

## State of Louisiana

### University/OCS Training Partnership Competency-Course Matrix

<b>EPAS Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly.</b> <b>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.</b>							
Behavior	Grambling	LSU	NSU	SE LA	Southern BR	SUNO	ULM
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.	200,301,402, 411,418,	7001,7002 7004,7005	3180 4190	304, 497, 498	298,393- 396,490- 493,480	320	205, 310, 315, 421, 422
Student understands the inherent power differential in working with clients and can manage the balance of power.	402, 403, 410, 411	7002, 7005 7010, 7004 7006, 7010	3120 4190	306. 497, 498	393-395	320, 422,	301, 315, 416, 421, 422
Student can articulate their role and function within the agency and how it relates to at least 4 other worker roles and functions.	307,312,410, 411	NA	4230, 4260, 4190	306, 307, 497, 498	490-493	481g-481h	421, 422
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.)	307, 312, 410, 411	7003, 7006	4230, 4260, 4190	306, 307, 497, 498	490-493	481g-481h, 320	303, 305, 315, 421, 422
Student is able to identify his or her role on the various multidisciplinary teams and family team conferences.	410, 411	7006	4190	307, 497, 498	393-395 490-493	481g-481h	303, 315, 410, 408, 421, 422
Student can identify and use at least 3 strategies for increasing personal safety on the job.	307, 312, 410, 411	7006	4230, 4260, 4190	306, 497, 498	393-395 490-493	481g-491h	421, 422
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.	312, 410, 411	7002	4260, 4190	304, 497,498	393-395 490-493 480	481g-481h	315, 401, 408, 421, 422
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.	410, 411	7001, 7004 7006	4190	304, 305, 406, 497, 498	393-395 490-493	431-432	315, 416, 421, 422
Student can identify at least 3 situations in which input from the supervisor is mandatory	410, 411	7006	4190	306, 307, 497, 498	393-395 490-493, 480	241, 320, 420	315, 421, 422

before decision-making.							
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### University/OCS Training Partnership Competency-Course Matrix

<b>EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice.</b>							
<b>Child welfare competency: Student understands how social work values and ethics apply to child welfare practice.</b>							
Behavior	Grambling	LSU	NSU	SE LA	Southern BR	SUNO	ULM
Student can state and apply at least 3 of the ethical principles of the NASW Code of Ethics.	402, 403, 410, 411	7005,7006	2100, 3180	203,204, 205, 305, 406, 360, 361	298 393-395 490-493	320, 420,422,455	315, 401
Student can identify at least 3 examples of application of ethical principles in child welfare practice.	402, 403,410, 411	7003 7009	3180, 4230, 4260, 4280	306, 307, 497, 498	298,393-395 490-493	320,420,422,455	315, 401
Student can articulate the values conflict between children’s rights and parents rights and explain how family-centered practice protects the rights of both.	312,313,	NA	4260, 4270, 4280	307, 497, 498	298,393-395 490-493 301	320, 420	315, 401

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<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>							
Behavior	Grambling	LSU	NSU	SE LA	Southern BR	SUNO	ULM
Student is able to state at least 3 criteria of courteous and respectful communication with families, co-workers, supervisors and other professionals.	301,402,403, 410, 411	7005 7004 7006	3120, 3180, 4190	304, 305, 306, 406, 497, 498	298	241	301, 315, 401, 408, 421, 422
Student is able to identify at least 3 ways a worker can improve decision-making skills.	402, 403,410, 411	7003, 7006 7005	3120, 4190	306,497, 498	393-395	241	315, 421, 422
Student is able to use decision-making models within the role of child welfare worker.	312,402,403	NA	4260, 4270, 4280	306, 497, 498	393-395	420,422	401, 421, 422
Student articulates an appropriate plan of service to family, co-workers, court, and other appropriate persons involved in the care of the family.	312,410,411	7005, 7006	4260, 4280, 4190	306, 307, 497, 498	393-395	422,445	401, 421, 422
Student can identify 3 principles necessary for good court testimony.	312	NA	4260	307, 497, 498	301	445	301, 421, 422
Student can state at least 3 reasons why documentation is important.	402, 403,312,	7005, 7010 7006, 7003	3120, 3180, 4260, 4270, 4280	304, 305, 306, 307, 497, 498	393-395	241,481g,481h	301, 303, 315, 416, 421, 422
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?)	402,312 410	7005	3120, 4260, 4280, 4190	304,306, 307, 497, 498	393-395	481g,482h	315, 401, 421, 422,
Student writes clear and concise case notes, safety/risk or other forms of assessment.	410, 411	7005	4190	306, 497, 498	393-395	461g,481h	410, 421, 422

