

# State of Louisiana

## University/OCS Training Partnership Competencies

EPAS Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly. Child welfare competency: Student will act within the professional child welfare worker role at all times, demonstrating self-awareness, and practicing with safety in mind within the child welfare agency.						
Behavior	Where learned?	How applied in field?	Portfolio documentation	Field Instructor Rating		
				3= competent	2= Beginning competence	1 =Not competent or no opp.
Student demonstrates the ability to be self-aware in assessing his or her own value conflicts or emotional responses to clients or co-workers and seeks supervision when necessary.						
Student understands and manages power differences in client relationships.						
Student can articulate their role and function within the agency and how it relates to at least 4 other worker roles and functions.						
Student can articulate the importance and function of at least 3 other roles outside of the agency with whom he or she will be working with in the community (CASA, District Attorney, etc.)						
Student is able to identify his or her role on the various multidisciplinary teams and family team conferences.						
Student can identify and use at least 3 strategies for increasing personal safety on the job.						
Student is aware of professional stress in child welfare and his/her own stress reactions and can state and use at least 3 self-care strategies.						
Student can identify when he or she does not know something and takes initiative to research the topic and/or seek consultation or supervision as needed.						
Student can identify at least 3 situations in which input from the supervisor is mandatory before decision-making.						

\*3=competent 2=beginning competence 1=not competent No opp=no opportunity to evaluate or no opportunity to practice this skill

## State of Louisiana

### University/OCS Training Partnership Competencies

EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice.						
Child welfare competency: Student understands how social work values and ethics apply to child welfare practice.						
Behavior	Where learned?	How applied in field?	Portfolio documentation	Field Instructor Rating*		
				3=competent	2=beginning competence	1=not competent No opp
Student can state and apply all of the ethical principles of the NASW Code of Ethics.						
Student can identify at least 3 examples of application of ethical principles in child welfare practice.						
Student can explain the value differences between the rights of children and those of their parents.						

# State of Louisiana

## University/OCS Training Partnership Competencies

<b>EPAS Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments.</b>						
<b>Child welfare competency: Students will be able to integrate good decision-making using critical thinking and then communicate well and in a timely fashion, both orally and in written reports, within the child welfare worker role.</b>						
<b>Behavior</b>	<b>Where learned?</b>	<b>How applied in field?</b>	<b>Portfolio documentation</b>	<b>Field Instructor Rating*</b>		
				3=competent	2=beginning competence	1=not competent no opp
Student is able to state at least 3 criteria of courteous and respectful communication with families, co-workers, supervisors and other professionals.						
Student is able to identify at least 3 ways workers can make better decisions in working with children and families.						
Student is able to use decision-making models within the role of child welfare worker.						
Student articulates an appropriate plan of service to family, co-workers, court, and other appropriate persons involved in the care of the family.						
Student can identify 3 principles necessary for appropriate court testimony.						
Student can state at least 3 reasons why documentation is important.						
Student writes concise but complete case plans including appropriately written goals and objectives. (Who will do what by when and how will you measure it?)						
Student writes clear and concise case notes, safety/risk or other forms of assessment.						

# State of Louisiana

## University/OCS Training Partnership Competencies

<b>EPAS Competency: 2.1.4 Engage diversity and difference in practice.</b>						
<b>Child welfare competency: Student will be sensitive to ethnic and cultural differences and understand the impact of culture in child welfare practice.</b>						
Behavior	Where learned?	How applied in field?	Portfolio documentation	Field Instructor Rating*		
				3=competent	2=beginning competence	1=not competent no opp
Student can describe at least 3 interview techniques for developing relationships with families who are from a different culture or ethnicity as the worker.						
Student articulates and demonstrates respectful communication with all people regardless of ethnicity or culture.						
Student is able to identify at least 2 different cultural parenting practices.						
Student is able to describe the importance of and engages in self-assessment and awareness when working with families of a different culture or ethnicity.						
Student is able to complete an ethnically and culturally competent child welfare assessment and intervention plan.						
Student is able to state at least 3 interventions that demonstrate a working knowledge of cultural competence.						
Student is able to state the importance of language and is able to work with an interpreter when necessary.						
Student understands and can explain ICWA and understands how to work with tribal officials when necessary.						

