

New Mexico State University School of Social Work

MSW Field Education Manual

Field is the Heart of Social Work Education



2011-2012

Revised August 2011



**New Mexico State University
School of Social Work**

MSW FIELD EDUCATION MANUAL

2011-2012
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New Mexico State University

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Please note that the field manual is periodically revised. An online version will be updated each semester:
<http://www.nmsu.edu/~socwork/>

NMSU SCHOOL OF SOCIAL WORK FIELD EDUCATION 2011-2012 CALENDAR

FALL 2011	DAY	DATE
CLASSES BEGIN	THURSDAY	AUGUST 18, 2011
FIELD PLACEMENT BEGINS	MONDAY.	AUGUST 22, 2011
LEARNING CONTRACT DUE	WEEK OF	AUGUST 30, 2011
LABOR DAY HOLIDAY - NO CLASSES/NO FIELD	MONDAY	SEPTEMBER 5, 2011
MID TERM EVALUATIONS DUE TO FIELD LIAISON	WEEK OF	OCTOBER 3, 2011
LAST DAY TO DROP WITH A "W"	TUESDAY	OCTOBER 11, 2011
THANKSGIVING RECESS – NO CLASSES - NO FIELD	MON. – FRI.	NOVEMBER 21-25, 2011
LAST WEEK OF SEMESTER – ALL FIELD SEMINARS MEET	WEEK OF	DECEMBER 5, 2011
FINAL EVALUATION GRADES ALL LIAISON PAPER WORK DUE TO FIELD OFFICE BY 3:00 PM	FRIDAY	DECEMBER 9, 2011
FINAL GRADES POSTED ON BANNER	TUESDAY	DECEMBER 13, 2011
SPRING 2012	DAY	DATE
MARTIN LUTHER KING HOLIDAY	MONDAY	JANUARY 16, 2012
CLASSES BEGIN	THURSDAY	JANUARY 19, 2012
FIELD PLACEMENT RESUMES	WEEK OF	JANUARY 23, 2012
LEARNING CONTRACT DUE	WEEK OF	JANUARY 30, 2012
FIELD EXCHANGE DAY – ALBUQUERQUE	FRIDAY	MARCH 2, 2012 – TENTATIVE
MID TERM EVALUATIONS GRADE DUE TO FIELD LIAISON	NO LATER THAN	MARCH 7, 2012
FIELD EXCHANGE DAY – LAS CRUCES	FRIDAY	MARCH 9, 2012 - TENTATIVE
LAST DAY TO DROP WITH A "W"	MONDAY	MARCH 12, 2012
FIELD PLACEMENT MEETINGS WITH FIELD COORDINATORS BEGIN (FOR FALL 2012 FIELD PLACEMENTS) ALBUQUERQUE LAS CRUCES	TUESDAY MONDAY	MARCH 6, 2012 MARCH 12, 2012
SPRING RECESS – NO CLASSES/NO FIELD	MON.-FRI.	MARCH19—23, 2012
FINAL FIELD EVALUATION GRADES DUE TO SCHOOL	WEEK OF	MAY 7, 2012
STUDENT EVALUATION OF THE FIELD INSTRUCTOR, FIELD LIAISON AND AGENCY SETTING DUE TO THE FIELD OFFICE	WEEK OF	MAY 7, 2012
LAST POSSIBLE DAY OF FIELD PLACEMENT FOR FALL 2011	FRIDAY	MAY 11, 2012
LAST DAY OF CLASS AND FINAL EVALUATION GRADES DUE ALL LIAISON PAPER WORK DUE TO FIELD OFFICE BY 3:00 PM	FRIDAY	MAY 11, 2012
FINAL GRADES POSTED ON BANNER	TUESDAY	MAY 15 2012

NATIONAL ASSOCIATION OF SOCIAL WORKERS

SOCIAL WORK VALUES AND ETHICAL PRINCIPLES

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

A full copy of the Code can be found at - <http://www.naswdc.org/pubs/code/default.asp>

Preamble of the NASW Code of Ethics

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective: **Service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.** This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

1. Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

2. Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

3. Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

4. Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

5. Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

6. Value: Competence

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

SOCIAL JUSTICE IN SOCIAL WORK

Since the School of Social Work is uniquely situated as a part of New Mexico State University, a Traditionally Hispanic University, the concept of social justice has special meaning.

**“The true test of the quality of a society is in the way it responds to its most vulnerable members.”
Hubert Humphrey**

The values of social worker emphasizes the importance of responding to the needs of the most vulnerable members of society such as children, the aged, minority groups, the disabled, women, and others who have been victims of institutional discrimination.

Social Justice advocates the idea that, in a perfect world, all members of society would have the same basic social benefits, rights, protections, obligations, and opportunities regardless of their backgrounds and membership in diverse groups. Combined with economic justice, all members of society would have the same opportunities for attaining material goods, income, and wealth. From: Zastrow, C. (2004). *Introduction to Social Work and Social Welfare: Empowering People*, (6th Ed.). US: Thomson Brooks/Cole.

“Given we do not live in a perfect society; some people have been disadvantaged and do not have equal opportunities. Therefore, social justice requires actions, services, resources, and attention to correct historical and current conditions that preclude equal opportunity for all. If groups or individuals are not starting at the same point, equal treatment will likely continue or even perpetuate unequal treatment. Therefore, social justice implies an approach that corrects for past and current disadvantages” (Berns, D, communication, 7/28/05)

Ethical Standard - 6 SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare: Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation: Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies: Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action:

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

SOCIAL WORK FIELD EDUCATION AT NMSU

Field is the Heart of Social Work Education



Mission of the NMSU School of Social Work

The over-arching mission of the NMSU School of Social Work is to promote the enhancement of human and community well-being. The School prepares students for competent and effective social work practice emphasizing strengths, empowerment, cultural competence, and the promotion of family values. The School of Social Work is committed to research, knowledge development, and public service that promote the profession's ability to respond to an ever-changing environment, especially within the context of the cultural diversity of the southwest and the region's multicultural heritage.

The Field as “Signature Pedagogy”

The Council on Social Work Education, the accrediting body of schools of social work, currently includes in its standards a greater focus on the field and its activities, referring to the field as **Signature Pedagogy.** “Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education...” (EPAS, 2008, p.8).

Practice is taught by the profession's signature pedagogy and contains these elements (Shulman, February, 2005):

1. *The Surface Structure* – to think: **The mind**, the intellectual component, the concrete, operational acts of learning including critical thinking. This usually occurs in the classroom. In social work we use classroom teaching through lecture, team methods, dialogue, role playing, and an assortment of techniques to encourage students to think, to be curious, to assimilate and synthesize materials, to critique them and to use creativity to expand ideas.
2. *The Deep structure* - to perform: **The hands-on practice**, the technical/skill component, the set of assumptions about how best to impart a certain body of knowledge. How a profession teaches the theoretical basis of the skills and how to think like that profession. In social work courses are built on each other to lead the student to become and identify as a social worker. The student practices the theory in class and transforms the practice into the field.
3. *The Implicit Structure* - to act with integrity - **The heart**. The moral dimension that comprises a set of beliefs about professional attitudes, values and dispositions. While some professions, such as law, emphasize the mind and intellectual part of the profession, social work has an expressed code of ethics. Throughout the educational process students are encouraged to act ethically and to analyze their practice according to ethical decisions.

MSW CURRICULUM DESIGN

The MSW Program at the School of Social Work, New Mexico State University, is designed to provide academic and fieldwork education with an emphasis on Advanced Generalist Practice. The curriculum is designed according to the requirements of the Council on Social Work Education and is built on an educational model which provides two levels of social work education - foundation and advanced. A common core of social work values, knowledge, and methods unifies practice at both levels.

FIRST YEAR MSW CURRICULUM - GENERALIST PRACTICE FOUNDATION

Generalist Foundation (First Year)

The purpose of the first (or generalist) year is to provide the basic foundation that distinguishes social work from other helping professions. This foundation is taught in terms of knowledge-guided frameworks for operationalizing the various phases of the empowerment process with the multiple levels of client systems with whom we work in direct practice.

DEFINITION OF GENERALIST PRACTICE - NMSU SCHOOL OF SOCIAL WORK

- Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings and apply ethical principles and critical thinking to practice.
- The generalist practitioner identifies with the social work profession and is grounded in the dual perspective of the person and the environment.
- Utilizing knowledge of the human condition, generalist practitioners view clients and client systems from a strengths and resiliency perspective in order to recognize, support, and build upon the capabilities of all human beings.
- They use a collaborative process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems.
- In addition, they participate in community and organizational development. Generalist practitioners are consumer informed, are involved in research-informed (evidence based) practice, and evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.
- Finally, generalist social work practice is guided by the NASW Code of Ethics, incorporating diversity in their practice and advocating for human rights and social justice.

SECOND YEAR MSW CONCENTRATION ADVANCED GENERALIST PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Concentration (Second Year) – *Advanced Generalist Social Work Practice*

The NMSU Masters of social work program prepares students from an Advanced Generalist perspective. The program is founded on the use of critical thinking skills and differential application of advanced social work knowledge, theories, skills, values and ethics in the assessment of and intervention with micro, mezzo, and macro level systems.

The advanced generalist perspective prepares practitioners to exercise the professional autonomy, leadership, and creativity necessary for multidimensional contextual and ethical practice in rapidly changing social environments with populations of the southwest. As students move to more complex clients, issues, problems, theories and interventions, the scope and depth of their professional preparation increases.

Competencies for MSW Foundation and Second Year Advanced Standing

The School of Social Work has developed a competency based educational program. These competencies are used in the student's Learning Contract and are taught in all social work classes. They are the standards established by the Council on Social Work Education. **The Field will be evaluated on the competencies listed below with an *.**

1. Identify as a Professional Social Worker and Conduct Oneself Accordingly Social workers serve as representatives of the profession, its mission and core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.			
	BSW/Foundation	Advanced Generalist Concentration	
*	1. Advocate for client access to the services of social work	42. Heightened self-awareness, understanding of personal biases and ability to use self in interaction with diverse populations	*
*	2. Practice personal reflection and self-correction to assure continual professional development	43. Understand and identify professional strengths, limitations, and challenges	*
*	3. Attend to professional roles and boundaries		
*	4. Demonstrate professional demeanor in behavior, appearance, and communication		
	5. Engage in career-long learning		
*	6. Use supervision and consultation		
2. APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE - Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant laws. BEHAVIORS:			
*	7. Recognize and manage personal values in a way that allows professional values to guide practice	44. Identify and use knowledge of relationship dynamics, including power differentials	*
*	8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles	45. Demonstrate leadership in applying ethical reasoning to arrive at principled decisions across systems	
*	9. Tolerate ambiguity in resolving ethical conflicts	46. Employ strategies of ethical reasoning to address the impact of culture on practice	*
*	10. Apply strategies of ethical reasoning to arrive at principled decisions		
3. Apply critical thinking to inform & communicate professional judgments - Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. Critical thinking is augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. BEHAVIORS:			
*	11. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge and practice wisdom	47. Engage in reflective practice	*
*	12. Analyze models of assessment, prevention, intervention, and evaluation	48. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations	*
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities	49. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats	*
4. Engage diversity and difference in practice - Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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. BEHAVIORS:			

