



SCHOOL OF SOCIAL WORK

College of Health and Social Services

NEW MEXICO STATE UNIVERSITY

Bachelor of Social Work (BSW)

Student Handbook

**2018 / 2019
Academic Year**



*A Council on Social Work Education (CSWE)
Accredited Program Since 1975*



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Welcome!

We are pleased that you have chosen to attend the School of Social Work at New Mexico State University. The School of Social Work faculty is committed to providing you with a quality educational experience. Each of the classes you attend, the field settings you experience, and the people you serve during your field practicum, will contribute to your professional development. The exceptional multicultural environment of the Southwest will provide you a unique foundation for your future professional social work practice in an ever-changing culturally diverse atmosphere.

We look forward to meeting you and working with you as you progress through the BSW Program. If you have any questions or concerns regarding your progress in the BSW program, please schedule an advising appointment with your BSW Academic Advisor as soon as possible.

We wish you success and will make every effort to support you!

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NEW MEXICO STATE UNIVERSITY SCHOOL OF SOCIAL WORK

BSW PROGRAM – OVERVIEW

The School of Social Work at New Mexico State University is an academic department within the College of Health and Social Services. Consistent with the overall mission of New Mexico State University -- to benefit society through service, education, and research -- the Bachelor of Social Work (BSW) Program provides academic and field work education designed to prepare undergraduate students for entry level generalist social work practice.

BSW Mission/Goals –Adopted by School of Social Work Faculty 1/15/11

Guided by the principles of the strengths perspective, empowerment, cultural competence, and social and economic justice, the School of Social Work prepares students for ethical, evidence-informed social work practice. The School of Social Work is committed to serving people through teaching, outreach, leadership, research, service, and the development of knowledge, skills, and values that promote the profession's ability to respond to individuals, families, groups, communities and organizations in the culturally diverse environment of the Southwest.

History: In 1969, New Mexico State University began offering baccalaureate courses in social welfare. In 1972, with the help of Dr. Corinne Wolfe and a Section 707 grant, the University developed a baccalaureate social work program within the Sociology and Anthropology Department. In 1975, the BSW Program was accredited by the Council on Social Work Education, and in 1980 Social Work became a separate academic department. The move to departmental status was part of an overall university reorganization that created the then College of Human and Community Services, now known as the College of Health and Social Services.

The BSW curriculum: The School of Social Work at New Mexico State University has designed its curriculum to comply with the requirements set forth by Council on Social Work Education (CSWE), the accrediting body for BSW and MSW Programs in the US. The program focuses on generalist social work practice with individuals, families, groups, organizations and communities. Generalist social work practice is unified by a common core of social work professional values, knowledge and practice methods. This core is based on liberal arts education, humanistic philosophy and draws heavily from the social sciences.



Definition of Generalist Social Work Practice:

- 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 and broker services, advocate, and 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. (Adopted by Faculty 11/9/07)


Social Work Values and Ethical Principles

(Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly)

Preamble of the NASW Code of Ethics:

The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being 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
- 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.

Ethical Principles:

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

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).

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.



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.

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.

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.

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.

A full copy of the NASW Code of Ethics can be found at -
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
All students are required to read and adhere to the NASW Code of Ethics



The [Council on Social Work Education \(CSWE\)](#): Social Work Curriculum

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.



Competency 1: Demonstrate Ethical and Professional Behavior


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

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and

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- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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


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

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

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

Competency 5: Engage in Policy Practice

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



workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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


Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

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

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the




assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

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



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

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

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



NMSU FULL TIME BACHELOR OF SOCIAL WORK PROGRAM UNIVERSITY/STATEWIDE COMMON CORE REQUIREMENTS

I – COMMUNICATIONS (9-10 credits)
II – MATHEMATICS (3 credits)
III – LABORATORY SCIENCE (8 credits)

IV – SOCIAL/BEHAVIORAL SCIENCES
(6-9 credits)
V - HUMANITIES/FINE ARTS (6-9 credits)

A FORMAL APPLICATION & ACCEPTANCE IS REQUIRED BEFORE STUDENTS CAN TAKE BSW PROGRAM CORE COURSEWORK. Courses with an * are required and a *grade of C or better is required in all SWK courses.*

Freshman Year: Fall

*English 111G, 111H (I) (3-4)
*Biology 101/lab (III) (4)
Communications (I) (3)
*Second Language (3-4)
Elective (3)

Freshman Year: Spring

*Math (II) (3)
Science (III) (4)
*C EP 110 (IV) (3)
**Second Language* (3-4)
*SWK 221G (IV) (3)

Sophomore Year: Fall

*English 203G, 211G, or 218G (I) (3)
Social/Behavioral Science (IV) (3)
Humanities/Fine Arts (V) (3)
Humanities/Fine Arts (V) (3)
*Stat 251 or A ST 251 (II) (3)
Elective (3)

Sophomore Year: Spring

VAWW/*Cultural Emphasis (3)
VAWW/*Cultural Emphasis (3)
Elective (3)
Elective (3)
Elective (3)
Elective (3)

*Courses with * are required for the BSW degree*

Junior Year Fall

*SWK 300 Social Work Practice Skills (3)
*SWK 309 Socio-cultural Concepts (3)
*SWK 311 Hum Beh/Soc Env I (3)
*SWK 331V Intro to Social Policy: History (3)

Junior Year Spring

*SWK 312 Hum Beh/Soc Env II (3)
*SWK 313 SWK Practice w/Individuals (3)

*SWK 315 SWK Practice w/Families (3)
*SWK 316 Research for Gen. Practice (3)

Senior Year 35 Fall

*SWK 415 Gen Practice w/Organizations & Comm. (3)
*SWK 417 Social Welfare Policy: Legislation (3)
*SWK 401 Field Practicum I (3)
*SWK 412 Field Seminar I (3)

Senior Year Spring

*SWK 416 Gen Practice w/Groups (3)
*SWK 418 Professionalism in the Field (3)
*SWK 403 Field Practicum II (3)
*SWK 419 Field Seminar II (3)

NMSU Graduation Requirements: Viewing a Wider World (6 credits) AND 120 total credits Minimum



Three Year Matriculation Option
(After fulfilling Freshman and Sophomore Requirements)

Year 1 – Fall Semester (9 credits)
SWK 300 Social Work Practice Skills (3)
SWK 311 Hum Beh/Soc Env I (3)

Year 1 – Spring Semester (9 crs)
S WK 312 Human Behavior/Social
Environment II (3)
SWK 315 Practice w/Families (3)

Year 2 – Fall Semester (7 credits)
SWK 309 Sociocultural Concepts (3)
SWK 417 Policy Legislation (3)
SWK 331V Social Policy History (3)

Year 2 – Spring Semester (9 crs)
SWK 313 SWK Practice w/Ind. (3)
SWK 316 Research Practice (3)
SWK 416 Practice w/Groups (3)

Year 3 – Fall Semester (9 credits)
SWK 415 Gen Practice w/Organ. &
Comm. (3)
SWK 401 Field Practicum I (3)
SWK 412 Field Seminar I (3)

Year 23– Spring Semester (16 crs)
SWK 418 Professionalism in the Field (3)
SWK 403 Field Practicum II (3)
SWK 419 Field Seminar II (3)

The following is a list of *Practice Electives* from which you can choose:

S WK 443: Family and Child Welfare Practice
S WK 490: Family and Child Welfare Policy
S WK 497: Professional & Systems Responses to Child Maltreatment
S WK 497: Special Topics

FIRST YEAR BSW COURSE DESCRIPTIONS

First semester	Second semester
<p>SWK 300 Social Work Practice Skills - Introduction to generalist social work practice. Interpersonal skills, values, and ethics required in the helping relationship.</p> <p>SWK 309 Sociocultural Concepts Theoretical and socio-historical perspectives on racism, sexism, ageism, heterosexism, classism, ableism, and other forms of discrimination and oppression. Cultural diversity, strengths, and Southwest and border issues are examined.</p> <p>SWK 311 Human Behavior and the Social Environment I Major theories of human behavior and the life span from conception to adolescence.</p> <p>SWK 331V Introduction to Social Policy: Historical overview of the economic, political, and cultural impact on social welfare policy, institutions, and professions with international content.</p>	<p>SWK 312 Human Behavior and the Social Environment II; Major theories of human behavior and the life span from young adulthood through old age.</p> <p>SWK 313 Social Work Practice with Individuals. Generalist social work practice theory and skills in engagement, information gathering, assessments, planning, interventions, evaluation, and termination with individual client systems.</p> <p>S WK 315 Social Work Practice with Families Generalist social work practice theory and skills in engagement, information gathering, assessments, planning, interventions, evaluation, and termination with multicultural family systems.</p> <p>S WK 316 Research for Generalist Practice This undergraduate course is designed to prepare students to be effective consumers of research and to evaluate their own practice. Students will learn to read, critically evaluate and use the research of others to select interventions that are based on evidence of effectiveness. Students will demonstrate the knowledge, values and skills to be critical consumers of research for effective and ethical practice as well as possess the basic skills necessary to evaluate their own social work professional practice. Prereq: STAT 251G or A ST 251G. Restricted to Social Work majors.</p>

SECOND YEAR BSW COURSE DESCRIPTIONS

Third semester	Fourth semester
<p>S WK 415 Generalist Social Work Practice with Organizations and Communities this course focuses on generalist social work values, knowledge and skills regarding practice with larger systems. Course content will include theories of community and organizational assessment and intervention. Strategies for advocacy and change, leadership for community and organizational change.</p> <p>SWK 417 Policy Legislation Analysis of recent and proposed social welfare policy, in areas of poverty, family and child welfare, employment and other human service legislation.</p> <p>S WK 401 Field Practicum I – Supervised professional practice in a community social service agency, providing experiential instruction and learning. Evaluation criteria for this course will include upholding social work practice standards for interpersonal and ethical conduct. Students in the Practicum Course are required to take a Field Seminar that will provide the students the opportunity to discuss the integration of academic and practice experience learning.</p> <p>SWK 412 Field Seminar – 3 credits This practicum seminar course must be taken with SWK 401 to provide students who are in field practicum the opportunity to discuss and reflect on social work knowledge, values and skills as they interact with clients in their practicum placement. Students will have an opportunity to present agency information and discuss how they are able to integrate the nine social work competencies.</p>	<p>S WK 416 Generalist Social Work Practice with Groups. This course is designed to assist students to become effective in the practice of generalist intervention strategies with a variety of multicultural groups. Students will have the opportunity to gain knowledge, values and skills of generalist social work practice with small groups with an emphasis on cultural and human diversity; and be able to apply relevant theories that underlie generalist social work practice.</p> <p>S WK 418. Professionalism in the Field Students will use the field experience as the backdrop for assessing their own progress toward entry-level generalist social work practice; to integrate coursework, and field experience, and develop their professional foundation.</p> <p>S WK 403 Field Practicum II – This course is a continuation of the Field Practicum I. It is expected that while in the first semester the student is learning about the agency, clients and service modality, the second semester the student will have more opportunities to interact with clients in direct social work practice.</p> <p>SWK 419 Field Seminar II – This practicum seminar course must be taken with SWK 403 to provide students who are enrolled in the field practicum course the opportunity to discuss and reflect on social work knowledge, values and skills as they interact with clients in their practicum placement. Students will have an opportunity to present a case and discuss how they are able to integrate the nine social work competencies. The seminar will provide opportunities to integrate previous and current semester learning.</p>



ADVANCING THROUGH THE BSW PROGRAM

Academic Information and Requirements:

1. **Registration:** All NMSU students have access to the Banner System and are able to register for most classes on line. Those who register early are usually able to select the best schedule, so try registering as soon as possible. You can find your registration eligibility date on the Class Schedule. If you are taking a class that requires a system override, you will need to make an appointment with the Academic Advisor as soon as possible.
2. **Transfer Students:** It is important that you make sure that an official transcript is sent from your prior college or university to NMSU Registrar's Office after all grades are posted on your records. Once the Registrar's Office has evaluated your transferred credits and those credits are posted in the Banner System you can check your own Academic Transcript through the [MyNMSU portal](#). You need to discuss any questions or concerns regarding transferred credits with the Academic Advisor as soon as you become aware of a problem.
3. **Advisement:** You are strongly encouraged to meet with your Academic Advisor at least once a semester to discuss your progress in the BSW program and any academic concerns. The advisor will look at your academic record and provide you the individual guidance you need. **It is not recommended that you use the advice of peers regarding the course selection because their academic standing might be different than yours. Brenda L Purcell (575) 646-3789, bpurcell@ad.nmsu.edu**
4. **Standards of Scholarship:** The School of Social Work at NMSU does not accept life or work experience as a substitution for social work coursework. Students are expected to maintain a minimum GPA of 2.5 to remain in good standing. Courses graded "S" or "RR" are not counted in determining grade-point averages. However earning an unsatisfactory (U) grade in a field course is basis for dismissal.
5. **Students granted Provisional Acceptance to the BSW Program:** Applicants may be granted Provisional Acceptance to the BSW Program for reasons such as GPA below 2.5 or incomplete general education and/or departmental pre-requisites. Such instances are considered on a case by case basis. The applicant will be informed in writing of the conditions which define the Provisional Admission. Most often, the Provisional Admission is granted for 1 semester. If the conditions of the Provisional Admission are not satisfactorily met by the deadline specified by the Admissions Committee, the student will be immediately dismissed from the BSW Program. If you are admitted provisionally, make sure to speak with the BSW Program Coordinator at the end of your first semester.
6. **Degree Checks:** All NMSU students have access to a Degree Audit through the Banner System. However, it is highly recommended that you check your progress and discuss specific requirements with your Academic Advisor at least once each semester. Degree requirements change from time to time but your degree requirements will be based on the requirements in place at the time of your admission to the BSW program.

