

Title IV-E Child Welfare Scholars Program Supervisor Manual

5TH Edition
2020-2021





Louisiana Title IV-E Scholars Program

A Partnership of the Louisiana University Alliance and the LCWTA

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 inters. 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, here are the expectations that you have committed to:

- ❖ 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.

Title IV-E Child Welfare Internship Supervisor Manual

This manual is the product of the input from previous stipend students, supervisors, DCFS employees, university administrators and professors, from across the state of Louisiana. The Louisiana Child Welfare Training Academy wished to provide new stipend students 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, Grambling State University, Louisiana 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 is the companion manual to the student intern manual that has been developed and given to all incoming DCFS Title IV-E stipend student interns.

The supervisor 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. The supervisor manual begins with a brief section of content relevant only to supervisors. There have been extensive changes from last year. Student structured exercises will be completed through Week 1 and Week 2 New Worker training through the LCWTA Moodle Learning Platform.

In order to minimize the bulk of the supervisor manual some of the content in the student intern manual has been removed. In these places the title remains, but a note below the title indicates what the content was that has been removed. For example, the student intern manual includes a fully copy of the SDM. Because supervisors have this resource readily available it has been removed from this version. The full Student Manual as well as this Supervisor Manual for the Title IVE Child Welfare Stipend Program may be accessed online at the Louisiana Child Welfare Training Academy website at www.lcwta.org

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SUPERVISOR INFORMATION SECTION

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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 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

It is critical to the student intern's success that they feel welcomed to the agency and by the team. In addition, student interns should be provided with the tools they need to learn to do their future jobs. This means that the supervisor should prepare 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 the student to make the internship offer and welcome the student intern to the agency. The supervisor should prepare the student intern's desk space, and consider a token of Welcome such as a small gift, welcome sign, or 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 of the supervisor manual, if needed. During the first day it is best if you can be available to answer any questions and act as a reassuring presence for the student intern. If you are unavailable, please assign someone to take the student intern under their wing for that first day to ensure the student is comfortable and feels welcomed. 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 productively fill any down time during

their first weeks. 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.

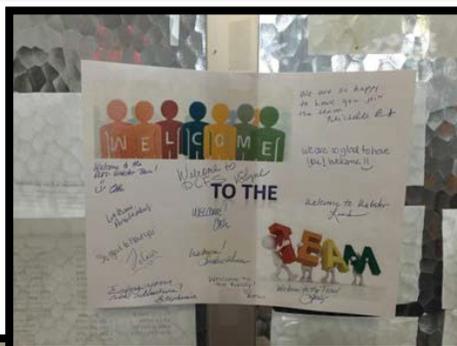
Before the student intern leaves on the last day of their first week schedule a time to check in with him and her and ask how the first week went. Encourage the student intern to ask questions, and give him/her some general advice and guidance. Finally, tell the intern about your management style and ask the student intern about their work style.

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

Student Intern Onboarding Ideas



This was posted outside of a new employees cubical to alert staff that we had a new team mate coming!



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



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



The employees desk was cleaned and stocked with office supplies, necessities and helpful forms to get her started.

Section I

Orientation

Beginning of Students Manual

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Louisiana Child Welfare Training Academy

310 West Dakota Street, 131 White Hall | Hammond, Louisiana 70402
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Introduction

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, comprised of Southeastern Louisiana University, Northwestern State University, Southern University Baton Rouge, Southern University New Orleans, Grambling University, Louisiana State University, and the University of Louisiana at Monroe.

The creation of the Academy offers an opportunity for comprehensive training and education of child welfare practitioners across systems - child welfare, legal and community.

DCFS and its partners are merging training efforts 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 Mission

To provide a comprehensive array of training and professional development opportunities to child welfare staff and stakeholders. Stakeholders include foster parents, mental health providers, various medical and educational professionals, law enforcement and other legal professionals, as well as child welfare staff.

Our Vision

Through a partnership between the DCFS, the Pelican Center, and the University Alliance, the Louisiana Child Welfare Training Academy will provide high quality training and professional development opportunities to meet the training needs necessary for ensuring a professional, competent, and stable workforce.

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.

The Louisiana Child Welfare Training Academy Moodle Training System – IV-E Scholar Students



The Louisiana Child Welfare Training Academy offers on-line training opportunities for child welfare staff, foster parents, and community partners. In partnership with DCFS, the LCWTA website has an online learning management system, or Moodle site. The Moodle site holds virtual training opportunities that allow learners to complete course requirements on their own time, at their own pace. Learners will now have the flexibility to take courses anywhere at any time, even on-the-go, using their smart phones. DCFS Staff can access online training courses in specific areas based on their training needs.

At the time of publication, a Moodle site for Student scholars is in production. Information will be made available to students and supervisors once completed.

Louisiana Child Welfare Training Academy

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310 West Dakota Street

Hammond, LA 70402

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Southeastern 10863

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Website Information

Website: www.lcwta.org

eLearning Site: www.moodle.lcwta.org

Tech Support: 985-549-5366

Welcome to the Department of Children and Family Services!

The Department of Children and Family Services (DCFS) is delighted to have you as a student intern 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 practice.

VISION

Safe and Thriving Families and Individuals

MISSION

We care for the well-being and safety of Louisiana's people

VALUES

Treating all people with dignity, compassion, and respect while providing services with integrity.

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 Support Enforcement Services (CSE), Economic Stability (ES), and Child Welfare. 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)

The Child Welfare 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 - 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.

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

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.

The Child Welfare Practice Continuum of Services

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

<p>Centralized Intake</p>	<p>Gather sufficient information to determine whether the allegation meets the criteria of a report and respond accordingly.</p>	<p>Does this information meet the criteria of a report?</p> <ul style="list-style-type: none"> • If so, how quickly must we respond? • If not, does law enforcement need to be contacted? 	<ul style="list-style-type: none"> • 6 areas of assessment • Children’s Code • Definition pertaining to CAN • Allegations page • Response priority assessment page <hr/> <ul style="list-style-type: none"> • ACCESS 	<ol style="list-style-type: none"> 1. Meets criteria –open for investigation 1A. Response time of: <ul style="list-style-type: none"> • 24 hours, 48 hours, 3 days, or 5 days 2. Does not meet criteria – send to local office for referral to law enforcement 3. Does not meet criteria – close case with info provided to reporter about community services if applicable <p>*Non accepted reports with open FS or FC case must be forwarded to worker.</p>
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Program	Goal	Key Processes and Decisions	Tools Used in Decision Making/ Documentation Required	Options
<p>Child Protection Services</p>	<ul style="list-style-type: none"> • Respond in a timely manner to ensure child safety • Assess family risk and family functioning • Determine the validity of an allegation. 	<ul style="list-style-type: none"> • Is child safe? • What, if any, emergency steps are needed (i.e. medical attention, law enforcement). • Who are the required/most appropriate collaterals? • Does situation meet criteria for: <ul style="list-style-type: none"> ○ An in-home safety plan? ○ Court ordered? ○ Out-of-home safety plan? • Is the allegation valid? • What is the risk of future maltreatment? • Should this case be transferred for ongoing <ul style="list-style-type: none"> ○ DCFS services? ○ Community-based services? 	<ul style="list-style-type: none"> • Safety assessment • Safety plan • 6 areas of assessment • Form 10 • SDM initial risk assessment <hr/> <ul style="list-style-type: none"> • All Documentation in: <ul style="list-style-type: none"> ○ ACCESS ○ OnBase 	<ol style="list-style-type: none"> 1. Child Safety <ul style="list-style-type: none"> • All children are safe – no safety plan needed • One or more children are unsafe <ul style="list-style-type: none"> ○ In-home care? – Develop safety plan ○ If out-of-home? – Refer to Foster Care 2. Allegation Validity <ul style="list-style-type: none"> • Valid? – Prepare info for DA and make documentation in ACCESS <ul style="list-style-type: none"> ○ Invalid? – NCL, UTL, and make documentation in ACCESS only 3. SDM Risk Level <ul style="list-style-type: none"> • Low or moderate with no safety plan needed? – Close Case • High or very high and/or in-home safety plan in place? – Refer to FS <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	<ul style="list-style-type: none"> • Provide in-home services to keep child safe and reduce the risk of future maltreatment 	<ul style="list-style-type: none"> • Is the safety plan, if applicable, sufficient to keep the child safe? • What factors influence the family's risk level for future maltreatment? • What services will reduce or mitigate the risk by enhancing protective capacity of the caretakers? • Who is the family's team of support? • Is the family exhibiting behavior that demonstrates the ability to keep the children safe? 	<ul style="list-style-type: none"> • Assessment of Family functioning (6 areas of assessment) • SDM reassessment every 3 months • Use of collaterals <hr/> <ul style="list-style-type: none"> • CAFÉ • OnBase • FATS, and • SDM 	<ol style="list-style-type: none"> 1. Close case when risk is low or moderate and there is no need for safety plan 2. If risk has not been reduced, review and modify case plan as needed keep case open

