constantly improved quality.
<b>D&amp;A Home</b>	Diagnostic and Assessment home ( <b>D&amp;A Home</b> ) is a time limited foster home placement for a child, giving workers the time to determine the most appropriate foster care placement for that child.
<b>DC</b>	Day Care Services ( <b>DC</b> ) services provided to children in Class A licensed daycare centers
<b>FC</b>	Foster Care ( <b>FC</b> ) is a planned, goal directed protective service for children and their parents when children must be removed from their family homes due to child abuse, neglect, or special family

	circumstances necessitating out of home care. FC services are intended to provide temporary care until the child can return to his family or until another permanent living arrangement is arranged.
<b>FCI</b>	Foster Care Independent Living Program ( <b>FCI</b> ) is a program that includes vocational/pre-vocational and independent living services for foster care youth aged 16 and older. This program aims to prepare youth to provide for themselves once they age out of care at age 18.
<b>FINS</b>	Families in Need of Services ( <b>FINS</b> ) are services administered by the court to families with children under the age of 18. Families may voluntarily participate in services to address family dysfunction. The services provided by DCFS/Child Welfare are based on families meeting existing criteria for services provided through the CPS or FS program or by court order for Child Welfare services.
<b>FS</b>	Family Services ( <b>FS</b> ) are social services provided to families and children in their own homes in order to address problems of abuse/neglect and promote the safety of the children within the family unit. Families with an intermediate or higher risk of harm who appear to need more intensive, varied and/or longer-term services than provided by the CPS worker are referred to FS. Cases are accepted according to available staff resources. When resources are not available to keep children safe in their own homes, children are placed in Foster Care to ensure their safety.
<b>HA</b>	Home Development coding for an Adoptive Home ( <b>HA</b> )
<b>HB</b>	Home Development coding for a Foster Home ( <b>HB</b> )
<b>HD</b>	Home Development ( <b>HD</b> ) is the organizational entity within DCFS/Child Welfare that is responsible for the development of sufficient foster care and adoptive homes to meet the placement needs of children who are in state custody.
<b>ICPC</b>	Interstate Compact on the Placement of Children ( <b>ICPC</b> ) is the legislated agreement among the states to cooperate in the placement of children from one jurisdiction to another to assure children are safe, and their service needs are met prior to moving the child out of state.
<b>LARE</b>	Louisiana Adoption Resource Exchange ( <b>LARE</b> ) is the mechanism by which children available for adoption are photo listed for statistical and recruitment purposes. The computerized version of this system, which is a subsystem of TIPS, serves as a basis for collection of recruitment for foster and/or adoptive home placements. The computerized system also tracks the Home Development recruitment, certification, and recertification functions.
<b>LCC</b>	Louisiana Children's Code ( <b>LCC</b> ) are the laws which govern matters relating to children.
<b>LHEAP/FCA P</b>	Low Income Home Energy Assistance Program/Family Crisis Assistance. Program ( <b>LHEAP/FCA</b> ) provides federal funded assistance to low-income individuals/families for heating/cooling and/or other home energy needs.
<b>MEPA/IPA</b>	Multi-Ethnic Placement Act/Inter-jurisdictional Placement Act ( <b>MEPA/IPA</b> ) is legislation that aimed to reduce time overrepresented children of minority groups spent in foster care, restricting states from denying placements based solely on race, color, and/or national origin, and created more opportunities for adoptions by opening placements across jurisdictions.
<b>NCANDS</b>	National Child Abuse and Neglect Data System ( <b>NCANDS</b> ) is a voluntary national database for computerized information on abuse and neglect. NCANDS was established in response to the Child Abuse Prevention and Treatment Act of 1988. The data are used to examine trends in child abuse and neglect across the country, and key findings are published in the Child Welfare Outcomes Reports to Congress and annual Child Maltreatment reports.
<b>OCS</b>	In 2010, the Department of Social Services' name was changed to Department of Children and Family Services ( <b>DCFS</b> ) and the Office of Community Services ( <b>OCS</b> ) was changed to Child Welfare.

<b>PAF</b>	Prevention Assistance Funds ( <b>PAF</b> ) are federal funds for the prevention of placement of children in foster care.
<b>PPM</b>	Policy and Procedure Memorandum ( <b>PPM</b> ) is a means for communicating updates to policy manuals to DCFS employees.
<b>QA</b>	Quality Assurance ( <b>QA</b> ) is part of the agency wide Continuous Quality Improvement (CQI) process. This process ensures that service delivery meets best practice, policy, and national accreditations standards. It also measures how well the agency is accomplishing its mission of helping children and families achieve better outcomes.
<b>RAF</b>	Reunification Assistance Funds ( <b>RAF</b> ) are federal funds dedicated to the reunification of children in foster care with their families/caretakers.
<b>SACWIS</b>	Statewide Automated Child Welfare Information System ( <b>SACWIS</b> ) is a federally funded comprehensive data system including AFCARS (adoption and foster care data) and NCANS (child protection data) and which interfaces with other child welfare related systems such as courts, Child Support, AFDC/TANF/FITAP agencies.
<b>SCR</b>	State Central Registry ( <b>SCR</b> ) is a mandated method for tracking perpetrators of all valid findings of abuse/neglect in a computerized system.
<b>Teaming</b>	Family Teaming is a partnering of the case manager, the youth, the family/caretakers and other team members in an effort to support the family while they work with the department. Team members can include professionals involved with the case, such as foster caretakers, attorney's and the child's CASA worker. However, the long-term goal is to assist the family in accessing the natural support systems around them, including family, friends, church members, pediatricians, and teachers, and may sometimes involve repairing damaged relationships. This team helps the family to understand their situation, recognize their own strengths, identify challenges, make decisions, set goals, and achieve desired outcomes. These functions work to reduce safety threats to the child by enhancing caretaker protective capacities. The family teaming process begins with the first contact with the family and continues until the day of case closure, with the goal of developing a sustainable resource for support after DCFS involvement.
<b>SSBG</b>	Social Service Block Grant ( <b>SSBG</b> ) are federal funds provided to each state to meet the need of its residents through locally relevant social services. SSBG funds support programs that allow communities to achieve or maintain economic self-sufficiency to prevent, reduce, or eliminate dependency on social services.
<b>TFC</b>	Therapeutic Family Care ( <b>TFC</b> ) is treatment for foster homes. Treatment and family home services shall be provided for foster children who have a diagnosed condition resulting in a severe level of physical or behavioral impairment. The primary focus of this placement type is children with emotional disturbances and/or severe behavior or physical disorder that prevent their placement in regular or specialized foster homes.
<b>TIPS</b>	Tracking, Information, and Payment System ( <b>TIPS</b> ) is a computerized on-line, statewide interagency information management and payment system. TIPS is capable of tracking client information and generating payments for DCFS/Child Welfare. TIPS serves as the State of Louisiana's legally mandated Central Registry and the Louisiana Adoption Resource Exchange, and the system sets up, processes, and controls all payments to providers and reimbursements to DCFS/Child Welfare staff for delivery of duly authorized services to clients. TIPS also produces various management reports concerning the programs administered by DCFS/Child Welfare and tracks clients throughout their involvement with DCFS/Child Welfare.
<b>TITLE IV-B</b>	Social Security Act Section Title <b>IV–B</b> provides states with federal funding to support overall child and family services programs.

<b>TITLE IV-D</b>	Social Security Act Section Title <b>IV–D</b> provides federal funding for child support and establishment of paternity.
<b>TITLE IV-E</b>	Social Security Act Section Title <b>IV–E</b> provides states with federal funding for training related to foster care, prevention, and permanency.
<b>TPR</b>	Termination of Parental Rights ( <b>TPR</b> ) is a legal proceeding in which the court involuntarily removes the rights of parents and makes a child available for adoption.

## Quick Reference & Additional Acronyms

ACRONYM	TERM
<b>ACCESS</b>	A Comprehensive Enterprise Social Service System
<b>ACF</b>	Administration for Children and Families
<b>ACLSA</b>	Ansell-Casey Life Skills Assessment
<b>AD</b>	Adoption Program
<b>ADAVL</b>	Adoption Available
<b>ADS</b>	Adoption Subsidy Program
<b>AFC</b>	Alternate Family Care Home
<b>AFCARS</b>	Adoption & Foster Care Analysis & Reporting System
<b>AFDC</b>	Aid to Families with Dependent Children
<b>AFF</b>	Assessment of Family Functioning
<b>AP</b>	Adoption Petition
<b>ARFA</b>	Alternative Response Family Assessment
<b>ASFA</b>	Adoption and Safe Families Act
<b>CAPS</b>	Child Care Assistance Payments Program System
<b>CAPTA</b>	Child Abuse Prevention Treatment Act
<b>CASA</b>	Court Appointed Special Advocate
<b>CBCAP</b>	Community Based Child Abuse Prevention
<b>CC</b>	Children’s Code
<b>CCAP</b>	Child Care Assistance Program
<b>CFCIP</b>	Chafee Foster Care Independence Program
<b>CFSR</b>	Child and Family Services Review
<b>CINC</b>	Child in Need of Care
<b>CIP</b>	Court Improvement Program
<b>CNF</b>	Criminal Neglect of Family
<b>COA</b>	Council on Accreditation
<b>CPS</b>	Child Protective Services
<b>CPTP</b>	Comprehensive Public Training Program
<b>CQI</b>	Continuous Quality Improvement
<b>CSE</b>	Child Support Enforcement
<b>CW</b>	Child Welfare
<b>D&amp;A Home</b>	Diagnostic and Assessment Home
<b>DC</b>	Day Care Services
<b>DCFS</b>	Department of Children and Family Services
<b>DHH</b>	Department of Health and Hospitals
<b>DOE</b>	Department of Education
<b>EFT</b>	Electronic Funds Transfer
<b>EPSDT</b>	Early Periodic Screening and Diagnostic Testing
<b>ES</b>	Economic Stability



<b>ETV</b>	Educational Training Vouchers
<b>FAST</b>	Financial Assessment Transaction Form
<b>FATS</b>	Family Assessment Tracking System
<b>FC</b>	Foster Care
<b>RAF</b>	Reunification Assistance Funds
<b>RFI</b>	Request for Information
<b>RFP</b>	Request for Proposal
<b>RMS</b>	Random Moment Sample
<b>RSW</b>	Registered Social Worker
<b>SA</b>	Service to Agencies
<b>SACWIS</b>	Statewide Automated Child Welfare Information System
<b>SCR</b>	State Central Registry
<b>SDM</b>	Structured Decision Making
<b>SP</b>	Services to Parents
<b>SSA</b>	Social Security Administration
<b>SSBG</b>	Social Services Block Grant
<b>SSDIB</b>	Social Security Disability Income Benefits
<b>SSI</b>	Supplemental Security Income
<b>SSN</b>	Social Security Number
<b>STEP</b>	Strategies to Empower People
<b>TANF</b>	Temporary Assistance to Needy Families
<b>TAP</b>	Transitional Assistance (housing) Program
<b>TCC</b>	Transitional Child Care
<b>Teaming</b>	Family teaming is the process of building up the protective supports around the family to reduce safety threats to the child/ren.
<b>TFC</b>	Therapeutic Foster Care
<b>TIPS</b>	Tracking, Information, and Payment System
<b>TITLE IV–B</b>	Section of the SSA, provides federal funding, focusing on pre-placement and prevention
<b>TITLE IV–D</b>	Section of the SSA, provides federal funding, with a focus on providing aid and services to families and children in need.
<b>TITLE IV–E</b>	Section of the SSA, provides federal funding, focuses on foster care services and training.
<b>TP</b>	Transition Plan
<b>TPR</b>	Termination of Parental Rights
<b>WIA</b>	Workforce Investment Act
<b>WIB</b>	Workforce Investment Board
<b>FCI</b>	Foster Care Independent Living Program
<b>FINS</b>	Families in Need of Services
<b>FPLS</b>	Federal Parent Locate Service
<b>FRC</b>	Family Resource Centers
<b>FS</b>	Family Services
<b>GSW</b>	Graduate Social Worker
<b>HA</b>	Adoptive Home
<b>HB</b>	Foster Home
<b>HD</b>	Home Development

<b>HP/RRP</b>	Homeless Prevention/Rapid Re-housing Program
<b>IA</b>	Interagency Agreement
<b>ICPC</b>	Interstate Compact on the Placement
<b>IHBS</b>	Intensive Home-Based Services – Homebuilders
<b>ILC</b>	Independent Living Coordinator
<b>ILP</b>	Independent Living Provider
<b>ILSP</b>	Independent Living Skills Program
<b>IT</b>	Information Technology
<b>KCSP</b>	Kinship Care Subsidy Program
<b>LaCarte</b>	Louisiana’s Purchasing Card Program
<b>LAMI</b>	Louisiana Automated Management Information System
<b>LARE</b>	Louisiana Adoption Resource Exchange
<b>LASES</b>	Louisiana Automated Support Enforcement System
<b>LCC</b>	Louisiana Children's Code
<b>LCSW</b>	Licensed Clinical Social Worker
<b>LDOL</b>	Louisiana Department of Labor
<b>LIHEAP/</b>	Low Income Home Energy Assistance Program/Family Crisis
<b>LRS</b>	Louisiana Rehabilitation Services
<b>LYLAC</b>	Louisiana Youth Leadership Advisory Council
<b>MEPA/IP A</b>	Multi-Ethnic Placement Act/Inter-Jurisdictional Placement Act
<b>MOU</b>	Memorandum of Understanding
<b>MST</b>	Multi-Systemic Therapy
<b>MSW</b>	Master of Social Work
<b>NCANDS</b>	National Child Abuse and Neglect Data System
<b>NPP</b>	Nurturing Parent Program
<b>NYTD</b>	National Youth in Transition Database
<b>OCS</b>	Office of Community Services
<b>OJJ</b>	Office of Juvenile Justice
<b>OMF</b>	Office of Management and Finance
<b>PAF</b>	Preventive Assistance Funds
<b>POS</b>	Purchase of Services
<b>PPM</b>	Policy and Procedure Memorandum
<b>PSH</b>	Permanent Supportive Housing
<b>QA</b>	Quality Assurance

# Common Medical Terms & Definitions

The following words and definitions consist of some of the more common medical terms you are likely to encounter throughout your internship as you read various child welfare reports relating to your clients. Some of the following words you probably know, but some might be new to you. This resource is designed to help you get started interpreting reports as an intern encountering several new terms daily. However, please note that these definitions ARE NOT based on current DCFS policy and SHOULD NOT be used as the basis for making major case decisions without referring to the definitions given by policy. Please refer to the Policy Management System for additional information.

<b>Abdominal Cavity</b>	Located between the diaphragm and pelvis, the abdominal cavity is the space in the body that contains the abdominal organs, such as the stomach, small and large intestine, liver, and spleen. Damage to these organs can cause blood to accumulate within the abdominal cavity, this phenomenon is most commonly called internal organ damage.
<b>Abscess</b>	An inflamed, swollen area of skin where pus has built up due to the immune system's response to infection caused by injury.
<b>Alcohol Affected Newborn</b>	Exposure to alcohol while a fetus is still in utero can cause a delay in the development of the central nervous system, often leading to intellectual disability or developmental delays.
<b>Fetal Alcohol Spectrum</b>	Disorders (FASD) occur when the exposure to alcohol overwhelms the fetus' capacity to develop normally and leads to a number of major disabilities and is characterized by facial features common to those with FASD.
<b>Anterior</b>	Medically speaking, the "front" of the body. Anterior can also refer to the structure/area on the body that is closer to the head than another structure/area.
<b>Asphyxiate</b>	To be deprived of oxygen to the point of unconsciousness or death. Asphyxiation can occur through any means of oxygen deprivation, including choking on food or another foreign object, carbon monoxide poisoning, via strangulation, etc. Oxygen deprivation quickly causes brain damage and/or death.
<b>Burns</b>	Burns are caused by exposure to intense heat or a substance that exceeds the capacity of the exposed tissue to maintain structural integrity. Exposure to

many forms of heat can cause burning, including radiation (the sun), steam, hot water, hot metal, chemicals, electricity, etc. Burns have varying degrees of severity which are classified by the extent of the damage to the underlying tissue layers.

**1st Degree:** Least severe burn which is limited to the epidermis.

**2nd Degree:** Moderately severe burn that has damaged the epidermis and progressed into the dermis.

**3rd Degree:** A very severe burn which involves the underlying subcutaneous tissue (fat layer) and can extend into muscle tissue. 3rd degree burns also result in the loss of fluids and electrolytes and can be life threatening.

## Clavicle

What is termed the “collarbone” is composed of two clavicles on either side of the neck.

## Compartment Syndrome

Muscle groups or groups of organs are surrounded by connective tissue creating a “compartment.” When those muscles or organs are damaged, they swell, and pressure builds within the surrounding compartment. If the damaged body part swells so much that the resulting pressure restricts the flow of blood, the group of muscles or organs within the compartment lose the flow of oxygen-rich blood causing further damage to the area. Compartment syndrome is considered a medical emergency, and the pressure must be relieved as soon as possible by a medical professional to prevent muscle or organ death.

## Concussion

A concussion occurs when there is trauma to the head, commonly from falling, or slamming into something solid. The human brain, situated inside the skull, floats in a liquid substance called cerebrospinal fluid. When the head hits something hard enough or at fast enough speeds, the soft, gelatinous brain, which moves at a different rate than the rest of the body (because of its weight, consistency, and buoyancy), is subject to unusual forces of acceleration. These forces and pressures can cause “axonal shearing,” where the connections between neurons are literally ripped apart in some places. Damage to the brain can also occur if it hits the inside of the skull. The severity of concussions can vary a great deal, although medical scientists are learning that any concussion, regardless of severity, can have unforeseen negative consequences, even years in the future. Concussions are sometimes considered

“mild” traumatic brain injuries, and any person with a suspected concussion should be examined by a medical professional.

<b>Coroner</b>	A medical professional responsible for identifying the cause of unknown death.
<b>Dermis</b>	A layer of skin located beneath the epidermis, this layer contains hair follicles, pigment cells, oil and sweat glands, and sensory nerves.
<b>Diaphysis</b>	A diaphysis is the shaft, or middle portion, of a long bone, such as the femur. Often the diaphysis of the bone is where fractures occur.
<b>Digits</b>	Refers to the fingers or toes. Humans have 5 digits per hand and per foot.
<b>Dislocation</b>	A separation of two adjacent boney structures that form a joint, such as the shoulder or hip. For example, we say someone has dislocated their shoulder when the humerus (arm bone) slips out of the scapula (shoulder blade).
<b>Distal</b>	Distal is a medical term to describe the relative location of one structure in relation to another. Distal structures are further away in relative location to another part of the body. For example, my hand is distal from my shoulder, or my foot is distal from my knee.
<b>Drug Affected Newborn</b>	When a fetus is exposed to a drug in utero and there is resulting damage to the developing organs or changes in normal physiology. For example, methamphetamine use during pregnancy can cause low birthweight and neurodevelopmental problems in the fetus, and exposure to heroin can cause withdrawal symptoms in newborns who are cut off from the drugs their bodies became dependent upon prior to birth.
<b>Edema</b>	The accumulation of fluid within soft tissue, may or may not involve inflammation.
<b>Epidermis</b>	The top layer of skin that contains dead skin cells and keratin.
<b>Epiphysis</b>	The epiphysis is the end of a long bone. This portion of the bone is connected to the diaphysis portion of the bone and forms joints with adjacent bones.

**Factitious Disorder by Proxy**

Factitious disorder is a condition in which an individual feigns illness and takes deliberate steps to make themselves ill because they have a psychological need to be a medical patient. For example, a person with this disorder may ingest enough poison to become ill but not enough poison to kill themselves. Loosely defined, “proxy” means to act on another’s behalf, and Factitious Disorder by Proxy, occurs when the individual takes deliberate steps to make someone under their care ill. Also called Munchausen’s and Munchausen’s by proxy, this disorder is a very serious mental illness.

**Failure to Thrive**

When the basic needs of a developing child are not met and result in a regression or delay in development which can be physical or mental in nature. For example, a child who is not fed enough calories will be delayed on growth and weight curves, or a child that is not socially engaged will result in delay of proper speech or intellectual development.

**Fracture**

The medical term for a broken bone. Fractures are defined by the degree of severity and can range from hairline fractures with the bone being broken but not out of place, to a compound fracture with the bone snapped and the fragmented bone pieces sticking out of the skin.

**Inconsistent Fracture:** A fracture that is not consistent with the reported cause of injury. For example, a fracture from a fall will appear different compared to a fracture caused by being hit with an object.

**Spiral Fracture:** A fracture line that is slanted or on an angle relative to the shaft of a bone, a diagonal fracture (also called an oblique fracture).

**Transverse Fracture:** A fracture line that is perpendicular to the shaft of the bone.

**Frenulum**

A small bit of tissue whose function is to hold another body part in place. For instance, the lingual frenulum under the tongue guides the fetal development of the tongue and later holds the tongue in place in the mouth. There are multiple frenula on the human body, including several in the mouth and one on female and uncircumcised male genitalia. Frenula are not frequently injured in everyday life, however, because these membranous tissues are so delicate, they can be torn, sometimes due to physical or sexual abuse.

<b>Granulation Tissue</b>	A thick formation of blood vessels at a site of healing. When the body is injured, new blood vessels grow to transport increased blood to the area to enable the healing process. After the injury has healed, granulation tissue may still be present for some time as the body gradually breaks down and re-absorbs the blood vessels that are no longer needed at that site. Granulation tissue can last months at the site of a healed injury.
<b>Hematoma</b>	A hematoma can be thought of as a pocket of blood between layers of soft tissue that usually forms in response to a blunt trauma. A bruise is also identified as an injury where blood causes discoloration under the skin, but the blood in a bruise is dispersed between and within layers of tissue while the blood in a hematoma is literally pooled together in between layers. Hypothetically, the blood in a hematoma could be drained because it is coagulated together, whereas a bruise could not be drained because it is dispersed throughout the tissue in the area. Because the body does not reabsorb the blood of a hematoma as it does with the blood of a bruise, treatment is often needed to resolve the injury.
<b>Subdural Hematoma</b>	A hematoma that has formed beneath the skull.
<b>Hemorrhage</b>	Uncontrolled bleeding.
<b>Internal Injuries</b>	Damage to structures within compartments of the body, such as within the abdominal cavity or chest cavity.
<b>Intracranial</b>	Occurring within the skull or cranium.
<b>Ischemic</b>	Restriction of blood flow to an area of the body, causing injury to the restricted body part(s).
<b>Ligament</b>	Connective tissue that holds adjacent bones together.
<b>Ligature Marks</b>	Marks made by a cord, rope, or material that was used for tying or binding a part of the body. Ligature marks can occur around the wrists or ankles if a person has been tied up or around the neck when a person has been strangled.
<b>Malnourished</b>	Lacking basic nutrients or minerals in the diet, resulting in physiological dysfunction. For example, a lack of calcium in the diet will result in weak bones that fracture easily.

<b>Metaphysis</b>	Area of the bone where new growth occurs, right before the epiphysis, or end, of a long bone. In children, the metaphysis is a common area for fractures to occur.
<b>Noxious</b>	Noxious is another word for “poisonous” or “toxic.” Therefore, a “noxious substance” is one that is detrimental to human health in some way. This would include the obvious, such as rat poison, and the less obvious, such as smoke from a fire if there is a lack of ventilation.
<b>Palate</b>	Roof of the mouth.
<b>Pallor</b>	A pale appearance, usually indicating a loss or decrease in blood flow.
<b>Posterior</b>	Medical term to describe the back of something, or when one structure is located behind another structure. For example, the heart is located posterior to the breastbone.
<b>Proximal</b>	Medical term to describe the relative location of one structure in relation to another. Proximal structures are closer to the main body (or torso) than distal structures. Therefore, my elbow is the more proximal and my hand is the more distal of the two body structures.
<b>Respiration</b>	The process of breathing. If someone has “ceased respiration” they have stopped breathing and will shortly die without medical intervention.
<b>Scapula</b>	A medical term for the shoulder blade; a flat bone located on the back that serves as the connection point for the arm to the body.
<b>Shaken Baby Syndrome</b>	A type of whiplash injury that occurs when an infant or young child is shaken rapidly. The force of the shaking results in the same axonal sheering that causes a concussion. Shaken baby Syndrome is often associated with bleeding in the brain or eyes. Infants need not be shaken back and forth multiple times to sustain damage to their brains. If rough enough, a single shake (often in a moment of frustration) is enough to harm an infant because they lack the strength to support and control their heads.
<b>Sprain</b>	A sprain occurs when a ligament or tendon is stretched past its capacity. Sprains often occur in the ankles or wrists.



<b>Sternum</b>	The breastbone, a flat bone where ribs connect in the front of the chest, overlying the heart.
<b>Subluxation</b>	When a bone fractures or dislocates and one section of the affected bone slides under another section of the affected bone, or under another adjacent bone.
<b>Systemic</b>	Something that occurs body-wide, or to the whole system. For example, poison often spreads to multiple organ systems in the body causing systemic damage.
<b>Tear</b>	When a structure, such as a ligament or tendon, is stretched past its capacity, causing a break in the connective tissues. An example of this type of injury is a torn ligament.
<b>Tendon</b>	Connective tissue that holds muscles to bones. For instance, the Achilles tendon holds the calf muscle to the heel of the foot.
<b>Thoracic Cavity</b>	A cavity of the body located below the neck and above the diaphragm, containing the lungs, heart, and many major blood vessels.
<b>Welt</b>	A red and swollen mark on the skin left by impact or pressure.
<b>Whiplash</b>	When an impact causes abrupt changes in direction of an affected body part, such as the neck, and causes damage to connective tissue, muscles, or nerves.
<b>Wounds</b>	<p>An injury to body tissue that is usually associated with broken skin. There are several types of wounds –</p> <p><b>Abrasion:</b> Sometimes called a scrape, an abrasion occurs when friction against the skin causes damage that is limited to the epidermis, and minimal, if any, bleeding occurs. Abrasions are less serious than a laceration although these injuries can range from first-degree (superficial) to third-degree (greater skin damage) in severity.</p> <p><b>Incision:</b> A wound that is caused by a “clean” cut through tissue, such as when skin is accidentally cut with scissors.</p> <p><b>Laceration:</b> A wound that that lacks the “clean” edges of an incision and is instead ragged as if torn open. Lacerations are typically the result of a blunt trauma.</p>

**Puncture:** An injury occurring when an object penetrates the body and damages deep structures, creating a hole.

## Louisiana Title IV-E Child Welfare Student Scholar Program

### The University Alliance

The Title IV–E Child Welfare Student Scholar Program is a collaborative program of the University Alliance of Louisiana, which is a partnership between eight public universities, the LCWTA, and The Pelican Center for Children and Families. Led by Northwestern State University, seven schools of Social Work and one Psychology program provide opportunities for learning and financial incentives (undergraduate and graduate stipends) to prepare students to become child welfare professionals upon graduation. The Alliance provides on-going child welfare training for Child Welfare staff and helps support the development of new, qualified child welfare employees. The seven Louisiana Universities are as follows:

1. Grambling State University (GSU) – BSW, MSW
2. Louisiana State University (LSU) – MSW
3. Northwestern State University (NSU) – BSW
4. Nicholls State University (Nicholls) – BA-Psychology
5. Southeastern Louisiana University (SLU) – BSW
6. Southern University at Baton Rouge (SUBR) – BSW
7. Southern University at New Orleans (SUNO) - BSW, MSW
8. University of Louisiana at Monroe (ULM) – BSW

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**Student scholars** are individuals recruited by University Alliance partners across the state. These individuals are non-employees of DCFS who receive financial support in the form of a stipend and complete an internship with DCFS as part of their plan of study. These individuals are students of one of the following universities: Grambling State University (GSU), Louisiana State University (LSU), Northwestern State University (NSU), Nicholls State University (Nicholls), Southeastern Louisiana University (SLU), Southern University at Baton Rouge (SUBR), Southern University at New Orleans (SUNO), and the University of Louisiana at Monroe (ULM).