Field is the Heart of Social Work Education



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. “Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting.” (EPAS, 2015, p. 12)

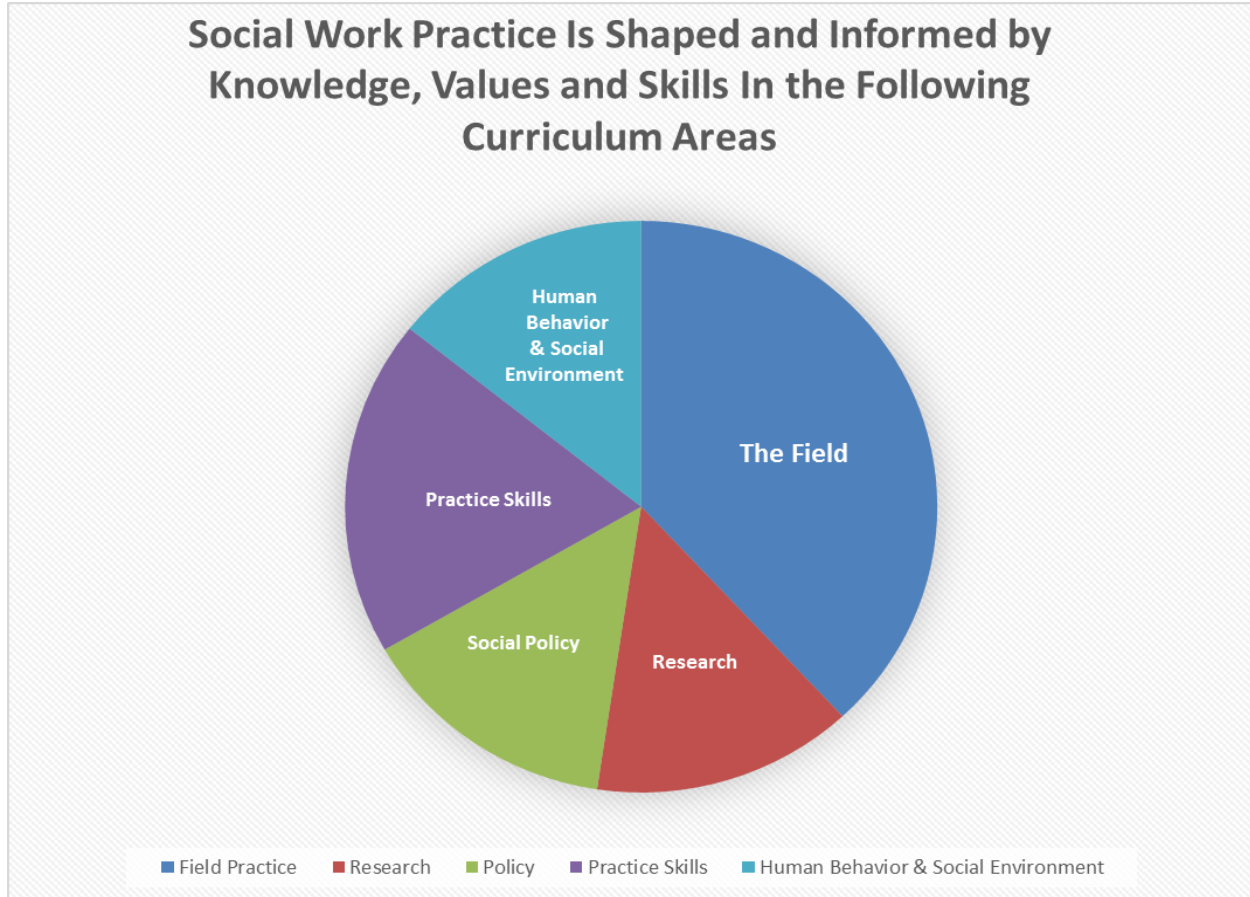
Practice is taught by the profession’s signature pedagogy and contains these elements (Shulman, February, 2005):

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.

Shulman, Lee (2005) Signatures Pedagogies in the Profession Daedalus, 52-59.

BSW CURRICULM DESIGN AND COURSEWORK

The BSW Program at the School of Social Work, New Mexico State University, is designed to provide academic and fieldwork education with an emphasis on Generalist Social Work Practice.




Generalist Social Work Practicum

The purpose of Generalist Field Education is to provide the basic foundation that distinguishes social work from other helping professions. This foundation provides the framework of the empowerment processes used at multiple levels of client systems, including individuals, families, groups and communities with whom we work in direct practice. It helps the student develop the necessary knowledge, values and skills to become effective social work practitioners.

Time Commitments for Field Education

Students in the Generalist Field Education placement need to complete a minimum of 480 clock hours in a social work practicum. BSW students should take into consideration any outside workload and commitments in planning their course load while in their field



education program. Given the demands of class work and field agency work, and time needed for studying, students will find it difficult to work during the last two semesters of the BSW program.

PROCEDURES FOR ENTERING THE FIELD

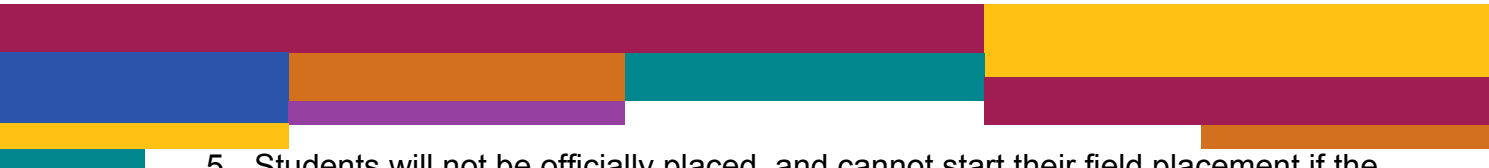
STEP 1: BSW students are required to attend the Spring Field Fair in their junior year to gather information about community field agencies and sign-up for a placement appointment with the BSW Field Coordinator.

STEP 2: FIELD PLACEMENT SELECTION PROCESS

1. The student gathers information about community agencies during the Field Fair and schedules an appointment with the BSW Field Coordinator.
2. The Student brings an updated resume and completes a BSW FIELD EXPERIENCE PLACEMENT APPLICATION FORM to the field placement meeting with the BSW Field Coordinator
3. The student and Field Coordinator review the FIELD EXPERIENCE PLACEMENT APPLICATION and Resume and discuss possible field placements.
4. The Field Coordinator and student select two or three approved field placement agencies for student to interview for possible placement.
5. The Field Coordinator checks availability of placement slots and willingness of social workers to interview the students.
6. At the end of the meeting with the Field Coordinator, students are given an interview referral letter introducing them to a contact person at an agency. Students must call the contact person and arrange a placement interview.
7. The Field Coordinator will give the student a “Tips for success” sheet to help student prepare for interview and future social work field practicum placement.
8. Student prepares for the interview by doing some research about agencies selected to explore and anticipate how the agency may provide learning opportunities.
9. The student sets-up the interview and takes a current/updated resume, the letter of introduction, and the Agreement with Agency to the interview.

STEP 3: FINALIZING THE FIELD PLACEMENT:

1. The student interviews and considers the pros and cons of each agency.
2. Keeping in mind that the social worker at the agency will also consider the strengths and weaknesses of each placement applicant.
3. Once the student and an agency reach an agreement to go ahead with a social work field placement, the interviewing field instructor completes and SIGNS the Student Field Placement Agreement with Agency Form.
4. The student must submit the Student Field Placement Agreement with Agency Form to the Field Coordinator as soon as possible.

- 
5. 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 field office.