<p>Foster Care</p>	<ul style="list-style-type: none"> • Provide temporary out-of-home care if that is the least intrusive way to ensure child safety. • 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. 	<ul style="list-style-type: none"> • What are the threats to safety that make out-of-home care necessary? • What are the placement needs? • What supports does the foster parent need? • What will visitation look like? • What factors influence this family's risk level for future maltreatment? • What services will reduce the risk and enhance the protective capacity of the caretakers? • Who is in the family's support system? 	<ul style="list-style-type: none"> • Assessment of Family functioning (6 areas of assessment) • <u>SDM reunification assessment every 3 months (includes safety assessment)</u> • CAFÉ • OnBase • FATS, and • SDM 	<p>1. SDM recommends return if:</p> <ul style="list-style-type: none"> • Safety threats are removed or can be controlled in the home with a safety plan • Safety threat still present but caregiver protective capacity has been enhanced – return home no safety plan needed • SDM recommends continued care if safety threats not resolved and caregiver protective capacity remains diminished change goal if beyond ASFA time frame.
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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
AD	The Adoption Program (AD) 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.
AFC	Alternative Family-Care Treatment (AFC) is an alternate type of foster home care for children.
AFCARS	The Adoption and Foster Care Analysis and Reporting System (AFCARS) 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.
AP	The Adoption Petition Program (AP) 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.
ASFA	The Adoption and Safe Families Act (ASFA) 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.
CINC	Child in Need of Care (CINC) 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.
CPS	Child Protection Services (CPS) 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.
CQI	Continuous Quality Improvement (CQI) is the process of creating an environment in which management and workers strive to create constantly improved quality.
D&A Home	Diagnostic and Assessment home (D&A Home) 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.
DC	Day Care Services (DC) services provided to children in Class A licensed daycare centers
FC	Foster Care (FC) 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.
FCI	Foster Care Independent Living Program (FCI) is a program that includes vocational/pre-vocational and independent living services for foster care youth aged 16 and older. This program aims to ready youth to provide for themselves once they age out of care at age 18.
FINS	Families in Need of Services (FINS) 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.
FS	Family Services (FS) 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.
HA	Home Development coding for an Adoptive Home (HA)
HB	Home Development coding for a Foster Home (HB)
HD	Home Development (HD) 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.
ICPC	Interstate Compact on the Placement of Children (ICPC) 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.
LARE	Louisiana Adoption Resource Exchange (LARE) 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.
LCC	Children's Code Louisiana (LCC) are the laws which govern matters relating to children.
LHEAP/FCAP	Low Income Home Energy Assistance Program/Family Crisis Assistance. Program (LHEAP/FCAP) provides federal funded assistance to low income individuals/families for heating/cooling and/or other home energy needs.
MEPA/IPA	Multi-Ethnic Placement Act/Inter-jurisdictional Placement Act (MEPA/IPA) 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.
NCANDS	National Child Abuse and Neglect Data System (NCANDS) 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.
OCS	In 2010, the Department of Social Services' name was changed to Department of Children and Family Services (DCFS) and the Office of Community Services (OCS) was changed to Child Welfare.

PAF	Prevention Assistance Funds (PAF) are federal funds for the prevention of placement of children in foster care.
PPM	Policy and Procedure Memorandum (PPM) is a means for communicating updates to policy manuals to DCFS employees.
QA	Quality Assurance (QA) 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.
RAF	Reunification Assistance Funds (RAF) are federal funds dedicated to the reunification of children in foster care with their families/caretakers.
SACWIS	Statewide Automated Child Welfare Information System (SACWIS) 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.
SCR	State Central Registry (SCR) is a mandated method for tracking perpetrators of all valid findings of abuse/neglect in a computerized system.
Teaming	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.
SSBG	Social Service Block Grant (SSBG) 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.
TFC	Therapeutic Family Care (TFC) is treatment 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.
TIPS	Tracking, Information, and Payment System (TIPS) 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.
TITLE IV-B	Social Security Act Section Title IV-B provides states with a federal

TITLE IV-D	Social Security Act Section Title IV–D provides federal funding, with
TITLE IV-E	Social Security Act Section Title IV–E provides states with a federal
TPR	Termination of Parental Rights (TPR) 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
ACCESS	A Comprehensive Enterprise Social Service System
ACF	Administration for Children and Families
ACLSA	Ansell-Casey Life Skills Assessment
AD	Adoption Program
ADAVL	Adoption Available
ADS	Adoption Subsidy Program
AFC	Alternate Family Care Home
AFCARS	Adoption & Foster Care Analysis & Reporting System
AFDC	Aid to Families with Dependent Children
AFF	Assessment of Family Functioning
AP	Adoption Petition
ARFA	Alternative Response Family Assessment
ASFA	Adoption and Safe Families Act
CAPS	Child Care Assistance Payments Program System
CAPTA	Child Abuse Prevention Treatment Act
CASA	Court Appointed Special Advocate
CBCAP	Community Based Child Abuse Prevention
CC	Children's Code
CCAP	Child Care Assistance Program
CFCIP	Chafee Foster Care Independence Program
CFSR	Child and Family Services Review
CINC	Child in Need of Care
CIP	Court Improvement Program
CNF	Criminal Neglect of Family
COA	Council on Accreditation
CPS	Child Protective Services
CPTP	Comprehensive Public Training Program
CQI	Continuous Quality Improvement
CSE	Child Support Enforcement
CW	Child Welfare
D&A Home	Diagnostic and Assessment Home
DC	Day Care Services
DCFS	Department of Children and Family Services
DHH	Department of Health and Hospitals
DOE	Department of Education
EFT	Electronic Funds Transfer
EPSDT	Early Periodic Screening and Diagnostic Testing
ES	Economic Stability
ETV	Educational Training Vouchers
FAST	Financial Assessment Transaction Form
FATS	Family Assessment Tracking System
FC	Foster Care

ACRONYM	TERM
RAF	Reunification Assistance Funds
RFI	Request for Information
RFP	Request for Proposal
RMS	Random Moment Sample
RSW	Registered Social Worker
SA	Service to Agencies
SACWIS	Statewide Automated Child Welfare Information System
SCR	State Central Registry
SDM	Structured Decision Making
SP	Services to Parents
SSA	Social Security Administration
SSBG	Social Services Block Grant
SSDIB	Social Security Disability Income Benefits
SSI	Supplemental Security Income
SSN	Social Security Number
STEP	Strategies to Empower People
TANF	Temporary Assistance to Needy Families
TAP	Transitional Assistance (housing) Program
TCC	Transitional Child Care
Teaming	Family teaming is the process of building up the protective supports around the family to reduce safety threats to the child/ren.
TFC	Therapeutic Foster Care
TIPS	Tracking, Information, and Payment System
TITLE IV–B	Section of the SSA, provides federal funding, focus on pre-placement and prevention
TITLE IV–D	Section of the SSA, provides federal funding, with a focus on providing aid and services to families and children in need.
TITLE IV–E	Section of the SSA, provides federal funding, focus on foster care services and training.
TP	Transition Plan
TPR	Termination of Parental Rights
WIA	Workforce Investment Act
WIB	Workforce Investment Board

ACRONYM	TERM
FCI	Foster Care Independent Living Program
FINS	Families in Need of Services
FPLS	Federal Parent Locate Service
FRC	Family Resource Centers
FS	Family Services
GSW	Graduate Social Worker
HA	Adoptive Home
HB	Foster Home
HD	Home Development
HP/RRP	Homeless Prevention/Rapid Re-housing Program
IA	Interagency Agreement
ICPC	Interstate Compact on the Placement
IHBS	Intensive Home-Based Services – Homebuilders
ILC	Independent Living Coordinator
ILP	Independent Living Provider
ILSP	Independent Living Skills Program
IT	Information Technology
KCSP	Kinship Care Subsidy Program
LaCarte	Louisiana’s Purchasing Card Program
LAMI	Louisiana Automated Management Information System
LARE	Louisiana Adoption Resource Exchange
LASES	Louisiana Automated Support Enforcement System
LCC	Louisiana Children's Code
LCSW	Licensed Clinical Social Worker
LDOL	Louisiana Department of Labor
LIHEAP/	Low Income Home Energy Assistance Program/Family Crisis
LRS	Louisiana Rehabilitation Services
LYLAC	Louisiana Youth Leadership Advisory Council
MEPA/IPA	Multi-Ethnic Placement Act/Inter-Jurisdictional Placement Act
MOU	Memorandum of Understanding
MST	Multi-Systemic Therapy
MSW	Masters of Social Work
NCANDS	National Child Abuse and Neglect Data System
NPP	Nurturing Parent Program
NYTD	National Youth in Transition Database
OCS	Office of Community Services
OJJ	Office of Juvenile Justice
OMF	Office of Management and Finance
PAF	Preventive Assistance Funds
POS	Purchase of Services
PPM	Policy and Procedure Memorandum
PSH	Permanent Supportive Housing
QA	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 will probably 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.

Abdominal Cavity

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.

Abscess

An inflamed, swollen area of skin where pus has built up due to the immune system's response to infection caused by injury.

Alcohol Affected Newborn

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 mental Retardation.

Fetal Alcohol Spectrum

Disorders (FASD) occurs 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.

Anterior	Medically speaking, the “front” of the body. Anterior can also refer to a structure/area on the body that is closer to the head than another structure/area.
Asphyxiate	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 death.
Burns	<p>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.</p> <p>1st Degree Least severe burn which is limited to the epidermis.</p> <p>2nd Degree Moderately severe burn that has damaged the epidermis and progressed into the dermis.</p> <p>3rd Degree A very severe burn which involves the underlying subcutaneous tissue (fat layer), and can extend in to muscle tissue. 3rd degree burns also result in the loss of fluids and electrolytes, and can be life threatening.</p>
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 in to 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.