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### Competencies

The competencies student interns master during their training are those identified by the Council on Social Work Education (2015). These competencies should be adapted to fit the student intern's specific program and placement using the student intern's individual learning plan. The nine competencies are as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice

5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### **General Policy and Procedures**

The following policies and procedures cover the participation of individuals in the program encompassing the time period from student scholar to DCFS employee.

### **University Alliance Program Policy and Procedures**

**Scholar:** Eligible students who are selected to receive support and funding are termed “scholars”. Child welfare scholars are those who practice with the intent of providing the most current evidence-based practice. These are individuals who believe that a lifelong pursuit of evidence-informed practice and ongoing evaluation is key to high level child welfare practice. The stipend is used as a monetary incentive for those who wish to work in child welfare. We award stipends to those we believe fit the role of “scholar.”

**Qualifications for Selection:** Each university has slightly different requirements to be chosen as a scholar. Scholars must meet minimum GPA requirements at each university and be able to pass a background test and drug screen (completed prior to the internship beginning). Most programs require scholars to take child welfare elective courses. Scholars must commit to completing their field practicum/internship with the Department of Children and Family Services. Scholars are provided mentoring and ongoing support through the entire process. Each university typically accepts applications in the spring semester for the following academic year. Some universities accept applications during the fall semester for the spring and summer sessions. Interested individuals can contact the coordinator at each respective university for more information. Scholars must hold a valid driver’s license at the beginning of the internship period.

Due to current rules, individuals who are employed by the State of Louisiana are not eligible for the student scholar program (or to receive a stipend of any sort). However, employees can apply for tuition assistance to pursue their MSW degree through the Employee Education Support Program (EESP) from one of the following programs: GSU, LSU, and SUNO. This requires a contractual agreement similar to the student scholar contract. Scholars who graduate with a BSW are given priority selection for this program after a minimum of two years on the job. For more information about the EESP program, contact Northwestern State University ([childwelfare@nsula.edu](mailto:childwelfare@nsula.edu)).

**Selection Process:** After receiving applications, coordinators will screen candidates to make sure they meet minimum GPA requirements and review any disclosures listed on the application. Once screened, students who meet minimum requirements must go through a structured interview process. This is conducted by university and DCFS employees. This interview includes a formal set of questions asked of all potential scholars/employees as well as completion of a written assessment of skills. Interviews are scored by each interviewer with a minimum score required to be accepted. The minimum passing score is an 85 out of 100. Scholars who earn an acceptable score on the structured interview will be notified of acceptance by their university coordinator. This can take up to a few weeks

after the interview for schools to make decision based on how many students apply and how long it takes to receive and compare scores.

Each university works to prepare scholars for the structured interview process and provide them with resources to succeed. Depending on the parish, scholars will complete another structured interview or an abbreviated interview after graduation with offices looking to hire them. Scholars who interview but are not hired due to performance in the internship or during the interview are required to pay back the stipend. Scholars are expected to put their best foot forward in the interview. This is considered the final evaluation of the scholar. Individuals wishing to “throw” the interview by underperforming are essentially failing their final evaluation and will have to pay back the stipend.

**Stipends:** Bachelor level scholars receive \$7,500 and master level scholars receive \$9,500. In order to receive the stipend, scholars sign a contract committing to working for DCFS for at least one year after graduation. This is a legally binding contract that scholars should read prior to signing. Every university is required to disburse the stipend through student university accounts. Each university is slightly different in when they disburse the stipend. Most provide the stipend at the beginning of the internship process, however some split the amount between two semesters if Scholars are required to complete the internship in two semesters. Scholars who are concerned about the timing of the disbursement should check with their coordinator to find out how each university handles the disbursement and when to expect it.

Note: As Louisiana is a common law state, all contracts must be signed by the legal spouse of a scholar. Scholars must provide the name and email address of their spouse in the initial scholar application.

**Outstanding Student Balances:** In circumstances where scholars have outstanding balances with their university, universities may require a portion (or all) of their stipend to cover those costs prior to the scholar receiving a disbursement check. In this case, scholars should work with university financial aid representatives to determine their options. This is a process outside of the scope of the Title IV-E program as the process of receiving the stipend award is contingent upon university policies related to student accounts.

**Requirements to Begin the Internship:** Scholars who are accepted into the program must complete several forms and steps prior to beginning the internship. See pages 116-118 for a copy of these forms.

1. Physical Requirements and Conditions for Child Welfare Specialists form: This requires scholars to meet minimum physical, mental, emotional, and psychological requirements. Because DCFS workers work with vulnerable children and families, they are held to a higher standard. Individuals must be able to perform the tasks an entry level child welfare professional will be required to do; drive, lift up to 35 lbs., climb stairs, etc. Scholars must also be able to work in difficult situations with individuals who need empathy and boundary setting.
2. Student Scholar Assumption of the Risk and Waiver of Liability Relating to Coronavirus/COVID-19: (see appendix A) Prior to placement, students are required to review and sign the Assumption of the Risk and Waiver of Liability Relating to the Coronavirus/Covid-19 form.

Scholars must complete a **drug screening** and **background check** prior to beginning the internship. Those with criminal records should disclose any police involvement to the coordinator to discuss if it is possible to work for DCFS. Those with 3 or more speeding tickets will not be cleared for work with DCFS and are ineligible to receive a stipend. Any crime such as certain drug convictions and harm to

vulnerable populations, especially children, are automatic disqualifications.

Scholars will complete the drug screening and background check with the local DCFS office they are assigned to. Human resource (HR) staff or the chosen supervisor will set up a time with the scholar to complete these screens prior to beginning the placement. Scholars cannot begin their internship hours until the screening results are received and reviewed by DCFS HR.

**Internship Placements:** University Coordinators work with DCFS staff to place scholars throughout the State of Louisiana. Scholars are primarily placed with supervisors in Foster Care (FC) and Family Services (FS), However, depending on availability, scholars may be placed in Adoptions (AD), Child Protective Services (CPS) Home Development (HD), or with State Office. Scholars should expect to shadow workers in all programs during their internship as doing so provides for a more dynamic experience.

**Internship Performance:** Scholars are expected to maintain a high level of professionalism in their capacity as a scholar intern. Successful completion means that scholars finish all internship hours and receive a positive evaluation from their supervisor. This is contingent upon scholars performing in a professional and engaged manner. Scholars are required to show up on time for agreed upon internship hours, perform tasks and duties as assigned by the field instructor (supervisor) and/or coordinator, complete all evaluations required by the university and Alliance staff, complete their Louisiana Board of Social Work Examiners application prior to graduation, and ensure all appropriate documents are provided to DCFS and the Louisiana State Board of Social Work Examiners (LABSWE). These documents include transcripts (sent to both HR and the LABSWE) and LABSWE background check forms. Universities or Statewide staff require scholars to submit final evaluation forms and complete digital program evaluations. Scholars who do not meet professional expectations can be dismissed from the program prior to completion and will be required to pay back the stipend. This can be due to performance issues or legal reasons. You will need to apply for Civil Service close to graduation or as soon as you are eligible. Civil Services applications are good for 90 days.

**Contract Completion and Termination:** Scholars who successfully complete their internship with DCFS and perform well are eligible to be hired by DCFS. Most of our scholars are hired each year. To be hired, individuals must complete a Louisiana Civil Service application prior to applying for any position. Should DCFS not have enough positions for scholars across the state, scholars are released from the one-year requirement without having to pay back the stipend. For those who do not successfully complete the internship or are not hired due to performance related issues in the internship or interview process, they are required to pay back the stipend as they cannot be hired by DCFS.

Once the contract is signed, scholars have one option to terminate the contract. Scholars who complete the internship successfully and decide that they do not want to move forward in child welfare must pay back the stipend. Stipends are paid directly to DCFS as federal rules require that money is to be recouped by the state agency.

Some scholars do not perform well in the internship. In this case, scholars who do not do well are required to pay back the stipend. Others choose not to work for DCFS. A very small number are not hired for other reasons such as: receiving too many speeding tickets during the internship, legal involvement once the internship has begun, or a lack of open positions.

Like any program, we have goals and objectives we are attempting to meet. It is our ultimate goal to prepare the next generation of child welfare professionals. The money provided to the UA is ultimately contingent on how our graduates impact the child welfare system. We believe our scholars provide a higher level of services to the children and families in Louisiana than non-scholars. We backup that belief with monetary and non-monetary supports to our scholars. When individuals take the stipend without the intention of honoring the one-year commitment, they are essentially misrepresenting themselves and taking a spot that someone more committed would take. We understand that life circumstances change and that individuals evolve in their thinking. These decisions, however, impact the longevity of our program. It is important that candidates present themselves honestly and ethically as they should want to start their social work careers in the right way.

**Stipend Repayment:** It is required that individuals who choose not to honor their contract, or underperform during the internship or hiring process, pay the stipend back, ideally all at one time. For those who cannot pay it back in full at one time, they can elect to complete a payment agreement with DCFS which must be completed in 24 months after notice of repayment. This includes those who decide to move out of Louisiana and work for a child welfare agency in another state. Title IV-E dollars that provide financial incentives to scholars are tied directly to the State of Louisiana and are not transferrable. The money given to scholars is drawn down from the federal government as part of a larger plan in the State of Louisiana. Failure of scholars to pay the stipend back puts us in jeopardy of potentially having our funding reduced and impacting the evaluation of our program. We will attempt to recoup the stipend back in the form of collections, which can greatly impact an early career social worker. It is imperative that individuals operate with integrity.

**Hiring Agreement:** DCFS has 60 days from the effective date of the scholar receiving their license from the Board of Social Work (social work students only) to hire them. Scholars are required to complete their licensure application to the Board of Social Work prior to graduation. This process, particularly the federal background check, can take some time. Scholars are required to begin the licensure process the semester they expect to graduate (October for fall graduates, March for spring graduates, June for summer graduates). The required 60 day hiring period does not begin until a license is issued by the Board as social workers must be licensed to work for DCFS with a minimum Registered Social Worker (RSW) license (pursuant Civil Service rules) for social work scholars. MSW scholars can work for the Department with a provisional CSW license prior to passing the LMSW license exam by the board of social work, however, they can apply for the RSW license as that is the minimum for DCFS.

**Hiring Placement:** Scholars can be hired in any position with DCFS for which they meet the minimum requirements. Scholars may also be transferred at any time during employment to other programs. This is determined by need and the decision is made by DCFS administration. Scholars have been traditionally hired primarily by Family Services (FS) and Foster Care (FC). However, they can be hired by Adoptions (AD), Child Protective Services (CPS), Home Development (HD), or State Office. Many scholars are hired by the parish where they complete their internship, however this is influenced by several factors: availability of positions, performance in the internship and interview process, and the needs of DCFS in terms of staffing.

The contract does not specify how far a scholar may have to move or travel for work once they are hired. Prior to hiring, scholars are given the option to name their top three choices and hiring staff try their best to accommodate those choices. Scholars can be offered a position in any parish in Louisiana

regardless of how far it is from their location at the time of offering the position. Scholars who do not want to move or travel long distances for employment can buy out of the contract. It is important that, prior to accepting the stipend, that scholars understand this possibility. Life factors should be taken into consideration prior to taking the stipend such as: willingness to move, plans to marry or move in with a significant other, plans to purchase a home, plans to immediately pursue a graduate degree, etc.

**Mileage Reimbursement:** Scholars can receive mileage reimbursement while completing the internship in some circumstances if they are placed in agencies where they have to drive far distances. When hired however, it is required that employees cover the cost of driving to and from work as they are receiving a salary. In some instances, certain parishes may provide incentives for potential employees. These are rare and time specific and should not be used to make decisions to take the stipend or not.

**Who to Contact:** Your university coordinator is your lifeline to all things IV-E. They are experienced and have a universe of resources to support you during the entire process. If you have questions as a student, you can contact the Title IV-E Program Manager, Andrew Fultz, by emailing him at [fultza@nsula.edu](mailto:fultza@nsula.edu) or calling him at 318-357-4103. As an employee regarding hiring or during employment, you can contact the DCFS Title IV-E Liaison, Jerry Barrilleaux, by emailing him at [edgarjerry.barrilleaux.dcf@la.gov](mailto:edgarjerry.barrilleaux.dcf@la.gov) or calling him at 337-277-6777.

**Professional Development:** Our mission is to prepare you to do the work you will be doing for DCFS. Scholars will attend Community of Practice sessions during their internship with DCFS. We also offer these sessions to scholars in their first three years of employment. These are weekly/bi-weekly virtual sessions that offer a variety of learning opportunities, ongoing peer support, and mentoring by seasoned professionals. Scholars will be given a schedule of sessions for each semester at the beginning of each term. Attendance to these sessions is required and count as hours towards completing field. Scholars are also required to attend quarterly support group meetings held in person in each region or virtually. These offer further opportunities for development. The DCFS Training Unit and the Louisiana Child Welfare Training Academy (LCWTA) also offer required and elective training opportunities throughout the year to prepare for and enhance the work you will do as an employee. This includes opportunities for working towards license continuing education unit (CEU) requirements.

In the event that a scholar cannot attend Community of Practice or Support Group sessions due to issues in the field or personal issues, it is imperative that scholars work with their coordinator and field instructor (supervisor) to inform them of issues and make up that time. Some coordinators require reflection papers based on these sessions and training opportunities. Scholars should talk with their coordinator to find out how to deal with missed sessions and trainings. Scholars are also provided with opportunities for learning such as online training through the LCWTA LMS, the weeklong new worker training, lunch and learn sessions, one day trainings, conference, etc. to enhance the work they do in the field.

New Worker Orientation Training – Week 1: Scholars are expected to attend the first week of New Worker Training. The DCFS Training Unit provides intern sessions twice a year (fall and spring). As part of this training, there are structured exercises required to be completed by scholars to prepare them for competent practice. Some scholars attend other classes during the week and cannot make it for a

whole week away. New Worker Training is considered part of your field requirements and counts as field hours. This training is offered virtually and face-to-face. Your coordinator will help schedule this weeklong training for you. You are expected to show up virtually or face-to-face on time and engaged each day. If you attend this training, you do not have to repeat it when you are hired. Those who miss the training can take it after graduation.

**Clinical Supervision:** Student scholars who successfully complete their MSW coursework are eligible to apply for and take the Licensed Master of Social Work (LMSW) exam. To take the exam, employees must apply for the exam through LABSWE. Upon passing the LMSW exam, scholars can apply for clinical supervision through the Title IV-E program. This funding, when available, is paid directly to clinical supervisors contracted with the Title IV-E program. If you have questions, you can contact the Title IV-E Program Manager, Andrew Fultz, by emailing him at [fultz@nsula.edu](mailto:fultz@nsula.edu) or calling him at 318-357-4103.

**Educational Policy After Hiring:** Depending on current DCFS policy, any scholar can pursue their MSW in the first year of employment after graduating with their BSW or BA degree. However, this is strongly discouraged as the demands of the job can impact scholars in that first year of employment. It is important that you see this as a marathon, not a sprint. We encourage scholars to talk through this decision with their university coordinator, statewide staff, and knowledgeable individuals. For those that are patient, they can receive funding for their tuition after two years of successful work with DCFS.

### **DCFS Policies Governing Title IV-E Student Scholars (State of Louisiana Policies)**

Non-staff internships are offered to support and assist the education of students who desire to become employed by DCFS (Please see OCS Policy Manual 1-350 OCS Internships). Internships will only be offered in locations where there are sufficient opportunities and tasks to meet the student intern's learning objectives, such as, opportunities for independent and group projects, the development of new and augmentation of present skills, and the prospect for professional growth. In addition, the location will only accept student interns if there is sufficient staff to provide supervision, guidance, modeling, evaluation, and feedback at that location.

Ideal candidates for Title IV-E Scholars Program with DCFS are enrolled in a BSW or MSW program, are interested in the field of child welfare, consider DCFS as a possible future employment opportunity, and have a positive recommendation from their school's Internship Director/Field Placement Liaison.

### **Non-Employee IV-E Student Scholar Requirements**

Title IV-E student scholars who are not employees must fulfill several requirements:

- Complete the agency's 32 hours of New Child Welfare Orientation – Intern Week 1.
- Complete a criminal record check and drug test.
- Complete a reference check and have their credentials verified.
- Sign the confidentiality and acknowledgment form.
- Sign the BSW or MSW Title IV-E Student Scholar Contract and abide by the obligations and provisions outlined within the Agreement.
- Develop an individualized learning plan with their supervisor.
- Complete the Week 1 Structured Activity Exercises online through LCWTA over the course of their internship period.



- May not complete court reports, home studies or assessments (unless these are completed for practice purposes only), testify in court, or in any way present the appearance that they are employees of DCFS.
- Must be introduced as a student scholar and receive permission from the client to accompany workers and assist in client service delivery (such as, supervising family visits and documenting events and impressions; gathering and summarizing medical information on children; participating in the development of life books; conducting educational workshops or skills training with clients.
- Following graduation, commit to full time employment with DCFS for the time period specified in the Child Welfare Stipend Award Agreement.
- Are expected to participate in the Title IV-E Student Scholar Support Group for 3 years.

### **Student Scholar Acknowledgement Form Instructions**

For full form, please see OCS Policy Manual Form 032 Intern Acknowledgment, in Appendix. The OCS Form 032 is to be completed by all Title IV-E student scholars. By signing the form, the student scholar agrees to abide by the stated terms and provisions.

Please obtain a blank Form 032 from your supervisor and review, sign and date it. Give the form back to your supervisor to sign and date. When completed this form must be forwarded to Jerry Barrilleaux at [EdgarJerry.Barrilleaux.DCFS@la.gov](mailto:EdgarJerry.Barrilleaux.DCFS@la.gov).

### **Intern Acknowledgment Form – Sample**

The Louisiana Department of Children and Family Services agree to provide the student scholar learning opportunities that comply with all state and federal laws, regulations and other standards and requirements. The student scholar agrees to comply with state and federal laws and regulations concerning confidentiality of information about the children/parents/foster and adoptive parents for whom agency assistance is provided.

Student scholar understands and agrees that he/she is entering into this Agreement in an independent capacity and is not entitled to reimbursements for expenses during the performance of duties or a salary. The student scholar is not an employee of the agency and will not be allowed to conduct any work that gives the appearance that he/she is an employee. This agreement will become effective upon execution by the parties hereto on the date listed.

By signing this Agreement, the student scholar agrees to abide by the terms and provisions stated herein.

\_\_\_\_\_  
Student Scholar's Name/Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
DCFS Representative

\_\_\_\_\_  
Date

## Graduation & Transition to DCFS Employee

### **\*\*Information from Graduates Needed One Month Prior to Graduation**

#### **Advise the University Title IV- E Coordinator of:**

- Your three (3) office preferences for employment with DCFS,
- Your e-mail address,
- Your telephone numbers,
- Your mailing address, and
- Your date of graduation

Upon receipt of the above, the University Title IV-E Coordinator forwards this information to the DCFS Child Welfare Training IV-E Coordinator in the State Office. The DCFS Child Welfare Training IV-E Coordinator then forwards the information to the DCFS Field Operations in State Office, who begins to contact Title IV-E Student Scholar recipients regarding procedures for applying for a job with DCFS.

#### **Hiring Process**

*\*\* NOTE: Procedures may vary from one regional/local office to another. These are general procedures.*

1. Once preferences of each graduate have been received, the DCFS Field Operations identifies a position as close as possible to the preferences indicated by the student. There is no guarantee that a position will be available exactly matching the preferences of the student.
  - While you are waiting to hear back from DCFS Field Operations you may wish to set up the user account you will need to apply for a position.
  - To create your user account, go to [www.governmentjobs.com/careers/louisiana](http://www.governmentjobs.com/careers/louisiana) and click the "Sign In" button in the upper right-hand corner of the webpage.
  - At the bottom of the pop up you will see, "Don't have an account? Create one."
  - Click the "create one" link and provide your email address and generate a Username and Password for your new account. It is suggested that you use an email you check frequently and ensure that your email settings do not filter messages from governmentjobs.com to your spam folder. It is also recommended that you record your Username and Password as they will be needed every time you log in and are case sensitive (meaning you must pay attention to upper/lower case letters).
  - For more detailed step-by-step instructions please follow this link: <https://www.civilservice.louisiana.gov/files/divisions/staffing/onlineapplicationguide.pdf>
2. The DCFS Field Operations will contact each graduate, preferably by e-mail or cell phone number with instructions to apply for the job, remind you to adhere to the timeline of the job posting, and to apply for your social work license so you are able to work as soon as possible after you graduate.
  - **Apply for Your Job.** You will be applying with Louisiana Civil Service at <https://www.civilservice.louisiana.gov> for the specific job identified by DCFS.
  - When you follow the above link website you will land on the LA Department of State Civil Service home page.

- On the left side panel click the arrow for “Job Seekers” and then click the link that appears, taking you to jobs.la.gov.
  - Again, on the left side panel, click the arrow for “Finding a Job” and then select the “Current Job Opportunities” option.
  - You will be taken to the website where government job opportunities for Louisiana are posted, and where you may have already created an account.
  - Now you must locate the posting and apply to the specific job identified by DCFS provided to you by your DCFS Field Operations contact. The jobs listed are sorted alphabetically, or you may use a keyword from your identified job, such as “DCFS,” to narrow the selections listed.
  - Locate the job opening that was identified for you.
  - Once you have located the specific job opening identified for you, click the green “APPLY” button to begin.
  - You will need to complete the entire application, providing both your personal and professional information. The application process will also require a transcript from your university BSW or MSW program.
    - o Tip: the browser “times-out” after 30 minutes regardless of whether you are entering information at the time so as you fill out your application, please remember to press the “Save” button intermittently so that you do not lose your changes.
    - o For more detailed step-by-step instructions and user tips, please click the following link: <https://www.civilservice.louisiana.gov> Louisiana State Civil Service website.
  - **Adhere to the Timeline.** Please be sure to take note of and adhere to the timeline and any other directions given to applicants for the job posted by the Civil Service.
  - **Apply for your Social Work License.** Adhering to the timeline of the job listing includes applying for your social work license as you are required to obtain your license (RSW for BSW; LMSW for MSW) prior to practicing as a social worker in the state of Louisiana.
    - o You will be applying to the Louisiana State Board of Social Work Examiners (LABSWE), located at <https://www.labswe.org/> for your social work license. It is crucial that you complete all of the requirements of the LABSWE for licensure in a timely manner. Failure to apply in a timely manner will affect your ability to begin employment with DCFS.
    - o In order to reduce the amount of time between graduation and the licensure of social work students, the LABSWE will accept your application materials (e.g. application, criminal background check, etc.) while you are still in school and will pre-approve your licensure pending submission of your official transcript stating “degree awarded,” upon graduation. The LABSWE holds periodic licensure meetings and if you do not submit your application materials prior to the meeting held closest to your graduation date, you may be delayed until the next meeting is held. It is important for you to go to the above website and read the “Licensee Info” section to ensure that you are aware of and compliant with the procedures, required application materials, fees, and the timeline LABSWE has established, if you want to avoid employment delays.
3. Once Civil Service has received the complete application package, the DCFS Human Resources in the State Office advises the Regional/Local Human Resources staff that the student has applied for the job identified in that region.

4. The Regional/Local Human Resources office contacts the student to come into the office to complete the paperwork/clearances and offers conditional employment. Clearances include fingerprinting for criminal record clearance, State Central Registry of Abuse or Neglect clearance (Please see DCFS Policy 4-35 State Central Registry Check), motor vehicle clearance, and random drug testing.
5. At some point throughout the above process, the field supervisor and/or other managers in the office interview the student. Sometimes the student already knows the staff, as their field placement was in the region where they are being interviewed.
6. After the Regional/Local Human Resources office has processed the student's paperwork and clearances, they forward this information to State Office Human Resources.
7. State Office Human Resources reviews the student's paperwork and relays a final job offer to the Regional/Local Human Resources who then presents the job offer to the student. Simultaneously, the Regional Administrator will have decided where the student will be placed, and Human Resources will provide this information to the student.
8. Lastly, the supervisor will inform the student of the mandated New Worker Training that must be completed prior to cases being assigned.

### **Utilization of Special Entrance Rates**

Please see OCS Policy Manual 1-420 Utilization of Special Entrance Rates. As a graduate with a BSW or MSW you qualify for a Special Entrance Rate (SER) of pay. The SER policy specifies a 3-tiered, flexible hire rate that is based upon credentials and job title. The three tiers are the General SER, BSW (or related degree) SER, and MSW (or related degree) SER, as follows:

#### **General Special Entrance Rate**

For employees who are hired into to the Child Welfare Specialist Trainee, Child Welfare Specialist 1, Child Welfare Specialist 2, and Child Welfare Specialist 3 positions, the SER is set at 5% above the minimum of the pay range for these job titles. For employees who are hired into the Child Welfare Specialist 4 position, the SER is set at 2% above the minimum of the pay range for that job title.

#### **BSW Special Entrance Rate**

For employees who possess a baccalaureate degree in social work or a related field, the SER is set at 15% above the minimum pay range for their specific job title.

#### **MSW or Related Degree**

For employees who possess a master's degree in social work or a related field, the SER is raised by 9.2% above the current SER (which represents 25% above the minimum of the range) for their specific job title.

Unless the employee meets the criteria for higher pay under a different pay rule, all student graduates shall have their salary rate per pay period established upon date of hire as follows:

*Job Code	Job Title	General SER	BSW SER	MSW SER
166730	Child Welfare Specialist Trainee	\$1,044.00	\$1,143.56	None
166740	Child Welfare Specialist 1	\$1,117.20	\$1,223.60	\$1,333.00
166750	Child Welfare Specialist 2	\$1,279.32	\$1,401.16	\$1,523.00
166760	Child Welfare Specialist 3	\$1,369.20	\$1,449.60	\$1,630.00
166770	Child Welfare Specialist 4	\$1,522.66	None	None**

These special entrance rates are utilized as a way to help recruit and retain qualified staff in DCFS positions.

Salaries are paid bi-weekly, resulting in 26 pay periods per year. The following chart illustrates the monthly pay earned by BSW and MSW student graduates based on job title under the SER.

### Pay Expectations

The chart below breaks down the SER changes that were implemented in December 2021.