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### University/OCS Training Partnership Competency-Course Matrix

<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	Grambling	LSU	NSU	SE LA	Southern BR	SUNO	ULM
Student can describe at least 3 interview techniques for developing relationships with families who are from a different culture or ethnicity as the worker.	301,402	7004,7005 7006	3180, 4450	304, 305, 205, 497, 498	393-395	429,422	301, 315, 408, 421, 422
Student articulates and demonstrates respectful communication with all people regardless of ethnicity or culture.	301, 410, 411	7002, 7006, 7004, 7005	3180, 4190	101, 204, 304, 205, 497, 498	393-395	481g,481h	301, 315, 421, 422
Student is able to identify at least 2 different cultural parenting practices.	307,312,410, 411,405	7004	4230, 4260, 4190	202, 205, 497, 498	380-381 480	320,420	205, 401, 403, 408, 421, 422
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.	402, 403,410, 411, 405	7003, 7006 7004, 7005 7010	3120, 4450, 4190	202, 205, 497, 498	393-395 480	420,422	205, 301, 315, 401, 403, 408, 416, 421, 422
Student is able to complete an ethnically and culturally competent child welfare assessment and intervention plan.	312, 410, 411	7005	4260, 4280, 4190	306, 497, 498	393-395 480	420,422,445	315, 401, 408, 421, 422
Student is able to state at least 3 interventions that demonstrate a working knowledge of cultural competence.	400, 401, 402, 403	7004, 7006	4450, 4280, 4190	202, 497, 498	393-395 480	420,522,445	205, 305, 301, 315, 416, 421, 422
Student is able to state the importance language and is able to work with an interpreter when necessary.	301, 402,	7003, 7004 7005, 7006	4450, 4190	205, 497, 498	393-395	320, 241	301, 315, 421, 422
Student understands and can	307, 312, 313	NA	4260, 4270,	202, 497,	480	320, 241	401, 408

explain ICWA and understands how to work with tribal officials when necessary.			4190	498			
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### University/OCS Training Partnership Competency-Course Matrix

<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	Grambling	LSU	NSU	Se LA	Southern BR	SUNO	ULM
Student is aware of the forms and mechanisms of oppression and discrimination whether from low income, cultural diversity, non-traditional family units, and provide equitable services to all families within the child welfare system.	400, 401,308,405, 307	7002, 7003 7004, 7006	3350, 4450, 4190	205, 497, 498	270-370 380-381 480	341,342,350,351	205, 305, 303, 401, 408, 410, 411, 315, 421, 422
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.	402, 307, 410, 411	7005, 7006	3120, 3350, 4190	304, 497, 498	393-395	4810,4820	301, 315, 401, 408, 421, 422
Student is aware of public and private resources and will be able to state at least 3 resources and their eligibility requirements which can assist families economically.	402,308,	7003, 7006	3120, 3350, 4190	201, 305, 497, 498	198, 480, 490-493	329,420	102, 303, 315, 401, 421, 422
Student is able to state at least 2 legal reasons for entering the home of a potential client.	308, 313	7003,7005	4270	306, 497, 498	301,340,480	320,420	303, 315, 403, 408, 421, 422
Student is able to state at least 3 compelling legal reasons for the state to become involved with a family.	312, 313	7006	4270	306, 497, 498	301,340,480	320	303, 315, 401, 403, 408, 421, 422