# State of Louisiana

## University/OCS Training Partnership Competencies

<b>EPAS Competency: 2.1.5 Advance human rights and social and economic justice.</b>						
<b>Child welfare competency: The student will develop and understanding of and be able to work with clients who experience oppression and social and economic injustice.</b>						
Behavior	Where learned?	How applied in field?	Portfolio documentation	Field Instructor Rating*		
				3=competent	2=beginning competence	1=not competent no opp
Student is aware of the forms and mechanisms of oppression and discrimination whether from low income, cultural diversity, non-traditional family units, and provide appropriate services to all families within the child welfare system.						
Student is able to articulate an understanding of how to work with involuntary clients and be able to state at least 3 ways to maintain their human rights and dignity as parents and human beings.						
Student is aware of public and private resources and will be able to state at least 3 resources that can assist families economically and state their eligibility requirements.						
Student is able to state at least 2 legal reasons which allow for entering the home of a potential client.						
Student is able to state at least 3 compelling legal reasons for the state to become involved with a family.						

## State of Louisiana

### University/OCS Training Partnership Competencies

<b>EPAS Competency: 2.1.6 Engage in research-informed practice and practice-informed research.</b>						
<b>Child welfare competency: The student develops awareness and understanding of the importance of practicing from the evidence base, is able to formulate testable research questions, and has a basic understanding of research principles.</b>						
<b>Behavior</b>	<b>Where learned?</b>	<b>How applied in field?</b>	<b>Portfolio documentation</b>	<b>Field Instructor Rating*</b>		
				3=competent	2=beginning competence	1=not competent no opp
Student is able to state at least 3 credible journals for child welfare practice.						
Student is able to read at least one research article and explain its meaning.						
Student is able to formulate a research question from his or her caseload.						
Student is able to access the Child Welfare Gateway and the Campbell Collaboration in order to find empirically based interventions.						
Student is able to state at least 3 reasons for keeping good records of case activity.						
Student demonstrates the use of evidence based practice in order to evaluate their own practice (single subject design, for example.)						

## State of Louisiana

### University/OCS Training Partnership Competencies

<b>EPAS Competency: 2.1.7 Apply knowledge of human behavior and the social environment</b>						
<b>Child welfare competency: Student is able to apply principles of human behavior and the social environment to child welfare practice.</b>						
<b>Behavior</b>	<b>Where learned?</b>	<b>How applied in field?</b>	<b>Portfolio documentation</b>	<b>Field Instructor Rating*</b>		
				3=competent	2=beginning competence	1=not competent no opp
Student can state and accurately assess at least 2 developmental milestones for each stage of development from newborn to young adult.						
Student is able to describe how a child's developmental level influences the assessment interview and ability to work with the child.						
Student can state and accurately assess at least 2 effects of maltreatment on the development of children at each stage of development from newborn to young adult.						
Student is able to state and assess for long term effects of trauma.						
Student can state the importance of attachment theory in child welfare practice.						
Student can explain the impact of child welfare service intervention on the attachment of children and parents.						
Student can assess level of attachment of children in at least 2 families.						
Student can state at least 3 principles of addiction theory.						
Student can state the impact of domestic violence in the family on each stage of development from newborn to young adult.						
Student can explain and assess the stages of change in families.						
Student can explain and accurately assess the impact of concurrent planning on child development from newborn to young adult.						

Student is able to state and assess the stages of adult and family development.						
Student is able to state and assess the impact of social environment (poverty, inequity, oppression, discrimination) on child and family functioning.						
Student is able to state importance of and demonstrate strengths and empowerment based assessment.						
Student is able to devise a case plan to meet the needs of families experiencing domestic violence, maltreatment, addiction, and mental illness.						