#### Selective Entrance Rate (SER) Breakdown as of December 2021:

Job Title	Pay Level	Revised Minimum Pay Rate (per hour)	Revised Annual Pay Rate
Child Welfare Specialist Trainee	SS-411	\$17.56	\$36,525
Child Welfare Specialist 1	SS-412	\$19.88	\$41,350
Child Welfare Specialist 2	SS-414	\$22.76	\$47,341
Child Welfare Specialist 3	SS-415	\$24.35	\$50,648
Child Welfare Supervisor	SS-417	\$26.91	\$55,973

In addition to the SER and corresponding adjustments for existing staff, premium pay will also go into effect for all caseworkers and supervisors in the Child Protective Services, Family Services, Foster Care, and Extended Foster Care Programs as well as the Child Welfare Team Specialist role supporting those programs. The premium pay will remain in place as long as the employee continues working in the program. The premium pay is focused on retaining committed, high performing employees in the most challenging programs where turnover is also currently highest. Details relating to premium pay are outlined below:

## Premium Pay Basics

- Provide an extra \$2, \$3, or \$4 per hour to staff based on years of employment
- Child Welfare Specialist Trainee, Specialists 1, 2, 3, Supervisors and CW Team Specialists

DCFS-CW Years of Service	Premium Pay (for hours worked only)
0 months to less than 3 years	\$2.00 per hour
3 years to less than 6 years	\$3.00 per hour
6 years or greater	\$4.00 per hour

## Child Welfare Team Specialist (Social Service Analyst)

Job Title	SS-Level	Premium Pay
Social Services Analyst 1	SS-410	\$2.00

Please recognize that this information is provided as a courtesy. As policy does change periodically, we suggest that students take the time and initiative to research and confirm their own individual starting pay rate based on their unique qualifications. Please go to <https://jobs.civilservice.louisiana.gov/>. You can then search for your future job title and view the most current job and salary details. Should you have further questions it is **strongly** recommended that you ask your supervisor to point you in the right direction within the agency. Current DCFS administrative staff and human resources professional in your region are the most knowledgeable about DCFS practices and employment procedures and have the most up-to date information with which to advise you, and given your unique situation, are the best able to answer questions about your future employment.

## General Expectations for Caseworkers

1. Understand, support, and follow the agency's vision, mission, and core values.
2. When you work in child welfare, you represent DCFS. Using the department's role in the community to meet a personal need is cause for immediate disciplinary action. An example of this would be removing a child from the father and returning him/her to the mother who is your friend. Another example would be investigating a situation that has not been assigned to you. A final example would be seeing a child left in a car and deciding on your own to find the mother in the store and begin an assessment.
3. Be knowledgeable about and comply with agency policy and procedures. The majority of policy is now available to the public through the online Policy Management System (to access this please use the instructions under the following, "Supports for the Caseworker" heading), and there is no acceptable excuse for not knowing the policy in your assigned program. Policy doesn't have to be memorized but referred to frequently. Do not always rely on experienced co-workers to answer your policy and procedural questions. If your case warrants a policy

exception, there are formal procedures you must go through – beginning with your supervisor’s consent.

4. Demonstrate empathy for client and clients’ circumstances. What is Empathy? It is being able to understand/perceive how your clients got to the point where they maltreated their child. Being empathetic is contradictory to being judgmental.
5. Work in a collaborative basis with an array of community agencies and professionals. Inappropriate or unprofessional behavior is taken very seriously. Fighting with clients or your co-workers is considered unprofessional behavior. Remember that you represent DCFS in *every* aspect of your job. Only professional conduct is acceptable.
6. Be able to organize information and prepare written documents and reports effectively. It will be *very difficult* to do this work if you lack good writing skills! If this is a problem area for you, please seek supervision and training to enhance your ability to write clearly and concisely.
7. Be willing to perform duties necessary to meet clients’ needs. However, it is *not necessary* that you be available to clients twenty-four hours a day!
8. Sometimes a situation will call for you to work before or after standard office hours. However, you absolutely have a right to a *life outside of work!*

## **Supports for the Caseworker**

### **Formal Training**

For caseworkers, formal training opportunities offer the preparation needed to shoulder their responsibilities with a greater degree of comfort and confidence. Through instruction and practice, training provides an opportunity to get away from the daily grind, giving you time to think. Training allows you to refresh old learning and gain new knowledge and skills, and a chance to share ideas and feelings with colleagues in order to renew the spark of enthusiasm that inspired you to become a caseworker. We hope you will always use formal trainings to fulfill these positive outcomes. As time goes by and you gain experience, more advanced workshops will be given. The knowledge and skills learned in training must be incorporated into your practice after training.

### **Close Supervision**

Your supervisor will provide you with close supervision during the first year of your employment and will also assist you in using your valuable knowledge and skills to grow into a capable child welfare caseworker. Many of the decisions you will be making about your client’s families are mandated with a “worker/supervisor shall” policy requirement. This means that case decisions are made by the caseworker and their supervisor together. Furthermore, some decisions you and your supervisor will be initiating require an administrative confirmation above your supervisor’s level.

### **Department Policy**

The departmental policy provides you with ongoing guidance in your casework practice. The department expects that you will read and understand program policy. It is important as new workers to have a general understanding of all the program policies and job responsibilities. As stated above, the policy management system is now available online! Therefore, even if you do not yet have access to the DCFS system or a computer at your internship agency, you can still access the majority of

DCFS/DSS/OCS policies from your connected device. Please check with your supervisor to obtain the most updated web address for Louisiana's DCFS online policy management system.

### **Policy Management System**

Please check with your supervisor to obtain the most updated web address for Louisiana's DCFS online policy management system. When the tabs at the top of the webpage, "DSS," "OCS," "OFS," "LRS," and "Login" are clicked, the user is shifted from policy in one arena to the policy in another. The first tab, "DSS" stands for the "Department of Social Services." DCFS used to be called DSS, and some of the policy documents have not been updated to reflect this change. Therefore, some of the titles of the chapter listings running down the left-hand column under this tab begin with DSS while others begin with DCFS. Although there are exceptions, you will find that regardless of the acronym used by various chapters, many of those under the DSS tab are focused around DCFS employment policies, while many of those under the second tab, "OCS" which stands for "Office of Community Service" contain policy relating to clients and the handling of cases. The chapters on the left-hand column under this tab include the policy for each of the major Child Welfare departments, including CPI, FS, FC, and Adoptions (etc.). The second two tabs "OFS" (Office of Family Supports) and "LRS" (Louisiana Rehabilitative Services) contain policy regarding economic stability, and vocational rehab and guidance, respectively. At least for now, you will mostly focus on the policy chapters within the first two, "DSS," and "OCS," tabs. You will only be able to access the last tab, "login" when you have a Novell User ID and Password.

### **Multi-Disciplinary Consults**

Multi-disciplinary consults are available in all program areas to assist in the very difficult decisions this department must make. The Multi-Disciplinary Team members and the Bureau of General Counsel (BGC) attorney's interagency consults are some of the sources that are available to assist in difficult decision-making. At the beginning of your career in Child Welfare, it is important to understand that other disciplines may ASSIST the department, but the program area that the case belongs to makes the final decision, and therefore, takes responsibility for the decisions.

### **Shared Decision-Making**

The philosophy behind shared decision-making is the concept that you are not alone in shouldering the responsibility for the tough decisions that must be made in regard to children and families on a daily basis. That is, you are not alone in deciding the fate of your clients. DCFS believes that shared decision-making is a crucial element of a caseworker's job, and thus, there are many policy team decision-making staffings (i.e. case acceptance, pre-post removal, preservation, Family Team Case Planning Meeting [a team approach that includes parents, children, the family's formal and informal supports, and others including attorneys, CASAs, and service providers that the family choose to be part of their team]) where colleagues and/or colleagues and the family can come together and carefully examine the evidence to make the best decisions. Another source of assistance, which is especially invaluable to the new caseworker, is the experienced co-workers in your office. These colleagues have probably already helped you in your first days in the office and will continue to be a source of knowledge and assistance. However, always understand the difference between advice and case decisions. The caseworker, and the caseworker's supervisor make the final case decisions, while colleagues may only offer advice and suggestions.



## **What we do:**

### **Child Welfare Services to Our Families**

- Child Protective Services
- Family Services
- Foster Care Services
- Adoption Services

### **Rules and Expectations**

- Our basic purpose is the protection of children who are at risk of harm. When families are unable, for whatever reason, to provide basic care and/or safety to their children, and DCFS finds that a child is unsafe or at risk of harm, we must become involved.

### **Customer Service Standards**

#### **We will:**

- Respond promptly to inquiries in a courteous, helpful, and professional manner.
- Deliver services that are timely and flexible.
- Work with families, primarily in the home, to determine their strengths and needs and develop a case services plan.
- Deliver services that build on the families' strengths, community, and culture.

### **Customer Complaints**

Customer dissatisfaction is processed through our different supervisory levels starting with the worker's immediate supervisor, followed by the Program Operations Manager, Area Director, and finally, the Regional Administrator. If a client is still not satisfied, they may contact the DCFS State Office at the following address:

- **Department of Children and Family Services**  
P.O. Box 3318  
Baton Rouge, LA 70821 Phone: (225) 342 –9141  
Hours of Operation: 8:00 a.m. until 4:30 p.m. Monday through Friday (Exclusive of state holidays)

## DCFS Employment Policies

### Anti-Harassment Policy

*(Please see DCFS Policy 3-4 Violence in the Workplace)*

DCFS is committed to providing a workplace that is free and secure from threats and acts of violence, intimidation, harassment, and other disruptive behaviors. All student intern/employees are expected to treat each other with dignity, respect, and civility and each individual is responsible for acting reasonably and with sensitivity to others. Inappropriate verbal or physical conduct will not be tolerated and is prohibited in the workplace. Such conduct based on gender, race, color, religion, national origin, age, disability, political belief/affiliation, sexual orientation, or protected activity under the EEO statutes is unlawful. Harassment can include (but is not limited to), sexual advances or pressures for dates; slurs, comments, jokes, innuendo; inappropriate touching, beatings, threats; inappropriate gestures; and graffiti.

### Sexual Harassment Policy

*(Please see DCFS Policy 2-06 Sexual Harassment Policy)*

Sexual harassment is a specific form of harassment recognized as a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended. DCFS will take steps to maintain a workplace free of sexual harassment and intimidation for all its student intern/employees. Sexual harassment occurs when sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature takes place. In particular, when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment sexual harassment has occurred. If at any time a student intern/employee feels that he/she is experiencing sexual harassment, he/she should clearly communicate that the behavior is unwelcome (verbally, in writing, or through a third party) and report the behavior to a supervisor or manager or the Agency EEO Specialist. If the supervisor/manager is the alleged harasser, then the behavior should be reported directly to the Agency EEO Specialist or the next level manager above the alleged harasser. It is possible for both male and female student intern/employees to experience harassment from another individual in the workplace, including same-sex harassment, harassment from the victim's supervisor or co-workers, or may simply be affected by offensive conduct occurring between other individuals within the workplace.

Harassment in the workplace should be reported promptly to prevent it from continuing or progressing to a more severe or pervasive nature. DCFS will investigate all complaints of harassment (per DCFS Policy 2-3 Non-Discrimination in Employment) in a prompt, thorough and impartial manner, and immediate and appropriate corrective action will be implemented if the investigation reveals harassment has occurred.

### Attendance

*(Please see DCFS Policy Manual 4-27 Unscheduled Absences)*

Each employee's job is important to the overall accomplishment of the Department's mission, goals, and objectives. Student interns should make every effort to be on time and present on the days previously scheduled as "work days" by the student intern and his/her supervisor.

Sometimes, of course, there will be good reasons for absence or tardiness. If the student intern will be

unable to arrive at work at the scheduled time, they must notify their supervisor no later than 30 minutes following their normal reporting time, and they must ask their supervisor when leave is required. Your supervisor will work with you to find an appropriate time to make up for any lost hours. Communication with your supervisor regarding any tardiness or absences is crucial and is the student intern's responsibility.

### **Cell Phone & Internet**

We ask our student scholars to use their cell phones and internet access in a reasonable and responsible manner. While completing internship hours, student scholars should not spend excessive time on their phones or on the internet. We understand the need to briefly check in with family while on the job, but personal communication should be limited. Similarly, internet use, via cell phone, computer, tablet, etc., should be restricted to that which is needed to perform internship duties. Student scholars should remember that using personal cell phones and email addresses to communicate about DCFS clients/cases can potentially result in the accidental breach of confidentiality. Please use technology wisely and respect the privacy of the children and families we serve.

The presence of cell phones is NOT PERMITTED in any courtroom. Although some individuals may have permission to keep/use a cell phone while at court due to special circumstance, student scholars do not have such clearance. This does not mean that student interns may put their cell phones on silent and bring it with them into the courtroom. It means that cell phones should be left at the office or in a car when student interns are at court.

### **Computer Use & Security**

(Please see DCFS Policy 5-3 Computer Security Policy)

Each DCFS student scholar/employee shall be given only the network access necessary to complete the requirements of their internships/jobs. The DCFS network contains a number of systems and resources including policy, case file information, forms, etc. This information is sensitive and confidential, and it is each student scholar /employee's responsibility to take measures to protect their user accounts. DCFS student scholar/employees shall logout of their account or password protect their computer when they leave the computer unattended and should not let others access their account. Users will be held responsible for any activity under their User- ID. When logging into your account, you will be locked out of the system if you are unsuccessful in entering your correct User-ID and password on three (3) consecutive attempts. DCFS student scholars/employees who violate this policy may lose or have limitations placed upon their access to the network, and may also face disciplinary, and/or legal action.

### **Confidentiality**

*(Please see OCS Policy Manual 1-500 Staff Responsibility for Confidentiality)*

DCFS takes our clients' privacy very seriously and it is important that all staff work hard to keep client information confidential. Confidentiality is defined as the preservation of private information concerning a client, his family, and his situation disclosed in a professional relationship. It is the responsibility of all agency staff to maintain the confidentiality of information gained from or about a client and his family, as both an ethical and legal duty. This responsibility applies to both formal information sharing (e.g., case records, emails, etc.) and informal exchange of information (e.g.,

discussions regarding cases or clients). Specifically, client information shall only be disclosed on a "need-to-know" basis, meaning that if a coworker is not involved with the case staff shall refrain from discussing case and clients. Failure to maintain confidentiality of clients may result in the DCFS student scholar/employee facing legal sanctions as well as disciplinary action within the agency. DCFS student scholar/ employees and student scholars must be aware that unsecured case records pose a potential breach of confidentiality risk. Therefore, DCFS student scholars/employees must maintain case records in locked cabinets or desks whenever possible, must never leave records unattended on desks or tables, and must lock office doors at night. In addition, electronic information, including that in the Tracking, Information, and Payment System (TIPS), the Comprehensive Enterprise Social Services System (ACESS), and all DSS agency computer data systems and databases are subject to the same confidentiality requirements. Each DCFS office has the responsibility to make sure that only authorized personnel have access to electronic information regarding cases and clients, as well as electronic information that has been printed out. Unless a student intern/employee is completing an intake or is directly involved with a case as a DCFS student scholar/employee they shall not access client information in ACESS. Furthermore, cases that have been deemed "invalid" or "inconclusive" shall not be accessed by student scholars/employees unless this information is related to a current intake, assessment, provision of services specifically to those named in the invalid or inconclusive assessment, or for Quality Assurance review.

### **Conflict of Interest**

As representatives of DCFS, student scholar/employees are in a position of public trust and must conduct themselves accordingly. The student scholar/employee, privately or officially, must avoid any activities that result in a conflict of interest. Some of the activities that may represent a conflict of interest are as follows (for a comprehensive list please see the Louisiana Code of Governmental Ethics <http://www.ethics.state.la.us/Pub/Laws/ethsum.pdf>)

- Accepting anything of value, other than their regular compensation and benefits from the Department, for the performance of their duties.
- Accepting finder's fees from a person to whom the student scholar/employee has directed Department business.
- Accepting compensation, gifts or other economic reward for any service that draws substantially upon official data or ideas related to agency program that have not become public information.
- Accepting payment, while interning or employed at the Department, in consideration of personal services to be provided following termination from state service.
- Accepting compensation for assisting or representing another person in a transaction with the agency.
- Bidding on or entering into any contract or transaction that is under the supervision of the agency.
- Soliciting or accepting gifts or gratuities from any person or business seeking to obtain contractual or other business with the agency or conducting operations which are regulated by the agency.
- Using the authority of the position held to coerce another public employee or other person to provide the student intern/employee with anything of economic value.

## **Contact with the Public**

The conduct of student interns and DCFS Employees as public servants reflects on the Department of Children and Family Services. Student intern/employees should always follow these guidelines to build good public relations and interpersonal communication:

- Develop a courteous telephone and communication etiquette.
- Be prompt in returning telephone calls or responding to requests from the public, state and other official personnel.
- Be friendly to all visitors.
- Help interested citizens by answering their questions or directing them to the proper source of information.
- Conduct yourself in a respectful and cooperative manner.

## **Disability/ Reasonable Accommodation Policy**

*(Please see DSS Policy Manual 2-04 Reasonable Accommodation)*

The American with Disabilities Act (ADA) is an anti-discrimination statute that requires that individuals with disabilities be given the same consideration (in regard to job application procedures, hiring, advancement, or discharge of employees, employee compensation, job training and other terms, conditions, and privileges of employment) that individuals without disabilities are given. In compliance with the ADA, DCFS will provide reasonable accommodation to the known physical or mental limitations of a qualified applicant, employee, or student intern with a disability, in a timely and cost-effective manner. Qualified applicants, employees, or student interns must notify either the interviewing supervisor or human resources representative of the need for any accommodation. Student intern/employees may provide reasonable accommodations for themselves if such actions would pose an undue hardship on the operation of the agency. In addition, the student intern/employee and his/her supervisor will periodically assess the effectiveness of accommodations to ensure they are meeting the student intern/employee's need.

Any student intern or employee who feels that he/she has been denied reasonable accommodation because of a disability may file a complaint with any or all of the following:

- **DCFS Civil Rights Bureau**  
755 N. 3rd St. 4th Floor Baton Rouge, LA 70801 (225) 342 – 2700
- **Federal Regional Office for Civil Rights**  
1200 Main Tower  
Dallas, TX, 75202
- **Equal Employment Opportunity Commission New Orleans Field Office**  
Hale Boggs Federal Building  
500 Poydras Street, Suite 809 New Orleans, LA 70130  
(800) 669 – 4000  
(504) 595 – 2958 (TTY)  
(844) 234 – 5122 (ASL Video Phone)

- **Louisiana Commission on Human Rights Governor's Office**  
P.O. Box 94004  
Baton Rouge, LA 70804 (225) 342 – 6969  
(888) 248 – 0859 (TDD)

## **Disciplinary Action & Dismissal**

*(Please see DCFS Policy Manual 4-7 Disciplinary Corrective Actions and Separations)* When required, DCFS takes a fair and consistent approach to disciplinary action, compliant with Chapter 12 of the Civil Service Rules. It is the philosophy of DCFS that with supervision, counseling, instruction, and cooperation, student intern/employees can grow to meet expectations without the use of formal disciplinary measures. However, when these efforts are not effective, DCFS utilizes a systematic approach for discipline of all student intern/employees. In addition, gross misconduct or serious offenses may be met with immediate termination of the student intern/employee. The following are examples of prohibited student intern/employee conduct.

Violations of these examples may result in disciplinary action, including dismissal:

- Abusive behavior (e.g., threats, intimidation, vulgar or profane language, derogatory comments, or slurs)
- Sexual harassment or false accusations of sexual harassment
- Disorderly conduct, fighting or physical harassment
- Failure to comply with attendance policies and procedures (e.g., excessive absenteeism or tardiness, unauthorized absence, etc.)
- Falsification of records (e.g., time sheets, doctor's slips, expense reports, employment applications, position descriptions, etc.)
- Failure to report for duty as scheduled or when so instructed for overtime or disaster duty
- Unauthorized use, misuse or abuse of DCSF property (e.g., vehicles, telephones, computers, or other equipment)
- Theft
- Unsafe work practices
- Failure to perform assigned duties during work time
- Sleeping on the job
- Insubordination or failure to promptly and cooperatively follow direct orders, instructions, or directives given by a supervisor
- Conduct unbecoming of a public employee
- Unauthorized release of confidential information
- Carelessness or negligence in performance of duties
- Possession, use, or being under the influence of illegal drugs or alcohol while on duty
- Indecent or immoral behavior while on duty
- Failure to comply with department and/or agency policies and procedures
- Inappropriate or unprofessional behavior or appearance
- Conduct violating the Code of Governmental Ethics or participation in prohibited political activities
- Failure to cooperate with (or giving false information to) authorized investigations

- Failure to meet performance standards or expectations

## **Dress Code & Appearance**

*(Please see DCFS Policy 4-1 Dress Code)*

As a representative of DCFS it is your responsibility to present a respectable image to the public. In general, student intern/employees should dress neatly and in good taste, in clothing that is neither offensive nor distracting, and come to the office neat and well groomed. Student intern/employees will be allowed to dress in "business casual" on Casual Wear Days (Every Friday), and as scheduled at the discretion of the appointing authority. Your supervisor has the authority to determine if your attire is appropriate for the office and/or fieldwork, and dress code issues will be addressed privately on a case-by-case basis. Clothing that is not allowed at any time is listed below:

- Any clothing that does not completely cover the midsection of the body.
- Slippers, or flip-flop "beach style" sandals.
- Shorts (anything not covering the entire knee when standing), bib overalls, any type of form-fitting pants (such as Spandex or Lycra), leggings, tight fitting jeans, excessively worn, faded or cut-off pants of any kind.
- T-shirts, tank tops, halter tops, shirts with messages/graphics, low-cut or see-through blouses.
- Ultra-short skirts or dresses, skirts, spaghetti strap dresses, tank dresses, tight spandex or spandex-like dresses.
- Jogging suits, wind suits, sweat suits or sweatpants, biking pants or shorts
- Baseball caps.
- Visible jewelry attached directly to the body by means of body piercing or otherwise, with the exception of earrings (on the ear). This prohibition does not include jewelry such as bracelets, necklaces, finger rings, etc., which do not directly attach to the body.

## **Driving Policy**

*(Please see DCFS Policy 1-14 Travel Regulations Policy [Driving Policy])*

Student interns are not permitted to drive as part of their internship duties. However, it is important that student interns take care during their internship period to keep their driving record clear, and their insurance up to date so that they can be authorized to drive when they are hired as employees. When hired as employees, individuals must first complete defensive driving training, submit their completed "Authorization for Driving" form and receive authorization from the State Office Safety Coordinator, must have a valid driver's license (of the proper class for the operation of all classes of vehicles they intend to drive), and must submit proof of insurance for their personal vehicle(s) to the agency.

## **Drug-Free Workplace**

*(Please see DCFS Policy 4-8 Drug Free Workplace)*

DCFS is a drug-free workplace. Student intern/employees are prohibited from reporting for work, performing work, or otherwise being on any duty for DCFS when there is the presence of alcohol, illegal drugs, controlled substances, or designer (synthetic) drugs at detectable levels in their bodies. Furthermore, student interns/employees are also prohibited from illegal use, possession, dispensation, distribution, manufacture or sale of controlled substances, designer (synthetic) and illegal drugs at their work site or while on duty or on call for duty.

If a student intern/employee is taking an over-the-counter medication or is prescribed a medication by a doctor that may potentially impair their ability to perform their usual job duties, it is the student intern/employee's responsibility to inform his/her supervisor prior to reporting for duty. Student interns must be able to produce original prescription containers when required.

If a student intern/employee is arrested or convicted of a drug or drug-related offence, either on or off duty, the student intern is required to notify their supervisor within five (5) days. This includes DWI arrests.

To assure maintenance of a drug-free workforce, it shall be the policy of DSS to implement a program of drug testing (per DCFS Policy 4-3 Substance Abuse Testing for DCFS Employees) and all other applicable federal and state laws, as set forth below.

## **Grievances**

*(Please see DCFS Policy 4-12 Grievance Procedures)*

At times an employee may feel that certain actions taken or not taken were unfair. DCFS attempts to resolve such problems at the lowest supervisory level possible and as soon as possible. A grievance is defined as a disagreement, dispute or complaint between an employee and management; an alleged act of unfair treatment of an employee; or an alleged violation of Department/Division policy. As a student intern, we ask you to first approach your direct supervisor if you have a grievance and try to resolve the issue through communication. If this is not successful, the student/intern should follow the grievance procedures recommended by their school's Department of Social Work.

Once student interns are hired as employees, they must follow the grievance procedure used by DCFS. The grievance procedure does not guarantee that everyone will be pleased with the outcome of a grievance once it is filed, but it does guarantee that the employee will have an opportunity to have their problem reviewed through a process that promotes resolution or, at least, clarification of the circumstances which formed the basis of the complaint without fear of reprisal. If an employee is claiming harassment by anyone in their chain of command, they may skip the grievance step that would directly involve that individual and may proceed to the next step in the grievance process. The grievance may be dismissed if the employee does not follow the time limits during every step of the grievance procedure. If any of the individuals in the supervisory positions fail to respond within the allotted time the employee may advance their grievance to the next step in the grievance procedure. To file a grievance, the employee must use the following steps:

1. The employee should first have an informal discussion with their immediate supervisor before undertaking the formal steps of the grievance procedure. The employee must make a request to have a discussion with their supervisor within five (5) working days following the date they became aware of the incident. Their immediate supervisor must schedule a meeting with them within three (3) working days following this request.
2. Step I – If the grievance is not resolved through an informal discussion, the first formal step of the grievance procedure requires the employee to submit a written grievance to their supervisor in writing within five (5) working days following the date of their informal grievance discussion. Their supervisor will take the appropriate steps to investigate the grievance. An answer to the



grievance, in writing, will be provided to them within five (5) working days from receipt of the grievance.

3. Step II – If the employee is unsatisfied by the formal decision reached in Step I, they have five (5) working days to submit their written grievance to the next supervisory level, typically, the appointing authority of their agency (usually the Regional Administrator, Programs Section Director, DMF Section Director, or OS Bureau Chief). This Step II individual, will review all of the information, investigate the grievance, or direct a hearing to take place before the grievance committee within fifteen (15) working days of their receipt of the grievance. If an investigation is conducted, a written response will be provided within ten (10) working days following receipt of the grievance. If, instead, a hearing is conducted, a response will be provided within seven (7) working days after the hearing is over.
4. Step III – If the employee remains unsatisfied with the decision made in Step II, they may submit their written grievance to their agency head or authorized agent (Secretary, Undersecretary, Deputy Secretary of Programs or Deputy Secretary of Operations) within five (5) working days following receipt of the decision in Step II. This Step III individual will provide a final written decision to the student intern/employee within twenty (20) working days of receiving the grievance.