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### University/OCS Training Partnership Competency-Course Matrix

<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>Grambling</b>	<b>LSU</b>	<b>NSU</b>	<b>SE LA</b>	<b>Southern BR</b>	<b>SUNO</b>	<b>ULM</b>
Student is able to state at least 3 credible journals for child welfare practice.	308,312, 406	NA	4230, 4260, 4280, 4040	202, 306, 307, 497, 498	310,410,480	431,432	315, 401, 403, 408, 421, 422
Student is able to read at least one research article and explain its meaning.	406	7009	4040	360, 497	310,410	431,432	205, 315, 401, 403, 408, 416, 421, 422
Student is able to formulate a research question from his or her caseload.	406, 410, 411	7009	4040, 4190	497, 498	310,410	431,43	416, 421, 422
Student is able to access the Child Welfare Gateway and the Campbell Collaboration in order to find empirically based interventions.	312, 406	NA	4260, 4280, 4040,	306, 307, 497, 498	310,410,480,490-493	420,422	401, 408
Student is able to state at least 3 reasons for keeping good records of case activity.	402, 403,313,	7005, 7010	3120, 4270	304, 306, 307, 497, 498	393-395	241	315, 416, 421, 422
Student demonstrates the use of evidence based practice in order to evaluate their own practice (single subject design, for example.)	402,406,	7005,7006, 7009	3120, 4040, 4190	497, 498	310,410, 490-493	431,432	205, 315, 416, 421, 422

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<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>Grambling</b>	<b>LSU</b>	<b>NSU</b>	<b>SE LA</b>	<b>Southern BR</b>	<b>SUNO</b>	<b>ULM</b>
Student can state and accurately assess at least 2 developmental milestones for each stage of development from newborn to young adult.	400,402,	7001 7002	3030, 4190	203, 307	380-381	341	205, 315, 401, 403, 421, 422
Student is able to describe how a child's developmental level influences the assessment interview and ability to work with the child.	400, 301	7001, 7002	3030, 4260, 4190	307, 497, 498	380-381 393-395	341,420	205, 301, 315, 401, 403, 421, 422
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.	300, 312, 410, 411	7001, 7002	3030, 4260, 4190	307, 203, 497, 498	380-381 393-395 480	420,341,342	205, 315, 401, 403, 421, 422
Student is able to state and assess for long term effects of trauma.	307, 312,400	7010	3030, 4190	307, 497, 498	380-381 480,340	445	205, 315, 401, 403, 408, 421, 422
Student can state the importance of attachment theory in child welfare practice.	400,402,312	7001	3030, 4260, 4280	202, 307	380-381, 480	341,342	205, 315, 401, 403, 408, 421, 422
Student can explain the impact of child welfare service intervention on the attachment of children and parents.	400, 402, 307, 312	NA	4260, 4280	307	480	320,420	205, 315, 401, 403,