	14. Recognize the extent to which a culture's structures and values may opposes, marginalize, alienate, or create or enhance privilege and power	50. Research and apply knowledge of diverse populations to enhance client well-being	*
*	15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	51. Be able to modify and adapt mainstream theoretical frameworks and interventions to fit culturally and socially diverse populations	
	16. Recognize and communicate their understanding of the importance of difference in shaping life experiences		
*	17. View themselves as learners and engage those with whom they work as informants		
5. Advance human rights and social and economic justice - Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. BEHAVIORS:			
	BSW/Foundation	Advanced Generalist Concentration	
	18. Understand the forms and mechanisms of oppression and discrimination	52. Use knowledge of the effects of oppression, discrimination, and historical trauma on client systems to guide planning and intervention	*
*	19. Advocate for human rights and social and economic justice	53. Advocate for client systems in a manner that addresses culturally influenced barriers to services presented by practitioners, organizations, and larger systems	*
	20. Engage in practices that advance social and economic justice	54. Identify and recommend changes to policies and practices that are discriminatory	
6. Engage In Research-Informed Practice And Practice-Informed Research Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. BEHAVIORS:			
	21. Use practice experiences to inform scientific inquiry	55. Use research methodology to evaluate clinical practice effectiveness across all client systems	*
*	22. Use research evidence to inform practice	56. Communicate results of valid, reliable and ethical research	
7. Apply knowledge of human behavior and the social environment Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. BEHAVIORS:			
*	23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	57. Differentially adapt and apply theories of human behavior and the social environment to guide practice	
*	24. Critique and apply knowledge to understand person and environment	58. Use bio-psycho-social-spiritual theories in formulation of comprehensive assessments	*
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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. BEHAVIORS:			
*	25. Analyze, formulate, and advocate for policies that advance social well-being	59. Analyze specific policies and practices and propose policy that impact on diverse populations	*
*	26. Collaborate with colleagues and clients for effective policy action	60. Engage and intervene effectively in policy development and implementation	*
		61. Use evidence-based practice in advocacy for policies that advance social and economic well-being	*
9. Respond to contexts that shape practice Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.			

BEHAVIORS:			
	27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	62. Demonstrate the effective application of models of community and organizational intervention in populations of the Southwest	*
*	28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	63. Apply leadership skills to accomplish systemic change	
		64. Apply emerging technology to improve practice on a micro-mezzo-macro level	
10. Learn to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities			
BEHAVIORS:			
10 a. ENGAGEMENT of Individuals, families, groups, communities-organizations.			
	BSW/Foundation	Advanced Generalist Concentration	
*	29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	65. Apply a theoretically informed knowledge base so as to effectively practice with diverse individuals, families, groups, organization and communities	*
*	30. Use empathy and other interpersonal skills	66. Establish a process that encourages clients to be equal participants in the establishment of goals and expected outcomes	*
*	31. Develop a mutually agreed-on focus of work and desired outcomes	67. Engage with increasing autonomy by assuming differential roles appropriate to diverse practice situations	*
10 b.: ASSESSMENT of Individuals, families, groups, communities-organizations.			
*	32. Collect, organize, and interpret client data	68. Show increasing ability to independently conduct assessments	*
*	33. Assess client strengths and limitations	69. Utilize a variety of evidence based assessment tools and strategies to assess client systems of all sizes	*
*	34. Develop mutually agreed-on intervention goals and objectives	70. Select and modify appropriate intervention strategies based on continuous assessment	*
*	35. Select appropriate intervention strategies	71. Apply knowledge of US Southwest populations to the bio-psycho-social-cultural assessment of distinct and diverse client systems	*
10 c.: INTERVENTIONS with Individuals, families, groups, communities-organizations.			
*	36. Initiate actions to achieve organizational goals	72. Critically evaluate, select, and apply best practices and evidence-based interventions	*
*	37. Implement prevention interventions that enhance client capacities	73. Demonstrate the use of appropriate intervention strategy for a range of presenting concerns identified in the assessment	
*	38. Help clients resolve problems	74. Implement practice theories (models, strategies, techniques, and approaches) across client systems	*
*	39. Negotiate, mediate, and advocate for clients		
*	40. Facilitate transitions and endings		
EP2.1.10 d.: EVALUATION OF PRACTICE with Individuals, families, groups, communities-organizations.			
*	41. Critically analyze, monitor and evaluate interventions	75. Use standardized tools to inform and enhance their practice	
		76. Evaluate, interpret and apply findings of one's own practice to the refinement of intervention with client systems of various sizes	*

ROLES AND RESPONSIBILITIES OF THE FIELDWORK TEAM

The field program of the School of Social Work integrates class study with practice with individuals, families groups and communities. Students in the regular MSW program must complete 950 hours of field work. Those in the Advanced Standing Program complete 500 hours of field work.

- Students are assigned to a licensed MSW field instructor for supervision and instruction.
- Students are also assigned to a qualified, faculty field liaison that oversees the learning experience.
- Students participate in small group seminars with their field liaison.
- The student, the field instructor, and the field liaison jointly implement a learning contract that identifies the learning opportunities and practice experiences that will enable the student to address social work competencies

The Field Work Team at NMSU consists of the Field Work Coordinator, the Assistant Field Coordinator, the students, the Faculty Field Liaisons/ Field Education Consultants, the agencies, and the agency Field Instructors. Communication between all parts of the team is vital for the field experience to be successful.

A. THE FIELD WORK COORDINATOR AND THE ASSOCIATE FIELD COORDINATOR(S)

The Fieldwork Coordinator has administrative responsibility for the fieldwork program including recruitment and development of field agencies, matching students to field agencies, developing a training program for field instructors, developing and implementing an orientation to the field program for students, and participating on various faculty committees. The Assistant Field Coordinator for the BSW Program and the Assistant Field Coordinator for the Albuquerque MSW Program meet with students, match students to field agencies, recruit and develop of field agencies, develop trainings and work on field curriculum, and support the Field Work Coordinator in administering the program.

B. THE STUDENT

The student's role is to gain the knowledge, skills, and values required for professional social work practice. They are not volunteers but active consumers of and participants in an educational process.

MSW students are expected to have opportunities to work with all levels of systems, including individuals, families, groups, and organizations. Second Year students must be able to be in situations where they can apply Advance Generalist Practice knowledge and skill.

For their part in field practicum, students are expected to:

successfully complete two semesters of social work field experience under the supervision of a social work field instructor and a field liaison.

1. Attain the 10 competencies in the Field Evaluation at a satisfactory level. Document this on the Mid-term and Final Evaluations by providing evidence of the behaviors you have learned.
2. Professionalism: Conduct yourself in a professional manner at the agency;
 - Be present at the agency according to the agreed upon schedule dressed in an appropriate manner.
 - **Communicate with your Field Instructor.** Notify the Field Instructor when you will be late or absent from the agency, submit a plan to make up time lost. Communicate any problems with the agency, clients or Field Instructor to the Field Instructor
 - Follow the administrative policies, standards, and practices of the agency,
 - Respect the confidential nature of agency files and client information and conform to the standards and practices established by the School of Social Work for the practicum course, including adherence to the NASW Code of Ethics.

3. Readiness to learn: Demonstrate a readiness to learn and to become involved in all appropriate aspects of the field experience including:
 - Prepare for supervision by use of the SUPERVISORY AGENDA and other tools provided by field instructor and/or field liaison.
 - Attend and participate in field seminars and discussions with the field liaison.
4. Engage in self-reflection as a beginning professional. Participate in continual self-evaluation by defining and sharing specific strengths and learning needs with the field instructor and liaison.
5. Demonstrate professional behavior that reflects a commitment to the ethics of the social work profession. If student has personnel issues, the students must not allow these issues to interfere with their practice with clients. (See MSW Manual page 22-24):
 - Behavior contrary to these ethics will be cause for review of the student's admission to the program or continued future in the social work major.
 - Examples of behavior that would lead to failure of a field course:
 - Deprecating oral and written statements, gestures toward other students, faculty, clients, colleagues, or the agency placement, and/or wearing clothing with statements that are offensive towards other students, faculty and/or persons from diverse populations
 - Problems in personal functioning (health, mental health) sufficiently serious to endanger functioning in the program and client welfare, and
 - Lack of boundaries towards other students, faculty, clients, and towards other workers in agency...sufficient to endanger professional and/or client relationships
 - Student's poor performance in basic work place responsibilities (e.g. poor attendance, misuse of time).
 - Inappropriate attire or demeanor
 - Unwillingness or inability to be proactive in own learning. Work completed minimally.
 - Negative attitudes toward clients, colleagues, or the agency
 - Problems in personal functioning (health, mental health, substance abuse at agency) sufficiently serious to interfere with student learning or endanger client welfare.
 - Lack of boundaries towards clients and towards other workers in agency. Clients' rights violated
 - Inability to engage clients despite repeated supervision and training
 - Inability to apply theory to practice despite discussion in supervision, demonstration and training
 - Continual inaccurate, late or poorly written paperwork after training
 - Inability to follow directions
 - Continued and persistent need of close supervision after three months in practicum.
 - Inability to seek and use supervision without defensiveness
 - Agency programming has been disrupted by student behavior.
 - Questionable ethical behavior
 - Arriving at placement under the influence of alcohol or another substance.
 - Inability or unwillingness to follow chain of command
6. Complete an evaluation of the faculty liaison, field agency, and field instructor.
7. **FAILURE TO ADHERE TO STUDENT RESPONSIBILITIES MAY RESULT IN TERMINATION FROM THE FIELD. STUDENTS MUST MAINTAIN A PASSING GRADE IN THE FIELD TO STAY IN THE MSW PROGRAM.**

C. FIELD INSTRUCTORS - AGENCY SOCIAL WORKERS

Community social workers who serve as field instructors contribute to the professional development of future social workers by providing students an opportunity to develop and practice social work skills in real world settings. The School of Social Work at NMSU appreciates the commitment and dedication of social workers who agree to serve as field instructors and provide students with social work practice opportunities. In return, the School of Social Work provides field instructors professional development opportunities throughout the year and awards continuing education credits to social workers who provide field instruction to students.

In this way Field Instructors fulfill their ethical responsibilities to the integrity of the social work profession (Code of Ethics 5.01 (c) "Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations."

In order to be approved by the School of Social Work as an Field Instructor to supervise MSW students, the professional must be **LICENSED**, have a Master's degree in Social Work from an accredited school of social work, and have worked as a social worker for two years post-masters. The license may be LMSW or LISW and be held in NM or Texas.

FIELD INSTRUCTORS AGREE TO FULFILL THE FOLLOWING DUTIES AND RESPONSIBILITIES:

1. Orientation: Insures that the student receives an orientation to the agency that helps the student understand the expectations for student performance, purpose, policies, and procedures of the agency to include issues related to agency safety plans, sexual harassment, and grievance procedures.
2. Assignments:
 - Prepare and assign projects, cases and reading materials that will assist the student with the understanding, development and practice of field competencies.
 - Review and comment on two process recordings each semester.
3. Individual Educational Instruction: Provide individual educational instructions to the each student at **least once a week, for one hour, or small group instruction for a minimum of two hours a week, with individual sessions with students as needed**. This instruction will assist the student in integrating social work knowledge, skills and values with practice with individuals, families, groups, and/or communities
 - Provide on-going performance feedback and instruction to student utilizing the SUPERVISORY AGENDA and the TIME AND ACTIVITIES REPORT. **Sign the weekly Supervisory Meeting Agendas and Time and Activities Reports.**
4. Evaluation: Assist the student in completing the Field Learning Contract and Evaluation document that identifies the social work competencies and practice behaviors the student will be developing during field work.
5. Meeting with Field Liaison: Participate in periodic meetings as needed with the field liaison to review student progress, as well as review student performance during mid-term and final exams.
 - Communicate with the student and with the faculty liaison regarding any unusual opportunities, conditions, or concerns as soon as they become evident.
 - Complete a plan of action with the student and Field Liaison concerning these opportunities, conditions or concerns.
6. Communicate with the University: Facilitate a positive, cooperative working relationship between the agency and the university, including informing the department of any agency or organizational problems that would affect student learning such as Field Instructor will be unavailable to student, major change in agency administration, or any agency disruption that affects continuation of student in the placement.
7. CEU's: **Field Instructors will receive 15 CEU's per semester from the School of Social Work** for providing field instruction and additional CEU's for participating in field instructor training events, continuing education offerings, and/or other support services available for field faculty.