Contusion	Essentially, a contusion is the medical term for a bruise. When a trauma damages the capillaries and veins in an area, blood can seep from the site of the injury into the surrounding tissue. This dispersed blood is what causes the discoloration seen under the skin, and the changing colors of a contusion reveal the injury is healing as the seeped blood is reabsorbed by the immune system. Historically, medical professionals would attempt to determine how long ago an injury occurred by the colors of a bruise; believing that some bruise colors indicated an older injury than other colors. However, newer research indicates that using the color of a bruise to establish the age of an injury is quite inexact, and color should never be the sole criterion in determining the age of a bruise.
Coroner	A medical professional responsible for identifying the cause of unknown deaths.
Dermis	A layer of skin located beneath the epidermis, this layer contains hair follicles, pigment cells, oil and sweat glands, and sensory nerves.
Diaphysis	A diaphysis is the shaft, or middle portion, of a longbone, such as the femur. Often the diaphysis of the bone is where fractures occur.
Digits	Refers to the fingers or toes. Humans have 5 digits per hand and per foot.
Dislocation	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).

Distal	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.
Drug Affected Newborn	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.
Edema	The accumulation of fluid within soft tissue, may or may not involve inflammation.
Epidermis	The top layer of skin that contains dead skin cells and keratin.
Epiphysis	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, 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.

Granulation Tissue

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.

Hematoma

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.

**Subdural
Hematoma**

A hematoma that has formed beneath the skull.

Hemorrhage	Uncontrolled bleeding.
Internal Injuries	Damage to structures within compartments of the body, such as within the abdominal cavity or chest cavity
Intracranial	Occurring within the skull or cranium.
Ischemic	Restriction of blood flow to an area of the body, causing injury to the restricted body part(s).
Ligament	Connective tissue that holds adjacent bones together.
Ligature Marks	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.
Malnourished	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.
Metaphysis	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.
Noxious	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.
Palate	Roof of the mouth.
Pallor	A pale appearance, usually indicating a loss or decrease in blood flow.

Posterior	Medical term to describe the back of something, or when one structure is located behind another structure. For example, my heart is located posterior to my breast bone.
Proximal	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.
Respiration	The process of breathing. If someone has “ceased respiration” they have stopped breathing and will shortly die without medical intervention.
Scapula	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.
Shaken Baby Syndrome	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.
Sprain	A sprain occurs when a ligament or tendon is stretched past its capacity. Sprains often occur in the ankles or wrists.

Sternum	The breast bone, a flat bone where ribs connect in the front of the chest, overlying the heart.
Subluxation	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.
Systemic	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.
Tear	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.
Tendon	Connective tissue that holds muscles to bones. For instance, the Achilles tendon holds the calf muscle to the heel of the foot.
Thoracic Cavity	A cavity of the body located below the neck and above the diaphragm, containing the lungs, heart, and many major blood vessels.
Welt	A red and swollen mark on the skin left by impact or pressure
Whiplash	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.
Wounds	An injury to body tissue that is usually associated with broken skin. There are several types of wounds – <ul style="list-style-type: none"> Abrasion 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.

Incision A wound that is caused by a “clean” cut through tissue, such as when skin is accidentally cut with scissors.

Laceration A wound 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.

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

Title IV-E Child Welfare Scholar Intern Program

Goals

There are two main goals of the Child Welfare Scholar Program in Louisiana:

1. Recruit, educate, and prepare Bachelor of Social Work (BSW) and Master of Social Work (MSW) students for public child welfare practice.
2. Promote collaboration between Louisiana Schools and/or Departments of Social Work through the University Alliance, the Department of Children and Family Services, and the Child Welfare Training Academy.

The University Alliance

The Title IV–E Child Welfare Program is supported by the University Alliance of Louisiana, which is a partnership between seven state universities and The Pelican Center. Through Schools of Social Work, and led by Southeastern Louisiana University, these seven universities provide undergraduate and graduate stipends to assist students. 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. Southeastern Louisiana University (SLU) – BSW
5. Southern University at Baton Rouge (SUBR) – BSW
6. Southern University at New Orleans (SUNO) - BSW, MSW
7. University of Louisiana at Monroe (ULM) – BSW

Competencies

The competencies student interns are to 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 Procedures

From Student Intern to DCFS Employee

DCFS Title IV-E Student Intern

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 internships 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.

Internship Requirements

Title IV-E Student Interns that are not employees must fulfill several requirements:

- Complete the agency's 32 hours of New Child Welfare Orientation.
- 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 Intern Contract and abide by the obligations and provisions outlined within the Agreement.
- Develop an individualized learning plan with their supervisor.
- Complete the Structured Activity Exercises 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 intern 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, commits 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 Support Group for 3 years.

Intern 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 interns. By signing the form, the student intern 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 Deborah Cage at Deborah.Cage.DCFS@la.gov.

Intern Acknowledgment Form - Sample

The Louisiana Department of Social Services, Office of Community Services, agree to provide the student intern learning opportunities that comply with all state and federal laws, regulations and other standards and requirements. The student intern 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 intern 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 intern 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 intern agrees to abide by the terms and provisions stated herein.

_____ Date

Student Intern's Name/Title

_____ Date

OCS Representative

Graduation & Transition to DCFS Employee

****Information from Graduates Needed by: _____****

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 for each graduate 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 Intern 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 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 the Civil Service at www.civilservice.la.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.
 - 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.

- 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.
 - 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.
 - 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 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 and clearances and offers conditional employment. Clearances include finger printing 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.

Job Title	BSW Ser	MSW Ser Salary	Mid Point Salary	Maximum Salary	Maximum Annual
CWS Trainee	\$1143.56 (Annual: \$29,732.58)	None	\$1544.00	\$2093.00	\$54,418.00
CWS 1	\$1223.60 (Annual: \$31,831.60)	\$1333.00	\$1652.00	\$2240.00	\$58,240.00

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/> and click the link entitled “Job Pay Levels” in the “Resources” box on the lower left-hand corner of the page. 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.

- In most cases, the shortened website link, stellent.dcfcs.la.gov, will deliver you to the correct web address to Louisiana’s DCFS online policy management system. The full link is as follows:
<https://stellent.dcfcs.la.gov/LADSS/whatsNewResults.do?agency=OCS&status=Active&numResults=10&sortSpec=dInDate+Desc+dDocTitle+Asc+xStatus+Asc>
- Alternatively, typing the words “Louisiana,” “DCFS,” and “Policy” into a search engine such as Google yields the correct website within the first few results. The correct website listing appears:

Policy Management System

<https://stellent.dcfcs.la.gov/>

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 regards 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 which includes parents, children, the family’s formal and informal supports, and others including attorneys, CASA’s, and service providers that the family chooses 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, are 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.

Child Welfare Services to Our Families

What we do:

- 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 in a reasonable and with sensitivity to others. Inappropriate verbal or physical conduct will not be tolerated and are 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 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 interns to use their cell phones and internet access in a reasonable and responsible manner. While completing internship hours, student interns 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 interns 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 the courtroom. Although some individuals may have permission to keep/use a cell phone while at court due to special circumstance, student interns 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 intern/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 intern/employee's responsibility to take measures to protect their user accounts. DCFS student interns/employees shall logout of their account or password protect their computer when they leave the computer unattended, and should not let others access to 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 entering your correct User-ID and password on three (3) consecutive attempts. DCFS student interns/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 intern/employee facing legal sanctions as well as disciplinary action within the agency. DCFS student intern/ employees and student interns must be aware that unsecured case records pose a potential breach of confidentiality risk. Therefore, DCFS student intern/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 intern/employee they shall not access client information in ACESS. Furthermore, cases that have been deemed "invalid" or "inconclusive" shall not be accessed by student interns/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 intern/employees are in a position of public trust, and must conduct themselves accordingly. The student intern/employee, privately or officially, must avoid any activities 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 intern/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 for 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 regards 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 which violates 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 sweat pants, 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 along 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. In order 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 Intern Consent & Release of Liability Agreement

Each of the Seven Universities in Louisiana provides their students with a general liability policy. This policy acts as practice insurance for the student while they are at their internship and therefore includes malpractice. As Title IV-E student interns, the stipends received by DCFS student interns are granted through their individual schools. Student interns 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 Intern/Employee Hiring Requirements

All student interns/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 interns/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 intern/employee will be unable to work until the background check has been completed. In order for the Department to conduct the background check potential interns/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 intern/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 interns/employees will be informed that a reference check with their current employer is to be conducted, prior to the supervisors 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 interns/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 interns/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 interns/employees must furnish an original or copy of any professional licenses or certificates they have earned. It is the student intern/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 intern/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 intern/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 intern/employee may personally approach a DCFS student intern/employee. Should this occur, it is the student intern/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 interns 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 Intern), 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 interns 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 intern's individual school, and therefore, will vary somewhat.

Prohibited Materials in the Workplace

(Please see DCFS Policy 4-32 Prohibited Materials in the Work Place)

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 Intern Right to Privacy

Student interns 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 see

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

Supervision

According to guidelines set forth by the CSWE (2015) regarding supervision, student interns 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 intern 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.

Section II
Student
Intern Documents

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Introduction

Student Intern Documents

The Student Intern Documents section of your manual contains an internship hours log and examples of some of the important agreements you will be signing or creating for your internship.

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 space for you to affix a blank copy of either the Bachelor or Master Title IV-E contract for your reference. 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 us (LACWTA, DCFS, or your supervisor). 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 Interns

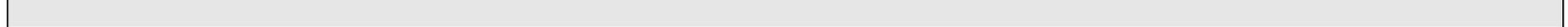
Past interns suggested that it would be helpful to have a designated place in the manual for students to record their daily hours and the activities and tasks they worked on or completed. This log is structured by week, so that each section represents a single work week from Monday through Friday. If 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! There are 36 empty week logs which should be sufficient for those in a block or traditional placements.