NEW AGENCIES: If a student has information about an agency that is not currently on the School of Social Work's approved list of agencies, the student can provide the Field Coordinator the name of the contact person, the agency name, the address, and the phone number. 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 both the university and the agency's CEO have signed an Affiliation Agreement

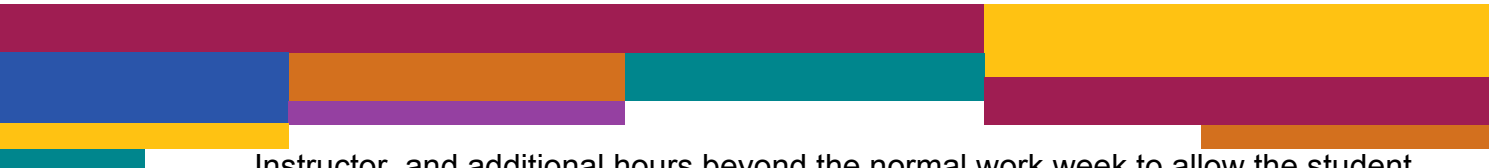
FIELDWORK IN PLACE OF EMPLOYMENT

Some students may request a field placement in their place of employment. The School of Social Work recognizes that some activities of employment are not inconsistent with learning, but there is an important difference in emphasis between the goals of educational development and the delivery of service as a paid employee.

The following guidelines are designed to assist students and agencies who wish to pursue a field placement at their 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 if:

- The student has completed the agency's probationary period.
- The agency meets the standards for consideration as a field agency and is willing to sign an affiliation agreement with the School of Social Work or has a current agreement
- 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 the agency has made arrangements for an outside social worker to provide the student with field instruction.
 - A qualified Field Instructor must have two years or more of post degree experience, have or be pending toward licensure, agree to provide one or more hours of field instruction weekly, attend Field Instructor Training, and attend at least one additional training related to field instruction annually. These requirements are to ensure, that the Field Instructor will focus on the student's educational needs in the field.
- The agency and the School of Social Work agree that the assignments given to the student/employee are consistent with the educational goals and objectives of the School, the assignments are aligned with the BSW Program educational design and progressive development of the student's abilities at the BSW level is attainable. This may require 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 to allow the student to complete practicum placement hour requirements.

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

1. The student must discuss the possibilities with agency administrators and the BSW 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
 - a. The application requires the approval and support of all relevant agency personnel, such as the administrator, employment supervisor, and field instructor.
3. The Field Coordinator will review the agreement and notify the student whether the placement is acceptable, or acceptable with adjustments. The Field Coordinator may choose to visit the agency to review the plan with the Administrator and Field Instructor.
4. The student must interview with another agency for placement if the placement at the place of employment is not acceptable.
5. It is the responsibility of 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 lead to placement termination.

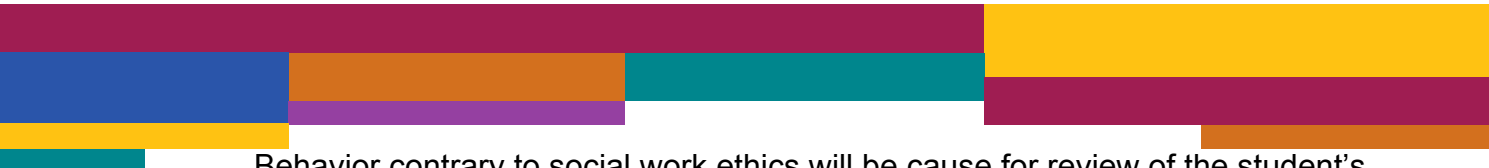


ROLES AND RESPONSIBILITIES OF THE SOCIAL WORK FIELD TEAM

THE STUDENT

Students are required to complete two semesters of social work field experience under the supervision of a social work field instructor and a field liaison. The students must complete 240 practicum hours each semester, totaling 480 hours. The student agrees to fulfill the following non-negotiable responsibilities:

- A. Fulfill all expectations as outline in this Learning Contract.
- B. Attend and participate in Field Seminar. Field Seminar integrates student coursework and field experience to promote learning. Students may present cases and discuss fieldwork, agency activities and field concerns.
- C. Achieve satisfactory level of knowledge, skill, critical analysis and application of the nine Social Work Competencies. Performance is evaluated at midterm and final through practice behavior evidence documented by the student, as well as the observation of the field instructor.
- D. Practice Professionalism: Conduct yourself in a professional manner at the agency, including:
 - Being present at the agency according to the agreed upon schedule and dressed in an appropriate manner.
 - Communicating 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
 - Following administrative policies, standards, and practices of the agency,
 - Respecting 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.
- E. Demonstrate Readiness to Learn: Demonstrate a readiness to learn and to become involved in all appropriate aspects of the field experience including:
 - Preparing for supervision by use of the WEEKLY TIME AND ACTIVITY REPORT & FIELD INSTRUCTION/SUPERVISION RECORD and other tools provided by field instructor and/or field liaison.
 - Attend and participate in field seminars and discussions with the field liaison.
- F. Engage in self-reflection as an emerging social work professional.
- G. Demonstrate professional behavior that reflects a commitment to the ethics of the social work profession. If student has personal issues, the students must not allow these issues to interfere with their practice with clients (See BSW Manual).



Behavior contrary to social work ethics will be cause for review of the student's continuation of the social work program. Examples of behavior that may lead to failure of a field course include:

- Student's poor performance in basic work place responsibilities (e.g. poor attendance, misuse of time, inability to perform basic tasks or poor documentation).
- 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 with clients and/or other workers in agency.
- Any violation of clients' rights
- 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
- Behavior that disrupts agency programming or services.
- Behavior contrary to NASW Code of Ethics
- Arriving at placement under the influence of alcohol or another substance.
- Inability or unwillingness to follow chain of command.

H. Complete an evaluation of the faculty liaison, field agency, and field instructor.

I. 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 BSW program.

FIELD INSTRUCTOR

The field instructor agrees to fulfill the following responsibilities:

A. Orientation: Insure 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, emergency contacts, sexual harassment, and grievance procedures.

B. 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.

C. Individual Educational Instruction:

- Provide individual educational instruction to 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 WEEKLY TIME AND ACTIVITY REPORT & FIELD INSTRUCTION/SUPERVISION RECORD and sign these reports every week.

D. Evaluation: Provide guidance to the student in the process of completing the four parts of the Field Learning Contract, and the documentation of knowledge and skill development through Midterm/Final evidence of social work competencies and practice behaviors the student will be developing during fieldwork.

E. Meeting with Field Liaison:

- Participate in periodic meetings/communication 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 corrective action plan with the student and Field Liaison when the need arises.

F. 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.


G. Continual Learning Opportunities: Participate in field instructor training, continuing education offerings, and/or other support services available for field faculty.

FACULTY FIELD LIAISON/SEMINAR INSTRUCTOR

The faculty field liaison agrees to fulfil the following responsibilities:

A. Facilitating Group Seminar:

- Lead weekly group seminar instructional meetings and provide feedback to students regarding all field expectations such as Learning Contract, Time and Activities Reports and Supervision Agendas. Assisting students in integrating classroom and field experience learning.
- Provide instruction regarding cases, agency activities, and field concerns.
- Instruct students to use the chain of command for problems (*Student -> Field Instructor -> Field Liaison -> Field Coordinator or Associate Field Coordinator*)
- Confer with the student and field instructor regarding field performance and evaluation, and final grade.



B. Visiting the Agency and Field Instructor:

- Liaisons will meet face to face with student and instructors for final evaluations 1st and 2nd semesters.
- Liaisons will maintain ongoing contact with field instructors through phone calls, email and site visits if necessary.
- Visiting the agency assists and 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 Site Facilitator 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 Midterm 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 assign a grade.
 - All Midterms must be completed prior to the last date to drop with a W for the current semester.