							421, 422
Student can assess level of attachment of children in at least 2 families.	400,410, 411	7001	3030, 4190	307, 497, 498	393-395, 480	4810,4820	205, 315, 401, 403, 421, 422
Student can state at least 3 principles of addiction theory.	400, 307		3030, 4280	304, 306	380-381, 340	445,341,342	401, 403
Student can state the impact of domestic violence in the family on each stage of development from newborn to young adult.	400, 307		3030, 4280	307	340	445	205, 315, 401, 403, 408, 421, 422
Student can explain and assess the stages of change in families.	400, 401	7002	4280	202, 306, 307	380-381, 390-393	422	205, 401, 403, 408
Student can explain and accurately assess the impact of concurrent planning on child development from newborn to young adult.	308, 312, 313	NA	4260, 4270, 4190	307, 497, 498	390-393	341,342	205, 401, 403, 408
Student is able to state and assess the stages of family development and processes of adult development.	400, 410, 411	7002	3030, 4190	203, 204, 305, 497, 498	380-381	341,342	205, 401, 403, 408
Student is able to state and assess the impact of social environment (poverty, inequity, oppression, discrimination) on child and family functioning.	400, 401,307, 312	7002, 7003 7004, 7005 7006	3030, 4260, 4280, 4190	205, 204, 497, 498	380-381	422,445	205, 305, 315, 401, 403, 408, 416, 421, 422
Student is able to state and demonstrate strengths and empowerment based assessment and its impact on child and family development and functioning.	400,402,312,	7002, 7006, 7005	3030, 3120, 4260, 4280, 4190	306, 307, 497, 498	393-395	422,445	205, 305, 315, 401, 403, 408, 416, 421, 422
Student is able to devise a case plan to meet the needs of families experiencing violence, maltreatment, addiction, and mental illness.	402,308, 312,410, 411	7002,7006, 7005	3120, 4260, 4280, 4190	304, 306, 497, 498	393-395, 340, 480	4810,4820	315, 401, 403, 408, 421, 422

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<b>EPAS Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services. 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>							
Behavior	Grambling	LSU	NSU	SE LA	Southern BR	SUNO	ULM
Student is able to use the Louisiana Children's Code to find pertinent law.	312, 313	NA	4270	306, 307	301, 480	320	410, 403, 408, 421, 422
Student can state the legal definitions of all forms of maltreatment per Louisiana Children's Code.	312,313, 410, 411	NA	4260, 4270	306	301, 480	320	410, 403, 408
Student is able to describe the legal process from report of allegation to case closure.	313, 410, 411	NA	4270, 4190	306, 307	301, 480	320	401, 408
Student is able to state the function of each legal proceeding necessary within the child welfare agency.	313	NA	4270, 4190	306, 307	301, 480	320	401
Student is able to state at least 2 principles of proper behavior for testifying in court.	313,410, 411	NA	4270	306, 307	301	320	401, 408
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.	308, 313	NA	4270, 4190	306, 307	301, 480	320, 420	315, 401, 408
Student is able to state the basic function of the following policies/laws: ASFA, MEPA, and ICWA.	312,313	NA	4350, 4270	307, 497, 498	480	211,320	401, 408, 421, 422
Student is able to state at least 3 legal grounds for termination of parental rights.	313	NA	4260, 4270	307, 497, 498	301, 480	320,420,445	315, 401, 408, 422
Student is able to describe the legal conditions under which a worker can enter a home to conduct an assessment.	313	NA	4270	306, 497, 498	301, 480	320	401, 408,
Student is able to state the time frame for initial contact after a report has been made	410, 411	NA	4270	306	301, 480	320	401, 408, 422

to OCS.							
Student is able to collaborate with community or government agencies in order to advocate for client needs and appropriate services.	313	7003, 7004 7006	4350, 4190	497, 498	270,370, 393-395, 301, 480	4810,4820	303, 315, 403, 416, 421, 422
Student is able to state at least 2 legal rights of foster families.	313	NA	4270	307	301, 480	320	401, 403, 408
Student is able to state the role and function of and work with the Guardian ad litem.	400,308, 312	NA	4270	202, 307, 497, 498	301, 480	320	401, 403, 408
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.		NA	3030, 4260, 4280	307	393-395, 480	420,320	205, 401, 403, 408, 315, 422