Example Hours Log for Title IV-E Student Interns

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				
Total Hours for Week = 38	11.16.17	Thursday				
	11.17.17	Friday				

Hours Log for Title IV-E Student Interns

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 = ____						

**Agreement between _____ (University) _____,
The State of Louisiana Department of Children and Family Services,
and**

**Student: _____ (Name of Recipient) _____
2018-2019 BSW Child Welfare Stipend Award**

The following agreement is hereby entered into between _____ (Name of Recipient) _____ (hereinafter “stipend recipient”), (_____ University _____) (hereinafter initials _____), 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 _____ (University Initials) _____ 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 Social Work degree from _____ (University Initials) _____, said courses to include specified child welfare courses as designated by the School of Social Work. Additionally, stipend recipient will complete and pass the comprehensive exam.
- B. To successfully complete the internship courses required by the Bachelor of Social Work (BSW) 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 Bachelor of Social Work degree program.
- C. If the stipend recipient’s education is discontinued prior to attainment of the Bachelor of Social Work degree, or the stipend recipient fails to attain the Bachelor of Social Work degree, or the stipend recipient does not remain in “good standing” as defined by _____ (University Initials) _____ 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 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.
- E. If the stipend recipient fails to apply for employment with DCFS within the timeframe set in paragraph 1 D. 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.
- F. To apply for and obtain the social work license. If the stipend recipient 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 stipend recipient shall reimburse DCFS the total stipend received by the stipend recipient under this agreement.
- 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 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.
- K. 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 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 (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.
- N. 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 two (2) months of the stipend recipient's approval for licensure by the Louisiana Board of Social Worker Examiners (LABSWE), 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 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 19th 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's failure to complete the one year of employment with DCFS upon graduation is due to death, permanent disability, or other emergent circumstances causing a permanent condition which would prohibit the stipend recipient from the employment determined by DCFS to be valid, 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.
- I.** If a student has a criminal or a motor vehicle offense conviction or is convicted of such an 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.
- J.** 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.

K. If a student fails to meet any of the qualifications for employment, such as failure to obtain a social work license, student shall not be employed with DCFS and shall repay the stipend and shall repay the stipend 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.

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) _____

Date

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.

**Agreement between _____ (University) _____,
The State of Louisiana Department of Children and Family Services,
and**

**Student: _____ (Name of Recipient) _____
2018-2019 MSW Child Welfare Stipend Award**

The following agreement is hereby entered into between _____ (Name of Recipient) _____ (hereinafter “stipend recipient”), _____ (University) _____ (hereinafter initials _____), 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 _____ (University Initials) _____ 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 Master of Social Work degree from (University Initials) _____, said courses to include specified child welfare courses as designated by the School of Social Work. Additionally, stipend recipient will complete and pass the comprehensive exam.
- B. To successfully complete the internship courses required by the Master of Social Work (MSW) 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 Master of Social Work degree program.
- C. If the stipend recipient’s education is discontinued prior to attainment of the Master of Social Work degree, or the stipend recipient fails to attain the Master of Social Work degree, or the stipend recipient does not remain in “good standing” as defined by _____ (University Initials) _____ 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 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.
- E. If the stipend recipient fails to apply for employment with DCFS within the timeframe set in paragraph 1 D. 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.
- F. To apply for and obtain the social work license. If the stipend recipient 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 stipend recipient shall reimburse DCFS the total stipend received by the stipend recipient under this agreement.
- 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. 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.

- 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 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.
- K. 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 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 (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.
- N. 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 two (2) months of the stipend recipient's approval for licensure by the Louisiana Board of Social Worker Examiners (LABSWE), 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 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 19th 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's failure to complete the one year of employment with DCFS upon graduation is due to death, permanent disability, or other emergent circumstances causing a permanent condition which would prohibit the stipend recipient from the employment determined by DCFS to be valid, 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.
- I. If a student has a criminal or a motor vehicle offense conviction or is convicted of such an 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.
- J. 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.

- K. If a student fails to meet any of the qualifications for employment, such as failure to obtain a social work license, student shall not be employed with DCFS and shall repay the stipend and shall repay the stipend 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.

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) _____

Date

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.

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 with 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 Universities

A shared method for assessment utilized by each of the 7 Universities in the LA University Alliance is a “learning plan,” or “learning contract,” that the student completes (with assistance from the supervisor and liaison) and delineates what the student will accomplish in their field placement to meet each of the 9 competencies. This format allows students 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.

Supervisor Subsection on Constructing the BSW/MSW Learning Plan

- ***Additional Information for Supervisors***

All 7 universities base their field requirements on CSWE competencies. CSWE updated their competencies in 2015. Some of the universities have updated their learning plans to reflect these changes while others have not yet done so. However, the changes from the previous competencies to the 2015 competencies are minimal, and more change is evident in the way that requirements are categorized and grouped. Therefore, the above sample learning plans and list of potential activities appropriate for BSW and MSW students has laid out activities and tasks by the specific content point under each competency . This will hopefully allow you to adapt activity and task suggestions to the learning plans from any of the 7 universities.

When constructing the BSW/MSW learning plan for a Semester or Block placement, it is important to remember that the activities and tasks in the sample plans and list of potential activities for BSW and MSW students is neither exhaustive nor mutually exclusive. That is, there are countless tasks a student intern could complete that would fulfill that competency. Furthermore, you will note that in the list of potential activities for BSW and MSW students, that in many places activities and tasks are listed multiple times under several different competencies. It is true that many of the Structured Activity Exercises fulfill numerous competency objectives simultaneously. In fact, some of the universities allow for one activity or task to be listed in more than one place in the learning plan, as the task is broad enough to cover additional competencies. Consequently, you and your student intern should, if you choose, be able to match the required Structured Activity Exercises with the competencies commonly required by most of the universities and include the first 29 structured activity exercises in your plan.

Creating the learning plan should be a joint effort between the student intern and supervisor. Each student's learning plan should be unique, as it is a plan to learn designed for an individual. DCFS requires only that the student intern complete and review with you the first 29 Structured Activity Exercises and that the intern undertake as many Practice Opportunities Experiences as present themselves during their engagement with DCFS staff, families, children, youth, and community partners.

Council on Social Work Education 2015 Competencies in Full

1. Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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;
- 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;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

2. Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

3. Competency 3: Advance Human Rights and Social, Economic, & Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive

structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice.

4. Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

5. Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they

actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

6. Competency 6: Engage with Individuals, Families, Groups, Organizations, & Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other

multidisciplinary theoretical frameworks to engage with clients and constituencies; and

- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

7. Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

8. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

9. Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work

practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; &
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, & macro levels.

Bachelor of Social Work Sample Learning Plan – 1st Semester

Competency 1: Demonstrate Ethical and Professional Behavior	
<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"> • Activity 6: Federal Laws, Louisiana Children's Code, & R.S. 46:56 • Activity 4: Ethics and Legal Rights
<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"> • Activity 1: Overview of the Stipend Student Intern Manual • Activity 2: Working Safe, Working Smart
<i>Use technology ethically and appropriately to facilitate practice outcomes;</i>	<ul style="list-style-type: none"> • Activity 5: Case Record Format and Electronic systems, Parts A & B
<i>And use supervision and consultation to guide professional judgment and behavior.</i>	<ul style="list-style-type: none"> • Student will prepare for each supervisory meeting by bringing in at least one question, one issue for discussion, or updates on learning experiences.

Competency 2: Engage Diversity and Difference in Practice	
<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"> • Activity 13: Foster Parents and Placement of Child/ren
<i>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</i>	<ul style="list-style-type: none"> • 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.
<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"> • 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.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
<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"> 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.
<i>And engage in practices that advance social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> The student will organize or help organize a community awareness emphasis, vigil, etc. The student will join NASW

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	
<i>Use practice experience and theory to inform scientific inquiry and research;</i>	<ul style="list-style-type: none"> Activity 7: Safety Terms and Concepts, & Advanced Safety Focused Practice Foundations.
<i>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</i>	<ul style="list-style-type: none"> 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
<i>And use and translate research evidence to inform and improve practice, policy, and service delivery.</i>	<ul style="list-style-type: none"> Student will complete case notes in an accurate and timely manner and discuss with the supervisor any feedback about the documentations.

Competency 5: Engage in Policy Practice:	
<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"> Activity 3: Introduction to Policy Management System - Program Areas
<i>Assess how social welfare and economic policies impact the delivery of and access to social services;</i>	<ul style="list-style-type: none"> Student will interview at least two different staff members to gather perspectives on policies related to the agency.
<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"> Student will discuss with supervisor changes in policy that would benefit client well-being. Student will participate in agency staff meeting that address agency policies and advocate for changes.

<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	
<p><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></p>	<ul style="list-style-type: none"> • Activity 8: Shadow an Experienced Worker
<p><i>And use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</i></p>	<ul style="list-style-type: none"> • Activity 15: Observe the Completion of an Assessment

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

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
<i>Select and use appropriate methods for evaluation of outcomes;</i>	<ul style="list-style-type: none"> • Student will become familiar with at least one assessment instrument used by the agency.
<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"> • 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.
<i>Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</i>	<ul style="list-style-type: none"> • Student will become familiar with the assessment framework, including completion of necessary forms, utilized by the agency.
<i>And apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</i>	<ul style="list-style-type: none"> • Activity 16: Creating and Closing a Case in a Web-Based Application

Bachelor of Social Work Sample Learning Plan – 2nd Semester

Competency 1: Demonstrate Ethical and Professional Behavior	
<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"> • Begin concurrent planning to determine most appropriate permanency goal for child and concurrent goal
<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"> • Activity 23: Cultural Competency and Awareness • Student will prepare a list of identified learning needs and strengths and discuss with the supervisor.
<i>Use technology ethically and appropriately to facilitate practice outcomes;</i>	<ul style="list-style-type: none"> • Student will learn to utilize the technologies and data programs utilized by the field agency.
<i>And use supervision and consultation to guide professional judgment and behavior.</i>	<ul style="list-style-type: none"> • 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. • Student will discuss with the supervisor appropriateness of self-disclosure, out-of-agency contact with clients, and other boundary issues.