D. FIELD BASED SITE SUPERVISORS

In some agencies, the Field Instructor may complete the responsibilities of a Field Instructor and additionally assign a Field Base Site Supervisor for daily supervision of students.

Other agencies may not have a social worker on staff but wish to provide a field placement for social work students. These agencies must contract with a social worker to come into the agency and provide the students a one hour of social work instruction per week and to fulfill the other responsibilities of a Field Instructor. Additionally, a field based site supervisor must be assigned to provide the student a stable learning environment and adequate supervision.

FIELD BASED SITE SUPERVISORS AGREE TO FULFILL THE FOLLOWING RESPONSIBILITIES:

When a licensed Field Instructor of record cannot be on site daily while the student is in his/her field placement, the Field Based Site Supervisor performs the following responsibilities.

1. Communicate with the Field Instructor on a regular basis to make sure day to day activities are appropriate for student level and learning goals.
 - Provides guidance and assigns and monitors day to day student activities in the field setting.
 - Document and report student performance to Field Instructor of record.
 - Communicate any concerns regarding student progress to the rest of the field instructional team (student, field instructor, field liaison, and appropriate Field Coordinator, as needed) as soon as a concern arises to provide the student with the opportunity to take corrective action.
2. Assist with the student performance evaluation at mid-term and final exams.

E. FACULTY FIELD LIAISONS - FIELD EDUCATION CONSULTANTS

The Faculty Field Liaison is a faculty member of the School of Social Work who represents the School and serves as the channel of communication between the agency field instructor and the student. Faculty members and field faculty serve as field liaisons to assist the students and field agencies in the development of a quality social work professional.

The faculty field liaison is responsible for:

1. Group Seminar: Conducting **weekly group seminar meetings** and provide instruction and feedback to students regarding all field expectations such as Learning Contract and Evaluation, assignments, process recordings and portfolio.
 - Assisting students in integrating classroom and field experience learning.
 - Providing instruction regarding cases, agency activities, and field concerns,.
 - Teaching students to use the chain of command for problems **STUDENT -> FIELD INSTRUCTOR -> FIELD LIAISON -> FIELD COORDINATOR** (or Associate Field Coordinator)
 - Conferring with the student regarding field performance and evaluation, and final grade.
2. Visiting the Agency and Field Instructor: **A MINIMUM OF TWO VISITS PER SEMESTER ARE REQUIRED.** Visiting the agency assists in maintaining an ongoing relationship with the student and agency field instructor for the purposes of:
 - Serving as an Educational Consultant to student and field instructor and/or Field Based Site Supervisor regarding the curriculum and transferring the practice behaviors required by the School of Social Work Competencies into the daily activities in the field.
 - Making available necessary curriculum materials to the agency field instructor.
 - Evaluating Student progress at Mid-Term and Final:
 - Giving everyone an opportunity to meet, review the field mid-term and final, discuss student progress, answer any educational questions related to the student's development, and at end of semester suggest grade.
 - All Midterms must be completed prior to the last date to drop with a W for the current semester.
3. Resolving Field Situations
 - Meeting with student and Field Instructor to resolve problem situations that are still concerns after the student and Field Instructor have discussed it.

- Assuring that the field placement provides the appropriate educational experience for the student consistent with School policy.
 - Mediate any issues that may arise between, or among, the student, agency, Field Instructor, and/or Field Based Site Supervisor and the school to develop a course of action to resolve the Field Situation.
 - Participating with the Director of Field Education or appropriate Field Coordinator, student, and field instructor if a change of field placement or departmental action is determined necessary.
4. Meet monthly with the Field Coordinator/Associate Field Coordinators to discuss field issues.
5. Documentation:
- Collects Original Field Contract, Mid-term and Final Evaluation forms, and Student Participation Tracking Form and return these documents to the field office.
 - Submits grade to Field Office by meeting with appropriate Field Coordinator
 - Fills out School of Social Work Evaluation
6. Required to attend field orientation day and specific trainings during the academic year

F. FIELD AGENCIES

A "Field Agency" is a social service agency or program that enters into a formal Affiliation Agreement with New Mexico State University.

- This agreement stipulates the collaborative process between the School of Social Work Field Education Program and the agency.
- The agreement reviews the field education program goals and philosophy, and outlines the respective responsibilities of the Agency and the University.
- The agency must agree to retain responsibility for the service to its clients; neither University faculty nor students may be expected to replace agency staff in the conduct of the agency's activities.

The agency must:

- Interview and select students applying for the practicum.
- Allow weekly supervision time for the student by a designated Field instructor
- Provide adequate workspace and materials for the student(s)
- Provide student with an orientation to the agency and agency policies
- Provide New Mexico State University School of Social Work with a current resume of the MSW field instructors/supervisor(s) and a copy of his or her social work license or certificate

THE AGENCY MUST PROVIDE THE STUDENT WITH THEIR SAFETY PLAN AND INSURE THEIR KNOWLEDGE OF ANY RISK IN THE AGENCY.

G. THE SCHOOL OF SOCIAL WORK

The School of Social Work:

- Reserves the right to place or not place students in agencies
- Provides an orientation for students and field faculty
- Publishes a field manual that includes requirements, objectives, procedures, and expectations of all parties involved in the practicum

- Assigns faculty to assist in the field instruction of the students through individual and group conferences with students
- Insures that the field coordinator and/or liaison instructor are accessible to meet periodically with the agency instructor to advise and review practicum experiences
- Maintains a file on each field agency that includes resume, license/certificate, promotional material, and field faculty evaluations
- Educates the students regarding professional ethics, in particularly the importance of maintaining confidentiality of clients and case records
- Pre-screen students to be assigned to the agency to assure that they meet at least the minimum requirements as defined by the agency and the school of social work's program prerequisites
- Provide training and recognition to agency social work instructors

STATEMENT REGARDING LIABILITY INSURANCE: New Mexico State University provides professional liability insurance coverage for students under the Tort Claims Act (1992). The University does not provide vehicle insurance and advises that students not transport clients in their personal vehicles. The student will provide any special documentation requested by the field agency. Any other expectations of the agency related to additional insurance must be negotiated between the student and the agency.

School Support to Field Instructors

- **The Field Instructor Training Program with CEU's-** The Field Instructor Training Program has been designed to provide instruction leading to instructor certification in our Graduate and Undergraduate Programs and to contribute to the continuing professional education of field faculty.
- **Certification Process for Field Instructors** - The School provides a workshop to address the basic training necessary to become familiar with the specific requirements and procedures of the Field Education Program. This basic training workshop must be attended in order to become certified. It is offered at least once a year at the Field Orientation Day in the fall.
- **Advanced Training** Other advanced workshops and instructor gatherings are provided throughout the year to enhance instructors' supervisory skills and to offer ongoing mutual support to ensure the best quality of field education. At least one workshop or instructor gathering must be attended yearly in order to maintain certification.

SCHOOL OF SOCIAL WORK FIELD WORK COURSE DESCRIPTIONS

Students in the MSW program, complete a total of 950 hours of practicum with the exception of Advanced Standing students who complete 500 hours of practicum.

CLASS	CREDITS	GRADING	REQUIRED HOURS IN FIELD PLACEMENT
MSW 551 Generalist Field Practicum I	3 credits	S (satisfactory) U (unsatisfactory)	225
MSW 552 Generalist Field Practicum II	3 credits	Letter Grade	225
MSW 554 Advanced Generalist Practicum I	3 credits	Letter Grade	250
MSW 555 Advanced Generalist Practicum II	3 credits	Letter Grade	250

- Time spent in field seminar counts as field hours.
- **With prior approval from the agency field instructor**, students may also count as field hours time spent attending conferences, workshops, or other training programs. Participation in training and educational activities should have relevance to the student's learning objectives.

TYPES OF FIELD ARRANGEMENTS - There are four types of field arrangements that can be made depending on the student's standing in the school (1) Two Year Program Students; (2) Three Year Program Students; (3) Full Time Advanced Standing Students; and (4) Part Time Advanced Standing Students.

1. TWO YEAR PROGRAM: students complete these 950 hours over 4 semesters.

- a) Students in the Two Year Program in their first year at NMSU must complete a minimum of 450 clock hours in the same social service practicum over two semesters. In any given semester the 225 hours of the practicum must be completed in a minimum of 12 weeks. **This placement is considered a Generalist placement.**
- b) Students in the Second year of the MSW program at NMSU must complete a minimum of 500 clock hours in the same social service practicum over two semesters. In any given semester the 250 hours of the practicum must be completed in a minimum of 12 weeks. **Students are assigned to a placement different from their first year placement. This placement is considered an Advanced Generalist placement**
 - MSW 554 consists of 250 hours, beginning in August.
 - MSW 555 consists of 250 hours, completed during the spring semester. Students are expected to continue in the same placement they were in for MSW 554.

2. THREE YEAR PROGRAM

- a) Students in the Three Year Program do not enter the practicum until their second year of the MSW program. They have the same requirements as Two Year Program students in the field (above), but complete their placements in years two and three of the MSW program.
- b) This means that students in their second year of the program have a first year Generalist field placement and in the third year of their program have a second year Advanced Generalist placement.

3. ADVANCED STANDING STUDENTS

Advanced Standing MSW students must complete 500 clock hours of field placement. **This placement is considered a second year placement Advanced Generalist placement.**

- **Part time Advanced Standing students**
Part time Advanced Standing students do not enter the practicum until their second year. They complete their placements in year two of the program and must complete 500 clock

hours of field placement. This placement is considered a second year placement Advanced Generalist placement.

MSW STUDENT PROCEDURES FOR ENTERING THE FIELD

Student Field Placements are for Two Semesters.

STEP 1: APPLICATION FOR FIELDWORK PLACEMENT (MAY BE FOUND AT THE RECEPTION DESK OR WILL BE AVAILABLE BY EMAIL)

In order to initiate the field placement process, students need to submit a Field Work Application Form to the Fieldwork Office for review by the Field Coordinator.

1. This application must include an updated **resume**.
2. Students turn their Field Placement Application and resume into the Front Desk.

STEP 2: FIELD PLACEMENT SELECTION PROCESS

1. Students need to attend the FIELD EXCHANGE and gather information about possible field agencies.
2. The student schedules an appointment with the Field Coordinators by signing up.
3. The Students meet with the Field Coordinator to discuss their preferences in the field and their resume.
4. Based on the student application and discussions with the Field Coordinator, two or three approved field placement agencies are selected from the approved field agency list.
5. The Field Coordinator contacts the agencies regarding their willingness to accept the student.
6. During the interview with the Field Coordinator, students are given a letter introducing them to a contact person at an agency. Students must call the contact person and arrange an interview concerning placement if an appointment wasn't made during the interview with the Field Coordinator
7. The Field Coordinator will give the student a "Tips for success sheet" to help you prepare for the field placement interview.
8. The student takes a current résumé and the letter of introduction to the interview.