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<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>							
<b>Behavior</b>	<b>Grambling</b>	<b>LSU</b>	<b>NSU</b>	<b>SE LA</b>	<b>Southern BR</b>	<b>SUNO</b>	<b>ULM</b>
Student is able to state the mission of OCS.	410, 411	NA	4190	202, 497, 498	480, 490-493	320	401, 422
Student is able to state the workplace rules for decision-making, safety, supervision, etc.	410, 411	NA	4190	306, 307, 497, 498	493-495	4810	303, 315 421, 422
Student is able to understand and state at least 2 different dynamics of working either in a rural or urban setting.	404, 400, 402	7006	3030, 3040,	205, 406	380-381, 393-395, 490-493	320,420	315, 410 421, 422
Student is able to state at least 10 formal or informal resources for the community in which the agency is located.	402,410, 411	7003, 7006, 7005	3040, 3350, 4190	361, 497, 498	490-493 480	4810,5820	315, 410 421, 422

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<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>Grambling</b>	<b>LSU</b>	<b>NSU</b>	<b>SE LA</b>	<b>Southern BR</b>	<b>SUNO</b>	<b>ULM</b>
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.	402,312	7006	3120, 4260, 4280, 4190	304, 306, 307	393-395	320,420	315, 401, 403, 408, 421, 422
Student can describe and use at least 4 different interview techniques in the appropriate situation taking into account the benefits and liabilities of each.	301	7005 7006	3180, 4190	304, 497, 498	393-395	241	301, 315, 421, 422
Student can describe how conditions in the environment have an effect of the exchange of feedback.	301	7003, 7005 7006	3180	204, 406	393-395, 380-381	341,342,320	205, 305, 303, 416, 421, 422
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.	301, 410, 411	7005 7006	3180, 3030, 4190	304, 306	393-395	4610,4820	205, 301, 303, 416, 421, 422
Student is able to state the stages of an interview.	301	7005 7006	3180	304, 306	393-395	241	301, 315 421, 422
Student is able to state and use at least 4 techniques of motivational interviewing.	301, 410, 411	7005	3180, 4280, 4190	304, 497, 498	393-395	4810,4820	301, 315 421, 422
Student is able to engage with involuntary clients using motivational techniques while	301,410, 411	7005	4190	304, 306, 497,	393-395	4810.4820	301, 315

understanding the client's right of self-determination.				498			421, 422
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<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>Grambling</b>	<b>LSU</b>	<b>NSU</b>	<b>Se LA</b>	<b>Southern BR</b>	<b>SUNO</b>	<b>ULM</b>
Student is able to assess child and family strengths.	400,402,410, 411	7005 7006	3030, 3120, 4190	304, 306, 307	391-395	320,420,445	315, 401, 408, 421, 422
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.	410, 411	7005 7006	4190	307, 497, 498	480, 340	4810,4820	315, 401, 403, 408, 421, 422
Student can identify at least 3 child factors, environmental factors, and parental factors associated with maltreatment and protection from maltreatment.	307, 312,410, 411	NA	3030, 4260, 4190	306, 497, 498	480, 380-381, 400	445,320,420	315, 401, 403, 408, 421, 422
Student can identify at least 2 indicators each of emotional abuse, physical abuse, and sexual abuse.	308,312,410, 411	NA	3030, 4260, 4190	202, 306	480, 340	455	401, 408, 421, 422
Student is able to identify at least 3 ways to differentiate inflicted injuries from accidental injuries.	308, 312	NA	3030, 4260, 4190	202, 306	480, 340	455,320	315, 401, 408, 421, 422
Student is able to identify the typical progression of sexual abuse in children and adolescents.	308, 312	NA	3030, 4260, 4190	306	480	455,320	315, 401, 403, 408,
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.	308, 312,400	NA	3030, 4260, 4190	306	480, 380-381,400	341,445,342	205, 315, 401, 403, 408