### **Student Scholar Consent & Release of Liability Agreement**

Each of the Seven Universities in Louisiana provides their scholars with a general liability policy. This policy acts as practice insurance for the student scholar while they are at their internship and therefore includes malpractice. As Title IV-E student scholars, the stipends received by DCFS student scholars are granted through their individual schools. Student scholars from all of the schools should sign and abide by the terms of the consent and release of liability agreement that their school provides for them in order to ensure that they have legal coverage throughout the term of their internship with DCFS.

### **Student Scholar/Employee Hiring Requirements**

All student scholars/employees who are being considered for an internship or position at DCFS must undergo a criminal background check, have their references checked, and have any training and/or credentials verified prior to the beginning of their internship or employment. These processes are described in more detail below.

### **Criminal Background Check**

*(Please see DCFS Policy 4-36 Criminal Background Check)*

All student scholars/employees whose duties include the investigation of child abuse/neglect, supervisory or disciplinary authority over children, the direct care of a child, or the performance of licensing surveys are required to undergo a criminal background check. The student scholar/employee will be unable to work until the background check has been completed. In order for the Department to conduct the background check potential student scholars/employees must submit their fingerprints to the Louisiana Bureau of Criminal Identification and Information. A records check on both the state and national levels will be conducted. The student intern/employee must not have been convicted or pled nolo contendere to a crime listed in R.S. 15:586.1(C) or R.S. 15:587.1 (C), or a crime outside of

Louisiana that would fit into the R.S. 15:586.1(C) criteria had it been committed within the state, or an analogous federal crime. Crimes listed under R.S. 15:587.1 include: solicitation; first or second degree murder; manslaughter; aggravated, second degree, or aggravated second degree battery; disarming of a peace officer; aggravated assault of any kind; mingling harmful substances; stalking; rape of any kind; sexual battery of any kind; intentional exposure of AIDS virus; kidnapping of any kind; aggravated arson, criminal damage to property, or burglary; armed, first degree, second degree, second, or highway robbery; extortion; criminal neglect of family or abandonment; incest; sexual charges involving a juvenile; offenses concerning prostitution; pandering; the letting premises for prostitution or obscenity; crimes or aggravated crimes against nature; contributing to the delinquency juveniles or cruelty to juveniles; child desertion; cruelty or sexual battery to the infirm; illegal use of weapons or dangerous instrumentalities; obscenity; aggravated flight from an officer; terrorism; voyeurism; sale of minor children; and distribution or possession with intent to distribute Schedule I, II, III, IV, and V drugs. In addition, incoming student intern/employees' names must not appear on the registry of reported abuse and neglect after January 1, 2010, within the Louisiana State Central Registry, or as a convicted sex offender or child predator on the Louisiana State Police Sex Offender and Child Predator Registry. The Human Resources Division will keep a confidential copy of all background checks on those selected for internship/employment within their records.

## **Reference Checking**

*(Please see DCFS Policy 4-24 Reference Checking)*

It is DCFS policy to conduct reference checks, by phone or in person, on all potential student interns/employees prior to filling an open position. The immediate supervisor is responsible for conducting and documenting reference checks and must provide the Human Resources Division with a copy of these records for those individuals selected for internship/employment. Reference checking includes verifying the student scholar/employee's work history, job performance, attendance, college degrees earned, license(s) or certification(s), as well as any other necessary verifications. However, reference checking activities do not allow the supervisor to seek information regarding the candidate's marital status, age, disabilities, religion, race, national origin, veteran status, or sexual orientation. The supervisor shall conduct a minimum of two (2) reference checks, including the last or current place of employment. If the student intern/employee requests that the supervisor not contact their current employer, the supervisor will honor this request, until the applicant is considered a finalist for the position, at which point the current employer must be contacted as a reference. Student scholars/employees will be informed that a reference check with their current employer is to be conducted, prior to the supervisor's contact with the current employer. Supervisors shall keep records of completed reference checks, which will be submitted to the Human Resource Division and kept in a file that is not accessible to the public for three (3) years.

## **Verification of Credentials**

*(Please see DCFS Policy 4-18 Verification of Credentials)*

Verification of the training and/or credentials of all potential student scholars/employees are required when certain qualifications are necessary for a particular position, or the ability to perform a certain service, when the applicant has claimed that they have a training and/or credential on their application, when a training and/or credential is required to meet the minimum qualifications of the position, and when documentation is required by the Department of Civil Service to verify veterans preference.

Potential student scholars/employees must provide their official transcript (certified by the registrar or other official), and a letter or alternate official documents from the school, business, or trade school where they received their training. In addition, potential student scholars/employees must furnish an original or copy of any professional licenses or certificates they have earned. It is the student scholar/employee's responsibility to provide these documents to the appointing authority prior to being hired.

## **Media Relations**

*(Please see DSS Policy Manual 1-17 Media Relations)*

The relationship between DCFS and the media is both very important and very delicate. Therefore, it is extremely important that student interns/employees follow specific guidelines when dealing with the media, regardless of format (TV, radio, internet, print, etc.). The DCFS communications director is responsible for establishing and maintaining communication with media personnel and takes the lead in publicizing and announcing DCFS services, soliciting service recipients, foster, and adoptive parents, announcing department and agency changes, announcing public hearings on program changes, responding to media inquiries, and soliciting business and employers. In the case of an emergency or public relations crisis the DCFS Secretary and Communications Director will carefully consider the best way to address the issue with the media and the public. In the case of such a crisis, the staff member in charge at the location of the incident is to notify their Regional Manager/Administrator, who in turn notifies the DCFS Communications Director. At no point in this process should a student scholar/employee of DCFS be communicating with a member of the media regarding the crisis. Misinformation during a crisis can cause panic and chaos, and it is important the DCFS is unified in its response to media queries.

Keeping the confidentiality of DCFS clients is both an ethical and legal imperative. Consequently, all interviews of clients are to be arranged through the Communications Director who will ensure that the appropriate release paperwork is obtained from the client. If a client chooses to speak to the media on their own, DCFS student scholars/employees are still bound by confidentiality and may not comment on what the client has told the media.

On occasion, a media representative who wishes to gather information or interview a student scholar/employee may personally approach a DCFS student intern/employee. Should this occur, it is the student scholar/employee's responsibility to telephone the Communications Director (Please see below) or designee (Please see below) if Communications Director is unavailable and relay the nature of the media contact. The Communications Director will provide the student intern/employee with instructions on how the media contact will be handled. If the media requests access to DCFS facilities, they should immediately be put in contact with the Communications Director.

## **Netiquette**

*(Please see DSS Policy Manual 5-07 Netiquette)*

DCFS Netiquette policy states that employees are expected to use e-mail in a professional manner. Student scholars using email must remember that these communications are representative of DCFS and should endeavor to promote a positive image. Your supervisor will discuss any violation of

Netiquette policy with you privately on a case-by-case basis. The following are general guidelines for communicating via email:

- If you choose to use an automated signature you may only include your name, title (Social Work Student Scholar), department and/or division, address of workplace, phone and fax numbers, and e-mail address. It is recommended that privileged or confidential e-mails are accompanied by the following in the body of the text:
  - “This transmission is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged and/or confidential. It is intended only for the use of the person(s) named above. If the reader of this message is not the intended recipient, you are hereby notified that any disclosure, distribution, or copying of this information is strictly prohibited. If you have received this transmission in error, please notify this office immediately by telephone and destroy all copies of the original message.”
- The forwarding of e-mail is generally considered risky, and the forwarding function should only be used with extreme caution. Do not forward non-work-related messages from co-workers, friends, family, etc.
- Do not use profane, foul, or abusive language in e-mails.
- The same laws that govern offline behavior and practices apply to behaviors and practices online. This includes the avoidance of harassment, defamation, and unauthorized use of copyrighted material, such as Web sites, music and software. Anyone can be sued and/or prosecuted for online activity.
- Remember that E-mail is a public record! Any person can make public records requests of DCFS email. Only send messages by e-mail that you would be comfortable with seeing on the front page of the newspaper. When you use e-mail, you are leaving a written record.
- While e-mails sent to coworkers regarding internal business matters may be less formal, e-mails responding to formal requests of coworkers, and e-mails sent to any external bodies should utilize proper English, with regard to complete sentences, proper capitalization/punctuation, and limited use of abbreviations.
- When an e-mail that has a scanned document attached is forwarded, the subject line automatically populates with the statement: Fwd: Scanned Document from DCFS Executive Division (or other originating office). Prior to sending the forwarded message, please take the following steps:
  - Delete the subject line and replace with a heading that will convey the true subject of the message.
  - Type a message in the body of the e-mail, even if brief, that explains what action you expect the recipient to take regarding the scanned document.
  - Lastly, please refrain from typing in all CAPITAL LETTERS as this is viewed as shouting via electronic communication, use exclamation points very sparingly, and refrain from using bold type for the entire message as these actions may cause a message to be misinterpreted by the recipient.

## **Non-Discrimination Policy**

*(Please see DCFS Policy 2-3 Non-Discrimination in Employment)*

It is the policy of the Department of Children and Family Services to prohibit discrimination against any person on the basis of race, color, religion, sex, age, national origin, disability, veteran status, or any other non-merit factor. All employees in the Department with any responsibility for recruitment, selection, placement, training, evaluation, or any other aspect of human resources procedures must give their full support to the policy through active cooperation and personal example to ensure its successful implementation.

## **Performance Evaluations**

As Title IV-E student scholars are in training through the duration of their internships, performance evaluations conducted during this time will reflect the extent to which the student intern has met the learning and performance goals set for him/herself with the collaboration of his/her immediate supervisor, and his/her school, during the creation of the student intern's learning plan for the semester. Learning plans should reflect the competencies identified by the Council on Social Work Education (CSWE, 2015) and are to integrate the structured activity exercises included in this manual. Performance evaluations will be conducted according to the guidelines and frequency designated by each student scholar's individual school, and therefore, will vary somewhat.

## **Prohibited Materials in the Workplace**

*(Please see DCFS Policy 4-32 Prohibited Materials in the Workplace)*

In order to maintain the safety and professionalism at DCFS agencies, certain materials are prohibited in state vehicles and buildings. Violations of this policy may result in disciplinary action, up to and including dismissal. Prohibited items include:

- Weapons
- Alcoholic beverages
- Sexually explicit materials
- Other obscene material (any material containing abusive, obscene, or profane language)
- Illegal substances
- Political items (any item that supports or opposes any political candidate or political issue)
- This is not an exclusive list of prohibited items and student interns/employees are expected to comply with the spirit of this policy.

## **Student Scholar Right to Privacy**

Student scholars have the right for the information related to their internships to remain confidential as defined by the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA establishes the privacy rights of the educational records of students (or parents of the student if the student is under the age of 18). Under FERPA, student information should only be shared with essential agency and internship related staff, and solely for the purposes of the administration of the student's internship, the protection of client well-being, and/or for reviewing of the student's performance. Please check with your supervisor to obtain the most updated web address for the Student Scholar Right to Privacy policy.

## **Supervision**

According to guidelines set forth by the CSWE (2015) regarding supervision, student scholars should receive at least one (1) hour of supervision per week. The time spent in supervision does not need to be completed in sixty continuous minutes each week but can be spread out across the internship days to total sixty minutes per week. The supervisor/supervisee relationship should be based on mutual respect and understanding, and good communication is essential to a good working and learning relationship. Should the student scholar have an issue or concern we ask that he/she first attempt to resolve the issue with the supervisor in person, as directed by the National Association of Social Work (NASW) Code of Ethics. Only after the student intern has attempted to discuss issues or concerns with the supervisor, and the supervisor has had a chance to address the issue or concern, should a student intern proceed with their school's grievance procedures.

## **Smoking Policy**

*(Please see DCFS Policy 3-03 Smoking Policy)*

Smoking is not allowed at any time in any DCFS public building (any building owned or operated by the state), public place (an enclosed area where the public is invited or permitted to access, such as, banks, schools, restaurants, etc.), or enclosed area at the place of employment. This includes DCFS vehicles. Each agency should have a "smoking permitted" area, designated with signage, in which student intern/employees may smoke. DCFS student intern/employees who smoke shall include smoking in their regular daily breaks and shall not take separate breaks for the purpose of smoking. Because smoking can be potentially harmful to others, infractions to this policy will be considered a safety violation and may result in disciplinary action.

# **Louisiana Title IV-E Child Welfare Employee Educational Support Program (EESP)**

## **Employee Educational Support Program**

The Employee Educational Support Program (EESP) is a program implemented by the University Alliance of Louisiana in partnership with the LCWTA and DCFS. Through the EESP, eligible DCFS employees receive tuition assistance and a book allowance in order to pursue a Master of Social Work degree from one of the following social work graduate programs in Louisiana: GSU, LSU, or SUNO. The program was designed to provide opportunities for advancement and further development of the child welfare workforce. While enrolled in the program, employees are eligible for a reduction in work hours which provides time to complete coursework. Employees are required to complete 900 hours of an internship with DCFS as part of the requirements for all social work students.

For more information about the EESP program, contact Northwestern State University ([childwelfare@nsula.edu](mailto:childwelfare@nsula.edu)).

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**Employee scholars** are individuals who work for DCFS and are pursuing a Master of Social Work (MSW) degree. Employees selected for funding receive tuition support to earn an MSW from one the following three universities: Grambling State University, Louisiana State University, and Southern University at New Orleans.

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## University Alliance Program Policy and Procedures (EESP Program)

**Employee Scholar:** Eligible employees who are selected to receive support and funding are termed “employee scholars.” Scholars are those who practice with the intent of providing the most current evidence-based practice. These are individuals who believe that a lifelong pursuit of evidence-informed practice and ongoing evaluation is key to high level child welfare practice. Tuition assistance is provided to eligible employees as an incentive and opportunity for advancement for those who wish to continue to work in child welfare. We award funding to those employees who have shown a commitment to excellence in child welfare and continuously make positive impacts in the child welfare system.

**Qualifications for Selection:** In order to receive EESP funding, individuals must meet the following criteria:

1. Individuals must be currently employed by DCFS for a minimum of four (4) years, or two (years) if they were previously a student scholar;
2. Individuals must be a Child Welfare Specialist 3 or higher; priority is given to those in supervisory and managerial roles;
3. Individuals must show a commitment to remaining in child welfare;
4. Individuals must have the written support of their direct supervisor, area director, and regional administrator;
5. Individuals must be accepted by one of the following three MSW programs: GSU, LSU, or SUNO.

**Application and Selection Process:** Those interested in applying for funding should go to <https://forms.office.com/Pages/ResponsePage.aspx?id=k4l8vyc8D0uLgX2tx9nepjl1tQoiej9NlXlXakHtdr-oZUN003SE5ZRVdQSjlUTDA4MEVMR0ZYSVM5RyQIQCN0PWcu> and complete all steps of the application. Upon completion of the application, applicants must email the following documents to [childwelfare@nsula.edu](mailto:childwelfare@nsula.edu) as one PDF if possible (separate files are accepted, but will delay the application process):

1. A cover letter with a narrative supporting the request for educational support and commitment to working in child welfare;
2. Acceptance letter from GSU, LSU, or SUNO's MSW Program. If not already enrolled, include a brief statement describing enrollment intentions and status;
3. Letters of recommendation from your immediate supervisor, Area Director, and Regional Administrator (only two needed if your immediate supervisor is the Area Director) addressing leadership capacity, readiness to pursue an MSW, dedication to the field of child welfare, post-graduate retention potential, and commitment to serving children and their families;
4. Resume or SF-10 form detailing length of service in child welfare positions;
5. PES evaluations for the last 3 years scanned as one PDF file (or 2 years if you are a former Title IV-E Student Scholar applying as a BSW with advanced standing and only two years of child welfare employment);
6. Undergraduate transcript, and transcript of any graduate coursework already taken (unofficial).

Those who apply are screened by the Title IV-E Program Manager and the appropriate Title IV-E University Coordinator. The Program Manager or Coordinator may request to meet with the applicant prior to selection. Selection is based on the following criteria:

1. Evidence of commitment to staying in child welfare post MSW;
2. Level of experience with preference given to supervisory staff and former Title IV-E scholars;
3. Regional location of applicants (we try our best to ensure that individuals from all regions have an equal chance of being selected).

**Tuition Assistance:** Employee scholars who are selected receive financial support in the form of tuition assistance and a book allowance (when funding allows). These funds are paid on behalf of the employee by the Title IV-E program at the university where they attend through the student's university account. Employee scholars do not receive a stipend or any direct form of payment for participation in the program.

**Internship Placements:** University Coordinators work with DCFS staff to place employee scholars with DCFS or other appropriate agencies for their required internships. Employee scholars are not allowed to complete their internship hours in the program where they are primarily assigned. The University Coordinator will work with the scholars to ensure they meet all requirements for graduation. In general, scholars are primarily placed with supervisors in Foster Care (FC) and Family Services (FS). However, depending on availability, scholars may be placed in Adoptions (AD), Child Protective Services (CPS), Home Development (HD), or with State Office. In rare circumstances, employee scholars may be placed outside of DCFS to complete their internship requirements.

**Internship Performance:** Employee scholars are expected to maintain the highest level of professionalism in their capacity as an intern. Successful completion means that scholars finish all internship hours and receive a positive evaluation from their internship supervisor. This is contingent upon scholars performing in a professional and engaged manner. Scholars are required to show up on time for agreed upon internship hours, perform tasks and duties as assigned by the field instructor (supervisor) and/or coordinator, complete all evaluations required by the university and Alliance staff, complete their Louisiana Board of Social Work Examiners application prior to graduation, and ensure all appropriate documents are provided to DCFS and the Louisiana State Board of Social Work Examiners (LABSWE). These documents include transcripts (sent to both HR and the LABSWE), LABSWE background check forms. Universities or Statewide staff require scholars to submit final evaluation forms and complete digital program evaluations. Scholars who do not meet professional expectations can be dismissed from the program prior to completion and will be required to pay back the tuition assistance paid on behalf of the student. This can be due to performance issues or legal reasons.

**Contract Completion and Termination:** To receive funding, employee scholars must sign a legally binding contract which requires employees to continue working for the department for a minimum of one (1) year post graduation for every year they are funded as a scholar (or full-time equivalent). For those who do not successfully complete their MSW program (for any reason including internship performance), who resign from their position, or are terminated by the Department are required to pay back the tuition assistance paid on their behalf.

Once the contract is signed, scholars may terminate the contract by repaying the amount paid to the university by the appropriate program (including book allowances). Repayments must be paid directly to DCFS as federal rules require that these funds be recouped by the state agency.

Like any program, we have goals/objectives we are attempting to meet. It is our ultimate goal to prepare the next generation of child welfare professionals. The money provided to the UA is ultimately



contingent on how our graduates impact the child welfare system. We believe our scholars provide a higher level of services to the children and families in Louisiana than non-scholars. We backup that belief with monetary and non-monetary supports to our scholars. When individuals take the stipend without the intention of honoring the one-year commitment, they are essentially misrepresenting themselves and taking a spot that someone more committed would take. We understand that life circumstances change and that individuals evolve in their thinking. These decisions, however, impact the longevity of our program. It is important that candidates present themselves honestly and ethically as they should want to start their social work careers in the right way.

For those who cannot pay it back the tuition support in full at one time, they can elect to complete a payment agreement with DCFS which must be completed in 24 months after notice of repayment. This includes those who decide to move out of Louisiana and work for a child welfare agency in another state. Title IV-E dollars that provide financial incentives to scholars are tied directly to the State of Louisiana and are not transferrable. The money given to scholars is drawn down from the federal government as part of a larger plan in the State of Louisiana. Failure of scholars to pay the tuition assistance back puts us in jeopardy of potentially having our funding reduced and impacting the evaluation of our program. We will attempt to recoup the funds back in the form of collections which can greatly impact employees. It is imperative that individuals operate with integrity.

**Clinical Supervision:** Employee scholars who successfully complete their MSW coursework are eligible to apply for and take the Licensed Master of Social Work (LMSW) exam. To take the exam, employees must apply for the exam through the LABSWE. Upon passing the LMSW exam, employee scholars can apply for clinical supervision through the Title IV-E program. This funding, when available, is paid directly to clinical supervisors contracted with the Title IV-E program. If you have questions, you can contact the Title IV-E Program Manager, Andrew Fultz, by emailing him at [fultz@nsula.edu](mailto:fultz@nsula.edu) or calling him at 318-357-4103.

### **DCFS Policies Governing Title IV-E Employee Scholars (State of Louisiana Policies)**

As employee scholars are employed by the State of Louisiana, they are required to follow all policies and guidelines issued by the Department. Employees have access to all policies governing child welfare workers and should consult the policy manual when necessary. Below is an excerpt of the policy regarding educational leave.

### **Educational Leave (Administrative Policy, 1-320, Effective January 8, 2021)**

#### **I. STATEMENT OF POLICY**

The agency makes educational and professional development opportunities available to staff to advance their knowledge and growth in areas related to the performance of their job duties and the field of social work. Educational leave permits an employee to obtain formalized training that will materially assist them in conducting their work and the achievement of agency goals.

#### **II. PROCEDURES**

**A. REQUEST FOR EDUCATIONAL LEAVE** Educational leave is optional at the appointing authority's discretion consistent with the needs and operations of the agency and the relationship of the educational or training opportunity to the work of the employee and the department. Child welfare staff participating in the Child Welfare Employee MSW Educational Support Program will be provided the opportunity to request up to 240 hours of educational leave per calendar year consistent with Civil Service Rules when needed to complete required MSW classes, including internships.

Requests for educational leave to attend continuing education classes or other training or education, including classes that lead to a Master of Social Work degree must follow an approval process. Educational leave must be applied for in advance and must not adversely affect the operations of the agency. Each region should establish a process to allow for timely submission and decision-making regarding staff requests to attend educational or non-agency sponsored training, pertinent to the work of the employee and the department and/or maintenance of professional social work license.

Educational leave requests are evaluated on an individual basis. An approval requires that the employee have permanent Civil Service status and their absence cannot adversely affect the operations of the agency. Area Directors are responsible for assessing the impact of the approved leave on the needs of the region or parish office. They are not obligated to approve educational leave if needs prohibit releasing an employee for educational leave, except every effort shall be made to accommodate employees participating in the Child Welfare Employee MSW Educational Support Program to complete required courses within prescribed timeframes for graduation. Area Directors shall have a plan for covering the work of the employee on leave.

Educational leave requests and approvals are not required for staff attendance at trainings and conferences required or sponsored by DCFS, the Louisiana Child Welfare Training Academy/University Alliance, and partners, including the Pelican Center for Children and Families. Internal child welfare MSW field placements (internships) that advance the work of DCFS do not require placing an employee on educational leave.

### **III. FORMS AND INSTRUCTIONS**

There are no forms and instructions associated with this policy.

### **IV. REFERENCES**

There are no references associated with this policy.

## **Student Scholar Documents**

This portion of the scholar manual contains sample documents that will be useful to you throughout your internship. Scholars should always consult with their IV-E Coordinator regarding the use of any forms.

The purpose of the internship hours log is to record the time you spend at your internship and your daily pursuits (how you have spent your time each day). This is intended to be a useful tool for you, but it is optional, and you do not have to utilize it if you do not wish to do so. We have also included sample copies of the scholar contracts for your reference. You will be provided with a specific contract to sign separate from those below as the ones provided within this manual cover all possible types of scholars. Lastly, this section contains example BSW and MSW learning plans. You DO NOT have to make or turn in a separate or additional learning plan to statewide staff or non-university personnel. Rather, your university will require you to complete a learning plan that you will need to submit to the department of social work as a part of your internship requirements. The sample learning plans in this manual are intended to assist you and your supervisor as you construct your individual learning plan for your university.

### Hours Log for Title IV–E Student Scholars

Past interns suggested that it would be helpful to have a designated place in the manual for students to record their daily hours and the activities and tasks they worked on or completed. This log is structured by week, so that each section represents a single work week from Monday through Friday. If you are in a block placement you will fill in each of the five rows in each section with the date, day of the week, start and end times, total time spent at internship, and an abbreviated listing of what you spent your time doing each day. If you are in a traditional placement, you will only fill in a couple of rows for each section. The column the farthest to the left provides a place for you to record the week of your internship you are logging and a place to tally your total hours completed for that week. Finally, please remember this log is offered as a tool for your own personal use. This means a couple of things. First, you are not in any way required to use the log. Most BSW and MSW programs require interns to keep a log of the hours spent at their internships and you may have no use for another log. Alternatively, you may choose to record your information here first so that you can recopy it neatly to the one you must submit to your social work department. Second, if you choose to use this log you should feel free to alter it to suit your personal needs. For example, it may be irrelevant to you what “internship week” you are logging, but you would like to know how many hours you have completed to date. To make the log work for your personal needs you could cross out the text “Week” in the left-most column and put your total hours to date in that spot instead. Be creative! The empty week logs should be sufficient for those in block or traditional placements.

## Example Hours Log for Title IV-E Student Scholars

Internship Week	Date	Weekday	Time Arrived	Time Departed	Hours	Pursuits
Week 12	11.13.17	Monday	8:30am	4:30pm	8 hours	Shadowed J.T. on fam visit; started Act. 31; 45 min. supervision; discussed court hearing tomorrow with J.T.
	11.14.17	Tuesday				
	11.15.17	Wednesday				
Hours for Week = 38	11.16.17	Thursday				
	11.17.17	Friday				

# Hours Log for Title IV-E Student Scholars

Internship Week	Date	Weekday	Time Arrived	Time Departed	Hours	Pursuits
Week						
Total Hours for Week =						
Internship Week	Date	Weekday	Time Arrived	Time Departed	Hours	Pursuits
Week						
Total Hours for Week =						
Internship Week	Date	Weekday	Time Arrived	Time Departed	Hours	Pursuits
Week						
Total Hours for Week =						

Hours Log for Title IV-E Student Scholars

Internship Week	Date	Weekday	Time Arrived	Time Departed	Hours	Pursuits
Week						
Total Hours for Week =						
Internship Week	Date	Weekday	Time Arrived	Time Departed	Hours	Pursuits
Week						
Total Hours for Week =						
Internship Week	Date	Weekday	Time Arrived	Time Departed	Hours	Pursuits
Week						
Total Hours for Week =						

# Hours Log for Title IV-E Student Scholars

Internship Week	Date	Weekday	Time Arrived	Time Departed	Hours	Pursuits
Week						
Total Hours for Week =						
Internship Week	Date	Weekday	Time Arrived	Time Departed	Hours	Pursuits
Week						
Total Hours for Week =						
Internship Week	Date	Weekday	Time Arrived	Time Departed	Hours	Pursuits
Week						
Total Hours for Week =						



- G. To apply for the social work license, including providing all needed documentation, one month prior to graduation. If the stipend recipient fails to obtain licensure through the Louisiana Board of Social Work Examiners (LABSWE) within one month following the recipient's graduation date, the stipend recipient shall reimburse DCFS the total stipend received by the stipend recipient under this agreement.
- H. If the stipend recipient refuses to immediately accept an offer of employment from DCFS, the stipend recipient shall reimburse DCFS the total stipend received by the stipend recipient under this agreement. Payment shall be made as provided for in paragraph 3 D. herein
- I. To work for DCFS in a position and location as assigned by DCFS for a minimum of one year of continuous and satisfactory full-time employment immediately following graduation.
- J. If the stipend recipient fails to work for DCFS completing the required year (s) of employment with DCFS immediately following graduation, the stipend recipient shall reimburse DCFS the total stipend received on a pro-rata basis of qualifying employment completed. Payment shall be made as provided for in paragraph 3 D herein.
- K. To complete all evaluations and surveys of this program in a timely manner as requested by (University Initials) School of Social Work, the Louisiana Child Welfare Training Academy/University Workforce Alliance, and/or DCFS during and following the stipend period.
- L. To complete a drug test, finger printing for a criminal records check, a motor vehicle clearance, a state central registry of abuse or neglect clearance, and any other pre-requisites for employment with DCFS and be in satisfactory compliance with policy and procedure.
- M. To acquire and maintain status as a United States citizen.
- N. To immediately notify (University Initials) and DCFS of any academic problems, convictions, entry of name on the state central registry of abuse or neglect findings, any changes in ability to carry out child welfare caseworker duties, or changes in name, address, or phone number until such time as employment obligation has been fulfilled or any amount owed under this agreement is paid in full or otherwise retired.
- O. To adhere to the National Association of Social Workers' (NASW) Code of Ethics and to follow all State and Federal laws.