STEP 3: FINALIZING A CHOICE:

1. The student interviews and considers the pros and cons of each agency.
2. The student might prefer one agency but the site supervisor will also consider the strengths and weaknesses of the student and might not consider you a good match.
3. Once the student and an agency reach an agreement to go ahead with the placement, the interviewing field instructor completes and **SIGNS** the Field Agreement with Agency Form.
4. The student must advise the field office about the placement by turning in the Field Agreement with Agency Form to the school of social work.

Students will not be officially placed and cannot start their field placement if the field agreement with agency form is not submitted to the school of social work

NEW AGENCIES: If students have information about a placement that is not on the School of Social Work's approved list of agencies, they can give the name of the contact person, the agency name, the address, and the phone number to the Field Coordinator. The agency will then be contacted for possible inclusion onto the list of approved agencies. **Students may not interview with these agencies until the agency has been approved by the field office and agreement is signed with the university.**

For information contact:

Las Cruces	Martha Roditti Gloria Nunez Stephen Anderson	Coordinator - Field Education Field Team Staff BSW Field Coordinator	(575) 646-7903 (575) 646-6320 (575) 646-8043	mroditti@nmsu.edu glnunez@nmsu.edu stephean@nmsu.edu
Albuquerque	Susan Burns Judy Gurule	Assistant Field Coordinator Administrative Assistant	(505) 899-9881 (505) 830-6936	skburns@nmsu.edu (ABQ) jlgurule@nmsu.edu (ABQ)

YOU HAVE AN AGREEMENT WITH A FIELD INSTRUCTOR TO BE IN AN AGENCY... NOW WHAT?

You have seen the Field Coordinator(s) and have decided on a placement.

- You have called back the other agencies that interviewed you and thanked them for their time. You have told them that you have decided on another placement.
- You have given your chosen placement the Student Agreement with Agency form and have had it signed.
- You have returned that form to the Field Coordinator(s)

Field orientation:

Field orientation is at the beginning of the fall semester. You will be sent an announcement giving you the date and place of field orientation. It is mandatory. Any changes in the field will be discussed. Field forms will be explained. You will meet your Field Liaison.

Who is my Field Liaison?

You will be assigned a Field Liaison by the School of Social Work before your placement begins. This person will lead your field seminar, act as the intermediary between the School of Social Work and your agency, visit with your agency Field Instructor, approve your Learning Contract, review your forms, and recommend your grade.

When does the Field Seminar Begin?

The Field Seminar begins the week of August 22th 2011 when your field placement begins

When will you start the field?

Classes usually start on a Thursday. You should be in your placement the beginning of the first week after classes start. Depending on your class schedules, BSW's are usually in the field Monday, Wednesdays and maybe Fridays. MSW's are usually in the field Tuesday, Thursday, and maybe Fridays. This year field starts the week of August 22th.

You should have made an agreement with your Field Instructor what days you will be in the field. It is on your Student Agreement with Agency Form. If you don't know your days in the field, it should be one of the first things you do when you go to the agency.

What should you do when to start your field program?

You should call the agency and set up a time to meet with your Field Instructor the first day field starts. This is the time to begin to develop your Learning Contract with him/her.

Who orientates you to the Agency?

The first part of your Learning Contract asks questions about the agency. You should show them to your Field Instructor and start gathering the information from your instructor or other people at your agency who may be helpful to interview. Your Field Instructor should have some ideas how you will learn about the agency and your role in the agency.

**You will fill out the following forms for the field. They will be explained in your field seminar.
See Reporting forms in the Field Manual**

ESSENTIAL SOCIAL WORK KNOWLEDGE, VALUES, AND SKILLS

SOCIAL WORK KNOWLEDGE

- Diversity
- Populations-at-Risk
- Social and Economic Justice
- Human Behavior and the Social Environment
- Social Welfare and Policy Services
- Social Work Practice and Interventions
- Research

SOCIAL WORK VALUES

- Service
- Social Justice
- Dignity and Worth of the Person
- Importance of Human Relationships
- Integrity
- Competence

SOCIAL WORK SKILLS

A. INITIAL PHASE

1. Engagement

- Building Rapport
- Starting Where the Client Is
- Attending Skills
- Clarifying
- Paraphrasing
- Reframing
- Reflecting Feelings
- Summarizing
- Probing
- Seeking Concreteness
- Focusing
- Verbally Following up
- Empathic Communication
- Confrontation
- Educating
- Research and referral of services
- Community involvement

2. Data gathering – intake and screening – Single subject design, surveys

3. Assessment – Using Tools

- Agency tools, genograms, eco maps, culturegrams, community development tools

4. Planning

- Establishing Goals
- Identifying Tasks
- Contracting
- Research plans

B. MIDDLE PHASE – INTERVENTION

1. Use of theory

- Systems Theory
- Family Systems
- Ecological theory
- Developmental Theory – (Erikson, Piaget, Gilligan, Attachment theory, etc.)
- Learning Theories (Behavior and Cognitive-Behavioral Theories)
- Social-Constructionist (Solution Focused and Narrative-Oriented Theories)
- Psychoanalytic and Ego-Psychology-Oriented Theories
- Humanistic-Oriented Theories (Client Centered Theory-Rodgers, Maslow)
- Network Theory
- Exchange Theory

2. Use of Intervention Models

- Family therapy
- Brief solution focused therapy
- Cognitive behavioral therapy
- Behavioral approaches
- Solution Focused Therapy
- Multi-systemic Therapy
- Narrative therapy
- Group therapy
- Crisis intervention models
- Community Development Interventions

3. Use of skills – (see engagement skills)

C. ENDING PHASE – TERMINATION

- Reviewing progress made – Assess using single subject design
- Processing feelings associated with the termination
- Terminating Skills, future plans, connecting to services, and following up

Adapted from: Family Services of El Paso, Hospice of El Paso, Renal Care Group, Inc. El Paso Kidney Center-West

POLICIES

POLICIES FOR RESOLVING PROBLEMS IN FIELD PLACEMENTS

INCOMPLETE GRADE

SUGGESTED DRESS POLICY FOR FIELD AGENCIES

FIELDWORK IN PLACE OF EMPLOYMENT

POLICIES FOR STUDENT PROTECTION

PROCESS FOR RESOLVING PROBLEMS IN FIELD PLACEMENTS

Occasionally students, field instructors, and field liaisons encounter complex problems that raise questions regarding the appropriateness of the practicum placement for a particular student, the ability of the student to meet the agency's expectations, or more generally fulfill the responsibilities of the practicum.

NOTE ON DOCUMENTATION: Field Instructors and Field Liaison model good practice by teaching documentation to students and conversely keeping good documentation on students' behavior. Without documentation, students do not know what areas they need to improve or what areas they excel. Without documentation, students practice cannot be evaluated properly.

CHAIN OF COMMAND

If a student is having a problem with someone in the field, the student should communicate with that person before discussing it with others in the agency. If the problem persists, then the student should move up the chain of command.

**Person with whom student has problem ► Field Instructor ► Liaison ►
Field Coordinator ► Director of School**

CONCERNS IN THE FIELD

1. Common concerns students have in field agencies and with Field Liaisons:

- Insufficient instruction regarding field assignments.
- A need for greater responsibility or client contact.
- Lack of opportunities to learn and practice the 10 competencies
- Lack of Field Instruction - Field Instructor doesn't meet with student once/week
- Incomplete orientation.
- Loss of Field Instructor due to person leaving the agency or taking another assignment.
- Field Instructor unable to explain how to improve.
- Paperwork not read by Field Instructor – student unable to complete coursework due to lack of feedback from instructor
- Agency unsafe and/or ethical problems

2. Common concerns field instructors may raise include:

- Student's poor performance in basic work place responsibilities (e.g. poor attendance, misuse of time).
- Inappropriate attire or demeanor
- Unwillingness or inability to be proactive in own learning. Work completed minimally.
- Negative attitudes toward clients, colleagues, or the agency
- Problems in personal functioning (health, mental health, substance abuse at agency) sufficiently serious to interfere with student learning or endanger client welfare.
- Lack of boundaries towards clients and towards other workers in agency. Clients' rights violated
- Inability to engage clients despite repeated supervision and training
- Inability to apply theory to practice despite discussion in supervision, demonstration and training
- Continual inaccurate, late or poorly written paperwork after training
- Inability to follow directions
- Continued and persistent need of close supervision after three months in practicum.
- Inability to seek and use supervision without defensiveness
- Agency programming has been disrupted by student behavior.
- Questionable ethical behavior
- Arriving at placement under the influence of alcohol or another substance.
- Inability or unwillingness to follow chain of command:

3. Common concerns the School or Liaisons may raise:

- Inflated field grades or instructor assign the highest marks but does not provide documentation to support the grade
- Lack of weekly supervision. – weekly meeting agendas are incomplete or missing
- Lack of documentation – no comments of Time and Activities Report, no comments on evaluations, no comments on process recordings
- Waiting until a crisis to contact the Field Liaison. Instructor did not inform the student about poor performance concerns until the mid-term or final meeting.
- Lack of progressive evaluation and behavioral contract (progressive discipline) leading to student's failure in field without documentation.

PROBLEM RESOLUTION

1. **FIELD INSTRUCTION:** Field Instruction is the appropriate time to begin a face to face conversation about student performance concerns and student concerns about the agency. The Field Instructor should inform the student of specific behaviors that are not meeting the expectations of satisfactory performance and provide supportive feedback and an action plan. These conversations should be documented on the weekly **Time and Activities report, Supervisory agency, and Process Recording** and brought to the attention of the liaison. They should be included in the Field Instructor comments on the Mid-Term and Final Evaluations.

a. Learning Contracts as problem resolution tool

- Students are given choices in their field placements. The university reasonably assumes that once the Field Agreement with Agency Form is completed, the student and agency have a commitment to the placement.
- Part One of the Learning Contract has all of the roles and responsibilities of the field team: Student, Field Instructor, Field Supervisor (if used), and Field Liaison. These roles should be reviewed and understood by all.
- Student Learning Contracts include the midterms and final evaluations and should be completed before the visit with the Field Liaison so there are no surprised.

b. Student Time and Activity Reports as a problem resolution tool

Student time and activities reports provide a structure for identifying problems and developing action plans in a timely manner.

- Field Instructors review this form and sign it. It is a way to know student's day to day activities and how many hours the student has accumulated.
- Field liaisons review the student's summary of activities in order to monitor whether the student is engaged in learning opportunities consistent with the Learning Contract and that agency is meeting student's needs.
- Everyone can monitor attendance by means of this form.
- Field instructors are asked to indicate the date of each weekly instructional-supervisory meeting, cite examples of exemplary student performance, and to identify any concerns or problems discussed.
- **Each Time and Activity Report should have some comment from the Field Instructor.**
- Field instructors are asked to cite examples of exemplary student performance, and to identify any concerns or problems discussed.

c. Weekly Instructional Meeting Agenda Form as a problem resolution tool

- Students should prepare these agendas for their Field Instructor. If the student is doing good work, this is a place to encourage them.