Competency 2: Engage Diversity and Difference in Practice	
<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"> • Activity 35: Working with Native Children and Tribes • 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
<i>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</i>	<ul style="list-style-type: none"> • 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.
<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"> • Activity 17: Attachment & Separation

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
<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"> 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
<i>And engage in practices that advance social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> 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 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.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	
<i>Use practice experience and theory to inform scientific inquiry and research;</i>	<ul style="list-style-type: none"> 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.
<i>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</i>	<ul style="list-style-type: none"> Student will make at least one oral presentation to the staff on some information related to agency services.
<i>And use and translate research evidence to inform and improve practice, policy, and service delivery.</i>	<ul style="list-style-type: none"> Student will join and participate in a community task force or committee and advocate for client systems.

Competency 5: Engage in Policy Practice:	
<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"> Student will become familiar with laws that govern the agency's practices and discuss knowledge of the same with the supervisor.
<i>Assess how social welfare and economic policies impact the delivery of and access to social services;</i>	<ul style="list-style-type: none"> Activity 38: Pelican Center Training
<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"> Student will participate in agency review of policy and procedures through Quality Assurance Meetings.

<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	
<p><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></p>	<ul style="list-style-type: none"> Engage with community organizations such as school system (assure consistency in child's educational attainment), mental health and medical providers
<p><i>And use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</i></p>	<ul style="list-style-type: none"> Activity 28: Domestic Violence Student will demonstrate empathy and effective engagement skills with client systems as observed by the supervisor or designated task staff.

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

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

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

Bachelor of Social Work Sample Learning Plan – Block Placement

Competency 1: Demonstrate Ethical and Professional Behavior	
<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"> • Activity 4: Ethics and Legal Rights • Activity 6: Federal Laws, Louisiana Children's Code, & R.S. 46:56 • Begin concurrent planning to determine most appropriate permanency goal for child and concurrent goal
<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"> • Activity 1: Overview of the Stipend Student Intern Manual • Activity 2: Working Safe, Working Smart
<i>Use technology ethically and appropriately to facilitate practice outcomes;</i>	<ul style="list-style-type: none"> • Activity 5: Case Record Format and Electronic systems, Parts A & B
<i>And use supervision and consultation to guide professional judgment and behavior.</i>	<ul style="list-style-type: none"> • Student will prepare for each supervisory meeting by bringing in at least one question, one issue for discussion, or updates on learning experiences. • Student will discuss with the supervisor appropriateness of self-disclosure, out-of-agency contact with clients, and other boundary issues.

Competency 2: Engage Diversity and Difference in Practice	
<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"> • Activity 13: Foster Parents and Placement of Child/ren • Activity 35: Working with Native Children and Tribes • 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
<i>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</i>	<ul style="list-style-type: none"> • Activity 23: Cultural Competency and Awareness • 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.
<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"> • Activity 17: Attachment & Separation • 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.

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

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

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

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

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	
<i>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</i>	<ul style="list-style-type: none"> • Activity 10: Initial Case Review Activity • Activity 14: Review SDM: Philosophy, Policy, and Procedures.
<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"> • Activity 39: A Journey Home Module 1-5

<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"> • Activity 9: Observe an Initial Family Team Case Planning Meeting & Enter Case plan in Electronic System, Parts A & B • Activity 19: Child Developmental Milestones
<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"> • Activity 18: Observe a Family Visit • Student will identify a preliminary plan of action developed by the student and the client system and discuss with the supervisor for feedback.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	
<i>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</i>	<ul style="list-style-type: none"> • Student will develop at least one intervention plan, which includes, goals and objectives.
<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"> • Activity 26: Substance Abuse • Activity 27: Mental Illness • Shadow visits with parents as required by SDM risk level and at-least monthly in-home visits with child and caregiver
<i>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</i>	<ul style="list-style-type: none"> • Activity 11: Obtain a List of Community Resources • Activity 20: Observe a Multi-Disciplinary Team Staffing • Collaboration with other organizations/discuss importance of service array in local area and services provided
<i>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</i>	<ul style="list-style-type: none"> • Activity 25: Attend Court Hearing • 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.
<i>And facilitate effective transitions and endings that advance mutually agreed-on goals.</i>	<ul style="list-style-type: none"> • Activity 12: Observe a Transfer and/or Post-Removal Staffing • Develop court report with support of worker and supervisor – discuss court report format

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

Master of Social Work Sample Learning Plan – 1st Semester

<p>Competency 1: Demonstrate Ethical and Professional Behavior</p>	
<p><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></p>	<ul style="list-style-type: none"> • Activity 6: Federal Laws, Louisiana Children's Code, & R.S. 46:56 • Activity 4: Ethics and Legal Rights • 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.
<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"> • Activity 1: Overview of the Stipend Student Intern Manual • Activity 2: Working Safe, Working Smart • Student will abide by agency guidelines for attendance, punctuality, dress, deadlines and workload and the supervisor will discuss any problematic issues with the student.
<p><i>Use technology ethically and appropriately to facilitate practice outcomes;</i></p>	<ul style="list-style-type: none"> • Activity 5: Case Record Format and Electronic systems, Parts A & B
<p><i>And use supervision and consultation to guide professional judgment and behavior.</i></p>	<ul style="list-style-type: none"> • Activity 20: Observe a Multi-Disciplinary Team Staffing • Student will prepare for each supervisory meeting by bringing in at least one question, one issue for discussion, and updates on learning experiences.
<p>Competency 2: Engage Diversity and Difference in Practice</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"> • Activity 13: Foster Parents and Placement of Child/ren • Student will identify biopsychosocial/spiritual/cultural elements of at least one client situation and discuss with the supervisor.
<p><i>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</i></p>	<ul style="list-style-type: none"> • 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.

<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"> • 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.
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Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
<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"> • The student will identify a list of forms of oppression and discrimination experienced by clientele of the agency and discuss with the supervisor. • 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
<i>And engage in practices that advance social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> • 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. • The student will join NASW

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	
<i>Use practice experience and theory to inform scientific inquiry and research;</i>	<ul style="list-style-type: none"> • Activity 7: Safety Terms and Concepts, & Advanced Safety Focused Practice Foundations • The student will identify with the supervisor a research question arising from the agency setting and practices.
<i>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</i>	<ul style="list-style-type: none"> • 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 • 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
<i>And use and translate research evidence to inform and improve practice, policy, and service delivery.</i>	<ul style="list-style-type: none"> • Activity 14: Review SDM: Philosophy, Policy, and Procedures. • Student will read two research articles related to the placement and discuss the information gained with the supervisor

Competency 5: Engage in Policy Practice:	
<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"> • Activity 3: Introduction to Policy Management System Program Areas • Activity 31: Advanced Policy Management System Use - Employment Policies Management System - Employment Policies
<i>Assess how social welfare and economic policies impact the delivery of and access to social services;</i>	<ul style="list-style-type: none"> • Student will interview at least two different staff members to gather perspectives on policies related to the agency.
<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"> • Student will discuss with supervisor changes in policy that would benefit client well-being. • Student will participate in agency staff meeting that address agency policies and advocate for changes.

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

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

<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	
<p><i>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</i></p>	<ul style="list-style-type: none"> • Activity 37: Trauma Focused - Cognitive Behavioral Therapy Training
<p><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></p>	<ul style="list-style-type: none"> • Activity 18: Observe a Family Visit • 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.)

<i>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</i>	<ul style="list-style-type: none"> • Activity 11: Obtain a List of Community Resources • Collaboration with other organizations/discuss importance of service array in local area and services provided
<i>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</i>	<ul style="list-style-type: none"> • 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. • Student will actively participate in at least one community task force.
<i>And facilitate effective transitions and endings that advance mutually agreed-on goals.</i>	<ul style="list-style-type: none"> • Activity 12: Observe a Transfer and/or Post-Removal Staffing

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
<i>Select and use appropriate methods for evaluation of outcomes;</i>	<ul style="list-style-type: none"> • Student will identify one assessment/evaluation tool appropriate for evaluating interventions with agency clientele.
<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"> • 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.
<i>Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</i>	<ul style="list-style-type: none"> • Student will become knowledgeable of the agency's processes for evaluation of agency programs. • Student will participate in agency activities that evaluate services to clients (for example, client satisfaction surveys) • Student will develop a single subject evaluation design of services to one client and discuss the same with the supervisor.
<i>And apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</i>	<ul style="list-style-type: none"> • Activity 16: Creating and Closing a Case in a Web-Based Application • Discuss client satisfaction and agency areas for improvement with at least on client and review with supervisor.