## 2.

### (University Initials) and DCFS Obligations

In consideration of the above (University Initials) and DCFS agree to the following:

- A. To provide to the stipend recipient a stipend in the amount of seven thousand and five hundred and no/100 (\$7,500.00) dollars through (University Initials) for the senior year of the Bachelor of Social Work degree program. The disbursement will be made in accordance with the university's policies.
- B. To offer employment with DCFS for the stipend recipient, subject to Civil Service rules, within 60 days of the stipend recipient's approval for licensure by the Louisiana Board of Social Worker Examiners (LABSWE) and receipt of all documentation, unless DCFS is precluded from providing such employment, through no fault of the stipend recipient, because of circumstances beyond DCFS's control, e.g. Civil Service system requirements, legislative budget cuts, position freezes, etc., in which case stipend recipient is relieved of the obligation to work for DCFS for the one year period immediately following graduation and the stipend recipient will not be required to reimburse DCFS for amounts received by the stipend recipient under this agreement.



### 3.

#### General Provisions

- A. This agreement shall commence upon disbursement of any portion of the stipend to or on behalf of the stipend recipient and shall terminate upon successful completion of the required employment or reimbursement by the stipend recipient. This agreement may be terminated at an earlier date if mutually agreed upon in writing or upon thirty (30) days written notification to DCFS and (University Initials) by the stipend recipient, provided that the stipend recipient reimburses DCFS for all amounts due under this agreement. This agreement may also be terminated immediately by DCFS or (University Initials) should a determination be made that the student is not successfully carrying out the internship duties as required by the DCFS supervisor in consultation with the University Coordinator. This agreement is made with the understanding that it shall be interpreted and enforceable under the law of the State of Louisiana within the jurisdiction and venue of the 19<sup>th</sup> Judicial District Court, Parish of East Baton Rouge, State of Louisiana.
- B. Any failure of DCFS at any time, or from time to time, to enforce or require the strict keeping and performance by the stipend recipient of any of the terms or conditions of this agreement shall not constitute a waiver by DCFS of any such terms or conditions and shall not affect or impair such terms or conditions in any way, or the right of DCFS at any time to avail itself of such remedies as it may have or any such breach or breaches of such terms or conditions.
- C. If it is necessary for DCFS to commence legal action against the stipend recipient to enforce the terms of this agreement, stipend recipient agrees to pay the total accrued amount still owed plus interest, reasonable attorney's fees and all court costs.
- D. Any reimbursement required by this agreement to be made by the stipend recipient to DCFS shall be paid within 60 days of the event which triggers the reimbursement, or, at DCFS's option upon written request by the stipend recipient a reimbursement plan may be established to repay the principal amount due, together with interest thereon, at the rate of 5% per annum for a term not to exceed twenty-four (24) months beginning no later than 60 days of the event that triggers the reimbursement.
- E. If the stipend recipient is subject to reimbursement and fails to execute a written reimbursement plan agreement, the total stipend amount will become immediately due and payable.
- F. If the stipend recipient enters into a reimbursement plan agreement and fails, without written approval of DCFS, to make any scheduled monthly payment according to the reimbursement plan agreement, the total amount still owed shall, at the option of DCFS, become immediately due and payable.
- G. At the option of DCFS upon written request by the stipend recipient a Hardship Postponement to the work obligation requirement or the reimbursement plan may be granted. The Hardship Postponement would allow, in certain limited situations a postponement of the work obligation requirement or reimbursement obligation for up to one year to be granted in six-month increments. Hardship is defined as: 1) a critical illness or injury of stipend recipient, of his or her spouse, or of his or her legal child; 2) which occurs during the year of the IV-E stipend award; and 3) prevents the stipend recipient from working due to his/her own critical illness or injury or caring for a spouse, or child with a critical illness or injury. The request for a Hardship Postponement must include in writing an explanation of the following: 1) medical documentation verifying the necessity for dropping from a university social work program; 2) the date the condition commenced; 3) probable duration and treatment requirements of the condition; 4) requirement for and duration of any overnight stay in a hospital, hospice, or residential medical care facility; 5) explanation of the impact on the stipend recipients' family which was created by the critical illness or injury.
- H. If the stipend recipient fails to perform satisfactorily in the employment interview process, delays the process of licensing, or delays requesting transcripts to be sent to both LABSWE and DCFS, reimbursement will be required per paragraph 3 D. herein
- I. If DCFS determines that the stipend recipient is unable to complete the one year of employment with DCFS

upon graduation due to death, permanent disability, or other emergent circumstances causing a permanent condition, the stipend recipient will be relieved of this obligation to work for DCFS for the one year period immediately following graduation and the stipend recipient will not be required to reimburse DCFS for amounts received by the stipend recipient under this agreement.

- J. If a student has a criminal or a motor vehicle offense conviction or is convicted of such a crime/offense during his/her education program that would preclude employment with the DCFS, the student shall not be employed by the DCFS, will be dropped from the stipend program and shall repay the stipend in accordance with Section 3 D. above.
- K. If a student's name is on the state central registry of abuse or neglect findings, and such entry would preclude employment with the DCFS, the student shall not be employed by the DCFS, will be dropped from the stipend program, and shall repay the stipend in accordance with Section 3 D. above.
- L. If a student fails to meet any of the qualifications for employment, such as failure to obtain a social work license, the student shall not be employed with DCFS and shall repay the stipend in accordance with Section 3 D. above.

#### **4.**

##### **Confidentiality and Continued Participation as a Scholar**

- A. Title IV-E program administrators and staff routinely work with University faculty to maintain data on program outcomes as it pertains to student progress in the program, consultation regarding complications in the field placement, and graduation information. Stipend recipients grant permission for (University Initials) to share information with the Title IV-E Program Manager and the Title IV-E Staff in order to conduct evaluations of the Title IV-E Scholars Program. This includes the following information:
  - 1. Student email address;
  - 2. Student personal address;
  - 3. Student birthdate;
  - 4. Student address (temporary and permanent);
  - 5. Updates on progress in the field placement including copies of the learning plan, midterm, and final evaluations;
  - 6. Graduation status, including dates of graduation or reasons for not graduating;
  - 7. In the event that a student is removed from the program, the information as to why the removal occurred.
- B. Stipend recipients are expected to contribute to the improvement of the program by participating in research related to evaluation of Title IV-E programs. Recipients are expected to meet the following requirements:
  - 1. Participate in Title IV-E sponsored support groups, community of practice sessions, and trainings for a minimum of three years post-graduation;
  - 2. Complete surveys and requests for evaluation both during the period as a student and post-graduation;
  - 3. Participate in future research and evaluation initiatives.

THIS AGREEMENT CONTAINS OR HAS ATTACHED HERETO ALL OF THE TERMS AND CONDITIONS AGREED UPON BY THE PARTIES HEREIN. IN WITNESS THEREOF, THIS AGREEMENT IS SIGNED AND ENTERED INTO ON THE DATE ENTERED BELOW.

**STIPEND RECIPIENT**

\_\_\_\_\_  
**SCHOOL OF SOCIAL WORK**

**LA DEPARTMENT OF CHILDREN  
AND FAMILY SERVICES**

**NAME OF RECIPIENT:**

**NAME OF DEAN or DEPT CHAIR:**

**RHENDA HODNETT, Ph.D., LCSW  
ASSISTANT SECRETARY  
CHILD WELFARE PROGRAMS:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

I, \_\_\_\_\_, spouse of \_\_\_\_\_ (stipend recipient)  
hereby acknowledge this agreement as an obligation of our community estate, and ratify it and all its terms and conditions.

**NAME OF STIPEND RECIPIENT'S SPOUSE:**

\_\_\_\_\_ (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**The Department of Children and Family Services is an Equal Opportunity Employer. The Department does not discriminate based on race, color, religion, sex, age, national origin, handicapping conditions, veteran status or any other non-merit factor.**

# Non-Social Work Title IV-E Student Scholar Sample Contract

Agreement between \_\_\_\_\_,  
The State of Louisiana Department of Children and Family Services,  
and

Student: \_\_\_\_\_  
2022-2023 Child Welfare Stipend Award

The following agreement is hereby entered into between \_\_\_\_\_  
(hereinafter “stipend recipient”), Nicholls State University (hereinafter NSU), and the Louisiana  
Department of Children and Family Services (hereinafter DCFS).

Social Security # of Stipend Recipient: \_\_\_\_\_

1.

## Stipend Recipient Obligations

In consideration of selection by NSU and DCFS to receive a child welfare stipend, the stipend recipient agrees to the following:

- A. To undertake and maintain satisfactory academic progress in the necessary courses to receive a Bachelor of Arts in Psychology degree from NSU, said courses to include specified child welfare courses as designated by the Psychology Department.
- B. To successfully complete the internship courses required by the Psychology degree program in a DCFS field office working in a direct service placement unless stipend recipient has three years’ experience with DCFS, in which case an administrative or indirect service placement with DCFS may be approved. The internships shall be completed during the senior year of the Psychology program.
- C. If the stipend recipient’s education is discontinued prior to attainment of the Bachelor of Arts in Psychology degree, or the stipend recipient fails to attain the Bachelor of Arts in Psychology degree, or the stipend recipient does not remain in “good standing” as defined by NSU as required herein, then the stipend recipient shall reimburse DCFS the total amount of the stipend received by the stipend recipient under this agreement. Payment shall be made as provided for in paragraph 3 D. herein.
- D. To complete the Physical Requirements Performance Assurance form. Stipend recipients must be able to perform all duties that an entry level worker would in order to effectively carry out their position. If the prospective stipend recipient cannot complete the Assurance form, they are ineligible to receive the stipend as they are unable to carry out the duties upon hire. If a stipend recipient becomes unable to perform the required duties, they will be expected to repay the stipend. This includes holding a valid driver’s license. Payment shall be made as provided for in paragraph 3 D. herein.
- E. To complete and submit a Civil Service application for employment with DCFS within 48 hours of notice from DCFS Child Welfare Programs that there is a position available for employment.
- F. If the stipend recipient fails to apply for employment with DCFS within the timeframe set in paragraph 1 E. herein, the stipend recipient shall reimburse DCFS the total stipend received by the stipend recipient under this agreement. Payment shall be made as provided for in paragraph 3D herein.
- G. If the stipend recipient refuses to immediately accept an offer of employment from DCFS, the stipend recipient shall reimburse DCFS the total stipend received by the stipend recipient under this agreement. Payment shall be made as provided for in paragraph 3 D. herein.

- H. To work for DCFS in a position and location as assigned by DCFS for a minimum of one year of continuous and satisfactory full-time employment immediately following graduation.
- I. If the stipend recipient fails to work for DCFS completing the required year (s) of employment with DCFS immediately following graduation, the stipend recipient shall reimburse DCFS the total stipend received on a pro-rata basis of qualifying employment completed. Payment shall be made as provided for in paragraph 3 D herein.
- J. To complete all evaluations and surveys of this program in a timely manner as requested by the NSU Department of Psychology, the Louisiana Child Welfare Training Academy/University Workforce Alliance, and/or DCFS during and following the stipend period.
- K. To complete a drug test, finger printing for a criminal records check, a motor vehicle clearance, a state central registry of abuse or neglect clearance, and any other pre-requisites for employment with DCFS and be in satisfactory compliance with policy and procedure.
- L. To acquire and maintain status as a United States citizen.
- M. To immediately notify NSU and DCFS of any academic problems, convictions, entry of name on the state central registry of abuse or neglect findings, any changes in ability to carry out child welfare caseworker duties, or changes in name, address, or phone number until such time as employment obligation has been fulfilled or any amount owed under this agreement is paid in full or otherwise retired.
- N. To adhere to the DCFS Personnel Policies, Civil Service rules, and to follow all State and Federal laws.

## 2.

### NSU and DCFS Obligations

In consideration of the above NSU and DCFS agree to the following:

- A. To provide to the stipend recipient a stipend in the amount of seven thousand and five hundred and no/100 (\$7,500.00) dollars through NSU for the senior year of the Bachelor of Arts in Psychology\_degree program. The disbursement will be made in accordance with the university's policies.
- B. To offer employment with DCFS for the stipend recipient, subject to Civil Service rules, within 60 days of graduation, unless DCFS is precluded from providing such employment, through no fault of the stipend recipient, because of circumstances beyond DCFS's control, e.g. Civil Service system requirements, legislative budget cuts, position freezes, etc., in which case stipend recipient is relieved of the obligation to work for DCFS for the one year period immediately following graduation and the stipend recipient will not be required to reimburse DCFS for amounts received by the stipend recipient under this agreement.

## 3.

### General Provisions

- A. This agreement shall commence upon disbursement of any portion of the stipend to or on behalf of the stipend recipient and shall terminate upon successful completion of the required employment or reimbursement by the stipend recipient. This agreement may be terminated at an earlier date if mutually agreed upon in writing or upon thirty (30) days written notification to DCFS and NSU by the stipend recipient, provided that the stipend recipient reimburses DCFS for all amounts due under this agreement. This agreement may also be terminated immediately by DCFS or NSU should a determination be made that the student is not successfully carrying out the internship duties as required by the DCFS supervisor in consultation with the University Coordinator. This agreement is made with the understanding that it shall be

interpreted and enforceable under the law of the State of Louisiana within the jurisdiction and venue of the 19<sup>th</sup> Judicial District Court, Parish of East Baton Rouge, State of Louisiana.

- B. Any failure of DCFS at any time, or from time to time, to enforce or require the strict keeping and performance by the stipend recipient of any of the terms or conditions of this agreement shall not constitute a waiver by DCFS of any such terms or conditions and shall not affect or impair such terms or conditions in any way, or the right of DCFS at any time to avail itself of such remedies as it may have or any such breach or breaches of such terms or conditions.
- C. If it is necessary for DCFS to commence legal action against the stipend recipient to enforce the terms of this agreement, stipend recipient agrees to pay the total accrued amount still owed plus interest, reasonable attorney's fees and all court costs.
- D. Any reimbursement required by this agreement to be made by the stipend recipient to DCFS shall be paid within 60 days of the event which triggers the reimbursement, or, at DCFS's option upon written request by the stipend recipient a reimbursement plan may be established to repay the principal amount due, together with interest thereon, at the rate of 5% per annum for a term not to exceed twenty-four (24) months beginning no later than 60 days of the event that triggers the reimbursement.
- E. If the stipend recipient is subject to reimbursement and fails to execute a written reimbursement plan agreement, the total stipend amount will become immediately due and payable.
- F. If the stipend recipient enters into a reimbursement plan agreement and fails, without written approval of DCFS, to make any scheduled monthly payment according to the reimbursement plan agreement, the total amount still owed shall, at the option of DCFS, become immediately due and payable.
- G. At the option of DCFS upon written request by the stipend recipient a Hardship Postponement to the work obligation requirement or the reimbursement plan may be granted. The Hardship Postponement would allow, in certain limited situations a postponement of the work obligation requirement or reimbursement obligation for up to one year to be granted in six-month increments. Hardship is defined as: 1) a critical illness or injury of stipend recipient, of his or her spouse, or of his or her legal child; 2) which occurs during the year of the IV-E stipend award; and 3) prevents the stipend recipient from working due to his/her own critical illness or injury or caring for a spouse, or child with a critical illness or injury. The request for a Hardship Postponement must include in writing an explanation of the following: 1) medical documentation verifying the necessity for dropping from a university social work program; 2) the date the condition commenced; 3) probable duration and treatment requirements of the condition; 4) requirement for and duration of any overnight stay in a hospital, hospice, or residential medical care facility; 5) explanation of the impact on the stipend recipients' family which was created by the critical illness or injury.
- H. If the stipend recipient fails to perform satisfactorily in the employment interview process, delays the process of hiring, or delays requesting transcripts to be sent to DCFS, reimbursement will be required per paragraph 3 D. herein.
- I. If DCFS determines that the stipend recipient is unable to complete the one year of employment with DCFS upon graduation due to death, permanent disability, or other emergent circumstances causing a permanent condition, the stipend recipient will be relieved of this obligation to work for DCFS for the one-year period immediately following graduation and the stipend recipient will not be required to reimburse DCFS for amounts received by the stipend recipient under this agreement.
- J. If a student has a criminal or a motor vehicle offense conviction or is convicted of such a crime/offense during his/her education program that would preclude employment with the DCFS, the student shall not be employed by the DCFS, will be dropped from the stipend program, and shall repay the stipend in accordance with Section 3 D. above.
- K. If a student's name is on the state central registry of abuse or neglect findings, and such entry would preclude employment with the DCFS, the student shall not be employed by the DCFS, will be dropped from the stipend

program, and shall repay the stipend in accordance with Section 3 D. above.

- L. If a student fails to meet any of the qualifications for employment, the student shall not be employed with DCFS and shall repay the stipend in accordance with Section 3 D. above.

**4.**

**Confidentiality and Continued Participation as a Scholar**

- A. Title IV-E program administrators and staff routinely work with University faculty to maintain data on program outcomes as it pertains to student progress in the program, consultation regarding complications in the field placement, and graduation information. Stipend recipients grant permission for NSU to share information with the Title IV-E Program Manager and the Title IV-E Staff in order to conduct evaluations of the Title IV-E Scholars Program. This includes the following information:
  - 1. Student email address;
  - 2. Student personal address;
  - 3. Student birthdate;
  - 4. Student address (temporary and permanent);
  - 5. Updates on progress in the field placement;
  - 6. Graduation status, including dates of graduation or reasons for not graduating;
  - 7. In the event that a student is removed from the program, the information as to why the removal occurred.
- B. Stipend recipients are expected to contribute to the improvement of the program by participating in research related to evaluation of Title IV-E programs. Recipients are expected to meet the following requirements:
  - 1. Participate in Title IV-E sponsored support groups, community of practice sessions, and trainings for a minimum of three years post-graduation;
  - 2. Complete surveys and requests for evaluation both during the period as a student and post-graduation;
  - 3. Participate in future research and evaluation initiatives.

THIS AGREEMENT CONTAINS OR HAS ATTACHED HERETO ALL OF THE TERMS AND CONDITIONS AGREED UPON BY THE PARTIES HEREIN. IN WITNESS THEREOF, THIS AGREEMENT IS SIGNED AND ENTERED INTO ON THE DATE ENTERED BELOW.

**STIPEND RECIPIENT**

**NICHOLLS STATE UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY**

**LA DEPARTMENT OF CHILDREN  
AND FAMILY SERVICES**

**NAME OF RECIPIENT:**

**NAME OF DEAN or DEPT CHAIR:**

**RHENDA HODNETT, Ph.D., LCSW  
ASSISTANT SECRETARY  
CHILD WELFARE PROGRAMS:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature

Date

Signature

Date

Signature

Date

I, \_\_\_\_\_, spouse of \_\_\_\_\_ (stipend recipient)  
hereby acknowledge this agreement as an obligation of our community estate, and ratify it and all its terms and conditions.

NAME OF STIPEND RECIPIENT'S SPOUSE:

\_\_\_\_\_ (Print)

Signature

Date

**The Department of Children and Family Services is an Equal Opportunity Employer. The Department does not discriminate based on race, color, religion, sex, age, national origin, handicapping conditions, veteran status or any other non-merit factor.**





recipient under this agreement. Payment shall be made as provided for in paragraph 3D herein.

- G. To apply for the social work license, including providing all needed documentation, one month prior to graduation. If the stipend recipient fails to obtain licensure through the Louisiana Board of Social Work Examiners (LABSWE) within one month following the recipient's graduation date, the stipend recipient shall reimburse DCFS the total stipend received by the stipend recipient under this agreement.
- H. If the stipend recipient refuses to immediately accept an offer of employment from DCFS, the stipend recipient shall reimburse DCFS the total stipend received by the stipend recipient under this agreement. Payment shall be made as provided for in paragraph 3 D. herein
- I. To work for DCFS in a position and location as assigned by DCFS for a minimum of one year of continuous and satisfactory full-time employment immediately following graduation. MSW stipend recipients, who participate in the BSW stipend program in prior years, must work for a minimum of two years of continuous and satisfactory full-time employment immediately following graduation if pursuing the MSW directly after receiving their BSW degree.
- J. If the stipend recipient fails to work for DCFS completing the required year(s) of employment with DCFS immediately following graduation, the stipend recipient shall reimburse DCFS the total stipend received on a pro-rata basis of qualifying employment completed. Payment shall be made as provided for in paragraph 3 D herein.
- K. To participate in all evaluations of this program as requested by (University Initials) School of Social Work, the Louisiana Child Welfare Training Academy/University Workforce Alliance and/or DCFS during and following the stipend period.
- L. To complete a drug test, finger printing for a criminal records check, a motor vehicle clearance, a state central registry of abuse or neglect clearance, and any other pre-requisites for employment with DCFS and be in satisfactory compliance with policy and procedure.
- M. To acquire and maintain status as a United States citizen.
- N. To immediately notify (University Initials) and DCFS of any academic problems, convictions, entry of name on the state central registry of abuse or neglect findings, any changes in ability to carry out child welfare caseworker duties, or changes in name, address, or phone number until such time as employment obligation has been fulfilled or any amount owed under this agreement is paid in full or otherwise retired.
- O. To adhere to the National Association of Social Workers' (NASW) Code of Ethics and to follow all State and Federal laws.

## 2.

### (University Initials) and DCFS Obligations

In consideration of the above (University Initials) and DCFS agree to the following:

- A. To provide to the stipend recipient a stipend in the amount of nine thousand and five hundred and no/100 (\$9,500.00) dollars through (University Initials) for the senior year of the Master of Social Work degree program. The disbursement will be made in accordance with the university's policies.
- B. To offer employment with DCFS for the stipend recipient, subject to Civil Service rules, within 60 days of the stipend recipient's approval for licensure by the Louisiana Board of Social Worker Examiners (LABSWE) and receipt of all documentation, unless DCFS is precluded from providing such

employment, through no fault of the stipend recipient, because of circumstances beyond DCFS's control, e.g. Civil Service system requirements, legislative budget cuts, position freezes, etc., in which case stipend recipient is relieved of the obligation to work for DCFS for the one year period immediately following graduation and the stipend recipient will not be required to reimburse DCFS for amounts received by the stipend recipient under this agreement.

**3.**

**General Provisions**

- A.** This agreement shall commence upon disbursement of any portion of the stipend to or on behalf of the stipend recipient and shall terminate upon successful completion of the required employment or reimbursement by the stipend recipient. This agreement may be terminated at an earlier date if mutually agreed upon in writing or upon thirty (30) days written notification to DCFS and (University Initials) by the stipend recipient, provided that the stipend recipient reimburses DCFS for all amounts due under this agreement. This agreement may also be terminated immediately by DCFS or (University Initials) should a determination be made that the student is not successfully carrying out the internship duties as required by the DCFS supervisor in consultation with the University Coordinator. This agreement is made with the understanding that it shall be interpreted and enforceable under the law of the State of Louisiana within the jurisdiction and venue of the 19<sup>th</sup> Judicial District Court, Parish of East Baton Rouge, State of Louisiana.
- B.** Any failure of DCFS at any time, or from time to time, to enforce or require the strict keeping and performance by the stipend recipient of any of the terms or conditions of this agreement shall not constitute a waiver by DCFS of any such terms or conditions and shall not affect or impair such terms or conditions in any way, or the right of DCFS at any time to avail itself of such remedies as it may have or any such breach or breaches of such terms or conditions.
- C.** If it is necessary for DCFS to commence legal action against the stipend recipient to enforce the terms of this agreement, stipend recipient agrees to pay the total accrued amount still owed plus interest, reasonable attorney's fees and all court costs.
- D.** Any reimbursement required by this agreement to be made by the stipend recipient to DCFS shall be paid within 60 days of the event which triggers the reimbursement, or, at DCFS's option upon written request by the stipend recipient a reimbursement plan may be established to repay the principal amount due, together with interest thereon, at the rate of 5% per annum for a term not to exceed twenty-four (24) months beginning no later than 60 days of the event that triggers the reimbursement.
- E.** If the stipend recipient is subject to reimbursement and fails to execute a written reimbursement plan agreement, the total stipend amount will become immediately due and payable.
- F.** If the stipend recipient enters into a reimbursement plan agreement and fails, without written approval of DCFS, to make any scheduled monthly payment according to the reimbursement plan agreement, the total amount still owed shall, at the option of DCFS, become immediately due and payable.
- G.** At the option of DCFS upon written request by the stipend recipient a Hardship Postponement to the work obligation requirement or the reimbursement plan may be granted. The Hardship Postponement would allow, in certain limited situations a postponement of the work obligation requirement or reimbursement obligation for up to one year to be granted in six-month increments. Hardship is defined as: 1) a critical illness or injury of stipend recipient, of his or her spouse, or of his or her legal child; 2) which occurs during the year of the IV-E stipend award; and 3) prevents the stipend recipient from working due to his/her own critical illness or injury or caring for a spouse, or child with a critical illness or injury. The request for a Hardship Postponement must include in writing an explanation of the following: 1) medical documentation verifying the necessity for dropping from a university social work program; 2) the date the condition commenced; 3) probable duration and

treatment requirements of the condition; 4) requirement for and duration of any overnight stay in a hospital, hospice, or residential medical care facility; 5) explanation of the impact on the stipend recipients' family which was created by the critical illness or injury.

- H. If the stipend recipient fails to perform satisfactorily in the employment interview process, delays the process of licensing, or delays requesting transcripts to be sent to both LABSWE and DCFS, reimbursement will be required per paragraph 3 D. herein
- I. If DCFS determines that the stipend recipient is unable to complete the one year of employment with DCFS upon graduation due to death, permanent disability, or other emergent circumstances causing a permanent condition, the stipend recipient will be relieved of this obligation to work for DCFS for the one year period immediately following graduation and the stipend recipient will not be required to reimburse DCFS for amounts received by the stipend recipient under this agreement.
- J. If a student has a criminal or a motor vehicle offense conviction or is convicted of such a crime/offense during his/her education program that would preclude employment with the DCFS, the student shall not be employed by the DCFS, will be dropped from the stipend program, and shall repay the stipend in accordance with Section 3 D. above.
- K. If a student's name is on the state central registry of abuse or neglect findings, and such entry would preclude employment with the DCFS, the student shall not be employed by the DCFS, will be dropped from the stipend program, and shall repay the stipend in accordance with Section 3 D. above.
- L. If a student fails to meet any of the qualifications for employment, such as failure to obtain a social work license, the student shall not be employed with DCFS and shall repay the stipend in accordance with Section 3 D. above.