- If student has been advised to work on any social work competency and there is concern that the student is not working towards meeting course requirements, the Field Instructor must include a written recommendation for improvement and explicitly inform the student of any danger of failing the course. The Field Instructor must also notify the Liaison as soon as these issues occur.
- d. Process Recordings as a problem resolution tool
- Process Recordings are intended as a tool to assist the student developing skills as a social worker. Field Instructor and Field Liaison's review these recordings to provide feedback on students' progress.
 - Field Instructors should make comments on these.
2. **CONSULTATION WITH FIELD LIAISON:** For significant or repeat concerns that are not improving, the Field Instructor should contact the Field Liaison to clarify problems or concerns and identify possible actions **immediately**, **NOT THE END OF THE SEMESTER**.
 3. **AGENCY DISRUPTION:** THE LIAISON MUST BE CONTACTED IMMEDIATELY IF THERE IS A CHANGE IN FIELD INSTRUCTION.
 4. **FIELD LIAISON MEETING:** Following consultation, the field liaison **must** meet with the student and field instructor to facilitate a resolution of the problem. This should be documented.
 5. **PLAN OF ACTION – REMEDIATION OF THE PROBLEM:** After discussion of the concerns, a behavioral specific, time-limited PLAN OF ACTION is made to resolve the concern. This PLAN must be behavioral specific so that the student, Field Instructor and Liaison can all measure if the student has met the expectations to receive a passing grade. The PLAN must specify
 - The behavioral specific performance areas that need improvement;
 - The responsibilities of the student for demonstrating progress – what specifically the student will do
 - The specific means by which progress will be evaluated;
 - The dates when progress will be evaluated and the final grade determined.
 - The responsibilities of the field instructor in supporting the student;
 - All parties should sign the written Plan of Action.
 - The Field Liaison will inform the Field Coordinator if a Student is in danger of disrupting from practicum, or receiving an unsatisfactory evaluation.

The above meetings are not to be interpreted as disciplinary but rather as efforts to assist students in finding ways to successfully accomplish field education goals.

6. When the above process fails to rectify the problem, a formal Counseling-In process may be initiated by any of the concerned parties (See MSW Handbook 2011-12, page 24).
7. **For agency disruption: See change of placement form (page 41-41).**
8. Because Field Practicum and practice classes are co-requisites, if a student drops the field with a "W," the student will have to drop all of their practice courses.

NOTE: MSW STUDENTS ARE ENCOURAGED TO READ THE NMSU STUDENT HANDBOOK AS THEY MUST BE FAMILIAR WITH THEIR STUDENTS RIGHTS AND RESPONSIBILITIES.

POLICIES FOR GIVING AN "I" INCOMPLETE GRADE

Incomplete grade: The grade of Incomplete is given for passable work that could not be completed due to circumstances beyond the student's control. The following regulations apply to removing or changing an incomplete grade:

1. Instructors may assign an incomplete grade only if the student is unable to complete the course due to circumstances beyond the student's control that develop after the last day to withdraw from the course. Examples of appropriate circumstances include documented illness, documented death or crisis in the student's immediate family, and similar circumstances. Job related circumstances are generally not appropriate grounds for being assigned an incomplete grade. **In no case is an incomplete grade to be used to avoid the assigning of D, F, or Unsatisfactory grades for marginal or failing work.**
2. To assign an incomplete grade, the instructor must complete the "I Grade Information Form" and have the form delivered to the Office of the Registrar, together with the instructor's grade sheets for the semester. The instructor will state in writing on the "I Grade Information Form" the steps necessary to complete the remaining course work or the instructor may indicate that the student will be required to re-enroll in the course to receive credit (in which case the incomplete grade will not be removed). The student will sign this document and the course dean will send a copy of the document to the student's official permanent address as recorded in the Office of the Registrar.
3. The student is entitled to have the incomplete grade removed from the student's transcript only if the student completes the remaining course work as specified on the "I Grade Information Form," in a manner satisfactory to the instructor. The work must be completed within 12 months after the incomplete grade is assigned and prior to the student's graduation, or within a shorter period of time if specified by the instructor on the "I Grade Information Form." If the student fails to complete the course work, the instructor may change the incomplete grade to any appropriate grade (including D, F, or Unsatisfactory) provided that the instructor stated that this would occur on the "I Grade Information Form."
4. Incomplete grades can be removed from the student's transcript by the instructor only during the 12-month period following assignment of the incomplete grade or prior to the student's graduation, whichever comes first. To remove an incomplete grade, the instructor must complete a "Change of Grade Form" and file the form with the Office of the Registrar. The instructor may assign whatever grade is appropriate for the entire course. This may include grades of D, F, or Unsatisfactory. An Incomplete grade not changed by the assigning instructor within 12 months and prior to graduation shall remain an incomplete grade thereafter and prior to graduation shall remain an incomplete grade thereafter.
5. A student may re-enroll and receive credit for any course for which an incomplete grade was previously received, but retaking the course will not result in removal of the incomplete grade from the student's transcript. The effect of removing an incomplete grade on a student's academic standing (scholastic warning, probation, or suspension) depends on the date the transaction is officially recorded on the student's academic record. If the transaction is recorded before the student begins another semester, the grade replacing the Incomplete is included in the grade-point average calculation that establishes the student's academic standing. If the transaction is recorded after the student begins another semester, the new grade's effect on academic standing is based upon its inclusion with grades for the semester in which the student is enrolled.

SUGGESTED DRESS POLICY FOR FIELD AGENCIES

Business casual attire Clothes should be suited to your field work, but they should also:

- Fit properly,
- Be clean and in good repair, and
- Not be revealing

Business casual attire:

- Suits, jackets, slacks, skirts (including jean skirts), and dresses are acceptable. Some agencies accept jeans. Check with the agency.
- Shirts, blouses, polo-style shirts, sweaters, vests, or cotton knit and turtleneck shirts are acceptable.
- Sneakers, dress shoes, loafers, sport shoes, and sandals are acceptable but this is up to your agency. Some agencies require closed toed shoes.

Special meetings, trainings or conferences: When at training or conferences on or off campus, your appearance should reflect the professional image of NMSU School of Social Work and your position in your agency. Your agency may host meetings for other organizations, and you may be requested to dress for an event even though you are not a participant. Special clothing is required for court appearances.

Special events: Special events can require attire that is not normally acceptable at work (Halloween). Please join in the spirit of such events if your agency allows it, but use discretion.

Attire that is not acceptable:

- Clothes which are tight, revealing, strapless, or too short.
- Clothing you wear to the pool, gym, or working around the house should not be worn to work or field placement
- Sweats; shorts; snug, faded, or ragged pants; mini-skirts; spaghetti-straps; tank tops; spandex (athletic wear);
- Tee shirts or novelty shirts with writing, characters, slogans, pictures, or numbers that may be offensive;
- Beach-type flip flops are not acceptable.

If you wear these to field work, you may be requested to change into acceptable attire by your Field Instructor and sent home. If you are unsure if an article of clothing is appropriate for work, it probably isn't.

Our appearance at field work should convey the professionalism and leadership associated with social work and is a model for those with whom we work.

FIELDWORK IN PLACE OF EMPLOYMENT

There are many reasons why a student must work while concurrently pursuing a degree in social work. Some students request their field placements in the agency of their employment so that he or she can be paid for all or part of their practicum. The School of Social Work recognizes that the activities of one's new or ongoing employment and learning are not inconsistent, but there is an important difference in emphasis between the goals of educational development and the delivery of service as a paid employee (See Form Field Work Agreement in Student's Place of Employment)

The following guidelines are designed to assist students and agencies who wish to pursue or continue the student in their paid employment while also doing fieldwork at the place of employment. These guidelines have been developed to ensure the accomplishment of the educational goals and objectives while the student is at the agency.

The agency of employment may be used as a fieldwork setting when:

- o The student has completed the agency's probationary period or six months of employment, unless the employment is new..
- o The agency meets the standards for consideration as a field agency and is willing to sign the letter of agreement with the School of Social Work.
- o The agency has a qualified MSW or BSW who can serve as field instructor and who is **NOT** the supervisor for the regular employment or has made arrangements for an outside social worker to provide the field instruction. A qualified Field Instructor must have two years or more of post MSW experience, have or be pending toward licensure, agree to provide one or more hours of field instruction weekly, attend the Field Instructor Training Workshop (Basic Training for Certification), and attend at least one additional training related to field instruction annually. These requirements are to ensure, in part, that the Field Instructor will focus on the student's education in the field rather than workload issues of regular employment.
- o The agency and the School of Social Work both agree that the assignments given to the student/employee are consistent with the educational goals and objectives of the School and that the assignments show evidence of sound educational design and progressive development of the student's abilities at the BSW or MSW level. If the employment has existed longer than six months, this may mean lighter caseloads, involvement in community based assignments not typically assigned by the agency yet overseen by the Field Instructor, and additional hours beyond the normal work week.

PROCEDURE FOR INITIATING A REQUEST FOR FIELDWORK IN PLACE OF EMPLOYMENT:

1. The student will take the initiative by discussing the possibilities with agency administrators and the Field Coordinator. The Field Coordinator will help the student identify practical and educational issues related to completing a practicum in their place of employment.
2. Before the beginning of the practicum term, the student must submit the Fieldwork Agreement in Place of Employment to the Field Coordinator ([downloadable PDF form](#)) The application requires approval of all relevant agency personnel, such as the administrator, employment supervisor, and field instructor, as to the acceptability of the Fieldwork Agreement before the beginning of the assignment.
3. Within two weeks after submission, the Field Coordinator will review the agreement and notify the student whether the placement is acceptable, or acceptable with adjustment. The Field Coordinator or Liaison may choose to visit the agency to review the plan with the Administrator and Field Instructor.
4. The student must agree to another placement if the placement at the place of employment is not acceptable.

It is the responsibility of the Liaison, in collaboration with the Field Coordinator, to determine that the field placement at the place of employment is consistent with the educational goals of the School and the proposal made by the student. Deviations from the Fieldwork Plan may cause the placement to be terminated.

POLICIES FOR STUDENT PROTECTION

LIABILITY INSURANCE - New Mexico State University provides professional liability coverage for students under the Tort Claims Act (1992) for the academic year. Students are not required to obtain additional insurance coverage.

PERSONAL USE OF AUTOMOBILE - Students may not use their automobile for transporting clients in their private vehicles. Any accident or injury incurred while doing so is the student's responsibility and is subject to the student's private auto insurer.

SAFETY AND RISK MANAGEMENT - The School of Social Work is committed to preparing social work students for potential dangers they may encounter in the agency, field, or client home environment and their responsibilities for confidentiality. All students should learn the details of HIPPA (see HSS web site <http://www.hhs.gov/ocr/hipaa/>).

SAFETY PLANS: Each student is responsible for becoming informed as to the safety policies of his/her field agency. In addition, students should know the safety plan for their agency. For example, where will you go in a fire, what do you do if a client seems dangerous, what are the agencies safety plans for visiting clients, etc.? Each agency should have its own plan.

DUAL RELATIONSHIPS - Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries. (*Code of Ethics of the National Association of Social Workers*)

Dual relationships are defined as pre-existing personal and/or professional relationships that overlap with field education responsibilities. These relationships are of concern when there is the potential for either conflict of interest or negative impact upon field education goals. Thus, **it is the policy of the School of Social Work** that when such a relationship exists between the student and the field instructor, the student and the liaison, or the liaison and the field instructor, the Field Coordinator must be notified immediately. In that these types of relationships are sometimes unavoidable, the goal will be to either put protective mechanisms in place for the student or to make a reassignment as deemed appropriate by the Field Office (From Michigan State University Field Manual - 7/2008).

PROTECTION FROM SEXUAL HARASSMENT

Sexual harassment of any practicum student from the School of Social Work shall not be tolerated from any field supervisor/ instructor, employee, or representative of the field agency. Neither shall sexual harassment of a student by a faculty member or employee of the university be tolerated.