C. Resolving Field Issues

- 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.

D. Meet monthly with the BSW Field Coordinator to discuss field issues.

E. Maintain Documentation

- Collect Part 4 of Learning Contract with Signatures during final evaluation site visit.
- Submit grades and signature sheets to Field Office by Friday of the last week of the semester.
- Complete School of Social Work Evaluation

F. Attend field orientation and required trainings during the academic year.

THE FIELD SITE FACILITATOR.

When the licensed field instructor of record is not onsite, the field based site supervisor, agrees to fulfil the following responsibilities:



A. Communicate with the Field Instructor on a regular basis.

- Assure that day-to-day activities are appropriate for student level and learning goals.
- Provide guidance, assign and monitor 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 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.

B. Assist with the student performance evaluation during midterm and final evaluations.

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.

A Social Worker or Agency Representative will:

- Interview and select social work students applying for the field practicum placement
- Provide weekly instruction/supervision for the student
- Provide adequate workspace and work materials to 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 field instructor and a copy of his or her social work license or certificate

THE AGENCY MUST PROVIDE THE STUDENT WITH A SAFETY PLAN AND MAKE THE STUDENT AWARE OF POSSIBLE RISKS IN THE AGENCY



SCHOOL OF SOCIAL WORK

- 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 are accessible to meet periodically with the agency instructor to advice 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 students meet at least the minimum requirements as defined by the agency and the school of social work's program prerequisites
- The school may or may not place students in agencies depending on student fit, availability, preferences and skills.
- 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

- **Certification of Field Instructors** - The School provides a basic training that covers the general requirements and procedures of the Field Education Program. This basic training workshop must be attended in order to become an approved social work field instructor. It is offered at least once a year.
- **Other Training** – Training workshops are provided throughout the year to enhance instructors' supervisory skills and to offer ongoing mutual support to ensure the quality of field education. At least one workshop must be attended yearly in order to stay current with curriculum requirements. CEUs are provided and at least once per year the focus of the training will be cultural competence.



IDENTIFYING AND RESOLVING DIFFICULTIES IN THE FIELD

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 fulfill the responsibilities of the practicum.

NOTE ON DOCUMENTATION: Field Instructors and Field Liaisons model good practice by teaching documentation to students and conversely keeping good documentation on students' behavior. Without proper documentation, students will not have a record of the areas they need to improve or the areas they excel. Without documentation, students practice cannot be evaluated properly.

Students are encouraged to address issues as soon as they arise and to communicate with the person they have the difficulty with before discussing it with others. If the problem persists, then the student should move up the chain of command.

CHAIN OF COMMAND: Person with whom student has problem → Field Instructor → Faculty Liaison → BSW Field Coordinator → BSW Program Coordinator → Director of the School of Social Work

Weekly Instructional Meeting & Time and Activity Report as a problem resolution tool:

- This report provides a structure for identifying problems and developing action plans in a timely manner.
- The Field Liaisons will need to sign the report when poor performance issues are identified to start the monitoring of student corrective actions or need for a Corrective Action Plan.
- The Time and Activity Report is to be completed by student and signed by Field Instructor once per week.

CORRECTIVE ACTION PLAN

- A Corrective Action Plan is necessary when the student, faculty liaison and or field instructor identify a problem that might result in a failing grade for the field course
- The Corrective Action Plan is a tool to document the issue or issues and the remedy or recommendations to address the performance problems.
- When a Corrective Action Plan is successfully implemented, it will give the student the opportunity to succeed, but if the student is not willing or able to address the identified issues, the Corrective Action Plan provides the documentation supporting a failing grade.




Mid-Term and Final Performance Evaluation as a problem resolution tool

- The student is responsible for identifying the actions that demonstrate the development and performance of each practice behavior. Competency one deals with professional and ethical social work practice. If the student is having difficulties demonstrating understanding and ability to perform in a professional and ethical manner, the student should be given appropriate feedback as to how to develop and practice essential professional behaviors.

Other Documentation: When resolving problems, it is **imperative** that communication between the student and Social Work Field Instructor is continuous and documented. Field Instructors and Liaisons are responsible for documenting any problematic behaviors by a student and for communicating with the BSW Field Coordinator as soon as problematic situations arise.

Addressing problematic behavior in the field setting is the responsibility of the student, agency field instructor and the field liaison. All should meet to discuss the problem and to seek acceptable resolution of the problem. These meetings between the student and the relevant parties must be documented in writing and clearly identify the problem, the agreed upon resolution, and the appropriate timeline for remediation of the problem. It is the responsibility of the Social Work Field Instructor and Field Liaison to ensure that thorough documentation of problematic situations is completed by using the **CORRECTIVE ACTION PLAN FORM**.

1. **SUPERVISION:** Supervision is the appropriate time to begin a face to face conversation about student performance concerns or 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**, and brought to the attention of the Liaison. Problematic issues should also be included in the Field Instructor comments on the Mid-Term and Final Evaluations.
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.
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.

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5. **REMEDICATION OF THE PROBLEM - CORRECTIVE ACTION PLAN:** After discussion of the concerns, a behavior specific, time-limited PLAN OF ACTION is made to resolve the concern. This PLAN must be behaviorally 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 specific behavior and performance expectations in need of improvement;
 - The specific behaviors expected of the student to demonstrate progress
 - 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 CORRECTIVE ACTION PLAN. The Field Liaison will inform the Field Coordinator if the student is in danger of disrupting from practicum, or receiving an unsatisfactory grade for the course.

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.

POLICIES FOR STUDENT PROTECTION

LIABILITY INSURANCE - New Mexico State University, through New Mexico State Risk Management, provides professional liability coverage for students enrolled in health care instructional programs for the academic year. Students are not required to obtain additional insurance coverage.

PERSONAL USE OF AUTOMOBILE - Students shall 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 AT FIELD AGENCY - 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 dual or multiple relationships with students, because the educator or field instructor's position of authority creates a risk of exploitation or potential harm to the student, as well as risk of liability to the institution. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

Dual relationships include pre-existing personal and/or professional relationships that overlap with field education responsibilities. Such relationships can create conflicts of interest or have a 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.



SCHOOL OF SOCIAL WORK ACADEMIC POLICIES AND GUIDELINES

The Administration, Faculty and Staff of the School of Social Work encourage you to read and become familiar with the [NMSU Undergraduate Catalog](#) and [NMSU Student Handbook](#)

Grade Appeals:

Students have the right to appeal grades. A grade appeal or other appeal related to the classroom begins with the instructor. If this does not result in a satisfactory resolution, the student takes their appeal in writing to the Undergraduate Program Coordinator. Upon receiving the request, the Undergraduate Program Coordinator will convene, within two (2) weeks, an ad hoc Academic Standards Committee comprised of two faculty from the School of Social Work. This committee will review available evidence and submit a recommendation, within one week after convening, to the Department Head. If the appeal is not satisfactorily resolved at this level, the next step is the Associate Dean for Academics of the College of Health and Social Services. All grade appeals are to specifically follow the process for appeals as found in the current [NMSU Undergraduate Catalog](#).