Master of Social Work Sample Learning Plan – 2nd Semester

Competency 1: Demonstrate Ethical and Professional Behavior	
<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"> • Begin concurrent planning to determine most appropriate permanency goal for child and concurrent goal • 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.
<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"> • Activity 23: Cultural Competency and Awareness • 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. • Student will discuss one situation in which the student avoided imposing personal values upon a client
<i>Use technology ethically and appropriately to facilitate practice outcomes;</i>	<ul style="list-style-type: none"> • Student will learn to utilize the technologies and data programs utilized by the field agency. • Assist - then supervise Family Visits – Document in FATS once experienced
<i>And use supervision and consultation to guide professional judgment and behavior.</i>	<ul style="list-style-type: none"> • Student will discuss with the supervisor appropriateness of self-disclosure, out-of-agency contact with clients, and other boundary issues. • Student will prepare the agenda for two supervisory meetings.

Competency 2: Engage Diversity and Difference in Practice	
<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"> • Activity 35: Working with Native Children & Tribes • 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
<i>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</i>	<ul style="list-style-type: none"> • Student will work with at least 2 clients of a different culture, and discuss with the supervisor what was through interacting with the client.

<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"> • Activity 29: Termination of Parental Rights, Parts A & B
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Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
<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"> • 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. • Student will participate in agency review of policy and procedures through Quality Assurance Meetings.
<i>And engage in practices that advance social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> • 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.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	
<i>Use practice experience and theory to inform scientific inquiry and research;</i>	<ul style="list-style-type: none"> • Activity 21: Possible Effects of Maltreatment on Child Development • 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. • Student will lead at least one case staffing.
<i>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</i>	<ul style="list-style-type: none"> • 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.
<i>And use and translate research evidence to inform and improve practice, policy, and service delivery.</i>	<ul style="list-style-type: none"> • Activity 40: National Center on Substance Abuse and Child Welfare Tutorial • 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. • The student will read and discuss with the supervisor at least one research article regarding an effective intervention for use with agency clientele.

Competency 5: Engage in Policy Practice:	
<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"> • Develop court report with support of worker and supervisor – discuss court report format • Student will become familiar with laws that govern the agency’s practices and discuss knowledge of the same with the supervisor.
<i>Assess how social welfare and economic policies impact the delivery of and access to social services;</i>	<ul style="list-style-type: none"> • Activity 38: Pelican Center Training
<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"> • Activity 41: Human Trafficking 101 • Student will participate in agency review of policy and procedures through Quality Assurance Meetings.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	
<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"> • Activity 27: Mental Illness • Engage with community organizations such as school system (assure consistency in child’s educational attainment), mental health and medical providers
<i>And use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</i>	<ul style="list-style-type: none"> • Activity 28: Domestic Violence • Student will demonstrate empathy and effective engagement skills with client systems as observed by the supervisor or designated task staff. • Activity 24: Family engagement • Student will conduct 4 initial sessions, which can include role playing with the supervisor or other staff members.

<p>Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities</p>	
<p><i>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</i></p>	<ul style="list-style-type: none"> • Student will become familiar with all case forms and documents used by the agency and confirm the same with the supervisor • Activity 22: The LA Child Welfare Trauma Project & TBH Screen Training • Independently write a home study
<p><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></p>	<ul style="list-style-type: none"> • Activity 39: A Journey Home Module 1-5
<p><i>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</i></p>	<ul style="list-style-type: none"> • Student will choose at least one client system and identify the strengths and limitations to the supervisor. • Activity 33: Older Youth in Foster Care & The Youth Transition Plan
<p><i>And select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</i></p>	<ul style="list-style-type: none"> • Student will become familiar with the flow chart of services as client moves through the agency system. • Student will develop at least one intervention plan, which includes, goals and objectives.

<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	
<p><i>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</i></p>	<ul style="list-style-type: none"> • Student will gain understanding of at least one evidence based- practice model/intervention utilized with agency clients. • 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.

<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"> • Activity 26: Substance Abuse • 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.
<i>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</i>	<ul style="list-style-type: none"> • Student will participate in an agency interdisciplinary committee (examples may be an ethics review committee, a Q & A committee, a program improvement committee). • 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.
<i>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</i>	<ul style="list-style-type: none"> • Activity 25: Attend Court Hearing • 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.
<i>And facilitate effective transitions and endings that advance mutually agreed-on goals.</i>	<ul style="list-style-type: none"> • The student will participate in the termination or transition of services to a client system and discuss the same with the supervisor.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
<i>Select and use appropriate methods for evaluation of outcomes;</i>	<ul style="list-style-type: none"> • Activity 34: Continuous Quality Improvement
<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"> • 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.
<i>Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</i>	<ul style="list-style-type: none"> • Activity 32: Out-of-Home Placements • Activity 36: Using Data to Measure Practice Outcomes
<i>And apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</i>	<ul style="list-style-type: none"> • Student will read and discuss 2 articles on evaluating practice with supervisor.

Master of Social Work Sample Learning Plan – Block Placement

<p>Competency 1: Demonstrate Ethical and Professional Behavior</p>	
<p><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></p>	<ul style="list-style-type: none"> • Activity 4: Ethics and Legal Rights • Activity 6: Federal Laws, Louisiana Children's Code, & R.S. 46:56 • Begin concurrent planning to determine most appropriate permanency goal for child and concurrent goal • 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.
<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"> • Activity 1: Overview of the Stipend Student Intern Manual • Activity 2: Working Safe, Working Smart • Activity 23: Cultural Competency and Awareness • Student will abide by agency guidelines for attendance, punctuality, dress, deadlines and workload and the supervisor will discuss any problematic issues with the student. • 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.
<p><i>Use technology ethically and appropriately to facilitate practice outcomes;</i></p>	<ul style="list-style-type: none"> • Activity 5: Case Record Format and Electronic systems, Parts A & B • Student will learn to utilize the technologies and data programs utilized by the field agency.
<p><i>And use supervision and consultation to guide professional judgment and behavior.</i></p>	<ul style="list-style-type: none"> • Activity 20: Observe a Multi-Disciplinary Team Staffing • Student will prepare for each supervisory meeting by bringing in at least one question, one issue for discussion, and updates on learning experiences. • Student will discuss with the supervisor appropriateness of self-disclosure, out-of-agency contact with clients, and other boundary issues.

Competency 2: Engage Diversity and Difference in Practice	
<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"> • Activity 13: Foster Parents and Placement of Child/ren • Activity 35: Working with Native Children & Tribes • 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
<i>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</i>	<ul style="list-style-type: none"> • Student will work with at least 2 clients of a different culture, and discuss with the supervisor what was through interacting with the client.
<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"> • Activity 29: Termination of Parental Rights, Parts A & B • 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.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
<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"> • The student will identify a list of forms of oppression and discrimination experienced by clientele of the agency and discuss with the supervisor. • 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 • Student will participate in agency review of policy and procedures through Quality Assurance Meetings.
<i>And engage in practices that advance social, economic, and environmental justice.</i>	<ul style="list-style-type: none"> • 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. • The student will join NASW

<p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p>	
<p><i>Use practice experience and theory to inform scientific inquiry and research;</i></p>	<ul style="list-style-type: none"> • Activity 7: Safety Terms and Concepts, & Advanced Safety Focused Practice Foundations • Activity 21: Possible Effects of Maltreatment on Child Development • 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.
<p><i>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</i></p>	<ul style="list-style-type: none"> • 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 • 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.
<p><i>And use and translate research evidence to inform and improve practice, policy, and service delivery.</i></p>	<ul style="list-style-type: none"> • Activity 14: Review SDM: Philosophy, Policy, and Procedures. • Activity 40: National Center on Substance • Student will read two research articles related to the placement and discuss the information gained with the supervisor • 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.

Competency 5: Engage in Policy Practice:	
<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"> • Activity 3: Introduction to Policy Management System Program Areas • Activity 31: Advanced Policy Management System Use - Employment Policies Management System - Employment Policies • Develop court report with support of worker and supervisor – discuss court report format
<i>Assess how social welfare and economic policies impact the delivery of and access to social services;</i>	<ul style="list-style-type: none"> • Activity 38: Pelican Center Training • Student will interview at least two different staff members to gather perspectives on policies related to the agency.
<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"> • Activity 41: Human Trafficking 101 • Student will discuss with supervisor changes in policy that would benefit client well-being. • Student will participate in agency staff meeting that address agency policies and advocate for changes.

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

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	
<i>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</i>	<ul style="list-style-type: none"> • Activity 10: Initial Case Review Activity • Activity 22: The LA Child Welfare Trauma Project & TBH Screen Training • Student will become familiar with the assessment framework, including completion of necessary forms, utilized by the agency. • Student will become familiar with all case forms and documents used by the agency and confirm the same with the supervisor • Independently write a home study
<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"> • Activity 39: A Journey Home Module 5
<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"> • Activity 9: Observe an Initial Family Team Case Planning Meeting & Enter Case plan in Electronic System, Parts A & B • Activity 19: Child Developmental Milestones • Activity 33: Older Youth in Foster Care & The Youth Transition Plan
<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"> • Activity 30: CPS Case Assessment and Subsequent Procedures, Parts A & B • Student will gain understanding of at least one evidence based- practice model/intervention utilized with agency clients. • Student will become familiar with the flow chart of services as client moves through the agency system. • Student will develop at least one intervention plan, which includes, goals and objectives.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	
<i>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</i>	<ul style="list-style-type: none"> • Activity 37: Trauma Focused - Cognitive Behavioral Therapy Training. • 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.