## State of Louisiana

### University/OCS Training Partnership Competencies

<b>EPAS Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b>						
<b>Child welfare competency: Student is able to apply relevant law in order to work within the child welfare agency and court system and understand the impact of federal, state and local policy on child welfare practice.</b>						
<b>Behavior</b>	<b>Where learned?</b>	<b>How applied in field?</b>	<b>Portfolio documentation</b>	<b>Field Instructor Rating*</b>		
				3=competent	2=beginning competence	1=not competent no opp
Student is able to use the Louisiana Children's Code to find pertinent law.						
Student is able to state the meaning and application of cases which are substantiated, unsubstantiated, in need of services or services recommended.						
Student can state the legal definitions of all forms of maltreatment per Louisiana Children's Code.						
Student is able to describe the legal process from report of allegation to case closure.						
Student is able to state the function of each legal proceeding necessary within the child welfare agency.						
Student is able to state at least 2 principles of proper behavior for testifying in court.						
Student is able to state the impact of accurate and impartial case recording of assessments and contacts with family and child within the legal system.						
Student is able to state the basic function of the following policies/laws: ASFA, MEPA, and ICWA.						
Student is able to state at least 3 legal grounds for termination of parental rights.						
Student is able to describe the legal conditions under which a worker can enter a home to conduct an assessment.						

Student is able to state the time frame by law for initial contact after a report has been made to OCS.						
Student is able to collaborate with community or government agencies in order to advocate for client needs and appropriate services.						
Student is able to state at least 2 legal rights of foster families.						
Student is able to state the role and function of and work with the Guardian ad litem.						
Student is able to state at least 2 long-term emotional effects of legal termination of parental rights on the child, birth-family and adoptive family.						

## State of Louisiana

### University/OCS Training Partnership Competencies

<b>EPAS Competency: 2.1.9 Respond to contexts that shape practice.</b>						
<b>Child welfare competency: Student is able to work in an informed and resourceful manner within the agency and in the various community settings in Louisiana (rural or urban).</b>						
Behavior	Where learned?	How applied in field?	Portfolio documentation	Field Instructor Rating*		
				3=competent	2=beginning competence	1=not competent no opp
Student is able to state the mission of OCS.						
Student is able to state the workplace rules for decision-making, safety, supervision, etc.						
Student is able to understand and state at least 2 different dynamics of working either in a rural or urban setting.						
Student is able to state at least 10 formal or informal resources for the community in which the agency is located and make referrals appropriately as needed.						

## State of Louisiana

### University/OCS Training Partnership Competencies

<b>EPAS Competency: 2.1.10(a) Engage with individuals, families, groups, organizations, and communities.</b>						
<b>Child welfare competency: Students will be able to use effective and appropriate interview and engagement skills in order to form a professional relationship with all stakeholders which will serve as the basis for work to meet desired outcomes.</b>						
<b>Behavior</b>	<b>Where learned?</b>	<b>How applied in field?</b>	<b>Portfolio documentation</b>	<b>Field Instructor Rating*</b>		
				3=competent	2=beginning competence	1=not competent no opp
Student is able to state 3 reasons for setting a professional, strength's based and family-centered stance in the first contact with the family and implements this stance in all client contact.						
Student can describe and use at least 4 different interview techniques in the appropriate situation taking into account the benefits and liabilities of each.						
Student can describe how conditions in the environment have an effect on the exchange of information.						
Student can describe and use at least 4 appropriate techniques in order to engage with and interview both children and adolescents in an effective and sensitive manner.						
Student is able to state the stages of an interview.						
Student is able to state and use at least 4 techniques of motivational interviewing.						
Student is able to engage with involuntary clients using motivational techniques while understanding the client's right of self-determination.						

## State of Louisiana

### University/OCS Training Partnership Competencies

<b>EPAS Competency: 2.1.10(b) Assess (and plan for) individuals, families, groups, organizations, and communities.</b>						
<b>Child welfare competency: Student is able to assess clients and families and plan for successful outcomes using strength's-based and family-centered approaches while ensuring the safety of the child.</b>						
<b>Behavior</b>	<b>Where learned?</b>	<b>How applied in field?</b>	<b>Portfolio documentation</b>	<b>Field Instructor Rating*</b>		
				3=competent	2=beginning competence	1=not competent no opp
Student is able to assess child and family strengths.						
Student is able to work effectively with families, foster families and kin networks in order to involve them in accurate assessment of a potential maltreatment incident or for on-going assessment.						
Student can identify at least 3 child factors, environmental factors, and parental factors associated with maltreatment and protection from maltreatment.						
Student can identify at least 2 indicators each of emotional abuse, physical abuse, and sexual abuse.						
Student is able to identify at least 3 ways to identify the difference between inflicted injuries from accidental injuries.						
Student is able to identify the typical progression of sexual abuse in children and adolescents.						
Student is able to identify at least 2 behavioral indicators of emotional, physical and sexual and neglect maltreatment in each stage of development from newborn to young adult.						
Student is able to perform on-going risk and safety assessments.						
Student is able to identify risk in foster or kin placements and provide safety for the child.						