To best ensure that students are placed in an agency environment free from sexual harassment the following will occur:

1. Each field agency and field supervisor/instructor shall receive a copy of the School of Social Work's Sexual Harassment in the Field Setting Policy.
2. Any agency or field setting approved for use as a field placement should provide the Field Program with a copy of its own Sexual Harassment Policy that shall be kept on file. If the agency has no such policy, the School of Social Work strongly urges that one be developed.

Sexual Harassment in the Field Setting Policy

Sexual harassment generates a harmful atmosphere that seriously undermines the trust that essential to the learning environment. Such conduct has the effect of unreasonably and substantially interfering with an individual's welfare, academic, or professional performance, or creates an intimidating, hostile, offensive, and demeaning work or educational environment. The field instructor has an affirmative duty to maintain a workplace free of sexual harassment and intimidation.

Sexual Harassment encompasses a wide range of unwanted, sexually-directed behaviors, including verbal harassment or abuse (perhaps in the guise of humor); subtle pressure for sexual activity; sexually directed remarks about a worker's clothing, body, or sexual activities; unwanted touching, patting, or

pinching; leering or ogling of a worker's body; demanding sexual favors accompanied by implied or overt threats concerning one's job, grades, or letters of recommendation; physical assault, etc.

Examples of Prohibited Behavior

- Threats or intimidation of a sexual nature or sexual contact. Continual or repeated verbal assault of a sexual nature including graphic commentaries about person's body; sexually degrading words to describe the person, or propositions of a sexual nature.
- Threats or insinuations that the person's employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions of continued placement may be adversely affected by not submitting to sexual advances.

Procedures in the field

- When a student believes that he/she has been the subject of sexual harassment in the field agency setting, the student will notify his/her supervisor/instructor and field liaison.
- The student may also wish to discuss the issue with his/her advisor.
- If the sexual harassment involved the student's agency supervisor/instructor, the student may notify the Field Coordinators.
- If the agency has a specifically designated individual or office to deal with these matters, the student would also notify that person or office.
- The student would be strongly encouraged to notify agency personnel. If the student prefers, the School of Social Work will notify the appropriate agency personnel.
- The School of Social Work faculty member receiving the report shall immediately notify the Department Head of the School of Social Work who, with the faculty liaison and the Coordinator of Field, will investigate the complaint.
- **The investigation may include the following:**
 1. A meeting with the student making the complaint. Another support person may accompany the student. At this time, the student is encouraged to submit a written statement regarding the nature of the harassment. This statement should be as specific as possible including date(s), time(s), and individual(s) involved. If the student made any attempt to confront the situation, this should also be included in the written report;
 2. A meeting with the Field Supervisor/Instructor and other relevant agency personnel;
 3. A meeting with the alleged violator; and
 4. A review of the agency's sexual harassment policy. Note: Because sexual harassment is not an interpersonal issue, nor is the investigation a legal proceeding, a group meeting requiring students to confront the alleged violator will not be required. Based on the investigation, the Department Head shall determine if the agency policy on sexual harassment has been followed and if the student is safe and will be free from further harassment.

The resolution of the investigations may include but are not limited to the following:

1. The complaint was founded and satisfactorily addressed by the field agency and the student should remain in the field placement.
2. The complaint was founded and satisfactorily addressed by the field agency but the student should be placed in an alternate field placement.
3. The complaint was founded and not satisfactorily addressed by the field agency and the student should be placed in another field placement.
4. The complaint was founded and not satisfactorily addressed and the agency should not be approved as a field placement setting.
5. The complaint was unfounded and the student should remain in the placement.
6. The complaint was unfounded and the student should be placed in an alternate field placement.

Please read the university sexual harassment policy

The student following these procedures in no way inhibits the student from pursuing other options such as bringing the matter to the attention of the College of Health and Social Service Grievance Committee, the NMSU Vice President for Student Affairs or the System Affirmative Action Officer or pursuing legal channels. No student will be subject to restraint, interference, coercion, or reprisal for seeking information about sexual harassment, filing a sexual harassment complaint, or serving as a witness.

REPORTING FORMS

The Field Syllabi will have assignments relating to the field

FIELD FORMS OVERVIEW

- 1. PORTFOLIO OUTLINE**
- 2. STUDENT DOCUMENT TRACKING FORM**
- 3. WEEKLY SUPERVISORY MEETING AGENDAS (one per week)**
- 4. WEEKLY TIME AND ACTIVITIES REPORTS**
- 5. LEARNING CONTRACT, MID-TERM AND FINAL EVALUATIONS**
- 6. CASE PRESENTATION OUTLINE**
- 7. PROCESS RECORDING: TWO PER SEMESTER**
- 8. CHANGE OF FIELD PLACEMENT REQUEST**
- 9. FIELD TEAM MEMBERS 2011-2012**
- 10. BSW/MSW STUDENT EVALUATION OF FIELD AGENCY, FIELD INSTRUCTOR & LIAISON**

FIELD FORMS - OVERVIEW

FORMS	PERSON RESPONSIBLE
1. PORTFOLIO OUTLINE: Student maintains a portfolio and has it ready for review at midterm and final.	Student
2. STUDENT DOCUMENT TRACKING FORM - This is a check list with dates. Students are required to keep track of all of their assignments, seminars attended, hours in the field on a summary sheet to be added to their Portfolio	Student – signed by Field Liaison end of semester
3. WEEKLY SUPERVISORY MEETING AGENDAS (one per week) This is a form to help the student keep track of what they are doing each day and the hours they are in the field. It is essential that the Field Instructor comment on this form and sign it.	Student and Field Instructor
4. WEEKLY TIME AND ACTIVITIES REPORTS This is a form to help the student keep track of what they are doing each day and the hours they are in the field. It is essential that the Field Instructor comment on this form and sign it.	Student - Field Instructor needs to comment and sign (at supervisory meeting)
5. LEARNING CONTRACT, MID-TERM AND FINAL EVALUATIONS signed by everyone in the field practicum team. Student does self evaluation, field instructor completes evaluation with COMMENTS, negotiate, signed by student, Field Instructor, (field Supervisor if applicable) and Field Liaison	Completed by student, Field Instructor and Field Liaison. Liaison returns to Field Office <u>at end of the semester.</u>
6. CASE PRESENTATION OUTLINE: Student prepares a case to present in their seminar.	Student
7. PROCESS RECORDING: TWO PER SEMESTER This is a vital form of evaluation the students' progress in competency 10 – engagement, assessment, intervention, and evaluation.	Student - Field Instructor comments. Given to Field Liaison
8. CHANGE OF PLACEMENT REQUEST: Students and Field Instructors cannot terminate a placement without providing reasons for the request and an explanation of attempts to address issues.	Completed by student, Field Instructor and Field Liaison
9. FIELD TEAM MEMBERS 2011-2012 Student should fill this out for Portfolio	Student
10. BSW/MSW STUDENT EVALUATION OF FIELD AGENCY, FIELD INSTRUCTOR & LIAISON: Student should fill this out at the end of every semester.	Student

PORTFOLIO OUTLINE

Get a three ring binder and use dividers to clearly separate each section of your portfolio

MUST BE REVIEWED AT MID-TERM & FINAL BY FIELD LIAISON

- 1. Section one**
 - a. **Table of contents for Portfolio**
 - b. STUDENT DOCUMENT TRACKING FORM
 - c. Field Team Members 2011-2012

- 2. Section two – Choosing Social Work**
 - a. Summarize your reasons for choosing social work as a profession; what you plan to do with a social work degree and how this field placement experience will contribute to your long term professional goals.

- 3. Section three – Syllabus and Field Policies**
 - a. Field Course Syllabus (MSW 551& MSW 552 or MSW 554 & MSW 555)
 - b. Agency policies
 - Related to client services
 - Related to employment/practicum regulations

- 4. Section four – Contract and Evaluation**
 - a. Field Learning Contract/Evaluation Document
 - b. Self evaluations (mid-term & final)
 - c. Mid-term and final evaluations signed by everyone in the field practicum team

- 5. Section five – Competency Based Assignments**
 - a. Social Work Field Competency Assignments (each assignment will address a specific competency)

- 6. Section six**
 - a. Examples of client assessment including Genograms, eco-maps, culturegrams
 - b. PROCESS RECORDING: TWO PER SEMESTER

- 7. Section seven – Ongoing Documentation**
 - a. WEEKLY SUPERVISORY MEETING AGENDAS (one per week)
 - b. TIME AND ACTIVITIES REPORTS (one per week)

- 8. Section eight - Research**
 - a. Research articles related to your field placement

- 9. Section nine**
 - a. **Values and Ethics:**
 - One page summary of the values and ethics learned during field practicum
 - b. **Summary of Field Experience**
 - What did you accomplish in this field placement this semester?
 - What did you learned from supervision?
 - Summary of leaning gains and your next steps for continuous professional growth.

STUDENT DOCUMENT TRACKING FORM – One per Semester

The student maintains this record until end of each semester. It is kept in the portfolio. It is the summary of the time the students spent in the field, the weekly activities with their supervisor and the seminar attendance and assignments.

Student Name _____

BSW Semester Fall _____ Spring _____ MSW 1st Year Field Fall _____ Spring _____
 MSW 2nd Year Field Fall _____ Spring _____

Filed Instructor Name: _____ Field Liaison Name: _____

Learning Contract submitted: Dates: _____
 Mid Term meeting Dates: _____
 Final meeting Dates: _____

Time and Activities reports submitted	Weekly supervisory agenda	Seminar Attendance
<ol style="list-style-type: none"> 1. Week of _____ time included _____ 2. Week of _____ time included _____ 3. Week of _____ time included _____ 4. Week of _____ time included _____ 5. Week of _____ time included _____ 6. Week of _____ time included _____ 7. Week of _____ time included _____ 8. Week of _____ time included _____ 9. Week of _____ time included _____ 10. Week of _____ time included _____ 11. Week of _____ time included _____ 12. Week of _____ time included _____ 13. Week of _____ time included _____ 14. Week of _____ time included _____ 15. Week of _____ time included _____ 16. Week of _____ time included _____ <p style="text-align: right; margin-right: 50px;">Total Time _____</p>	<ol style="list-style-type: none"> 1. Week of _____ 2. Week of _____ 3. Week of _____ 4. Week of _____ 5. Week of _____ 6. Week of _____ 7. Week of _____ 8. Week of _____ 9. Week of _____ 10. Week of _____ 11. Week of _____ 12. Week of _____ 13. Week of _____ 14. Week of _____ 15. Week of _____ 16. Week of _____ 	<ol style="list-style-type: none"> 1. Week of _____ 2. Week of _____ 3. Week of _____ 4. Week of _____ 5. Week of _____ 6. Week of _____ 7. Week of _____ 8. Week of _____ 9. Week of _____ 10. Week of _____ 11. Week of _____ 12. Week of _____ 13. Week of _____ 14. Week of _____ 15. Week of _____ 16. Week of _____

Evidence of Learning

Competency Based Assignments	Competency Based Assignments	Process recording	Case Presentation
<ol style="list-style-type: none"> 1. Date _____ 2. Date _____ 3. Date _____ 4. Date _____ 5. Date _____ 	<ol style="list-style-type: none"> 6. Date _____ 7. Date _____ 8. Date _____ 9. Date _____ 10. Date _____ 	<ol style="list-style-type: none"> 1. Date _____ 2. Date _____ 	Date _____ <u>Midterm/Final</u> Date: _____ Date: _____

Recommended Grade for Semester 1 or 2 is _____ (circle semester) U or S for MSW 551

Liaison Signature _____ Date _____

This form should be in Portfolio. Hand in to field office at end of semester

WEEKLY INSTRUCTIONAL MEETING AGENDA

Student must have one signed Supervisory Meeting Agenda per week in Student Field Portfolio

Week: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

I did not meet with social work instructor this week – Date: _____

Student Name: _____ Name of Supervisor: _____

Name of Agency: _____ Week of: _____

Date of meeting: _____ Time of meeting: _____

Student’s summary Report on the status of tasks assigned during last supervisory meeting:

Issue or issues student wants to discuss during this instructional meeting:

Issue or issues social work instructor wants to discuss during this instructional meeting:

How does the main issue or issues discussed in this week’s instructional meeting relate to the Social Work Competencies?