<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"> • Activity 17: Observe a Family Visit • Activity 26: Substance Abuse • 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.
<i>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</i>	<ul style="list-style-type: none"> • Activity 11: Obtain a List of Community Resources • 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.
<i>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</i>	<ul style="list-style-type: none"> • Activity 25: Attend Court Hearing • 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.
<i>And facilitate effective transitions and endings that advance mutually agreed-on goals.</i>	<ul style="list-style-type: none"> • Activity 12: Observe a Transfer and/or Post-Removal Staffing • The student will participate in the termination or transition of services to a client system and discuss the same with the supervisor.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
<i>Select and use appropriate methods for evaluation of outcomes;</i>	<ul style="list-style-type: none"> • Activity 34: Continuous Quality Improvement • Student will identify one assessment/evaluation tool appropriate for evaluating interventions with agency clientele.
<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"> • 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.
<i>Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</i>	<ul style="list-style-type: none"> • Activity 32: Out-of-Home Placements • Activity 36: Using Data to Measure Practice Outcomes Student will become knowledgeable of the agency’s processes for evaluation of agency programs. • Student will develop a single subject evaluation design of services to one client and discuss the same with the supervisor.
<i>And apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</i>	<ul style="list-style-type: none"> • Activity 16: Creating and Closing a Case in a Web-Based Application • Discuss client satisfaction and agency areas for improvement with at least on client and review with supervisor.

Supervisor’s Master List of Potential Learning Plan Activities, Practice Opportunities, and Tasks for BSW & MSW Students

Competency 1: Demonstrate Ethical and Professional Behavior	Appropriate Activities, Practice Opportunities, and Tasks for All Interns
<p><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></p>	<ul style="list-style-type: none"> • Activity 6: Federal Laws, Louisiana Children's Code, & R.S. 46:56 • Activity 4: Ethics and Legal Rights • Activity 14: Review SDM: Philosophy, Policy, and Procedures. • Activity 9: Observe an Initial Family Team Case Planning Meeting & Enter Case plan in Electronic System, Parts A & B • Activity 12: Observe a Transfer and/or Post-Removal Staffing • Activity 38: Pelican Center Training • Begin concurrent planning to determine most appropriate permanency goal for child and concurrent goal • 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 • Student will meet the expectations of staff.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • 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. • 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. 	
<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"> • Activity 1: Overview of the Stipend Student Intern Manual • Activity 2: Working Safe, Working Smart • Activity 23: Cultural Competency and Awareness • Student will prepare a list of identified learning needs and strengths and discuss with the supervisor. • Student will abide by agency guidelines for attendance, punctuality, dress, deadlines and workload and the supervisor will discuss any problematic issues with the student.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • 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. • Student will discuss one situation in which the student avoided imposing personal values upon a client. 	
<p><i>Use technology ethically and appropriately to facilitate practice</i></p>	<ul style="list-style-type: none"> • Activity 5: Case Record Format and Electronic systems, Parts A & B

<p><i>outcomes;</i></p>	<ul style="list-style-type: none"> • Student will learn to utilize the technologies and data programs utilized by the field agency.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Assist - then supervise Family Visits – Document in FATS once experienced 	
<p><i>And use supervision and consultation to guide professional judgment and behavior.</i></p>	<ul style="list-style-type: none"> • Activity 20: Observe a Multi-Disciplinary Team Staffing • Collaboration with other organizations/discuss importance of service array in local area and services provided • 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. • Student will discuss with the supervisor appropriateness of self-disclosure, out-of-agency contact with clients, and other boundary issues. • Student will prepare for each supervisory meeting by bringing in at least one question, one issue for discussion, or updates on learning experiences.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 30: CPS Case Assessment and Subsequent Procedures, Parts A & B • Activity 34: Continuous Quality Improvement • Student will engage in one out-of-agency learning opportunity, such as a professional meeting, conference, or workshop. • Student will prepare the agenda for two supervisory meetings. 	

Competency 2: Engage Diversity and Difference in Practice	Appropriate Activities, Practice Opportunities, and Tasks for All Interns
<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"> • Activity 13: Foster Parents and Placement of Child/ren • Activity 35: Working with Native Children and Tribes • Collaboration with other organizations/discuss importance of service array in local area and services provided • 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
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 31: Advanced Policy Manual System Use - Employment Policies • Activity 37: Trauma Focused - Cognitive Behavioral Therapy Training (cultural considerations part) • Student will identify biopsychosocial/spiritual/cultural elements of at least one client situation and discuss with the supervisor. 	
<i>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</i>	<ul style="list-style-type: none"> • 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.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 33: Older Youth in Foster Care & The Youth Transition Plan • Student will work with at least two clients of a culture different from hers or his, and identify to the supervisor information learned by interacting with the client. 	
<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"> • Activity 4: Ethics and Legal Rights • Activity 17: Attachment & Separation • 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.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 41: Termination of Parental Rights, Parts A & B 	

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Appropriate Activities, Practice Opportunities, and Tasks for All Interns
<p><i>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</i></p>	<ul style="list-style-type: none"> • Activity 11: Obtain a List of Community Resources • Activity 35: Working with native children and tribes • The student will identify a list of forms of oppression and discrimination experienced by clientele of the agency and discuss it with the supervisor. • 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.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 30: CPS Case Assessment and Subsequent Procedures, Parts A & B • Activity 41: Child Welfare Response to Child and Youth Sex Trafficking 	<ul style="list-style-type: none"> • 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 • Student will become familiar with laws that govern the agency’s practices and discuss knowledge of the same with the supervisor. • Student will interview at least two different staff members to gather perspectives on policies related to the agency. • Student will discuss with supervisor changes in policy that would benefit client well-being. • Student will participate in agency staff meeting that address agency policies and advocate for changes. • Student will participate in agency review of policy and procedures through Quality Assurance Meetings.
<p><i>And engage in practices that advance social, economic, and environmental justice.</i></p>	<ul style="list-style-type: none"> • Activity 23: Cultural Competency and Awareness. • Activity 38: Pelican Center Training • 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. • The student will organize or help organize a community awareness emphasis, vigil, etc.
<p>Additional MSW Suggestions:</p> <p>23. Activity 40: National Center on Substance Abuse and Child Welfare Tutorial</p>	<ul style="list-style-type: none"> • The student will join NASW • 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 • Student will join and participate in a community task force or committee and advocate for client systems.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	Appropriate Activities, Practice Opportunities, and Tasks for All Interns
<p><i>Use practice experience and theory to inform scientific inquiry and research;</i></p>	<ul style="list-style-type: none"> • Activity 7: Safety Terms and Concepts, & Advanced Safety Focused Practice Foundations (relates to SDM) • Activity 17: Attachment and Separation • Activity 24: Possible Effects of Maltreatment on Child Development • 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.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Student will lead at least one case staffing. • The student will identify with the supervisor a research question arising from the agency setting and practices. 	<ul style="list-style-type: none"> • Activity 12: Observe a Transfer and/or Post-removal Staffing • Activity 20: Observe a Multi-Disciplinary Team Staffing • Activity 39: A Journey Home Modules 1-5 • 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
<p><i>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</i></p>	<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 30: CPS Case Assessment and Subsequent Procedures, Parts A & B • Activity 22: The LA Child Welfare Trauma Project & TBH Screen Training • Activity 38: Pelican Center Training • 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 • 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.
<p><i>And use and translate research evidence to inform and improve practice, policy, and service delivery.</i></p>	<ul style="list-style-type: none"> • Activity 5: Case Record Format and Electronic systems, Parts A & B • Activity 14: Review SDM: Philosophy, Policy, and Procedures. • Activity 16: Creating and Closing a Case in a Web-Based Application • Activity 9: Observe an Initial Family Team Case Planning Meeting & Enter Case plan in Electronic System, Parts A & B • Activity 26: Substance Abuse • Activity 27: Mental Illness

Additional MSW Suggestions:

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| <ul style="list-style-type: none">• Activity 30: CPS Case Assessment and Subsequent Procedures, Parts A & B• Activity 37: Trauma Focused - Cognitive Behavioral Therapy Training• Activity 32: Out-of-Home Placements• Activity 40: National Center on Substance Abuse and Child Welfare Tutorial• 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.• Student will read two research articles related to the placement and discuss the information gained with the supervisor• The student will read and discuss with the supervisor at least one research article regarding an effective intervention for use with agency clientele.• Tour Two Residential Facilities where Foster Children Reside | <ul style="list-style-type: none">• Activity 28: Domestic Violence• Student will make at least one oral presentation to the staff on some information related to agency services.• Student will complete case notes in an accurate and timely manner and discuss with the supervisor any feedback about the documentations. |
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Competency 5: Engage in Policy Practice:	Appropriate Activities, Practice Opportunities, and Tasks for All Interns
<p><i>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</i></p>	<ul style="list-style-type: none"> • Activity 1: Overview of the Stipend Student Intern Manual • Activity 3: Introduction to Policy Manual System - Program Areas • Activity 12: Observe a Transfer and/or Post-removal Staffing (list policy reference component) • Activity 35: working with native children and tribes • Develop court report with support of worker and supervisor – discuss court report format • Student will become familiar with laws that govern the agency’s practices and discuss knowledge of the same with the supervisor.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 31: Advanced Policy Manual System Use - Employment Policies Management System - Employment Policies • Student will read DCFS policies that describe the supports and resources mandated before, during, and after youth age-out of care. Student will write a short overview of the policies, describe how the policies may impact older youth in foster care, and discuss policy recommendations the student would suggest. 	
<p><i>Assess how social welfare and economic policies impact the delivery of and access to social services;</i></p>	<ul style="list-style-type: none"> • Activity 14: Review SDM: Philosophy, Policy, and Procedures. • Activity 38: Pelican Center Training • Student will interview at least two different staff members to gather perspectives on policies related to the agency.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Student will consider how economic limitations placed upon an organization (such as DCFS) can restrict the services available to clients, and will discuss with their supervisor how the financial situation over the past several decades has influenced the DCFS services available for children and families over time. 	
<p><i>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</i></p>	<ul style="list-style-type: none"> • Activity 25: Attend Court Hearing • Student will discuss with supervisor changes in policy that would benefit client well-being. • Student will participate in agency staff meeting that address agency policies and advocate for changes. • Student will participate in agency review of policy and procedures through Quality Assurance Meetings.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 41: Human Trafficking 101 	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Appropriate Activities, Practice Opportunities, and Tasks for All Interns
<p><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></p>	<ul style="list-style-type: none"> • Activity 16: Observe a FTM <ul style="list-style-type: none"> ○ Activity 20: Observe a Multi-Disciplinary Team Staffing ○ Activity 17: Attachment & Separation ○ Activity 12: Observe a Transfer and/or Post-removal Staffing? [Participate in transfer staffing to foster care (if family under observation experiences declining circumstance)] ○ Activity 13: Foster Parents and Placement of Child/ren ○ Activity 19: Child Developmental Milestones ○ Activity 21: Possible Effects of Maltreatment on Child Development ○ Activity 26: Substance Abuse ○ Activity 27: Mental Illness ○ Activity 25: Attend Court Hearing ○ Engage with community organizations such as school system (assure consistency in child’s educational attainment), mental health and medical providers
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> ○ Student will discuss with the supervisor social work skills for engaging with the particular agency client systems. ○ Assist - then supervise Family Visits – Document in FATS once experienced 	
<p><i>And use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</i></p>	<ul style="list-style-type: none"> • Activity 8: Shadow an Experienced Worker 24. Activity 15: Observe the Completion of an Assessment 25. Activity 18: Observe a Family Visit 26. Activity 28: Domestic Violence 27. Student will demonstrate empathy and effective engagement skills with client systems as observed by the supervisor or designated task staff.
<p>Additional MSW Suggestions:</p> <p>28. Activity 24: Family engagement</p> <p>29. Activity 33: Older Youth in Foster Care & The Youth Transition Plan</p> <p>30. Student will observe at least 4 initial sessions (individual, group, family, community, or organization) conducted by agency staff and discuss observations with the supervisor.</p> <p>31. Student will conduct 4 initial sessions, which can include role playing with the supervisor or other staff members.</p>	

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	Appropriate Activities, Practice Opportunities, and Tasks for All Interns
<p><i>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</i></p>	<ul style="list-style-type: none"> • Activity 8: Shadow an Experienced Worker • Activity 10: Initial Case Review Activity • Activity 14: Review SDM: Philosophy, Policy, and Procedures. • Activity 11: Observe the completion of an assessment • Student will become familiar with the assessment framework, including completion of necessary forms, utilized by the agency. • Student will review and become knowledgeable of the assessment protocol of the agency.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 22: The LA Child Welfare Trauma Project & TBH Screen Training • Activity 40: National Center on Substance Abuse and Child Welfare Tutorial • Student will observe at least 1 assessment of each level of client system - individuals, families, groups, organizations and communities. • Independently write a home study 	<ul style="list-style-type: none"> • Student will become familiar with at least one assessment instrument used by the agency. • Student will become familiar with all case forms and documents used by the agency and confirm the same with the supervisor
<p><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></p>	<ul style="list-style-type: none"> • Activity 26: Substance Abuse • Activity 39: A Journey Home Mondules 1-5 • Activity 27: Mental Illness • Activity 28: Domestic Violence
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Student will identify biopsychosocial/spiritual/cultural elements of at least one client situation and discuss with the supervisor. • Student will identify at least two theories related to client situations and discuss with the supervisor. 	<ul style="list-style-type: none"> • Student will perform at least one assessment with a client system, document the client system data, and discuss with the supervisor the assessment impressions.
<p><i>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</i></p>	<ul style="list-style-type: none"> • Activity 17: Attachment & Separation • Activity 9: Observe an Initial Family Team Case Planning Meeting & Enter Case plan in Electronic System, Parts A & B

<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 33: Older Youth in Foster Care & The Youth Transition Plan 	<ul style="list-style-type: none"> • Activity 19: Child Developmental Milestones • Activity 21: Possible Effects of Maltreatment on Child Development • Activity 20: Observe a Multi-Disciplinary Team Staffing • Student will choose at least one client system and identify the strengths and limitations to the supervisor.
<p><i>And select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</i></p>	<ul style="list-style-type: none"> • Activity 4: Ethics and Legal Rights • Activity 18: Observe a Family Visit • Activity 25: Attend Court Hearing • Student will become familiar with the flow chart of services as client moves through the agency system. • Student will develop at least one intervention plan, which includes, goals and objectives. • Student will identify a preliminary plan of action developed by the student and the client system and discuss with the supervisor for feedback.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 30: CPS Case Assessment and Subsequent Procedures, Parts A & B • Student will gain understanding of at least one evidence based- practice model/intervention utilized with agency clients. 	

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Appropriate Activities, Practice Opportunities, and Tasks for All Interns
<p><i>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</i></p>	<ul style="list-style-type: none"> • Activity 4: Ethics and Legal Rights • Activity 9: Observe an Initial Family Team Case Planning Meeting & Enter Case plan in Electronic System, Parts A & B • Student will gain understanding of at least one evidence based- practice model/intervention utilized with agency clients.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 37: Trauma Focused - Cognitive Behavioral Therapy Training • 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. 	
<p><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></p>	<ul style="list-style-type: none"> • Activity 8: Shadow an Experienced Worker • Activity 18: Observe a Family Visit • Activity 26: Substance Abuse • Activity 27: Mental Illness • Activity 28: Domestic Violence • Shadow visits with parents as required by SDM risk level and at-least monthly in-home visits with child and caregiver
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 24: Family Engagement • Activity 40: National Center on Substance Abuse and Child Welfare Tutorial • 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. • 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.) 	

<p><i>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</i></p>	<ul style="list-style-type: none"> • Activity 11: Obtain a List of Community Resources (inter-professional collaboration) • Activity 20: Observe a Multi-Disciplinary Team Staffing • Student will become familiar with the flow chart of services as client moves through the agency system. • Student will participate in an agency interdisciplinary committee (examples may be an ethics review committee, a Q & A committee, a program improvement committee). • 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. • Student will participate in organizational (agency) committee(s)/meetings and utilize the same to advocate for client systems. • Collaboration with other organizations/discuss importance of service array in local area and services provided
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 30: CPS Case Assessment and Subsequent Procedures, Parts A & B (inter-professional collaboration) • 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. 	
<p><i>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</i></p>	<ul style="list-style-type: none"> • Activity 25: Attend Court Hearing • 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. • Student will actively participate in at least one community task force.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • 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. 	
<p><i>And facilitate effective transitions and endings that advance mutually agreed-on goals.</i></p>	<ul style="list-style-type: none"> • Activity 12: Observe a Transfer and/or Post-Removal Staffing • Activity 13: Foster Parents and Placement of Child/ren
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • The student will participate in the termination or transition of services to a client system and discuss the same with the supervisor. 	

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Appropriate Activities, Practice Opportunities, and Tasks for All Interns
<p><i>Select and use appropriate methods for evaluation of outcomes;</i></p>	<ul style="list-style-type: none"> • Activity 23: Cultural Competency and Awareness. • Activity 18: Observe a Family Visit • Activity 26: Substance Abuse • Activity 27: Mental Illness • Activity 28: Domestic Violence
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 34: Continuous Quality Improvement • Activity 40: National Center on Substance Abuse and Child Welfare Tutorial • Student will become familiar with the assessment framework, including completion of necessary forms, utilized by the agency. 	<ul style="list-style-type: none"> • Observe electronic case closure and opening in TIPS, FATS & CAFÉ as applicable for Family Services cases being closed or moving to foster care • Student will identify one assessment/evaluation tool appropriate for evaluating interventions with agency clientele.
<p><i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</i></p>	<ul style="list-style-type: none"> • Activity 8: Shadow an Experienced Worker • Activity 11: Obtain a List of Community Resources • Activity 13: Foster Parents and Placement of Child/ren • Activity 21: Possible Effects of Maltreatment on Child Development
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Student will identify at least two theories related to client situations and discuss with the supervisor. 	<p>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.</p>
<p><i>Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</i></p>	<ul style="list-style-type: none"> • Student will become familiar with the flow chart of services as client moves through the agency system.
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Activity 32: Out-of-Home Placements • Activity 36: Using Data to Measure Practice Outcomes • Student will become knowledgeable of the agency's processes for evaluation of agency programs. • Student will participate in agency activities that evaluate services to clients (for example, client satisfaction surveys) • Student will develop a single subject evaluation design of services to one client and discuss the same with the supervisor. • Tour Two Residential Facilities where Foster 	

Children Reside	
<i>And apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</i>	<ul style="list-style-type: none"> • Activity 4: Ethics and Legal Rights • Activity 5: Case Record Format and Electronic systems, Parts A & B • Activity 16: Creating and Closing a Case in a Web-Based Application
<p>Additional MSW Suggestions:</p> <ul style="list-style-type: none"> • Student will read and discuss 2 articles on evaluating practice with supervisor. • 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. 	<ul style="list-style-type: none"> • Discuss client satisfaction and agency areas for improvement with at least on client and review with supervisor.