#### **4.**

##### **Confidentiality and Continued Participation as a Scholar**

- A. Title IV-E program administrators and staff routinely work with University faculty to maintain data on program outcomes as it pertains to student progress in the program, consultation regarding complications in the field placement, and graduation information. Stipend recipients grant permission for (University Initials) to share information with the Title IV-E Program Manager and the Title IV-E Staff in order to conduct evaluations of the Title IV-E Scholars Program. This includes the following information:
  - 1. Student email address;
  - 2. Student personal address;
  - 3. Student birthdate;
  - 4. Student address (temporary and permanent);
  - 5. Updates on progress in the field placement including copies of the learning plan, midterm, and final evaluations;
  - 6. Graduation status, including dates of graduation or reasons for not graduating;
  - 7. In the event that a student is removed from the program, the information as to why the removal occurred.
- B. Stipend recipients are expected to contribute to the improvement of the program by participating in research related to evaluation of Title IV-E programs. Recipients are expected to meet the following requirements:
  - 1. Participate in Title IV-E sponsored support groups, community of practice sessions, and trainings for a minimum of three years post-graduation;
  - 2. Complete surveys and requests for evaluation both during the period as a student and post-graduation;
  - 3. Participate in future research and evaluation initiatives.

THIS AGREEMENT CONTAINS OR HAS ATTACHED HERETO ALL OF THE TERMS AND CONDITIONS AGREED UPON BY THE PARTIES HEREIN. IN WITNESS THEREOF, THIS AGREEMENT IS SIGNED AND ENTERED INTO ON THE DATE ENTERED BELOW.

**STIPEND RECIPIENT**

\_\_\_\_\_  
**SCHOOL OF SOCIAL WORK**

**LA DEPARTMENT OF CHILDREN  
AND FAMILY SERVICES**

**NAME OF RECIPIENT:**

**NAME OF DEAN or DEPT CHAIR:**

**RHENDA HODNETT, Ph.D., LCSW  
ASSISTANT SECRETARY  
CHILD WELFARE PROGRAMS:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

I, \_\_\_\_\_, spouse of \_\_\_\_\_ (stipend recipient) hereby acknowledge this agreement as an obligation of our community estate, and ratify it and all its terms and conditions.

**NAME OF STIPEND RECIPIENT'S SPOUSE:**

\_\_\_\_\_  
(Print) \_\_\_\_\_  
Signature

**The Department of Children and Family Services is an Equal Opportunity Employer. The Department does not discriminate based on race, color, religion, sex, age, national origin, handicapping conditions, veteran status or any other non-merit factor.**

# MSW Title IV-E Employee Scholar Contract

## (EESP Program Recipients Only)

Agreement between \_\_\_\_\_,  
The State of Louisiana Department of Children and Family Services,  
and

DCFS Child Welfare Employee: \_\_\_\_\_  
2022-2023 MSW Employee Educational Support  
Begin Date:      End Date:

The following agreement is hereby entered into between \_\_\_\_\_  
(hereinafter “Employee”), \_\_\_\_\_ (hereinafter initials \_\_\_\_), and the  
Louisiana Department of Children and Family Services (hereinafter DCFS).

DCFS Employee #: \_\_\_\_\_

### 1. Employee Obligations

In consideration of selection by DCFS and \_\_\_\_\_ through the Louisiana Child Welfare Training Academy/University Child Welfare Workforce Alliance to receive educational support including tuition, related fees, and a book allowance to complete their Masters in Social Work degree, Employee agrees to the following:

- A. To undertake and maintain satisfactory academic progress in the necessary courses to receive a Master of Social Work degree from \_\_\_\_\_, said courses to include specified child welfare courses as designated by the School of Social Work. Additionally, Employee will complete and pass the comprehensive exam.
- B. To successfully complete at least one of the internship courses required by the Master of Social Work (MSW) degree program in a DCFS child welfare field and/or state office, or upon agreement with the university and DCFS, in a child welfare partner agency.
- C. To continue to maintain successful performance standards as an employee of DCFS and conscientiously attend to and carry out assigned case and job responsibilities.
- D. To work for DCFS post-graduation in a child welfare position and location as assigned by DCFS for a minimum of one year of continuous and satisfactory full-time employment for each year of full-time equivalent educational support provided.
- E. If the Employee’s education is discontinued prior to attainment of the Master of Social Work degree, or the Employee fails to attain the Master of Social Work degree, or the Employee does not remain in “good standing” as defined by \_\_\_\_\_ as required herein or the Employee leaves DCFS child welfare prior to the completion of the required post-graduation work commitment in C. above, then the Employee shall reimburse DCFS the educational support received by the Employee under this agreement. Payment shall be made as provided for in paragraph 3 D. herein.
- F. To apply for and obtain the social work license. If the Employee fails to apply for and obtain Licensure through the Louisiana Board of Social Work Examiners (LABSWE) within one month following the recipient’s graduation date, the Employee shall reimburse DCFS the educational support received by the Employee under this agreement as provided for in paragraph 3.D. herein.
- G. If the Employee fails to remain employed in a DCFS child welfare position for the minimum requisite period of time post-graduation, the Employee shall reimburse DCFS the educational support received under this agreement. Payment shall be made as provided for in paragraph 3 D. herein.

- H.** If the Employee fails to work for DCFS completing the required year (s) of employment with DCFS immediately following graduation, the Employee shall reimburse DCFS the educational support received on a pro-rata basis of qualifying employment completed. Payment shall be made as provided for in paragraph 3 D herein.
- I.** To participate in all evaluations of this program as requested by \_\_\_\_\_ School of Social Work, the Louisiana Child Welfare Training Academy/University Child Welfare Workforce Alliance and/or DCFS during and following the educational support period.
- J.** To submit to complete a random drug test, finger printing for a criminal records check, a motor vehicle clearance, a state central registry of abuse or neglect clearance, and any other pre-requisites for continued employment with DCFS and be in satisfactory compliance with policy and procedure.
- K.** To acquire and maintain status as a United States citizen.
- L.** To immediately notify \_\_\_\_\_ and DCFS of any academic problems, convictions, entry of name on the state central registry of abuse or neglect findings, any changes in ability to carry out child welfare caseworker duties, or changes in name, address, or phone number until such time as employment obligation has been fulfilled or any amount owed under this agreement is paid in full or otherwise retired.
- M.** To adhere to the National Association of Social Workers' (NASW) Code of Ethics and to follow all State and Federal laws.

**2.**

**\_\_\_\_\_ and DCFS Obligations**

In consideration of the above \_\_\_\_\_ and **DCFS** agree to the following:

- A.** To provide for payment of tuition, related fees, and book allowance on behalf of the employee through \_\_\_\_\_ to support the employee's Master of Social Work degree program studies. The disbursement will be made in accordance with the university's policies.
- B.** To provide child welfare specific internship opportunities to the employee within DCFS or with partners that meet university field experience requirements and advance the employee's development as a child welfare professional.

**3.**

**General Provisions**

- A.** This agreement shall commence upon disbursement of any portion of the educational support on behalf of the employee and shall terminate upon successful completion of the required employment or reimbursement by the employee. This agreement may be terminated at an earlier date if mutually agreed upon in writing or upon thirty (30) days written notification to DCFS and \_\_\_\_\_ by the employee, provided that the employee reimburses DCFS for all amounts due under this agreement. This agreement is made with the understanding that it shall be interpreted and enforceable under the law of the State of Louisiana within the jurisdiction and venue of the 19<sup>th</sup> Judicial District Court, Parish of East Baton Rouge, State of Louisiana.
- B.** Any failure of DCFS at any time, or from time to time, to enforce or require the strict keeping and performance by the stipend recipient of any of the terms or conditions of this agreement shall not constitute a waiver by DCFS of any such terms or conditions and shall not affect or impair such terms or conditions in any way, or the right of DCFS at any time to avail itself of such remedies as it may have or any such breach or breaches of such terms or conditions.

**C.** If it is necessary for DCFS to commence legal action against the Employee to enforce the terms of this agreement, employee agrees to pay the total accrued amount still owed plus interest, reasonable attorney's fees and all court costs.

**D.** Any reimbursement required by this agreement to be made by the Employee to DCFS shall be paid within 60 days of the event which triggers the reimbursement, or, at DCFS's option upon written request by the Employee a reimbursement plan may be established to repay the principal amount due, together with interest thereon, at the rate of 5% per annum for a term not to exceed twenty-four (24) months beginning no later than 60 days of the event that triggers the reimbursement.

**E.** If the Employee is subject to reimbursement and fails to execute a written reimbursement plan agreement, the total educational support amount will become immediately due and payable.

**F.** If the Employee enters into a reimbursement plan agreement and fails, without written approval of DCFS, to make any scheduled monthly payment according to the reimbursement plan agreement, the total amount still owed shall, at the option of DCFS, become immediately due and payable.

**G.** At the option of DCFS upon written request by the Employee a Hardship Postponement to the work obligation requirement or the reimbursement plan may be granted. The Hardship Postponement would allow, in certain limited situations a postponement of the work obligation requirement or reimbursement obligation for up to one year to be granted in six month increments. Hardship is defined as: 1) a critical illness or injury of Employee, of his or her spouse, or of his or her legal child; 2) which occurs during receipt of the employee educational support or completion of the work obligation ; and 3) prevents the Employee from fulfilling obligations outlined in 1 above due to his/her own critical illness or injury or caring for a spouse, or child with a critical illness or injury. The request for a Hardship Postponement must include in writing an explanation of the following: 1) medical documentation verifying the necessity for dropping from a university social work program or interruption of fulfillment of the work obligation; 2) the date the condition commenced; 3) probable duration and treatment requirements of the condition; 4) requirement for and duration of any overnight stay in a hospital, hospice, or residential medical care facility; 5) explanation of the impact on the Employee recipients' family which was created by the critical illness or injury.

**H.** If the Employee's failure to complete the requisite one year of employment with DCFS upon graduation for each year of full-time equivalent educational support provided is due to death, permanent disability, or other emergent circumstances causing a permanent condition which would prohibit the employee from the employment determined by DCFS to be valid, the employee will be relieved of this obligation to work for DCFS for the one year period immediately following graduation and the employee will not be required to reimburse DCFS for amounts received by the employee under this agreement.

**I.** If an Employee has a criminal or a motor vehicle offense conviction or is convicted of any crime/offense during his/her education program that would preclude future employment with the DCFS, the Employee will be dropped from the Child Welfare Employee MSW Educational Support Program and shall repay the educational support provided in accordance with Section 3 D. above.

**J.** If an Employee's name is on the state central registry of abuse or neglect findings, and such entry would preclude future employment with the DCFS, the Employee, after due process, will be dropped from the Child Welfare Employee MSW Educational Support Program and shall repay the educational support provided in accordance with Section 3 D. above.

**K.** If an Employee fails to meet any of the qualifications for employment, such as failure to obtain a social work license, the Employee shall repay the educational support provided in accordance with Section 3 D. above.



THIS AGREEMENT CONTAINS OR HAS ATTACHED HERETO ALL OF THE TERMS AND CONDITIONS AGREED UPON BY THE PARTIES HEREIN. IN WITNESS THEREOF, THIS AGREEMENT IS SIGNED AND ENTERED INTO ON THE DATE ENTERED BELOW.

\_\_\_\_\_  
**SOCIAL WORK** **LA DEPARTMENT OF CHILDREN SCHOOL OF  
AND FAMILY SERVICES**

**NAME OF EMPLOYEE**    **NAME OF DEAN or DEPT CHAIR:**    **RHENDA HODNETT, Ph.D., LCSW  
ASSISTANT SECRETARY CHILD WELFARE  
PROGRAMS:**

\_\_\_\_\_  
Signature                      Date                      Signature                      Date                      Signature                      Date

I, \_\_\_\_\_, spouse of \_\_\_\_\_ (employee recipient) hereby acknowledge this agreement as an obligation of our community estate, and ratify it and all its terms and conditions.

NAME OF EMPLOYEE RECIPIENT'S SPOUSE:

\_\_\_\_\_  
(Print) \_\_\_\_\_  
Signature  
Date

**The Department of Children and Family Services is an Equal Opportunity Employer. The Department does not discriminate based on race, color, religion, sex, age, national origin, handicapping conditions, veteran status or any other non-merit factor.**

## Sample Learning Plans

We have included sample learning plans because past supervisors have expressed that the creation of the learning plan for each new intern tends to be a time- consuming task. However, there has been some confusion regarding how to use these samples, so we are attempting to clarify. Below, background information about the purpose and use of learning plans is provided, followed by a brief description of how these sample plans could be used by two students from two different universities. This explanation is a bit wordy, as there is a lot of information, but please bear with us and read the following so that you will begin constructing your university's learning plan with a better understanding of how to use the sample learning plan in your manual as a tool to serve your individual needs.

## Social Work Accreditation & Competencies

In order to receive accreditation, social work programs must demonstrate that their BSW and/or MSW program meets the standards set forth to ensure that when students graduate from that program, they have acquired a certain set of skills that are needed for competent professional social work. The Council on Social Work Education (CSWE; 2015) has established a set of 9 competencies that social work students are required to meet in order to graduate from an

accredited university (CSWE's previous requirements contained 10 competencies prior to update in 2015). Universities are required to gather data on student's learning, assess learning outcomes, and make programmatic changes if student performance does not meet an established benchmark for one or more of the 9 competencies. Each university must decide how it wishes to gather the data needed for assessment, and multiple methods are employed.

### **CSWE Competencies**

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, & Communities
7. Assess Individuals, Families, Groups, Organizations, & Communities
8. Intervene with Individuals, Families, Groups, Organizations, & Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities

### **Learning Plans at the 7 Social Work Universities**

A shared method for assessment utilized by each of the Universities in the University Alliance is a "learning plan," or "learning contract," that the student scholar completes (with assistance from the supervisor and liaison) and delineates what the student scholar will accomplish in their field placement to meet each of the 9 competencies. This format allows student scholars the freedom to personalize their learning and mastery of the skills encompassed by each competency to their individual learning style and to the experiences available at their specific field placements. In order for the learning plan to meet the assessment component for CSWE accreditation, all of the universities base their personal template of the learning plan on the 9 social work competencies identified by CSWE.

However, each university has created a unique template that fits the need of their particular program context, therefore, student interns from different universities have somewhat different learning plan templates they are to complete and submit to their social work department. Further variation among student intern's learning plan may include whether the student is at the BSW or MSW level, and whether the student is interning in a traditional (2 semesters) or block (1 semester) placement format. Lastly, several universities provide a number of mandatory tasks for each competency and ask the student to develop several additional agency-specific tasks, whereas other universities ask students to develop all of the tasks they will complete.

## Using the Student Intern Manual Sample Learning Plans

- **Learning Plans Across Universities, Degree Levels, & Placement Types**

So, with all of these differences how can a sample learning plan be used by students attending different universities, who are at the BSW or MSW level, and who may be in traditional or in block placements?

In order to address the degree level and placement type differences we have provided a few different sample learning plans. First, BSW level sample contracts are provided. You will find 3 BSW level sample plans. The first two are both for students in traditional placements – a sample learning plan that may be used for their first semester and a sample learning plan that may be used for their second semester. The third sample plan is for BSW students who are interning in a block placement. Second, MSW level sample plan are provided. As with BSW sample learning plans, the first two MSW level sample plans are for students in traditional, year-long placements.

The first to be used for the student's first semester learning plan and the second to be used for the student's second semester learning plan. The third sample learning plan for MSW students is structured for those in a block placement.

While it was feasible to provide sample learning plans for students at differing degree levels and placement types, it was not possible to tailor each of these contingencies to all of the independent learning plan formats utilized by seven different universities. Therefore, as all learning plans are based on the CSWE competencies, we used the CSWE competencies themselves as the different categories under which we provided examples of tasks and specific activities that could meet the specific goal of that competency. This is the point that will require some critical thinking and analysis on your part as an adult learner. You will have to compare the learning plan/contract given to you by your university with the sample learning plan that fits your degree level and placement type, and determine which of the CSWE competencies (as listed in the sample learning plan) is the mostly closely related to the category used by your specific university.

- **Using the Sample Learning Plans**

It is probably best to begin by comparing the learning plan from your university with the way the manual has structured the sample learning plans using CSWE competencies. Ask yourself how your university has conceptualized or worded each category, which, as you now know, must represent the CSWE competencies. This may be very straightforward, or it may be a little less so. A straightforward example is the learning plan currently used by LSU. The subsections, called "field education competencies," in the LSU learning plan closely mirror the language used in the CSWE competencies so LSU students will simply need to match up the categories from their LSU learning plan to the categories of the same title in their manual's sample learning plan, and pick the associated activities they would like to use to fulfill each competency. For example, LSU, uses the same CSWE terms for the second category "Competency 2"

and states that students must “Engage Diversity and Difference in Practice.” A student from LSU could then write in that they will complete “Activity 13 – Foster Parents and Placement of Child/ren,” as one of the tasks they will complete to fulfill this category.

An example of a learning plan that is a little less straightforward (for these purposes only), is the learning contract used by SUNO. Instead of “competencies,” SUNO uses the terminology “Learning Objectives.” SUNO also lists several required activities and suggested activities, and then leaves space for the student to write in the agency-specific activities he or she will complete to fulfill each learning objective. In this case, the SUNO student will see that “Learning Objective #2” focuses on values and ethics, and not on diversity, as LSU and the CSWE competencies do. However, it is not difficult to conclude that “Learning Objective #3,” “Practice without discrimination and with respect, knowledge, and skills related to client’s diversity” is closely related and is most representative of CSWE Competency 2. Therefore, the SUNO student would use the activities and tasks listed under the “Competency 2” category of the sample learning plan in this manual (using the sample plan appropriate for their degree level and placement type) but would be filling in the area under “Learning Objective #3” where it states, “Agency-specific activities” of their SUNO learning contract.

- **Notes**

- These samples are meant to be a tool for you and your supervisor. By using some of the activities and tasks you are to complete in this manual as a part of your learning plan, you can reduce some of your workload. This way, as you complete your structured activities you will be “killing two birds with one stone.” You will be expected to complete the first twenty-nine Structured Activity Exercises (numbers 1 through 29) during your internship. Your supervisor will provide a rating of your mastery of the competencies associated with the required and supplemental structured activity exercises as displayed through the knowledge, values, skills you demonstrate in completing the exercises. Many required elements of university learning plans include the competencies associated with the first 29 structured activity exercises facilitating the inclusion of these structured activities in your individual learning plan.
- You DO NOT have 2 learning plans. You have 1 learning plan (for your university) and sample learning plans in this manual that you can use to help you create the learning plan that is required by your university.
- Your supervisor's manual contains additional sample tasks and can help you to identify activities that fulfill the CSWE competencies, while also fitting your personal preferences.
- At least one example task is placed in each sub-category (i.e. competency) of each learning plan so that students of those schools that have more detailed learning plans have an example to reference. This does not mean that everything that is in the sample learning plans need be in your learning plan.

## Bachelor of Social Work Sample Learning Plan – 1<sup>st</sup> Semester

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	
<i>Make ethical decisions by applying the standards of the NASW Code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</i>	<ul style="list-style-type: none"> <li>• Activity 6: Federal Laws, Louisiana Children's Code, &amp; R.S. 46:56</li> <li>• Activity 4: Ethics and Legal Rights</li> </ul>
<i>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</i>	<ul style="list-style-type: none"> <li>• Activity 1: Overview of the Stipend Student Intern Manual</li> <li>• Activity 2: Working Safe, Working Smart</li> </ul>
<i>Use technology ethically and appropriately to facilitate practice outcomes;</i>	<ul style="list-style-type: none"> <li>• Activity 5: Case Record Format and Electronic systems, Parts A &amp; B</li> </ul>
<i>And use supervision and consultation to guide professional judgment and behavior.</i>	<ul style="list-style-type: none"> <li>• Student will prepare for each supervisory meeting by bringing in at least one question, one issue for discussion, or updates on learning experiences.</li> </ul>

<b>Competency 2: Engage Diversity and Difference in Practice</b>	
<i>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</i>	<ul style="list-style-type: none"> <li>• Activity 13: Foster Parents and Placement of Child/ren</li> </ul>
<i>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</i>	<ul style="list-style-type: none"> <li>• Student will discuss at least three cases with the supervisor in which the student identifies the multiple diversities of the client and the impact of these diversities on the client system.</li> </ul>
<i>And apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Student will identify diversities, which result in uncomfortable feelings for the student, discuss with the supervisor his or her personal values and explore avenues to eliminate any personal biases or reduce discomfort.</li> </ul>

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	
<i>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</i>	<ul style="list-style-type: none"> <li>The student will identify a list of forms of oppression and discrimination experienced by children and families of the agency and discuss with their supervisor.</li> </ul>
<i>And engage in practices that advance social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> <li>The student will organize or help organize a community awareness emphasis, vigil, etc.</li> <li>The student will join NASW</li> </ul>

<b>Competency 4: Engage in Practice- Informed Research and Research-Informed Practice</b>	
<i>Use practice experience and theory to inform scientific inquiry and research;</i>	<ul style="list-style-type: none"> <li>Activity 7: Safety Terms and Concepts, &amp; Advanced Safety Focused Practice Foundations.</li> </ul>
<i>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</i>	<ul style="list-style-type: none"> <li>Assessment of most appropriate/least restrictive placement (with relatives, in same school system, with siblings, etc.) based on needs of child rather than convenience of agency</li> </ul>
<i>And use and translate research evidence to inform and improve practice, policy, and service delivery.</i>	<ul style="list-style-type: none"> <li>Student will complete case notes in an accurate and timely manner and discuss with the supervisor any feedback about the documentations.</li> </ul>

<b>Competency 5: Engage in Policy Practice:</b>	
<i>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</i>	<ul style="list-style-type: none"> <li>Activity 3: Introduction to Policy Management System - Program Areas</li> </ul>
<i>Assess how social welfare and economic policies impact the delivery of and access to social services;</i>	<ul style="list-style-type: none"> <li>Student will interview at least two different staff members to gather perspectives on policies related to the agency.</li> </ul>
<i>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> <li>Student will discuss with supervisor changes in policy that would benefit client well-being.</li> <li>Student will participate in agency staff meeting that address agency policies and advocate for changes.</li> </ul>

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</i>	<ul style="list-style-type: none"> <li>Activity 8: Shadow an Experienced Worker</li> </ul>
<i>And use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</i>	<ul style="list-style-type: none"> <li>Activity 15: Observe the Completion of an Assessment</li> </ul>

<b>Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</i>	<ul style="list-style-type: none"> <li>Activity 10: Initial Case Review Activity</li> <li>Activity 14: Review SDM: Philosophy, Policy, and Procedures.</li> </ul>
<i>Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</i>	<ul style="list-style-type: none"> <li>Student will perform at least one assessment with a client system, document the client system data, and discuss with the supervisor the assessment impressions.</li> </ul>
<i>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</i>	<ul style="list-style-type: none"> <li>Activity 9: Observe an Initial Family Team Case Planning Meeting &amp; Enter Case plan in Electronic System, Parts A &amp; B</li> <li>Student will choose at least one client system and identify the strengths and limitations to the supervisor.</li> </ul>
<i>And select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</i>	<ul style="list-style-type: none"> <li>Student will identify a preliminary plan of action developed by the student and the client system and discuss with the supervisor for feedback.</li> </ul>

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Student will gain understanding of at least one evidence based-practice model/intervention utilized with agency clients.</li> </ul>
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Shadow visits with parents as required by SDM risk level and at-least monthly in-home visits with child and caregiver</li> </ul>
<i>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</i>	<ul style="list-style-type: none"> <li>• Activity 11: Obtain a List of Community Resources</li> <li>• Collaboration with other organizations/discuss importance of service array in local area and services provided</li> </ul>
<i>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Student will actively participate in at least one community task force.</li> </ul>
<i>And facilitate effective transitions and endings that advance mutually agreed-on goals.</i>	<ul style="list-style-type: none"> <li>• Activity 12: Observe a Transfer and/or Post- Removal Staffing</li> </ul>

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Select and use appropriate methods for evaluation of outcomes;</i>	<ul style="list-style-type: none"> <li>• Student will become familiar with at least one assessment instrument used by the agency.</li> </ul>
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</i>	<ul style="list-style-type: none"> <li>• Locate and read at least 1 peer-reviewed article on the short-term outcomes of children in foster care and discuss with supervisor any similarities the student has noticed in the cases they are shadowing.</li> </ul>
<i>Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</i>	<ul style="list-style-type: none"> <li>• Student will become familiar with the assessment framework, including completion of necessary forms, utilized by the agency.</li> </ul>
<i>And apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</i>	<ul style="list-style-type: none"> <li>• Activity 16: Creating and Closing a Case in a Web-Based Application</li> </ul>



## Bachelor of Social Work Sample Learning Plan – 2<sup>nd</sup> Semester

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	
<i>Make ethical decisions by applying the standards of the NASW Code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</i>	<ul style="list-style-type: none"> <li>• Begin concurrent planning to determine most appropriate permanency goal for child and concurrent goal</li> </ul>
<i>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</i>	<ul style="list-style-type: none"> <li>• Activity 23: Cultural Competency and Awareness</li> <li>• Student will prepare a list of identified learning needs and strengths and discuss with the supervisor.</li> </ul>
<i>Use technology ethically and appropriately to facilitate practice outcomes;</i>	<ul style="list-style-type: none"> <li>• Student will learn to utilize the technologies and data programs utilized by the field agency.</li> </ul>
<i>And use supervision and consultation to guide professional judgment and behavior.</i>	<ul style="list-style-type: none"> <li>• Student will discuss with the supervisor one client need that is <u>not</u> currently being met within the agency and brainstorm avenues for advocacy action.</li> <li>• Student will discuss with the supervisor appropriateness of self-disclosure, out-of-agency contact with clients, and other boundary issues.</li> </ul>
<b>Competency 2: Engage Diversity and Difference in Practice</b>	
<i>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</i>	<ul style="list-style-type: none"> <li>• Activity 35: Working with Native Children and Tribes</li> <li>• Student will adequately express to the supervisor an understanding of one culture's structure and values that may contribute to oppression or privilege and power</li> </ul>
<i>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</i>	<ul style="list-style-type: none"> <li>• The student will discuss with the supervisor at least two cases where oppression has impacted the client and discuss how this oppression may be changed.</li> </ul>
<i>And apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Activity 17: Attachment &amp; Separation</li> </ul>