Counseling-In Process:

The School of Social Work encourages the identification of problematic behavior at the earliest possible time. Problematic behavior in the BSW Program may include (but are not limited to) unsatisfactory academic performance, disruptive behavior, academic dishonest, unethical behavior, unsatisfactory performance in field placement or frequent absences. Counseling-In is most effective when initiated as soon as problems are experienced or observed. Carrying out this process in a timely manner is critical if the process is to be helpful. Corrective action is preferable to dismissal from the program.

The Counseling-In process is not to be used for students wishing to make a grade appeal.

The first step in the Counseling-In process is informal. It requires that the parties most directly involved seek a solution between the parties involved. Whenever problematic behavior occurs in the classroom or in the field setting it is the responsibility of the student, the social work instructor and/or the liaison to meet and discuss the problem and to seek acceptable resolution of the problem.

These meetings between the student and the relevant parties must specify the problem of focus and must be documented. The problem description, the agreed upon resolution and the appropriate timeline for remediation of the problem must be included in the documentation. It is the responsibility of the faculty member or field instructor and/or field liaison to ensure that documentation occurs. The documentation is to be provided to the BSW Coordinator immediately following this first informal step. If this first informal step



fails to rectify the problem, the following formal Counseling-In process may be initiated by any of the concerned parties. The steps in this process are:

Step 1: The concerned party (student, classroom instructor, field instructor or field liaison or BSW Coordinator) should notify the BSW Field Coordinator (if the problem occurs during field education) or in all other instances, BSW Program Coordinator in writing requesting a Counseling-In meeting as well as the student's faculty advisor. A clear statement of the problematic behavior and the documentation of previous attempts to solve the problematic behavior must accompany this request. If the request for the Counseling-In formal process initiates with the student faculty advisor or the BSW Field Coordinator the BSW Program Coordinator will be consulted immediately.

Step 2: Upon receiving the request, the student's faculty advisor will convene, within two (2) weeks, a Counseling-In session that will include all faculty, Coordinators and instructors currently working with the student in classroom and in the field. The role of the student's faculty advisor is to coordinate each Counseling-In meeting with all parties, keep accurate documentation and to advocate for the student.

Step 3: The purpose of the Counseling-In session is to develop a specific plan with timeline for remediating the problem behavior and for promoting student success. The plan should be agreed upon by all parties. The student's faculty advisor is responsible to ensure that such a plan is developed and documented at the Counseling-In meeting. Copies must be provided to the BSW Program Coordinator and if the problem has occurred in the field, to the BSW Field Coordinator.


Step 4: Should the action plan fail within the agreed upon timeline, the BSW Program Coordinator will convene a second meeting of all the parties to make a recommendation for either continuance in the program with conditions or dismissal from the program. This recommendation will be submitted in writing by the student's faculty advisor to the BSW Program Coordinator. If the decision is for continuance in the program with conditions, the faculty advisor will follow up with the student for implementation of the plan. If a recommendation for dismissal is made or if conditions for continuing in the program are not met, the BSW Program Coordinator will notify the Director of the School of Social Work.

The Director of the School of Social Work will notify the student of the final action and provide the student with the appropriate steps for filing an appeal of the action if desired

Counseling-In is most effective when initiated as soon as difficulties are experienced or perceived. Corrective/remedial action is preferable to dismissal from the program.

Termination from the Program:

The faculty of the School of Social Work has the responsibility to terminate a student from the social work program at any time if the student fails to maintain minimum standards in the classroom or in the field practicum. Termination from the program may



occur without a "counseling in process" if it is determined that the situation warrants termination.

A student is terminated from the social work program if one or more of the following occurs:


- a. Receipt of two "D's" in the social work professional core
- b. Receipt of one "F" in the social work professional core
- c. Receipt of one "U," or one "D" or one "F," in field practicum
- d. Earning below the minimum 2.5 cumulative grade point average
- e. Failure to comply with the University Code of Conduct
- f. Failure to comply with the NASW Code of Ethics
- g. Failure to comply with the Felony Record policy of the School

Students receiving a grade of "D" in any social work class will not be subject to termination from the program, but must repeat the class the next semester it is offered. Students receiving a grade of "F" in the social work professional core, or a "U" in field practicum will be terminated from the program. Students will be notified of termination when any of the above deficiencies occur. Notice of termination is sent via certified mail to the student.

Reinstatement to the BSW Program:

Upon receipt of a termination notice, students who are of the opinion that there are extenuating circumstances which have led to the noted deficiencies may make a request to the BSW Program Coordinator for reinstatement into the program. Requests must be made in writing within two weeks after receipt of notice of termination.

- a) Within one week, the BSW Program Coordinator will constitute a Reinstatement Committee, which shall consist of two Social Work faculty members. Faculty members selected, will be required to serve.
- b) The student shall submit in writing, the reasons he/she believes that extenuating circumstances contributed to the deficiencies leading to termination. Any supporting data are accepted to assist the student in developing a rationale.
- c) The committee, in turn, may request written data from other sources (grades and feedback from other professors, feedback from field instructors, etc.) to assist in the decision-making.
- d) The committee shall deliberate in private and send a recommendation to the BSW Program Coordinator within five working days following the meeting. The program coordinator shall consider the committee's recommendation, make a decision and notify the student of that decision within three working days after receipt of the committee's recommendation.
- e) Students who are reinstated, by appeal, but who subsequently receive a "D" or



"F" in any BSW core course or a "U" in field experience are automatically and permanently terminated from the Program. Students who did not seek reinstatement or whose reinstatement is denied must wait one full calendar year before reapplying to the Program. The former student must meet all criteria for review required of other applicants, and become part of the applicant pool. This requires reapplying with a complete application packet.

Reinstatement for students who withdraw from the program in good standing (academic and otherwise):

Students who request reinstatement into the BSW program after withdrawal in good standing must submit a letter to the BSW Program Coordinator addressing the following:

- A. If a student has been absent from the program more than 7 years, reinstatement is not possible; the student must re-apply for admission to the BSW program.
- B. The student must clearly articulate the reason(s) for departure from the program.
- C. The student must clearly articulate the reason(s) for wanting to return to the program.
- D. The student must provide information identifying how she/he has stayed current with the social work profession during the absence.
- E. The student must report any felony convictions.
- F. The student must provide evidence of academic good standing (GPA 2.5 or above).
- G. The student must supply transcripts from any other academic programs attended during the absence.


Professional Conduct:

The NMSU School of Social Work is a professional Social Work organization and is guided by the [NASW Code of Ethics](#). Students are also expected to be guided by the same professional code. In the event of academic or non-academic misconduct, students are held to the rules that are found in the [NMSU Student Handbook](#) and the [NMSU Undergraduate Catalog](#). Student grievance and appeal processes are outlined in the General Rules and Regulations and Special Grievance Policies sections of this Handbook and Catalog. **It is recommended that all BSW students read this handbook carefully.**

Retention Policies:

The GPA standard in the BSW social work program is set at a minimum of 2.5. This standard is for continuation in the program and to graduate. (Students who do not meet this standard will not be permitted to graduate with a BSW degree.)

Once students are admitted into the program, Social Work majors must maintain at least a 2.5 overall grade average; at least a 2.5 grade average in required social work courses; an "S" in practicum courses; and, earn at least a "C" in all required social work courses.