Student is able to perform on-going risk and safety assessments.	308, 312,410, 411	7010	4190	306, 307, 497, 498	393-395	4810,4820	315, 401, 403, 408
Student is able to identify risk in foster or kin placements and provide safety for the child.	312, 410, 411	NA	4190	307, 497, 498	393-395, 480, 490-493	4810,4820	315, 401, 403, 408, 421, 422
Student is able to assess the impact of foster or kin placement on child psychosocial functioning.	400, 312	NA	3030, 4260, 4190	307	393-395, 480, 490-493	430,230	315, 401, 403, 408, 421, 422
Student can describe and assess indicators of and stage of change of family members with regard to maltreatment, addiction, family violence.	400. 312	7006	4280, 4190	305, 306, 307	393-395, 380-381, 480, 400	230,445	401, 403, 408
Student is able to assess impact of case plan on attachment.	400, 312	NA	3030, 4260, 4280, 4190	307	393-395, 480	4810,4820	315, 401, 403, 408, 421, 422
Student is able to gather and assess all pertinent data in order to evaluate and plan for appropriate services for children and families.	410, 411	7005 7006	4190	306, 307, 498, 497	393-395, 480	4810,4820	315, 401, 403, 408, 421, 422
Student is able to assess at least 4 indicators of the long-term effects of trauma on psychosocial functioning.	400,312, 411	7010	3030, 4260, 4280, 4190	307	393-395, 480, 380-381	4810,4820	315, 401, 403, 408, 421, 422
Student is able to assess community services and match appropriate services with client needs.	401,410, 411	7006	3040, 4190	497, 398	393-395, 480	230,430	305, 315, 401, 403, 408, 416, 421, 422
Student is able to identify at least 3 indicators that the family is ready for reunification or case closure.	312, 410, 411	NA	4260, 4190	307, 497, 498	393-395, 480	230,430	315, 401, 403, 408, 421, 422
Student is able to state 2 reasons for concurrent and permanent planning.	312,313	NA	4260, 4270	307	393-395, 480, 490-493	230,430	315, 401, 403, 408, 421, 422
Student is able to involve the family in the writing of clear and appropriate goals and objectives.	410, 411	7005 7006	4190	306, 307, 497, 498	393-395	4810,4820	315, 401
Student is able to explain at least 3 reasons for constructing a well-written case plans.	402	7005 7006	3120, 4270	304	393-395	241,230	421, 422

Student is able to state the major reason for frequent visits between children in care and family members and planning for these visits.	312,402	NA	4260, 4280	307	393-395, 480, 490-493	230,430	315, 401, 403, 408, 421, 422
Student is able to state 3 objectives for planning for adjustment to a new placement.	312	7006	4260, 4190	307	393-395, 480, 490-493	230,430	315, 401, 403, 421, 422
Student is able to identify case plan requirements and construct measurable objectives.	312,402	7005, 7006	3120, 4260, 4280, 4190	306, 307, 497, 498	393-395, 480, 490-493	431,432,4820,4810	315, 401, 403, 408, 421, 422

## State of Louisiana

### University/OCS Training Partnership Competency-Course Matrix

<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>							
<b>Behavior</b>	<b>Grambling</b>	<b>LSU</b>	<b>NSU</b>	<b>SE LA</b>	<b>Southern BR</b>	<b>SUNO</b>	<b>ULM</b>
Student is able to explain at least 2 reasons why routine and timely case reviews should be conducted with families.	313, 410, 411	7006	4270, 4190	307, 497, 498	480, 490-493	230,430,445	315, 410, 408, 421, 422
Student is able to link families with appropriate services within the community.	410, 411	7005 7006	4190	305, 497, 498	393-395, 480, 490-493	4820,4810	315, 401, 408, 421, 422
Student is able to state at least 2 reasons for resistance in families.	307, 312	7004, 7006	3120, 4280	306, 307, 304	393-395	230,430	310, 315, 401, 408, 416, 421, 422
Student is able to state and use at least 2 techniques for overcoming resistance in families.	301,402, 312	7004, 7006	4120, 4280, 4190	304, 306, 307, 497, 498	393-395	320,4810,4820	301, 315, 421, 422
Student is able to state at least 2 reasons for and continued use of motivational interviewing.	301,410, 411	7005	3180, 4280, 4190	304, 306, 307	393-395	320,420	310, 315, 421, 422
Student is able to state at least 2 reasons for relapse in working with family addiction issues.	308, 312, 410, 411	NA	3030, 4280	306, 497, 498	393-395	320,445	315, 421, 422
Student is able to state at least 2 interventions for working with a family in which relapse of addiction occurred.	410, 411	NA	4280, 4190	306, 307	393-395	320,445	315, 421, 422
Student exhibits strength-based and motivational communications with each contact that occurs with the family.	301, 410, 411	7005 7006	4190	304, 305, 497, 498	393-395	481g,482h	315, 421, 422
Student is able to state the theory of solution-focused practice.	402,403	7006	4280	304	393-395	350,320,420	315, 421, 422