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	
<i>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</i>	<ul style="list-style-type: none"> <li>The student will write a letter to a legislator, newspaper editor, NASW newsletter, or other media avenues advocating for changes to promote social and economic justice</li> </ul>
<i>And engage in practices that advance social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> <li>Student will participate in at least three activities in which the student negotiates, mediates and/or advocates for client systems and discuss the same with the supervisor</li> <li>The student will join and participate in a community task force or effort that advocates for social and economic justice and discuss this effort with the supervisor.</li> </ul>

<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>	
<i>Use practice experience and theory to inform scientific inquiry and research;</i>	<ul style="list-style-type: none"> <li>Student will read at least 1 experimental, peer-reviewed study that includes a theory section on an intervention carried out with clients involved with the foster care system.</li> </ul>
<i>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</i>	<ul style="list-style-type: none"> <li>Student will make at least one oral presentation to the staff on some information related to agency services.</li> </ul>
<i>And use and translate research evidence to inform and improve practice, policy, and service delivery.</i>	<ul style="list-style-type: none"> <li>Student will join and participate in a community task force or committee and advocate for client systems.</li> </ul>

<b>Competency 5: Engage in Policy Practice:</b>	
<i>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</i>	<ul style="list-style-type: none"> <li>Student will become familiar with laws that govern the agency's practices and discuss knowledge of the same with the supervisor.</li> </ul>
<i>Assess how social welfare and economic policies impact the delivery of and access to social services;</i>	<ul style="list-style-type: none"> <li>Activity 38: Pelican Center Training</li> </ul>

<i>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> <li>• Student will participate in agency review of policy and procedures through Quality Assurance Meetings.</li> </ul>
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<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Engage with community organizations such as school system (assure consistency in child's educational attainment), mental health and medical providers</li> </ul>
<i>And use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Activity 28: Domestic Violence</li> <li>• Student will demonstrate empathy and effective engagement skills with client systems as observed by the supervisor or designated task staff.</li> </ul>

<b>Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Student will review and become knowledgeable of the assessment protocol of the agency.</li> </ul>
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 39: A Journey Home Modules 1-5</li> </ul>
<i>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 19: Child Developmental Milestones</li> </ul>
<i>And select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Activity 18: Observe a Family Visit</li> </ul>

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Student will develop at least one intervention plan, which includes, goals and objectives.</li> </ul>
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 26: Substance Abuse</li> <li>• Activity 27: Mental Illness</li> </ul>
<i>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</i>	<ul style="list-style-type: none"> <li>• Activity 20: Observe a Multi-Disciplinary Team Staffing</li> <li>• Student will participate in an agency interdisciplinary committee (examples may be an ethics review committee, a Q &amp; A committee, a program improvement committee).</li> </ul>
<i>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 25: Attend Court Hearing</li> <li>• Student will become knowledgeable of the agency's mission and goals and identify to the supervisor at list of actions the student implemented to achieve these goals.</li> </ul>
<i>And facilitate effective transitions and endings that advance mutually agreed-on goals.</i>	<ul style="list-style-type: none"> <li>• Develop court report with support of worker and supervisor – discuss court report format</li> </ul>

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Select and use appropriate methods for evaluation of outcomes;</i>	<ul style="list-style-type: none"> <li>• Student will identify one assessment/evaluation tool appropriate for evaluating interventions with agency clientele.</li> </ul>
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</i>	<ul style="list-style-type: none"> <li>• Activity 21: Possible Effects of Maltreatment on Child Development</li> </ul>
<i>Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</i>	<ul style="list-style-type: none"> <li>• Student will become familiar with the flow chart of services as client moves through the agency system.</li> </ul>
<i>And apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</i>	<ul style="list-style-type: none"> <li>• Discuss client satisfaction and agency areas for improvement with at least on client and review with supervisor.</li> </ul>

## Bachelor of Social Work Sample Learning Plan – Block Placement

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	
<i>Make ethical decisions by applying the standards of the NASW Code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</i>	<ul style="list-style-type: none"> <li>• Activity 4: Ethics and Legal Rights</li> <li>• Activity 6: Federal Laws, Louisiana Children's Code, &amp; R.S. 46:56</li> <li>• Begin concurrent planning to determine most appropriate permanency goal for child and concurrent goal</li> </ul>
<i>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</i>	<ul style="list-style-type: none"> <li>• Activity 1: Overview of the Stipend Student Intern Manual</li> <li>• Activity 2: Working Safe, Working Smart</li> </ul>
<i>Use technology ethically and appropriately to facilitate practice outcomes;</i>	<ul style="list-style-type: none"> <li>• Activity 5: Case Record Format and Electronic systems, Parts A &amp; B</li> </ul>
<i>And use supervision and consultation to guide professional judgment and behavior.</i>	<ul style="list-style-type: none"> <li>• Student will prepare for each supervisory meeting by bringing in at least one question, one issue for discussion, or updates on learning experiences.</li> <li>• Student will discuss with the supervisor appropriateness of self-disclosure, out-of-agency contact with clients, and other boundary issues.</li> </ul>
<b>Competency 2: Engage Diversity and Difference in Practice</b>	
<i>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</i>	<ul style="list-style-type: none"> <li>• Activity 13: Foster Parents and Placement of Child/ren</li> <li>• Activity 35: Working with Native Children and Tribes</li> <li>• Student will adequately express to the supervisor an understanding of one culture's structure and values that may contribute to oppression or privilege and power</li> </ul>
<i>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</i>	<ul style="list-style-type: none"> <li>• Activity 23: Cultural Competency and Awareness</li> <li>• Student will discuss at least three cases with the supervisor in which the student identifies the multiple diversities of the client and the</li> </ul>

	impact of these diversities on the client system.
<i>And apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Activity 17: Attachment &amp; Separation</li> <li>• Student will identify diversities, which result in uncomfortable feelings for the student, discuss with the supervisor his or her personal values and explore avenues to eliminate any personal biases or reduce discomfort.</li> </ul>

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	
<i>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</i>	<ul style="list-style-type: none"> <li>• The student will identify a list of forms of oppression and discrimination experienced by clientele of the agency and discuss with the supervisor.</li> <li>• The student will write a letter to a legislator, newspaper editor, NASW newsletter, or other media avenues advocating for changes to promote social and economic justice</li> </ul>
<i>And engage in practices that advance social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> <li>• The student will join NASW</li> <li>• The student will join and participate in a community task force or effort that advocates for social and economic justice and discuss this effort with the supervisor.</li> </ul>

<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>	
<i>Use practice experience and theory to inform scientific inquiry and research;</i>	<ul style="list-style-type: none"> <li>• Activity 7: Safety Terms and Concepts, &amp; Advanced Safety Focused Practice Foundations</li> <li>• Student will read at least 1 experimental, peer-reviewed study that includes a theory section on an intervention carried out with clients involved with the foster care system.</li> </ul>
<i>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</i>	<ul style="list-style-type: none"> <li>• Student will make at least one oral presentation to the staff on some information related to agency services.</li> </ul>
<i>And use and translate research evidence to inform and improve practice, policy, and service delivery.</i>	<ul style="list-style-type: none"> <li>• Student will complete case notes in an accurate and timely manner and discuss with the supervisor any feedback about the documentations.</li> </ul>

<b>Competency 5: Engage in Policy Practice:</b>	
<i>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</i>	<ul style="list-style-type: none"> <li>• Activity 3: Introduction to Policy Management System - Program Areas</li> <li>• Student will become familiar with laws that govern the agency's practices and discuss knowledge of the same with the supervisor.</li> </ul>
<i>Assess how social welfare and economic policies impact the delivery of and access to social services;</i>	<ul style="list-style-type: none"> <li>• Activity 38: Pelican Center Training</li> <li>• Student will interview at least two different staff members to gather perspectives on policies related to the agency.</li> </ul>
<i>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> <li>• Student will discuss with supervisor changes in policy that would benefit client well-being.</li> <li>• Student will participate in agency staff meeting that address agency policies and advocate for changes.</li> </ul>

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 8: Shadow an Experienced Worker</li> <li>• Engage with community organizations such as school system (assure consistency in child's educational attainment), mental health and medical providers</li> </ul>
<i>And use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Activity 15: Observe the Completion of an Assessment</li> <li>• Activity 28: Domestic Violence</li> <li>• Student will demonstrate empathy and effective engagement skills with client systems as observed by the supervisor or designated task staff.</li> </ul>

<b>Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 10: Initial Case Review Activity</li> <li>• Activity 14: Review SDM: Philosophy, Policy, and Procedures.</li> </ul>
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 39: A Journey Home Module 1-5</li> </ul>
<i>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 9: Observe an Initial Family Team Case Planning Meeting &amp; Enter Case plan in Electronic System, Parts A &amp; B</li> <li>• Activity 19: Child Developmental Milestones</li> </ul>
<i>And select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Activity 18: Observe a Family Visit</li> <li>• Student will identify a preliminary plan of action developed by the student and the client system and discuss with the supervisor for feedback.</li> </ul>

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Student will develop at least one intervention plan, which includes, goals and objectives.</li> </ul>
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 26: Substance Abuse</li> <li>• Activity 27: Mental Illness</li> <li>• Shadow visits with parents as required by SDM risk level and at-least monthly in-home visits with child and caregiver</li> </ul>
<i>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</i>	<ul style="list-style-type: none"> <li>• Activity 11: Obtain a List of Community Resources</li> <li>• Activity 20: Observe a Multi-Disciplinary Team Staffing</li> <li>• Collaboration with other organizations/discuss importance of service array in local area and services provided</li> </ul>



<i>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 25: Attend Court Hearing</li> <li>• Student will become knowledgeable of the agency's mission and goals and identify to the supervisor at list of actions the student implemented to achieve these goals.</li> </ul>
<i>And facilitate effective transitions and endings that advance mutually agreed-on goals.</i>	<ul style="list-style-type: none"> <li>• Activity 12: Observe a Transfer and/or Post- Removal Staffing</li> <li>• Develop court report with support of worker and supervisor – discuss court report format</li> </ul>

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Select and use appropriate methods for evaluation of outcomes;</i>	<ul style="list-style-type: none"> <li>• Student will identify one assessment/evaluation tool appropriate for evaluating interventions with agency clientele.</li> </ul>
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</i>	<ul style="list-style-type: none"> <li>• Activity 21: Possible Effects of Maltreatment on Child Development</li> </ul>
<i>Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</i>	<ul style="list-style-type: none"> <li>• Student will become familiar with the assessment framework, including completion of necessary forms, utilized by the agency.</li> <li>• Student will become familiar with the flow chart of services as client moves through the agency system.</li> </ul>
<i>And apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</i>	<ul style="list-style-type: none"> <li>• Activity 16: Creating and Closing a Case in a Web-Based Application</li> <li>• Discuss client satisfaction and agency areas for improvement with at least on client and review with supervisor.</li> </ul>

## Master of Social Work Sample Learning Plan – 1<sup>st</sup> Semester

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	
<i>Make ethical decisions by applying the standards of the NASW Code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</i>	<ul style="list-style-type: none"> <li>• Activity 6: Federal Laws, Louisiana Children's Code, &amp; R.S. 46:56</li> <li>• Activity 4: Ethics and Legal Rights</li> <li>• Student will discuss one situation with supervisor in which the student uses information from licensing laws, professional codes of ethics, to resolve an ethical situation to arrive at a principled decision.</li> </ul>
<i>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</i>	<ul style="list-style-type: none"> <li>• Activity 1: Overview of the Stipend Student Intern Manual</li> <li>• Activity 2: Working Safe, Working Smart</li> <li>• Student will abide by agency guidelines for attendance, punctuality, dress, deadlines and workload and the supervisor will discuss any problematic issues with the student.</li> </ul>
<i>Use technology ethically and appropriately to facilitate practice outcomes;</i>	<ul style="list-style-type: none"> <li>• Activity 5: Case Record Format and Electronic systems, Parts A &amp; B</li> </ul>
<i>And use supervision and consultation to guide professional judgment and behavior.</i>	<ul style="list-style-type: none"> <li>• Activity 20: Observe a Multi-Disciplinary Team Staffing</li> <li>• Student will prepare for each supervisory meeting by bringing in at least one question, one issue for discussion, and updates on learning experiences.</li> </ul>
<b>Competency 2: Engage Diversity and Difference in Practice</b>	
<i>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</i>	<ul style="list-style-type: none"> <li>• Activity 13: Foster Parents and Placement of Child/ren</li> <li>• Student will identify biopsychosocial/spiritual/cultural elements of at least one client situation and discuss with the supervisor.</li> </ul>
<i>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</i>	<ul style="list-style-type: none"> <li>• Student will discuss at least three cases with the supervisor in which the student identifies the multiple diversities of the client and the impact of these diversities on the client system.</li> </ul>

<i>And apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Student will identify diversities, which result in uncomfortable feelings for the student, discuss with the supervisor his or her personal values and explore way to reduce biases or discomfort.</li> </ul>
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<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	
<i>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</i>	<ul style="list-style-type: none"> <li>• The student will identify a list of forms of oppression and discrimination experienced by clientele of the agency and discuss with the supervisor.</li> <li>• The student will write a letter to a legislator, newspaper editor, NASW newsletter, or other media avenues advocating for changes to promote social and economic justice</li> </ul>
<i>And engage in practices that advance social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> <li>• The student will discuss with the supervisor at least two cases where oppression has an impact on the client and discuss how this oppression may be changed.</li> <li>• The student will join NASW</li> </ul>

<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>	
<i>Use practice experience and theory to inform scientific inquiry and research;</i>	<ul style="list-style-type: none"> <li>• Activity 7: Safety Terms and Concepts, &amp; Advanced Safety Focused Practice Foundations</li> <li>• The student will identify with the supervisor a research question arising from the agency setting and practices.</li> </ul>
<i>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</i>	<ul style="list-style-type: none"> <li>• Assessment of most appropriate/least restrictive placement (with relatives, in same school system, with siblings, etc.) based on needs of child rather than convenience of agency</li> <li>• Articulate recommended permanency goal and reason based on assessment of risk and danger, case plan progress; facts of case including age of child, support systems and other relevant factors</li> </ul>

<i>And use and translate research evidence to inform and improve practice, policy, and service delivery.</i>	<ul style="list-style-type: none"> <li>• Activity 14: Review SDM: Philosophy, Policy, and Procedures.</li> <li>• Student will read two research articles related to the placement and discuss the information gained with the supervisor</li> </ul>
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<b>Competency 5: Engage in Policy Practice:</b>	
<i>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</i>	<ul style="list-style-type: none"> <li>• Activity 3: Introduction to Policy Management System Program Areas</li> <li>• Activity 31: Advanced Policy Management System Use - Employment Policies Management System - Employment Policies</li> </ul>
<i>Assess how social welfare and economic policies impact the delivery of and access to social services;</i>	<ul style="list-style-type: none"> <li>• Student will interview at least two different staff members to gather perspectives on policies related to the agency.</li> </ul>
<i>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> <li>• Student will discuss with supervisor changes in policy that would benefit client well-being.</li> <li>• Student will participate in agency staff meeting that address agency policies and advocate for changes.</li> </ul>

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 17: Attachment &amp; Separation</li> <li>• Student will discuss with the supervisor social work skills for engaging with the particular agency client systems.</li> </ul>
<i>And use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Activity 8: Shadow an Experienced Worker</li> <li>• Activity 15: Observe the Completion of an Assessment</li> <li>• Student will observe at least 4 initial sessions (individual, group, family, community, or organization) conducted by agency staff and discuss observations with the supervisor.</li> </ul>

<b>Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 10: Initial Case Review Activity</li> <li>• Student will become familiar with the assessment framework, including completion of necessary forms, utilized by the agency.</li> <li>• Student will review and become knowledgeable of the assessment protocol of the agency.</li> <li>• Student will become familiar with at least one assessment instrument used by the agency.</li> </ul>
<i>Apply knowledge of human behavior and the social environment, person- in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Student will perform at least one assessment with a client system, document the client system data, and discuss with the supervisor the assessment impressions.</li> <li>• Student will identify at least two theories related to client situations and discuss with the supervisor.</li> </ul>
<i>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 9: Observe an Initial Family Team Case Planning Meeting &amp; Enter Case plan in Electronic System, Parts A &amp; B</li> <li>• Activity 19: Child Developmental Milestones</li> </ul>
<i>And select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Activity 30: CPS Case Assessment and Subsequent Procedures, Parts A &amp; B</li> <li>• Student will identify a preliminary plan of action developed by the student and the client system and discuss with the supervisor for feedback.</li> <li>• Student will gain understanding of at least one evidence based- practice model/intervention utilized with agency clients.</li> </ul>
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 37: Trauma Focused - Cognitive Behavioral Therapy Training</li> </ul>

<i>Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 18: Observe a Family Visit</li> <li>• Student will read articles related to the environmental contexts of the agency setting and discuss information with the supervisor (Examples may be articles on rural settings, immigration groups, poverty, etc.)</li> </ul>
<i>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</i>	<ul style="list-style-type: none"> <li>• Activity 11: Obtain a List of Community Resources</li> <li>• Collaboration with other organizations/discuss importance of service array in local area and services provided</li> </ul>
<i>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Student will become knowledgeable of the agency's mission and goals and identify to the supervisor at list of actions the student implemented to achieve these goals.</li> <li>• Student will actively participate in at least one community task force.</li> </ul>
<i>And facilitate effective transitions and endings that advance mutually agreed-on goals.</i>	<ul style="list-style-type: none"> <li>• Activity 12: Observe a Transfer and/or Post-Removal Staffing</li> </ul>

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Select and use appropriate methods for evaluation of outcomes;</i>	<ul style="list-style-type: none"> <li>• Student will identify one assessment/evaluation tool appropriate for evaluating interventions with agency clientele.</li> </ul>
<i>Apply knowledge of human behavior and the social environment, person- in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</i>	<ul style="list-style-type: none"> <li>• Locate and read at least 1 peer-reviewed article on the short-term outcomes of children in foster care and discuss with supervisor any similarities the student has noticed in the cases they are shadowing.</li> </ul>

<i>Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</i>	<ul style="list-style-type: none"> <li>• Student will become knowledgeable of the agency's processes for evaluation of agency programs.</li> <li>• Student will participate in agency activities that evaluate services to clients (for example, client satisfaction surveys)</li> <li>• Student will develop a single subject evaluation design of services to one client and discuss the same with the supervisor.</li> </ul>
<i>And apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</i>	<ul style="list-style-type: none"> <li>• Activity 16: Creating and Closing a Case in a Web- Based Application</li> <li>• Discuss client satisfaction and agency areas for improvement with at least on client and review with supervisor.</li> </ul>

## Master of Social Work Sample Learning Plan – 2<sup>nd</sup> Semester

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	
<i>Make ethical decisions by applying the standards of the NASW Code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</i>	<ul style="list-style-type: none"> <li>• Begin concurrent planning to determine most appropriate permanency goal for child and concurrent goal</li> <li>• Student will document one instance in which he or she uses a structured ethical decision-making process that includes ethical codes, laws, ethical principles, and consultation to determine the best course of action on behalf of a client.</li> </ul>
<i>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</i>	<ul style="list-style-type: none"> <li>• Activity 23: Cultural Competency and Awareness</li> <li>• Student will identify and discuss with supervisor at least two situations in which a student's personal values are challenged by issues related to clients, the organization, other professionals, social work professional values, community values, etc.</li> <li>• Student will discuss one situation in which the student avoided imposing personal values upon a client</li> </ul>

<i>Use technology ethically and appropriately to facilitate practice outcomes;</i>	<ul style="list-style-type: none"> <li>• Student will learn to utilize the technologies and data programs utilized by the field agency.</li> <li>• Assist - then supervise Family Visits – Document in FATS once experienced</li> </ul>
<i>And use supervision and consultation to guide professional judgment and behavior.</i>	<ul style="list-style-type: none"> <li>• Student will discuss with the supervisor appropriateness of self-disclosure, out-of-agency contact with clients, and other boundary issues.</li> <li>• Student will prepare the agenda for two supervisory meetings.</li> </ul>

<b>Competency 2: Engage Diversity and Difference in Practice</b>	
<i>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</i>	<ul style="list-style-type: none"> <li>• Activity 35: Working with Native Children &amp; Tribes</li> <li>• Student will adequately express to the supervisor an understanding of one culture's structure and values that may contribute to oppression or privilege and power</li> </ul>
<i>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</i>	<ul style="list-style-type: none"> <li>• Student will work with at least 2 clients of a different culture, and discuss with the supervisor what was through interacting with the client.</li> </ul>
<i>And apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Activity 29: Termination of Parental Rights, Parts A &amp; B</li> </ul>

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	
<i>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</i>	<ul style="list-style-type: none"> <li>• The student will join and participate in a community task force or effort that advocates for social and economic justice and discuss this effort with the supervisor.</li> <li>• Student will participate in agency review of policy and procedures through Quality Assurance Meetings.</li> </ul>
<i>And engage in practices that advance social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> <li>• Student will participate in at least three activities in which the student negotiates, mediates and/or advocates for client systems and discuss the same with the supervisor.</li> </ul>



<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>	
<i>Use practice experience and theory to inform scientific inquiry and research;</i>	<ul style="list-style-type: none"> <li>• Activity 21: Possible Effects of Maltreatment on Child Development</li> <li>• Student will read at least 1 experimental, peer-reviewed study that includes a theory section on an intervention carried out with clients involved with the foster care system.</li> <li>• Student will lead at least one case staffing.</li> </ul>
<i>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</i>	<ul style="list-style-type: none"> <li>• Student will review at least five open or closed case files and discuss with supervisor how the Generalist Intervention Model was applied in the cases; critiquing areas for improvement.</li> </ul>
<i>And use and translate research evidence to inform and improve practice, policy, and service delivery.</i>	<ul style="list-style-type: none"> <li>• Activity 40: National Center on Substance Abuse and Child Welfare Tutorial</li> <li>• Student will participate in at least three multidisciplinary case staffing meetings and discuss with the supervisor the various sources of information that contributed to case decisions, particularly noting the client's perspective of the problem and strengths.</li> <li>• The student will read and discuss with the supervisor at least one research article regarding an effective intervention for use with agency clientele.</li> </ul>

<b>Competency 5: Engage in Policy Practice:</b>	
<i>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</i>	<ul style="list-style-type: none"> <li>• Develop court report with support of worker and supervisor – discuss court report format</li> <li>• Student will become familiar with laws that govern the agency's practices and discuss knowledge of the same with the supervisor.</li> </ul>
<i>Assess how social welfare and economic policies impact the delivery of and access to social services;</i>	<ul style="list-style-type: none"> <li>• Activity 38: Pelican Center Training</li> </ul>

<i>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> <li>• Activity 41: Human Trafficking 101</li> <li>• Student will participate in agency review of policy and procedures through Quality Assurance Meetings.</li> </ul>
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<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 27: Mental Illness</li> <li>• Engage with community organizations such as school system (assure consistency in child's educational attainment), mental health and medical providers</li> </ul>
<i>And use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Activity 28: Domestic Violence</li> <li>• Student will demonstrate empathy and effective engagement skills with client systems as observed by the supervisor or designated task staff.</li> <li>• Activity 24: Family engagement</li> <li>• Student will conduct 4 initial sessions, which can include role playing with the supervisor or other staff members.</li> </ul>

<b>Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Student will become familiar with all case forms and documents used by the agency and confirm the same with the supervisor</li> <li>• Activity 22: The LA Child Welfare Trauma Project &amp; TBH Screen Training</li> <li>• Independently write a home study</li> </ul>
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 39: A Journey Home Module 1-5</li> </ul>
<i>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Student will choose at least one client system and identify the strengths and limitations to the supervisor.</li> <li>• Activity 33: Older Youth in Foster Care &amp; The Youth Transition Plan</li> </ul>

<i>And select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Student will become familiar with the flow chart of services as client moves through the agency system.</li> <li>• Student will develop at least one intervention plan, which includes, goals and objectives.</li> </ul>
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<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Student will gain understanding of at least one evidence based-practice model/intervention utilized with agency clients.</li> <li>• Student will provide services or participate in provision of services to individuals, groups, families, communities, and organizations for the purpose of assisting the client system to resolve problems or achieve goals. The student will appropriately document actions and discuss with the supervisor.</li> </ul>
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 26: Substance Abuse</li> <li>• Student will obtain information on the current demographics of the client service area and report the same to the supervisor and seek projections for the next decade; brainstorming potential services needed.</li> </ul>
<i>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</i>	<ul style="list-style-type: none"> <li>• Student will participate in an agency interdisciplinary committee (examples may be an ethics review committee, a Q &amp; A committee, a program improvement committee).</li> <li>• Student will visit at least two community agencies that are connected to the field agency. Examples may be agencies that can serve as resources for clients or are referral sources for the agency.</li> </ul>
<i>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 25: Attend Court Hearing</li> <li>• Student will identify one recommended change in agency service delivery practices and take action to promote the change, with approval and collaboration of the supervisor.</li> </ul>

<i>And facilitate effective transitions and endings that advance mutually agreed-on goals.</i>	<ul style="list-style-type: none"> <li>The student will participate in the termination or transition of services to a client system and discuss the same with the supervisor.</li> </ul>
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<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Select and use appropriate methods for evaluation of outcomes;</i>	<ul style="list-style-type: none"> <li>Activity 34: Continuous Quality Improvement</li> </ul>
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</i>	<ul style="list-style-type: none"> <li>Student will give an oral presentation to the staff that focuses on data obtained in Activity 36, using at least one theory to provide a potential explanation for the outcomes found.</li> </ul>
<i>Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</i>	<ul style="list-style-type: none"> <li>Activity 32: Out-of-Home Placements</li> <li>Activity 36: Using Data to Measure Practice Outcomes</li> </ul>
<i>And apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</i>	<ul style="list-style-type: none"> <li>Student will read and discuss 2 articles on evaluating practice with supervisor.</li> </ul>

## Master of Social Work Sample Learning Plan – Block Placement

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	
<i>Make ethical decisions by applying the standards of the NASW Code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</i>	<ul style="list-style-type: none"> <li>Activity 4: Ethics and Legal Rights</li> <li>Activity 6: Federal Laws, Louisiana Children's Code, &amp; R.S. 46:56</li> <li>Begin concurrent planning to determine most appropriate permanency goal for child and concurrent goal</li> <li>Student will document one instance in which he or she uses a structured ethical decision-making process that includes ethical codes, laws, ethical principles, and consultation to determine the best course of action on behalf of a client.</li> </ul>

<p><i>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</i></p>	<ul style="list-style-type: none"> <li>• Activity 1: Overview of the Stipend Student Intern Manual</li> <li>• Activity 2: Working Safe, Working Smart</li> <li>• Activity 23: Cultural Competency and Awareness</li> <li>• Student will abide by agency guidelines for attendance, punctuality, dress, deadlines and workload and the supervisor will discuss any problematic issues with the student.</li> <li>• Student will identify and discuss with supervisor at least two situations in which a student's personal values are challenged by issues related to clients, the organization, other professionals, social work professional values, community values, etc.</li> </ul>
<p><i>Use technology ethically and appropriately to facilitate practice outcomes;</i></p>	<ul style="list-style-type: none"> <li>• Activity 5: Case Record Format and Electronic systems, Parts A &amp; B</li> <li>• Student will learn to utilize the technologies and data programs utilized by the field agency.</li> </ul>
<p><i>And use supervision and consultation to guide professional judgment and behavior.</i></p>	<ul style="list-style-type: none"> <li>• Activity 20: Observe a Multi-Disciplinary Team Staffing</li> <li>• Student will prepare for each supervisory meeting by bringing in at least one question, one issue for discussion, and updates on learning experiences.</li> <li>• Student will discuss with the supervisor appropriateness of self-disclosure, out-of-agency contact with clients, and other boundary issues.</li> </ul>