Students who fall below the minimum cumulative GPA standard even though they have not received a "D" or "F" in a core social work course need to immediately schedule an appointment with the social work advisor. If students wish to stay in the program, they must agree to a GPA improvement plan approved by the social work advisor. Students not meeting the GPA standard and without a reasonable GPA improvement plan and who do not voluntarily transfer to another major will be administratively dropped from the BSW program. Students who are terminated from the program may seek reinstatement by following the reinstatement procedure.

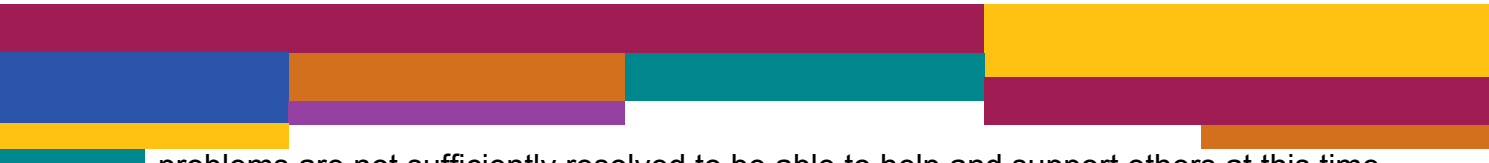
Students who receive a grade of "D" in a single, required social work course in any one semester and whose GPA remains above the required 2.5 minimum standard, will be allowed to continue in the program but will need to retake that course in the next semester the course is offered. The student may not register for courses that require the course needing to be retaken as a prerequisite or co-requisite course. The student must wait to take these courses until such time the course in question has been retaken and a grade of "C" or better has been earned. Students who receive a grade of "F" in a required social work course will be terminated from the program in accordance with the stated policy and may seek reinstatement by following that procedure.

If you have been accepted into the program provisionally, you are at risk of being terminated from the program unless your provisional requirements are met by the specified deadline. Therefore, we strongly suggest that you: (a) meet with your advisor regularly, and (b) take advantage of the writing lab on campus or any other resource that has been recommended as a condition of your admission. In addition, all students are expected to meet the ethical and behavioral standards of the Personal Characteristics statement (see below) as well as the NMSU Student Code of Conduct.

Professional Comportment

Ethics: In addition to the academic expectations, social work students are expected to demonstrate professional behavior that reflects a commitment to the [ethics of the social work profession](#). 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, which could warrant such a review, include derogatory oral and written statements, gestures, and/or wearing clothing with statements that are derogatory towards other students, faculty, and/or persons from populations reflecting racial, ethnic, handicapped status, religious, socio-economic, gender, and sexual orientation differences.

Behavior: Since the role of social worker comprises practice with clients from diverse backgrounds and with a range of problems, it is important that the social work student not permit personal matters to interfere with this role and that he/she have the emotional and psychological resources to render effective assistance to those in need. In instances where students demonstrate behaviors which suggest that one's personal



problems are not sufficiently resolved to be able to help and support others at this time, students may be denied admission to the program, or once admitted may be withdrawn from the program.

Felony Record: Applicants to the program will be asked at the time of admission if they have ever been convicted of a felony. If the applicant indicates that he or she has been convicted of a felony, the applicant will be asked to supply documentation on the nature of the offense and its disposition. If admitted to the program, conditions may be placed on that person, such as restrictions on the choice of area of study and field placement. Applicants are further advised that some state boards of social work examiners, including New Mexico, may refuse to issue a license or certificate of registration to any person who has been convicted of a felony.

Based upon the information provided, the Admissions Committee will consider the nature of the offense, disposition, rehabilitation efforts and other relevant information to make an admissions decision. The committee can make the following choices: deny admission to the program, admit with conditions, or admit without conditions. Once admitted to the program, students must notify the School if they are charged or convicted of a felony. They are also required to provide relevant documentation as to the nature of the offense and its disposition. Once the School is notified, a formal counseling-in process will be implemented to review the nature of the felony, disposition, rehabilitation plans, and other relevant information. Based upon the review process a student may be terminated from the program, allowed to continue with conditions, or allowed to continue without conditions. Students may be automatically denied admission, or if enrolled, terminated from the program, if the student has not been truthful or has provided inaccurate information in the application concerning felony convictions or after admission to the program fails to notify the School regarding a felony conviction.

Completing Your BSW Program

Application and Fee for Graduation: Application for graduation (Application for Degree Diploma) must be made in accordance with the deadline set forth in the Academic Calendar. The graduation application can be completed on-line and should be submitted to the registrar's office prior to the last day for registration, but no later than five days thereafter, of the final semester or summer session in which the student will be completing degree requirements. The graduation application fee must be entered on the fee card at the time of registration. When evidence that the required fee is included on the student's fee card, the College of Health and Social Services will provide the student with an application form. Failure to submit the application for graduation form by the deadline date will result in the imposition of a late fee. Students can go to <http://nmsu.edu/~registra/degdate.html> to access the application for diploma on-line.

Commencement Ceremony: A student who wants to walk in the commencement ceremony, but who has not completed all of the required credits must seek special permission and can obtain the required forms from the BSW academic advisor.



BSW STUDENT PROGRAMS, RESOURCES AND SERVICE OPPORTUNITIES

School of Social Work Governance - Undergraduate Students

BSW students may be elected to serve as the representative at faculty meetings. The student has non-voting rights, but is able to ask questions and represent student interest when providing feedback to faculty during faculty meetings. Students must be excluded from faculty discussions if financial and personnel issues or issues pertaining to the confidentiality of individual students arise.

Additionally, BSW students are also encouraged to volunteer to represent their peers in the Social Work Curriculum committee - One representative either junior or senior may be elected to serve as the student representative during curriculum committee meetings.

NMSU E-Mail

Each social work student is required to obtain an NMSU e-mail address. All SSW official notifications and communications with students will be sent to BSW student NMSU email addresses. Students will be expected to regularly monitor their NMSU e-mail address for program notifications and communications. Please update any address, please make all official address or name changes with the Registrar's Office.

Faculty/Staff Mailboxes

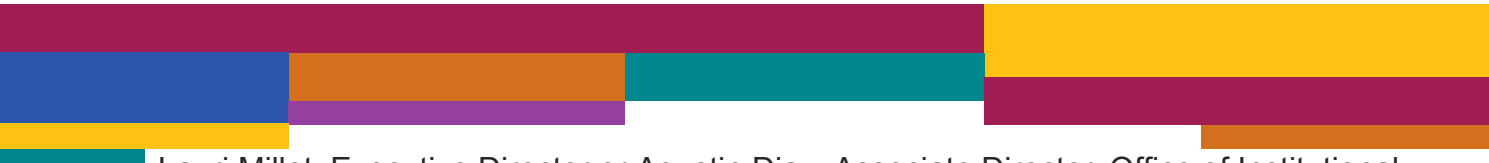
Faculty and staff have mailboxes in the administrative area of the school. Students are encouraged to use these mailboxes to communicate with faculty or staff members when the individual cannot be reached in person, by email or by phone.