Student is able to state at least 3 solution-focused statements and how to apply those in a case situation.	402, 403	7006	4280, 4190	304, 306	393-395	481g,482h,320	315, 421 422
Student can use information learned from an assessment of child and family to accomplish the most appropriate, least restrictive placement for the child.	411,412	NA	4190	306, 497, 498	393-395, 480, 490- 493	481g,482h	315, 401, 421, 422
Student can state and use at least 3 techniques to prepare a child and family for adjustment to initial or changed placement.	312, 410, 412	NA	4260, 4190	307	393-395, 480, 490- 493	481g,482h	401, 421, 422
Student is able to intervene with children who have special needs to ensure that IDEA is in place within the schools.	410, 412	7004	4190	497, 498	393-395, 480, 490- 493	481g,482h	401, 421, 422
Student can state the major reason for continuing to work with all family members when the child is in care.	312	7006	4260	202, 306, 307	393-395, 480, 490- 493	320, 420	315, 401, 408, 421, 422
Student is able to state indications for and manage the process of termination for children and families.	402, 312, 313	7005	3120, 4260, 4270, 4280, 4190	307, 497, 498	393-395, 480, 490- 493	4810,4820	315, 401, 408, 421, 422
Student is able to state reasons for and manage after-care services.	312, 410, 411	7005	4260, 4190	306, 307	393-395, 480, 490- 493	4810,4820	315, 401, 421, 422
Student is able to state reasons for and manage a plan for youth in independent living situations.	307, 312, 410, 411	NA	4230, 4260, 4190	307	393-395, 480, 490- 493	230,420	401, 408, 421, 422

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### University/OCS Training Partnership Competency-Course Matrix

<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>							
<b>Behavior</b>	<b>Grambling</b>	<b>LSU</b>	<b>NSU</b>	<b>SE LA</b>	<b>Southern BR</b>	<b>SUNO</b>	<b>ULM</b>
Student is able to state 3 reasons why evaluation of practice is important and necessary.	402, 406	7005,7006 7009	3120, 4040	304, 361, 497, 498	393-395, 310, 410, 493	230,431,432	205, 315, 416, 421, 422
Student is able to state the 2 major reasons for case monitoring.	402, 313	7005	3120, 4270	307, 497, 498	393-395	230,420	315, 416, 421, 422
Student is able to state the importance of on-going case review.	313, 410, 411	7005	4270, 4190	306, 307	393-395, 480	230,420	315, 421, 422
Student is able to state the relationship between well-written outcome measures and evaluation of client outcomes.	402, 406	7005,7006, 7009	3120	306, 307, 304, 361, 497, 498	393-395, 310, 410	431,230	315, 416, 421, 422
Student is able to state the importance of accurate data collection on service to families.	402, 406	7005,7006 7009	3120, 4040	361. 497. 498	393-395, 310, 410	431	315, 401, 408, 421, 422
Student is able to conduct a single-subject design study in his/her own practice with clients.	402,406, 410, 411	7009	3120, 4040, 4190	360, 497, 498	310, 410, 493-493	431	SOC 450;451 SW 315, 495, 421, 422

References:

CalSWEC (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.