<p><b>Competency 2: Engage Diversity and Difference in Practice</b></p>	
<p><i>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</i></p>	<ul style="list-style-type: none"> <li>• Activity 13: Foster Parents and Placement of Child/ren</li> <li>• Activity 35: Working with Native Children &amp; Tribes</li> <li>• Student will adequately express to the supervisor an understanding of one culture's structure and values that may contribute to oppression or privilege and power</li> </ul>

<i>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</i>	<ul style="list-style-type: none"> <li>• Student will work with at least 2 clients of a different culture and discuss with the supervisor what was through interacting with the client.</li> </ul>
<i>And apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Activity 29: Termination of Parental Rights, Parts A &amp; B</li> <li>• Student will identify diversities, which result in uncomfortable feelings for the student, discuss with the supervisor his or her personal values and explore way to reduce biases or discomfort.</li> </ul>

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	
<i>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</i>	<ul style="list-style-type: none"> <li>• The student will identify a list of forms of oppression and discrimination experienced by clientele of the agency and discuss with the supervisor.</li> <li>• The student will write a letter to a legislator, newspaper editor, NASW newsletter, or other media avenues advocating for changes to promote social and economic justice</li> <li>• Student will participate in agency review of policy and procedures through Quality Assurance Meetings.</li> </ul>
<i>And engage in practices that advance social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> <li>• The student will discuss with the supervisor at least two cases where oppression has an impact on the client and discuss how this oppression may be changed.</li> <li>• The student will join NASW</li> </ul>

<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>	
<i>Use practice experience and theory to inform scientific inquiry and research;</i>	<ul style="list-style-type: none"> <li>• Activity 7: Safety Terms and Concepts, &amp; Advanced Safety Focused Practice Foundations</li> <li>• Activity 21: Possible Effects of Maltreatment on Child Development</li> <li>• Student will read at least 1 experimental, peer-reviewed study that includes a theory section on an intervention carried out with</li> </ul>

	clients involved with the foster care system.
<i>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</i>	<ul style="list-style-type: none"> <li>• Articulate recommended permanency goal and reason based on assessment of risk and danger, case plan progress; facts of case including age of child, support systems and other relevant factors</li> <li>• Student will review at least five open or closed case files and discuss with supervisor how the Generalist Intervention Model was applied in the cases; critiquing areas for improvement.</li> </ul>
<i>And use and translate research evidence to inform and improve practice, policy, and service delivery.</i>	<ul style="list-style-type: none"> <li>• Activity 14: Review SDM: Philosophy, Policy, and Procedures.</li> <li>• Activity 40: National Center on Substance</li> <li>• Student will read two research articles related to the placement and discuss the information gained with the supervisor</li> <li>• Student will participate in at least three multidisciplinary case staffing meetings and discuss with the supervisor the various sources of information that contributed to case decisions, particularly noting the client's perspective of the problem and strengths.</li> </ul>

<b>Competency 5: Engage in Policy Practice:</b>	
<i>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</i>	<ul style="list-style-type: none"> <li>• Activity 3: Introduction to Policy Management System Program Areas</li> <li>• Activity 31: Advanced Policy Management System Use - Employment Policies Management System - Employment Policies</li> <li>• Develop court report with support of worker and supervisor – discuss court report format</li> </ul>

<i>Assess how social welfare and economic policies impact the delivery of and access to social services;</i>	<ul style="list-style-type: none"> <li>• Activity 38: Pelican Center Training</li> <li>• Student will interview at least two different staff members to gather perspectives on policies related to the agency.</li> </ul>
<i>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> <li>• Activity 41: Human Trafficking 101</li> <li>• Student will discuss with supervisor changes in policy that would benefit client well-being.</li> <li>• Student will participate in agency staff meeting that address agency policies and advocate for changes.</li> </ul>

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 17: Attachment &amp; Separation</li> <li>• Activity 27: Mental Illness</li> <li>• Engage with community organizations such as school system (assure consistency in child's educational attainment), mental health and medical providers</li> </ul>
<i>And use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Activity 8: Shadow an Experienced Worker</li> <li>• Activity 15: Observe the Completion of an Assessment</li> <li>• Activity 24: Family engagement</li> <li>• Activity 28: Domestic Violence</li> <li>• Student will demonstrate empathy and effective engagement skills with client systems as observed by the supervisor or designated task staff.</li> </ul>

<b>Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 10: Initial Case Review Activity</li> <li>• Activity 22: The LA Child Welfare Trauma Project &amp; TBH Screen Training</li> <li>• Student will become familiar with the assessment framework, including completion of necessary forms, utilized by the agency.</li> <li>• Student will become familiar with all case forms and documents used by the agency and confirm the same</li> </ul>



	<p>with the supervisor</p> <ul style="list-style-type: none"> <li>Independently write a home study</li> </ul>
<i>Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</i>	<ul style="list-style-type: none"> <li>Activity 39: A Journey Home Module 5</li> </ul>
<i>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</i>	<ul style="list-style-type: none"> <li>Activity 9: Observe an Initial Family Team Case Planning Meeting &amp; Enter Case plan in Electronic System, Parts A &amp; B</li> <li>Activity 19: Child Developmental Milestones</li> <li>Activity 33: Older Youth in Foster Care &amp; The Youth Transition Plan</li> </ul>
<i>And select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</i>	<ul style="list-style-type: none"> <li>Activity 30: CPS Case Assessment and Subsequent Procedures, Parts A &amp; B</li> <li>Student will gain understanding of at least one evidence based-practice model/intervention utilized with agency clients.</li> <li>Student will become familiar with the flow chart of services as client moves through the agency system.</li> <li>Student will develop at least one intervention plan, which includes, goals and objectives.</li> </ul>

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</i>	<ul style="list-style-type: none"> <li>Activity 37: Trauma Focused - Cognitive Behavioral Therapy Training.</li> <li>Student will provide services or participate in provision of services to individuals, groups, families, communities, and organizations for the purpose of assisting the client system to resolve problems or achieve goals. The student will appropriately document</li> </ul>

	actions and discuss with the supervisor.
<i>Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</i>	<ul style="list-style-type: none"> <li>• Activity 17: Observe a Family Visit</li> <li>• Activity 26: Substance Abuse</li> <li>• Student will obtain information on the current demographics of the client service area and report the same to the supervisor and seek projections for the next decade; brainstorming potential services needed.</li> </ul>
<i>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</i>	<ul style="list-style-type: none"> <li>• Activity 11: Obtain a List of Community Resources</li> <li>• Student will visit at least two community agencies that are connected to the field agency. Examples may be agencies that can serve as resources for clients or are referral sources for the agency.</li> </ul>
<i>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</i>	<ul style="list-style-type: none"> <li>• Activity 25: Attend Court Hearing</li> <li>• Student will become knowledgeable of the agency's mission and goals and identify to the supervisor at list of actions the student implemented to achieve these goals.</li> </ul>
<i>And facilitate effective transitions and endings that advance mutually agreed-on goals.</i>	<ul style="list-style-type: none"> <li>• Activity 12: Observe a Transfer and/or Post-Removal Staffing</li> <li>• The student will participate in the termination or transition of services to a client system and discuss the same with the supervisor.</li> </ul>

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	
<i>Select and use appropriate methods for evaluation of outcomes;</i>	<ul style="list-style-type: none"> <li>• Activity 34: Continuous Quality Improvement</li> <li>• Student will identify one assessment/evaluation tool appropriate for evaluating interventions with agency clientele.</li> </ul>

<i>Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</i>	<ul style="list-style-type: none"> <li>• Locate and read at least 1 peer-reviewed article on the short-term outcomes of children in foster care and discuss with supervisor any similarities the student has noticed in the cases they are shadowing.</li> </ul>
<i>Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</i>	<ul style="list-style-type: none"> <li>• Activity 32: Out-of-Home Placements</li> <li>• Activity 36: Using Data to Measure Practice Outcomes Student will become knowledgeable of the agency's processes for evaluation of agency programs.</li> <li>• Student will develop a single subject evaluation design of services to one client and discuss the same with the supervisor.</li> </ul>
<i>And apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</i>	<ul style="list-style-type: none"> <li>• Activity 16: Creating and Closing a Case in a Web-Based Application</li> <li>• Discuss client satisfaction and agency areas for improvement with at least on client and review with supervisor.</li> </ul>



## Louisiana Title IV-E Scholars Program

A Partnership of the Louisiana University Alliance and the LCWTA

### Field Practicum Acknowledgement Form Assumption of the Risk and Waiver of Liability Relating to

#### Coronavirus/COVID-19

The novel coronavirus, COVID-19, has been declared a worldwide pandemic by the World Health Organization. COVID-19 is extremely contagious and is believed to spread mainly from person-to-person contact. As a result, federal, state, and local governments, along with federal and state health agencies recommend social distancing and have, in many locations, prohibited the congregation of groups of people.

I, \_\_\_\_\_, understand that the Department of Children and Family Services (DCFS) and member Universities of the University Alliance cannot guarantee that, by my participation in this field practicum, I will not become infected with COVID-19. Further, such participation could increase my risk of contracting COVID-19. By signing this agreement, I acknowledge the contagious nature of COVID-19 and voluntarily assume the risk that I may be exposed to or infected by COVID-19 by my participation in this internship, and that such exposure or infection may result in personal injury, illness, permanent disability, and death. I voluntarily agree to assume all of the foregoing risks and accept sole responsibility for any injury including, but not limited to, personal injury, disability, and death, illness, damage, loss, claim, liability, or expense, of any kind, that I may experience or incur in connection with my participation in this internship. I hereby release, covenant not to sue, discharge, and hold harmless DCFS or the University to which I am enrolled, and all of its agents, employees, and representatives, of and from the claims, including all liabilities, claims, actions, damages, costs or expenses of any kind arising out of or relating thereto.

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Participant: PRINT NAME

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Participant: SIGNATURE

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Date

## Physical Requirements and Conditions for Child Welfare Specialists

The duties of a Child Welfare Specialist are complex and varied. Primary responsibility involves providing social/child welfare services for the safety, permanency, and wellbeing of children and families we serve. The activities listed below are the minimum qualifications necessary to perform the essential duties of the Child Welfare Specialist position. **Please check (v) either YES or NO below to indicate whether you have the ABILITY TO PERFORM the activities listed AND WORK in the environments listed with or without accommodation without imposing a significant risk of harm to yourself or others.**

PHYSICAL EFFORT	YES	NO
<b>Drive</b> All hours of the day and/or night, in town and out of town, with or without another employee; (In most situations, individual has the flexibility to take intermittent short breaks to stand and/or stretch as needed.)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lift/carry up to 35 lbs.</b> clients (children), suitcases, medical equipment, etc.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reach above shoulder level</b> to lift a hood or trunk of an automobile	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reach from floor to waist and from waist to shoulder level</b> to lift young children and/or personal belongings from the ground	<input type="checkbox"/>	<input type="checkbox"/>
<b>Bend/stoop/twist/squat/ crouch</b> to enter and exit the vehicle, retrieve equipment and/or suitcases from the vehicle, and to remove children from the vehicle	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sit</b> while operating a motor vehicle and operating a personal computer; (In most situations, individual has the flexibility to take intermittent short breaks to stand and/or stretch as needed.)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Maintain Balance</b> to prevent falling when walking, standing, or crouching	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stand</b> to assist clients out of vehicle to destination	<input type="checkbox"/>	<input type="checkbox"/>
<b>Walk</b> to appointment sites and normal office routines	<input type="checkbox"/>	<input type="checkbox"/>
<b>Climb Stairs</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Keyboarding (Finger and Hand Dexterity)</b> to operate a personal computer to review agency policy, read and send e-mails, enter/view tips data, complete reports, etc.	<input type="checkbox"/>	<input type="checkbox"/>

ENVIRONMENTAL CONDITIONS	YES	NO
<b>Physical Surroundings</b> Exposure to outside environmental conditions including heavy rain, severe winds, ice and extremes of heat and cold, ultraviolet rays from the sun, dust, etc. and exposure to unsafe, unclean, cluttered environments in the client's home	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hazards</b> Driving vehicle on wet, damp, icy roadways or in extreme weather conditions. Entering and exiting neighborhoods after dark to perform work duties. Exposure to blood and/or other body fluids. Example: changing a child's diaper.	<input type="checkbox"/>	<input type="checkbox"/>

<b>SPECIAL SENSORY REQUIREMENTS</b>	<b>YES</b>	<b>NO</b>
<b>Seeing</b> to perceive the nature of objects by the eye Acuity, far – clarity of vision at 20 feet or more. Acuity, near – clarity of vision at 20 inches or less Depth Perception – three dimensional vision Field of Vision – wide area that can be seen up and down or to right or left while eyes are fixed on a given point	<input type="checkbox"/>	<input type="checkbox"/>
<b>Talking</b> to express or exchange ideas in the English language by means of the spoken word to clients, peers, or to the public	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hearing</b> to perceive the nature of sounds in order to receive detailed information through oral communication, external sounds, and to make fine discriminations in sounds	<input type="checkbox"/>	<input type="checkbox"/>
<b>Smelling</b> to recognize and distinguish particular odors using the sense of smell (such as odors from unclean home, children's clothing, or the child's body; alcoholic beverages, various types of illegal drugs, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

<b>MENTAL &amp; PSYCHOLOGICAL REQUIREMENTS (knowledge, skills, and abilities)</b>	<b>YES</b>	<b>NO</b>
<b>Rules and Procedures</b> to follow rules and procedures in working out job problems	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reading Comprehension</b> to read and understand written material (e.g.; statutes, procedural manuals, medical records, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<b>English Usage</b> knowledge of grammar, punctuation, spelling and sentence structure	<input type="checkbox"/>	<input type="checkbox"/>
<b>Effective Writing</b> to prepare and edit documents such as letters, reports and memoranda using proper format	<input type="checkbox"/>	<input type="checkbox"/>
<b>Variety and Change</b> to perform a variety of duties often changing from one task to another of a different nature without loss of efficiency or composure	<input type="checkbox"/>	<input type="checkbox"/>
<b>Dealing with People</b> to deal with and relate to people in situations beyond giving and receiving instructions	<input type="checkbox"/>	<input type="checkbox"/>
<b>Set Limits, Tolerances, or Standards</b> to perform under stress when confronted with emergency, critical, unusual or dangerous situations, or in a situation in which working speed and sustained attention are essential aspects of the job. Worker may be subject to danger or risk.	<input type="checkbox"/>	<input type="checkbox"/>

To the best of your knowledge, can you meet the physical/mental requirements and conditions for this position as listed?

☐

YES

☐

NO If NO, please explain:

I, \_\_\_\_\_ certify the information provided on this document to be true and correct to the best of my knowledge.

Signature

Date

# Internship Supervisors

To our Title IV-E Supervisors and Colleagues,

We thank you for your willingness to work with our students as they take part in the scholars program as interns. You were chosen by your peers and directors as individuals who are identified as possessing the skills needed to guide and mentor students to become active and dynamic child welfare professionals.

By agreeing to be a scholar supervisor, internship supervisors commit to the following responsibilities:

- ❖ Provide agency orientation and the equivalent of weekly administrative and educational supervision to the student intern;
- ❖ Develop and monitor relevant field-based learning agreements and activities;
- ❖ Ensure field-based educational tasks are completed satisfactorily;
- ❖ Complete the student evaluation, including helping track student progress on the Learning Agreement and Child Welfare Scholar Structured Activity Exercises;
- ❖ Actively participate in university-agency partnership activities relating to creating and supporting high quality child welfare field experiences, including meeting with university field liaisons, participating in Title IVE Child Welfare Scholar Supervisor workshops, contributing to on-going improvements in the child welfare field internship program, and completing regular evaluation activities;
- ❖ Contribute to on-going development of child welfare field curriculum;
- ❖ Oversee other mentors/task supervisors providing opportunities for shadowing, completion of appropriate casework activities, and other diverse experiential learning experiences for students.

In the past, we felt it necessary to provide internship supervisors with a separate manual, however, we have made the decision to incorporate the supervisor portions with the student and employee scholar portions to provide more opportunities for interns and supervisors to work through the materials provided together. The supervisor portion of this manual is very similar to the student intern manual, but it has been tailored to fit the needs of the supervisor as they work with the student intern.

## Supervision Basics

Per Marsha Salas' curriculum entitled "Mastering the Art of Child Welfare Supervision" competent supervisors have the following qualities:

- The ability to demonstrate empathy
- Able to promote ownership of the DCFS vision, mission, outcomes, goals, values, policies and procedures
- Models behaviors that are consistent with the DCFS vision, mission, outcomes, goals, values and a professional code of ethics
- Maintains self-awareness of one's own attitudes, needs, leadership style and its effect on the supervisor/intern relationship and one's ability to motivate staff towards goals
- Recognizes achievement and promotes constructive feedback
- Is approachable, accessible, and flexible and is willing to listen and help

- Can establish a learning environment that promotes open communication, the exchange of information and opportunities for practicing what is learned.

### **Qualities of a Good Supervisor**

According to Business Minder (www.businessminder.net), the top 10 characteristics of a successful leader are as follows:

**Number 10:** A successful leader has the ability to communicate well.

**Number 9:** A successful leader has the ability to form one-on-one relationships.

**Number 8:** A successful leader is a good listener.

**Number 7:** A successful leader surround himself/herself with like-minded people.

**Number 6:** Successful leaders refuse to let others dictate how they should do certain things.

**Number 5:** A successful leader knows how to identify his/her strengths and weaknesses.

**Number 4:** A successful leader has the ability to acknowledge the need to change.

**Number 3:** A successful leader displays high levels of optimism and confidence.

**Number 2:** A successful leader is patient.

**Number 1:** Successful leaders are passionate at what they do.

You may watch a video on this content at <https://youtu.be/silPtekoFqE>.

### **Welcoming the Student Intern**

One of the critical periods of any internship is the onboarding process. This often begins well before the beginning of any semester. Remember, interns have been preparing for this moment for quite some time. They have been screened multiple times by university and DCFS staff and are anxious to begin their careers in child welfare. Success begins when they feel welcomed to the agency by their supervisor and the entire team. In addition, student interns should be provided with the tools they need to learn to do their future jobs. They will follow your lead in all situations, so it is essential that you communicate with the interns consistently and adequately to support their learning. A strong supervisor prepares for the student intern in advance, securing the use of a workspace, computer, and other items needed to conduct agency business.

Onboarding activities are those that prepare the agency to welcome the student intern's arrival. Before the student intern's first day, the supervisor should contact their HR representative to set up the background check and drug screening for the student. This can prevent the student from beginning and ending the internship on time. Once cleared for duty as an intern, the supervisor is the individual responsible communicating with the intern and welcoming them effectively. The supervisor should prepare the student intern's desk space and consider a token of welcome such as a small gift, a welcome sign, and/or a card. Make sure to notify your department of the new student intern and his/her start date.

In addition, prior to the student's start date the supervisor should secure a Novell User ID for the student intern, by completing Form IT-CU 1 ("New User Id Form") and scanning it to DCFS.IT-Security@la.gov. The original of the IT-Cu 1 should then be mailed to the following address:



DOA-OTS/DCFS

IT Security Informational Services Building, 2nd Floor, Room 201, Cube D-3

1800 North Third Street

Baton Rouge, LA 70802

Additional instructions and a copy of this form are located in the Individual Student Intern Subsection below. During the intern's first day, it is best if you can be available to answer any questions and act as a reassuring presence.

It is important to remember that the internship is part of a larger learning process for interns. During this time, student scholars are balancing (for the first time most likely) the requirements of formal undergraduate or graduate level education, the responsibilities of the internship, and personal constraints that may not be obvious to the supervisor. For example, interns are required by their university to develop an agreed upon learning plan with you, complete various assignments related to their field internships (and other courses) assigned by university faculty, and they must meet specific deadlines imposed on them by multiple stakeholders. This is a new and stressful situation that no amount of preparation can prepare anyone for adequately. The internship supervisor is the person who can provide guidance and support from beginning to end of the internship phase. Internship supervisors often become trusted mentors and colleagues of scholars once they graduate. If you are unavailable at any time to the student (particularly on the first day), please assign someone to supervise the student to ensure the student is comfortable and feels welcomed. Here are some general ideas for the first week:

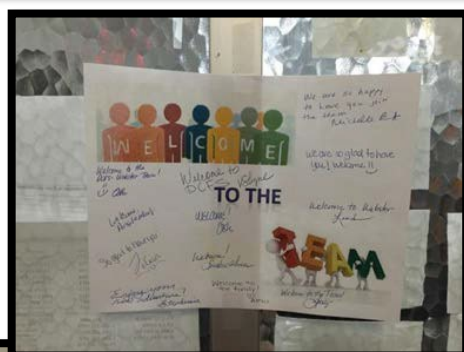
- Make sure to introduce the student intern to the staff and provide a tour of the agency.
- Give the intern an overview of the schedule of their first week and give them some ideas of what they can do to productively fill any down time during their first few weeks. Remember that this process will get easier the longer the student is an intern.
- Identify an outgoing co-worker who can act as a "buddy" to the student intern and arrange for agency co-workers and the student intern to have lunch together within the first three days.
- Before the student intern leaves on the last day of their first week, schedule a time to check in with them and ask how the first week went.
- Encourage the student intern to ask questions and give him/her some general advice and guidance.
- Finally, tell the intern about your management style and ask the student intern about their work style.

A checklist of these tasks is included in the Individual Student Intern section.

## Student Intern Onboarding Ideas

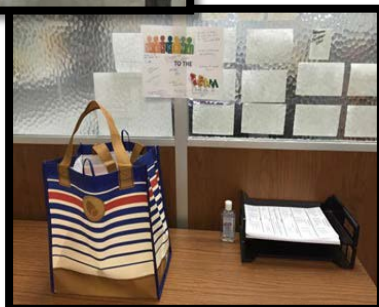


This was posted outside of a new employee's cubical to alert staff that we had a new teammate coming!



A "Welcome" Sign was made and signed by the office members.

A bag of fruit, drinks and snacks put on the new employee's desk in a cute bag as a welcome present.



The employee's desk was cleaned and stocked with office supplies, necessities, and helpful forms to get them started.

## Policies Related to Internship Supervisors

**Changes to the Scholar Program:** In the past, only social work students participated in the scholar program. Beginning in the 2022 spring semester, the University Alliance incorporated the psychology program at Nicholls State University into the Alliance in order to aid DCFS with recruitment efforts in the Thibodeaux region and to diversify the student base of the Alliance. With this addition, the requirements for eligibility have shifted slightly.

**Requirements to be an Internship Supervisor:** In order for an individual to supervise interns, they must meet certain requirements. Individuals must be currently employed by DCFS with a minimum of two years of experience. Internship supervisors must hold the job title Child Welfare Specialist or higher. The requirements to be an internship supervisor and a DCFS supervisor are different. While DCFS supervisors are often ideally situated to provide an experienced supervision for interns, internship supervisors may be non-supervisory DCFS staff.

Universities may have specific policies regarding who is eligible to provide supervision to scholars. As a general rule, social work students must be supervised by licensed social workers of the same educational level or higher (BSW for BSW, and MSW for MSW) with a minimum of two years of work experience. This is not always possible depending on the location of the internship placement. For those internship supervisors who do not have a social work degree, please consult with the university coordinator of the intern.

**Internship Supervisor Award:** The LCWTA and the University Alliance have worked with DCFS to create a Child Welfare Workforce Excellence program to provide a monetary award to supervisors for successful completion of the supervisory process. Contingent upon continued funding, supervisors who provide outstanding supervision are awarded \$1,500 for each intern they supervise directly, with a maximum of \$3,000 (or two interns) per academic year. These awards began with the 2019-2020 year and have continued since. Supervisors and staff with BSW/MSW degrees and at least two years post graduate experience in child welfare experience are encouraged to apply. Those who have provided positive supervision experiences to students in the past will receive priority in the selection process, however this is contingent upon performance. The number of staff eligible to participate is contingent upon the number and geographical locations of students needing placements. DCFS and University leaders will be involved in confirming final selections. Applications are encouraged statewide regardless of known need and will be kept for one academic year.

Update: In certain circumstances, internship supervisors assigned to students may not be able to fulfill all of the duties required of supervisors. Reasons for these limitations vary but are commonly due to:

- Program reassignment;
- Position reassignment;
- Change in workload;
- Change in work schedule;
- Change in work location;
- Poor fit with the student;

- Temporary reassignment due to crisis events.

When these situations arise, it is important to communicate immediately with the university coordinator, the Title IV-E Program Manager, and the DCFS Title IV-E Liaison. As a monetary award is now tied to the internship supervision, additional policies are necessary.

Beginning in the 2022-2023 academic year, it is required that the internship supervisor of record (those assigned by the Area Director and University Coordinator and identified on the learning plan and evaluations) provide substantive and regular supervision to the student. This individual is responsible for the intern. In the event that the use of a task supervisor is required by the internship supervisor, the monetary award will be split between the internship supervisor and the task supervisor. Additionally, if a student is transferred from one internship supervisor to another, the supervisors are required to directly inform that Title IV-E Program Manager so that accurate information is provided to DCFS HR at the end of the academic year. Failure to do so may result in inaccuracies in the awards provided to internship supervisors.

Arranging for students to shadow workers does not in itself constitute use of a “task supervisor.” It is expected and encouraged that internship supervisors arrange for interns to have opportunities for learning in all DCFS service programs. A task supervisor is someone who agrees or is assigned to provide substantive and regular supervision of a student in conjunction with the internship supervisor.

**Application Process:** To become an internship supervisor, individuals must complete an application. This application must be completely filled out and signed by the applicant’s direct supervisor. An application system is in development and will be implemented in the 2022-2023 academic year. Individuals will be able to access the application system through the LCWTA website.

**Selection Process:** University coordinators and agency personnel begin the matching process typically in the summer before each academic year begins. It is the policy of the University Alliance that each coordinator will work with Area Directors and Managers to determine who students will be assigned to. Students can complete their internships in one semester or two. This is dependent on both the student’s individualized curriculum plan and university program policies. Notice of the final assignment will come from the internship supervisor’s Area Director and University Coordinator.

**Who to Contact:** During the internship process, it is expected that internship supervisors will communicate effectively and regularly with the student’s university coordinator and the DCFS Title IV-E Liaison. Contact information for these individuals is found on page 6. It is critical that internship supervisors reach out to these individuals early in the semester, particularly if there are issues with the intern or if there are any concerns about intern readiness.

**Research and Evaluation:** It is expected that scholars and supervisors participate in research and evaluation as it relates to program effectiveness and outcomes. This includes the use of surveys, evaluation tools (midterm and final evaluations), and other formal measurement tools.