Learning tasks assigned during this instructional meeting to be completed by next week:

If instructional meeting did not take place this week, please notify field liaison through email.

Student’s Signature: _____ **Date:** _____

Field Instructor Signature: _____ **Date:** _____

If student has been advised to work on any social work competency and there is concern that the student is not working towards meeting course requirements, the Field Instructor must include a written recommendation for improvement and explicitly inform the student of any danger of failing the course. The Field Instructor must also notify the Liaison as soon as these issues occur.

The WEEKLY TIME AND ACTIVITIES REPORT can be used for documentation.

**NMSW SCHOOL OF SOCIAL WORK
TIME AND ACTIVITIES REPORT**

Student Name _____ Week of: _____
 Name of Field Instructor _____

DATE	ACTUAL HOURS	DESCRIBE ACTIVITIES IN DETAIL
		Example: Conducted a client intake, attended a staff meeting, completed an intake interview, called clients, call agency X to make a client referral, etc.

Total Hours Accrued this week: _____ **Remaining Hours to be completed:** _____

SUPERVISOR/INSTRUCTOR COMMENTS REGARDING STUDENT WEEKLY ACTIVITIES

Are student's field activities appropriate for his/her learning needs? Yes ___ No ___

If not, what can the student do differently next week?

What is the student doing particularly well?

Additional Comments:

Field Instructor Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

This form should be completed weekly and included on the portfolio for liaison review

NMSW SCHOOL OF SOCIAL WORK

LEARNING CONTRACT, MID-TERM AND FINAL EVALUATIONS

PART 1: CONTAINS THE ROLES AND RESPONSIBILITIES of student, Field Instructor, Agency Field Supervisor (if needed), and Field Liaison. It should be read carefully and signed by all.

PART 2 - DESCRIPTION OF THE AGENCY: Students will be given an outline in their field syllabus that needs to be completed within the first 2 weeks of field. There will be questions that only the Field Instructor can answer.

PART 3: FIELD COURSEWORK EVALUATION CRITERIA: This outlines the criteria used to compute student scores. It should be read carefully so that students receive the best feedback possible.

PART 4: MSW- FIELD LEARNING CONTRACT & MID TERM AND FINAL EVALUATION

Student and supervisor complete an evaluation independently at midterm and final.

1. The student must document the evidence for each behavior evaluated. The student can use information from Field Semester assignments to document these behaviors.
2. The supervisor should gather data from agency staff that have worked with the social work student and include obtained data.
3. The student and supervisor compare and discuss their independent assessments and complete an evaluation that represents their combined input prior to the mid-term and final meetings with the Liaison.
4. The joint evaluation is reviewed and discussed with the Field Liaison during mid-term and final meetings.
5. The Liaison takes into consideration the student and instructor's input and assigns the grade at the end of the semester.
6. The original evaluation is maintained by the student in the portfolio to be submitted at the final exam to the Field *Liaison* who will send it to the Field Office.

PART 5: GLOBAL STUDENT PERFORMANCE EVALUATION: Part A of this evaluation is completed by the Field Instructor and Part B is completed by the Field Liaison.

PART 6: WORKSHEET MID TERM AND FINAL EVALUATION GRADING:

- This worksheet is a summary of all of the points given to the student and is the basis for giving a grade.
- This document is signed by all parties at midterm and final.

CASE PRESENTATION OUTLINE – FOR SEMINAR DISCUSSION

Demonstrating Ability to Present Case Information and Reflect on Own Actions: This is intended as a brief simulation of a staffing that might occur in an agency. It may be possible to “staff” several cases in one hour seminar. This is a required presentation. Discuss this presentation with your Field Instructor

1. MSW Student Information.

- Student's name: _____
- Date of seminar presentation: _____

Locate a comprehensive assessment outline in a practice course textbook and use it to summarize what you know about a case situation or use the following:

2. Case Background Information.

- Referral sources _____
- Reason for referral _____
- Number and types of other contacts you have had with the client(s) _____

3. General Information about Client/s:

- Client's initials or fictitious name _____
- Sex _____
- Age _____
- Locate a model for diversity assessment and apply it to a case you are working with.
Race/ethnicity _____ Immigration status if appropriate - use (**culturegram**)
- Summary of client's background including any significant people in person's life

- Life stage of individual and/or family development
- Summarize any significant intergenerational connections from **genogram**
- Summarize any significant community connections (**ecomap**)
- Information from any diagnostic tools used

4. Treatment plan

5. Theories used in selected interventions.

6. A brief summary of work to this point.

7. Issues related to this case you want to discuss

8. Your insights about your work on this case.

Summarize and analyze an interview focusing on the skills you used and how effective they were in helping a client or family gain clarity, develop a commitment to change, gain new perspectives, or accomplish the purposes of your contact with the client.

Eco Map or Genogram or culturegram should be attached

If your client is a Group, describe how the group was formed, how recent is its formation, and what are the characteristics of those who make up the group.

If you are presenting a Macro Practice experience, identify your client system(s), provide background information about the agency and/or community and about the project itself including any needs assessments that have been done, committee work done or ongoing, etc. Additionally, review your involvement in the project and specify your roles as the social worker involved in the project.

PROCESS RECORDING: DEMOGRAPHICS

Students will conduct two process recordings each semester.

The process recording is a learning tool that is meant to allow students to record an interaction with a client and evaluate their actions, the social work skills used in the interaction, and their feelings related to the situation or client and thinking process. The Field Instructor reads the process recording and provides the student with feedback, questions or makes observations to help the student further develop their social work skills.

1. Identifying Information.

- Student's name: _____
- Date of session: _____
- Field Instructor's Name _____

2. Background Information.

Include any information necessary to understand the interaction described in the recording. This includes any information you know about the client including:

- Client's initials or fictitious name _____ Sex _____ age _____ race/ethnicity _____
- Referral source _____
- Why referred _____
- Family background: Any significant intergenerational connections from genogram _____

- Number and types of other contacts you have had with the client(s) _____
- Describe setting - who is present: _____

A brief summary of work to this point with this client: _____

- In the case of a Group, describe how the group was formed, how recent is its formation, and what are the characteristics of those who make up the group
- In the case of Macro Practice, identify your client system(s), provide background information about the agency and/or community and about the project itself including any needs assessments that have been done, committee work done or ongoing, etc. Additionally, review your involvement in the project and specify your roles as the social worker involved in the project.

Relevant Practice Behaviors That Should be reflected in the PROCESS RECORDING

1. How do you demonstrate empathy and other interpersonal skills
2. How do you collect, organize, and interpret client data
3. How did you practice personal reflection and self-correction with this client
4. Were you aware of professional roles and boundaries?
5. How did you demonstrate professional demeanor in behavior, appearance, and communication
6. Did you use supervision and consultation as needed?
7. Did you recognize and manage personal values in a way that allows professional values to guide practice.
8. Did you demonstrate effective oral and written communication in working with individuals, families, groups, communities, organizations, and colleagues?
9. Did you gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups?
10. Did you view yourself as a learner and engage those with whom they work as informants.

NMSU SCHOOL OF SOCIAL WORK CHANGE OF FIELD PLACEMENT REQUEST

The School of Social Work has a process for Resolving Problems in Field Placements. Please follow the process and document it in this request form. Social Work Field Placements should be for two semesters, if there is a need to move a student from one agency to another before two semesters have been completed this form must be completed to start the change process.

Student Name: _____ email: _____
 Liaison Name: _____ email: _____
 Field Instructor: _____ email: _____
 Agency Name: _____
 Name of Person Initiating this Request _____ Telephone # (_____)

A field placement change is generally needed when the agency or field instructor is no longer able to provide the student with instruction or a learning environment. Poor student performance does not lead to a change of placement but may result in a failing grade in the field.

REQUIRED MEETINGS:

1. THE FIELD INSTRUCTOR AND STUDENT MUST MEET TO DISCUSS THE PROBLEM.
2. IF THE PROBLEM ISN'T RESOLVED, THEY MUST MEET WITH THE FIELD LIAISON.

THESE MEETINGS MUST BE HELD TO ADDRESS PROBLEMATIC ISSUES BEFORE A REQUEST FOR CHANGE OF FIELD PLACEMENT CAN BE MADE.

CHECK ALL THAT APPLY		
STUDENT CONCERNS	FIELD INSTRUCTOR CONCERNS	FIELD LIAISON CONCERNS
Qualifies for a change of placement: <ul style="list-style-type: none"> ○ Agency unsafe and/or ethical problems ○ Insufficient instruction regarding field assignments. ○ A need for greater responsibility or client contact. ○ Lack of opportunities to learn and practice the 10 competencies ○ Lack of Field Instruction - Field Instructor doesn't meet with student once/week ○ Incomplete orientation. ○ Loss of Field Instructor due to person leaving the agency or taking another assignment. ○ Field Instructor unable to explain how to improve. ○ Paperwork not read by Field Instructor – student unable to complete coursework due to lack of feedback from instructor <li style="color: red;">The following <u>do not qualify for an agency change but are issues that need to be addressed.</u> ○ Field liaison not available ○ Field seminar is not meeting once per week ○ Field instructor & liaison did not provide a reason for assigning the student a poor grade. 	Qualifies for a change of placement: <ul style="list-style-type: none"> ○ Instructor will no longer be able to provide instruction and supervision for the student. <li style="color: red;">The following are examples of behavior that do not qualify for an agency change. <u>A FAILING GRADE IS MORE APPROPRIATE.</u> ○ Student's poor performance in basic work place responsibilities (e.g. poor attendance, misuse of time). ○ Inappropriate attire or demeanor ○ Unwillingness or inability to be proactive in own learning. Work completed minimally. ○ Negative attitudes toward clients, colleagues, or the agency ○ Problems in personal functioning (health, mental health, substance abuse at agency) sufficiently serious to interfere with student learning or endanger client welfare. ○ Lack of boundaries towards clients and towards other workers in agency. Clients' rights violated ○ Inability to engage clients despite repeated supervision and training ○ Inability to apply theory to practice despite discussion in supervision, demonstration and training ○ Continual inaccurate, late or poorly written paperwork after training ○ Inability to follow directions ○ Continued and persistent need of close supervision after three months in practicum. ○ Inability to seek and use supervision without defensiveness ○ Agency programming has been disrupted by student behavior. ○ Questionable ethical behavior ○ Arriving at placement under the influence of alcohol or another substance. 	<ul style="list-style-type: none"> ○ Inflated field grades – instructor assign the highest marks but does not provide documentation to support the grade. ○ Lack of weekly supervision – weekly meeting agendas are incomplete or missing. ○ Lack of documentation – no comments on student's paperwork ○ Instructor did not inform the student about poor performance concerns until the mid-term or final meeting. ○ Instructor waited until a crisis to contact the Field Liaison ○ Lack of progressive evaluation leading to student's failure in field without documentation. Poor performance was not documented on the weekly meeting agendas. <li style="color: red;">The following are examples of behavior that do not qualify for an agency change. <u>A FAILING GRADE IS MORE APPROPRIATE.</u> ○ Student's poor performance or lack of attendance in seminar ○ Student's poorly written paperwork ○ Student unable to accept and use

	○ Inability or unwillingness to follow chain of command:	redirection without defensiveness ○ Student leaves placement.
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Field Team Meetings:

1. Student's input concerning the issue or issues:

2. Liaison's input concerning the issue or issues:

3. Field Instructor's input concerning the issue or issues:

4. **Summary of the meetings:** Please document the times, dates, people attending and content of discussion and other documentation of each meeting. There must be a specific action plan developed.