Student is able to assess the impact of foster or kin placement on child psychosocial functioning.						
Student can describe and assess indicators of and stage of change of family members with regard to maltreatment, addiction, family violence.						
Student is able to assess impact of case plan on attachment.						
Student is able to gather and assess all available information in order to evaluate and plan for appropriate services for children and families.						
Student is able to assess at least 4 indicators of the long-term effects of trauma on psychosocial functioning.						
Student is able to assess community services and match appropriate services with client needs.						
Student is able to identify at least 3 indicators that the family is ready for reunification or case closure.						
Student is able to state 2 reasons for concurrent and permanent planning.						
Student is able to involve the family in the writing of clear and appropriate goals and objectives.						
Student is able to explain at least 3 reasons for constructing well-written case plans.						
Student is able to state the major reason for frequent visits between children in care and family members and plan for these visits.						
Student is able to state 3 objectives for planning for adjustment to a new placement.						
Student is able to identify case plan requirements and construct measurable objectives.						

# State of Louisiana

## University/OCS Training Partnership Competencies

<b>EPAS Competency: 2.1.10(c) Intervene with individuals, families, groups, organizations and communities.</b>						
<b>Child welfare competency: Student is able to implement a plan of service in order to achieve successful outcomes for children and families.</b>						
Behavior	Where learned?	How applied in field?	Portfolio documentation	Field Instructor Rating*		
				3=competent	2=beginning competence	1=not competent no opp
Student is able to explain at least 2 reasons why routine and timely case reviews should be conducted with families.						
Student is able to link families with appropriate services within the community.						
Student is able to state at least 2 reasons for resistance in families.						
Student is able to state and use at least 2 techniques for overcoming resistance in families.						
Student is able to state at least 2 reasons for and continued use of motivational interviewing.						
Student is able to state at least 2 reasons for relapse in working with family addiction issues.						
Student is able to state at least 2 interventions for working with a family in which relapse of addiction occurred.						
Student exhibits strength-based and motivational communications with each contact that occurs with the family.						
Student is able to state the theory of solution-focused practice.						
Student is able to state at least 3 solution-focused statements and how to apply those in a case situation.						

Student can use information learned from an assessment of child and family to accomplish the most appropriate, least restrictive placement for the child if removal is necessary.						
Student can state and use at least 3 techniques to prepare a child and family for adjustment to initial or changed placement.						
Student is able to intervene with children who have special needs to ensure that IDEA is in place within the schools.						
Student can state the major reason for continuing to work with all family members when the child is in care.						
Student is able to state indications for and manage the process of termination for children and families.						
Student is able to state reasons for and manage after-care services.						
Student is able to state reasons for and manage a plan for adolescents and young adults in independent living situations.						

# State of Louisiana

## University/OCS Training Partnership Competencies

<b>EPAS Competency: 2.1.10 (d) Evaluate work with individuals, families, groups, organizations and communities.</b>						
<b>Child welfare competency: Student is able to analyze, monitor, and evaluate interventions with children and families and within the child welfare agency.</b>						
Behavior	Where learned?	How applied in field?	Portfolio documentation	Field Instructor Rating*		
				3=competent	2=beginning competence	1=not competent no opp
Student is able to state 3 reasons why evaluation of practice is important and necessary.						
Student is able to state the 2 major reasons for case monitoring.						
Student is able to state the importance of on-going case review.						
Student is able to state the relationship between well-written outcome measures and evaluation of client outcomes.						
Student is able to state the importance of accurate data collection on service to families.						
Student is able to conduct a single-subject design study or other forms of evaluation in his/her own practice with clients.						

**References:**

CaISWEC (2004). BSW Curriculum Competencies. Berkeley, CA: University of California, Berkeley.

Collaborative Curriculum Review Matrix (2006). Child Welfare in North Carolina, Pre-Service Training Competencies & Learning Objectives.

CSWE (2008). EPAS Statement, Explicit Curriculum. Alexandria, VA: CSWE.