5. Recommendation from Liaison and Instructor concerning change of placement:

6. **SIGNATURES:** This request will not be considered by the Field Program unless signed by student, field instructor, and faculty field liaison.

	Name	Signature	Date
Student			
Field Liaison			
Field Instructor			
Field Coordinator			

7. Field Coordinator's Determination:

FIELD TEAM MEMBERS 2011-2012

Student:	
Email:	
Phone:	
Schedule at agency: (16 hours per week)	Example: Monday 8:00-12:00 Wednesday 8:00-12:00 & 1:00-5:00 and Friday 1:00-5:00 PM

Field Liaison:	
Email:	
Phone:	
Office:	
Seminar classroom, day, time & location:	Example: Every Tuesday (August to December) from 5:00 to 6:00 PM Room 218

Social Work Field Instructor:	If you are placed at <u>CYFD in Las Cruces</u> your social work field instructor will be Madeline Gillette
Email:	
Phone:	
Office:	
Instructional meeting day, time & location:	Example: Every Wednesday (August to December) from 1:00 to 2:00 PM Instructor's office.

<u>Agency based direct supervisor:</u>	If you are placed at <u>CYFD in Las Cruces</u> your agency based direct supervisor will be the social worker you will be working with on a daily basis.
Email:	
Phone:	
Office:	
Instructional meeting	Ongoing guidance

Field Coordinator:	
Email:	
Phone:	
Office:	
Office Hours:	By appointment

Assistant Field Coordinator:	
Email:	
Phone:	
Office:	
Office Hours:	By appointment

BSW/MSW STUDENT EVALUATION OF FIELD AGENCY, FIELD INSTRUCTOR & LIAISON

BSW Check one: SWK 401 SWK 402 ,

MSW Check one: 1st year MSW 551 MSW 552 ++++ 2nd year: MSW 554 MSW 555

Date: _____

***THIS IS AN ANONYMOUS EVALUATION - PLEASE DO NOT WRITE YOUR NAME.**

Agency Name:	_____
Field Instructor's Name:	_____
Field Liaison's Name:	_____

Please circle the most appropriate number that represents your self evaluation

- | | |
|---|--------------------------------|
| (1) Does not meet expectations – Unsatisfactory | (4) Exceeds expectations |
| (2) Barely meets expectations | (5) Surpasses all expectations |
| (3) Meets expectations | I/O Insufficient opportunity |

A. STUDENT EVALUATION OF FIELD AGENCY

I was given an orientation to the agency and I understand the purpose, policies and procedures of the agency. I know the agency safety plans, sexual harassment, and grievance procedures.	1	2	3	4	5	I/O
The agency made its expectations for my performance clear.	1	2	3	4	5	I/O
This placement has given me opportunities to develop and practice Social Work skills.	1	2	3	4	5	I/O
I had the opportunity to participate in training events offered by the agency.	1	2	3	4	5	I/O
OVERALL, I WOULD RATE THIS FIELD PLACEMENT:	1	2	3	4	5	I/O
I would recommend this placement to other students because.... (please give written comments)	1	2	3	4	5	I/O
I would not recommend this placement to other students because.... (please give written comments – use back of page if needed)	1	2	3	4	5	I/O

B. STUDENT EVALUATION OF FIELD INSTRUCTOR

I received individual educational supervision/instruction for one hour per week, or two hours in small group supervision/instruction with individual sessions as needed.	1	2	3	4	5	I/O
My field instructor helped me develop the Learning Contract.	1	2	3	4	5	I/O
I received on-going performance feedback.	1	2	3	4	5	I/O
My supervisor communicated with me and with the faculty liaison regarding any unusual opportunities, conditions, or concerns as soon as they become evident.	1	2	3	4	5	I/O
My supervisor had appropriate expectations of me.	1	2	3	4	5	I/O
Overall, I would rate this FIELD INSTRUCTOR because.... (please give written comments – use back of page if necessary)	1	2	3	4	5	I/O

C. STUDENT EVALUATION OF FIELD LIAISON

My liaison served as a resource person to me and field instructor regarding university expectations.	1	2	3	4	5	I/O
My liaison met with me and my field instructor in person a minimum of 2 visits per semester.	1	2	3	4	5	I/O
Comment						
My liaison was able to mediate any issues that arose between me, agency, instructor, or school.	1	2	3	4	5	I/O
My liaison discussed with me and my field instructor my level of performance in meeting educational objectives.	1	2	3	4	5	I/O
My liaison conducted weekly group seminar meetings/discussions.	1	2	3	4	5	I/O
My liaison gave me consistent feedback on my journals.	1	2	3	4	5	I/O
The group seminars/discussions were useful	1	2	3	4	5	I/O
Comment						
Blackboard was used for seminar, but we had at least 2 face to face meetings	1	2	3	4	5	I/O
Overall, I would rate this FIELD LIAISON because.... (please give written comments – use back of page if necessary).	1	2	3	4	5	I/O

MSW COURSE CATALOGUE DESCRIPTIONS

All courses are 3 credits unless otherwise noted

MSW YEAR ONE – TWO-YEAR PROGRAM FALL SEMESTER

Course #	Course Name	Course Description
MSW 505	Foundations of Professional Social Work	This course is a comprehensive overview of social work. It serves as an introduction to the profession of social work, including its history, values and ethics, legal regulation, structure, philosophy and major fields of practice.
MSW 509	Socio-cultural Concepts and Populations of the Southwest	Theoretical and socio-historical perspectives on racism, sexism, ageism, heterosexism, classism, and other forms of discrimination and oppression. Cultural diversity, strengths and Southwest and border issues are emphasized.
MSW 510	Human Behavior and the Social Environment I	Major theories of human behavior and the life span from conception to adolescence. Focuses both on the areas of concern and risk for client systems and on the opportunities and strengths in the social environment. Required. Prerequisite: majors.
MSW 520	Social Work Practice I	This is the first course of a two-course sequence. An Introduction to the generalist cross-cultural, social work practice perspective with individuals and families, focusing on social work as a profession, social work knowledge base, professional development, relationship building and assessment with individuals and families within a framework of social work values and ethics. Co-requisite MSW 505 and MSW 510 Restricted to MSW students.
MSW 551	Generalist Field Practicum I	Supervised professional practice in a community social service agency, providing experiential instruction and learning. 225 clock hours required. Seminar required. Pre-requisite or Co-requisite MSW 520, MSW 505, MSW 510. MSW 509. Restricted to MSW students. Grade S/U

MSW YEAR ONE – TWO-YEAR PROGRAM - SPRING SEMESTER

Course #	Course Name	Course Description
MSW 500	Social Problems and Social Welfare Policy	An overview of social and economic problems in the United States and the historical and current social welfare policies aimed at alleviating these problems. Emphasis on developing an awareness and ability to change policies that impact vulnerable populations.
MSW 511	Human Behavior and the Social Environment II	Major theories of human behavior and the life span from young adulthood through old age. Focuses on the areas of concern and risk for client systems and on the opportunities and strengths in the social environment. Required. Prerequisite: MSW 510.
MSW 521	Social Work Practice II	This is the second course of a two-course sequence. A continuation of the generalist cross-cultural, social work practice perspective with individuals and families, focusing on goal setting, contracting, implementation, and outcome assessment. The course also applies the generalist practice perspective and methods to larger systems: groups, organizations, and communities and includes relationship building, assessment, goal setting, contracting, implementation and outcome assessment within a framework of social work values and ethics. Prerequisite: MSW 520. Restricted to MSW students.
MSW 552	Generalist Field Practicum II	Supervised professional practice in a community social service agency. 225 clock hours required. Seminar required. Pre-requisite MSW 520, MSW 551, Pre-requisite or co-requisite MSW 521, MSW 510, MSW 511, MSW 560, MSW 500. Restricted to MSW students.
MSW 560	Social Work Research	Introduction to analytical skills used in social work research: problem formulation, research designs, measurement, instrumentation, data collection and analysis, use of human subjects in research, and application of research knowledge to social work practice. Required. Restricted to MSW students.

MSW YEAR TWO – TWO-YEAR PROGRAM - FALL SEMESTER

Course #	Course Name	Course Description
MSW 524	Practice III: Advanced Practice with Individuals	This class builds on Foundation Year Practice courses (MSW 520, 521) by integrating theory and practice, and advancing skills in selecting, applying, and evaluating practice interventions in a culturally sensitive manner with individuals (children, adolescents and adults). Restricted to MSW students. Pre-requisite MSW 520, MSW 521
MSW 526	Practice V: Advanced Practice with Families	This class builds on Foundation Year Practice courses (MSW 520 and 521) by integrating theory and practice, and advancing skills in selecting, applying, and evaluating practice interventions in a culturally sensitive manner with families. Restricted to MSW students. Pre-requisite MSW 520, MSW 521, MSW 524.
MSW 554	Advanced Generalist Field Experience I	Supervised professional practice in a community social service agency providing experiential learning in advanced generalist practice. Seminar required. 250 clock hours required. Prerequisites: MSW 552. Restricted to MSW students.
MSW 561	Advanced Generalist Research	Focused on advanced generalist practice research in multicultural settings. Advanced skills to evaluate practice with individuals, families, groups, organizations and communities in multicultural settings. Needs assessment as well as program and practice evaluation are emphasized. Restricted to majors. Prerequisite: 560.
		MSW or outside elective

MSW YEAR TWO – TWO-YEAR PROGRAM SPRING SEMESTER

Course #	Course Name	Course Description
MSW 503	Policy Analysis and Change	This course will emphasize policy practice focusing on policy analysis and creating and implementing policy change. Prerequisite: MSW 500. Restricted to MSW students.
MSW 525	Practice IV: Advanced Practice with Groups	This course will address the knowledge, values and skills needed to work effectively with diverse populations in group settings. The course will build on Foundation Year courses (MSW 520 and 521) by integrating theory and practice, and advancing skills in selecting, applying and evaluating practice interventions in a culturally sensitive manner with social work groups. Restricted to MSW students. Pre-requisites: 520, 521.
MSW 527	Practice VI: Advanced Practice with Organizations and Communities	This class builds on Foundation Year Practice courses (MSW 520, 521) by integrating theory and practice, and advancing skills in selecting, applying, and evaluating practice interventions in a culturally sensitive manner with organizations and communities. Restricted to MSW students. Pre-requisite 520, 521, 524, 525, 554.
MSW 555	Advanced Generalist Field Experience II	Supervised professional practice in a community social service agency providing experiential learning in advanced generalist practice; seminar required. 250 clock hours required. Prerequisites: MSW 554. Restricted to MSW students.
		MSW or outside elective