Student Accessibility Services (SAS)

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact: Trudy Luken, Director Student Accessibility Services (SAS) Corbett Center, Rm. 244 **Phone:** (575) 646-6840 **E-mail:** sas@nmsu.edu

Website: <http://sas.nmsu.edu>

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. For more information on discrimination issues, Title IX or NMSU's complaint process contact:



Lauri Millot, Executive Director or Agustin Diaz, Associate Director Office of Institutional Equity (OIE) O'Loughlin House **Phone:** (575) 646-3635 **E-mail:**equity@nmsu.edu
Website: <http://www.nmsu.edu/~eeo/>

SSW Administration, faculty and staff encourage any BSW student who believes she or he may need to obtain accommodation to be successful in this academic program to contact the SAS office early in the semester, and then discuss such needs with the instructor.

BSW Program Coordinator

The BSW Coordinator is responsible for oversight of the BSW Program. This includes coordinating and revising departmental publications (brochures, student handbooks, etc.), recruiting BSW students, overseeing the admission process for BSW applicants, assisting faculty in the revision and development of the BSW academic curriculum, supervising BSW instructors, ensuring academic integrity in the classroom, working with faculty to ensure the success of BSW students in the classroom and field placements, teaching BSW courses as assigned, and leading the development of special projects as assigned by the Director of the School of Social Work such as self-study for reaccreditation and quality assurance. Dr. Maria A Gurrola is the BSW Coordinator (gurrola@nmsu.edu).

Field Liability Insurance


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

National Association of Social Workers

Students are encouraged to join and participate in the [National Association of Social Workers \(NASW\)](#). Students *may* purchase low rates on practice insurance (optional) when they are a member of NASW www.socialworkers.org (national) and www.naswnm.org (state). Students are also encouraged to participate in the annual conference of NASW/NM in Albuquerque each February and Student Legislative Advocacy Day (SLAD) (also each February) sponsored by NASW/NM. Students can receive discounts for volunteering at the annual conference and possible course credit for participating in both the conference and SLAD.

Other Professional Organizations (For more information, contact the BSW Program Coordinator)

1. **[Bertha Caplan Reynolds Society](#)**: A progressive organization for professional social workers. For more information, contact Columbus Circle Station, P. O. Box 20563, New York, NY 10023, (518) 475-1199.
2. **[National Association of Black Social Workers](#)**: The organization places an emphasis on issues of interest to the Black social worker.
3. **[National Association of Hispanic Social Workers and Latino Social Workers Organization](#)**: The organizations place an emphasis on issues of interest to the Hispanic social worker.

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4. [**National Association of Native American Social Workers:**](#) The organization places an emphasis on issues of interest to the Native American social worker.
 5. [**Society for Spirituality and Social Work:**](#) Network of social workers dedicated to spiritually sensitive practice and education.
 6. [**National Rural Social Work Caucus:**](#) A network of social workers to add to the knowledge base for social work practice within rural contexts.
 7. [**NASW Social Work Organization Portal:**](#) Links to Social Work Resources and Organizations.
 8. [**Information for Social Work Practice from around the world**](#)

Student Organizations

1. **Student Social Work Association (SSWA):** The Student Social Work Association was established over twenty years ago by students as a source of peer support and involvement in the social work community. SSWA has conducted numerous service and fund-raising activities designed to aid community projects chosen by SSWA membership. In the past, support has been provided to elementary school children, victims of domestic violence, adolescent mentoring programs, and to social work programs in Juarez and Chihuahua, Mexico. SSWA has received national recognition for its creative service projects in New Mexico and with its affiliation with Universidad Autonoma de Ciudad Juarez, Chihuahua, Mexico. The BSW Program Coordinator is the faculty advisor to SSWA. Ms. Anastasia Hale is President of SSWA 2016-2017 (stasih@nmsu.edu)
2. **Health and Social Services College Student Council:** HSSC Student Council Social Work students are members of the Student Council for Health and Social Services College. The Council operates as part of **Associated Students of New Mexico State University** (ASNMSU) and student government. All students are urged to attend meetings and participate in governing their affairs.
3. **Phi Alpha Honor Society:** Social Work students can join the Phi Alpha Honor Society when they are recognized for an outstanding academic record. Ms. Gladys Ramirez is president of Phi Alpha 2016-2017 (ramirezg@nmsu.edu)
4. **Student Ambassadors:** The CHSS Student Ambassadors at New Mexico State University are an elite group of students who serve as liaisons to the NMSU campus and Las Cruces community. They are considered the face, hand and feet of the College. This activity is counts as a one credit course, CHSS 295 and graded S/U. Students must have completed one semester at NMSU, have a minimum cumulative GPA of 3.0, and apply to add the class. Please go to the CHSS website for further information.



Financial Aid within the School of Social Work

In selecting individuals for any assistantship, traineeship, or fellowship, and in the administration of appointments, New Mexico State University will not discriminate on grounds of race, creed, color, gender, sexual orientation, religion, political affiliation, or national origin of any applicant.

1. **Title IV-E Stipends Traineeships:** These traineeships are offered in partnership with New Mexico Children, Youth and Families Department on a semester basis for fall and spring semesters (as available). A student who is selected for a traineeship agrees to work for New Mexico Children, Youth and Families Department after graduation as a child welfare social worker. Various special topic classes in child welfare and permanency planning are offered and are part of the required curriculum for a student accepting a stipend. These traineeships are open to BSW and MSW students. For further information on social work traineeships contact Monica Montoya, Child Welfare Scholar Coordinator at 575-646-2143; monicamo@ad,nmsu.edu).
2. **Perkins Student Loan Forgiveness Program:** The federally funded Perkins Loan Forgiveness Program is intended to help disadvantaged students pay for college with a lower interest loan. Upon completion of college, the Perkins forgiveness program will help eliminate student debt in exchange for the student providing services that meet the program's criteria. The loan amount forgiven depends on the profession. For more information:
3. **Scholarships/Programs:** Each year several opportunities for scholarships and special programs arise. Following are some of these options. Notification may be provided to students through the BSW NMSU listserv. Scholarships must be pursued by the students directly through [Scholar Dollars](#).

NMSU RESOURCES FOR STUDENTS

Academic Distance Education

Canvas (NMSU's new Learning Management System which has replaced Blackboard): Students need their NMSU ID and password to access Canvas. There are student instructional labs which help you learn how to use Canvas to the greatest benefit. There are online labs designed for the same purpose. Go to this link for more information:

NMSU Instructional Media Services: Provides course delivery through cable television, satellite, teleconferencing, and more.



[Edgar R. Garrett Speech And Hearing Center:](#)

Combining instruction, practical experience, and service, the center provides training for students in communication disorders and provides service to the community. Students have opportunities to participate in diagnostic evaluations and to provide therapy in the areas of speech, language, and hearing for clients across the lifespan.

[New Mexico State University Library System](#)

[Office Of International And Border Programs \(IP\)](#)

IP represents the university with U.S. government agencies, foreign governments, international education professional associations, and the private sector concerning international activities. IP offers opportunities to study abroad

[Testing Services:](#) Testing Services offers test anxiety programs and information as well as administers a variety of State and National exams.

[National Student Exchange Program:](#) Under the National Student Exchange Program (NSE), students may pay NMSU tuition and attend any of 180 colleges or universities across the nation.

[Support Services For Military/Veterans & Family Members:](#)

The university provides an array of support services for Military/Veterans & family members.


[Counseling Center:](#) The Counseling Center provides students and the campus with a variety of services including individual, couple and group counseling, career exploration, outreach programs, and consultation. Services are free to NMSU main campus students and services are confidential.

[Trio STUDENT SUPPORT SERVICES:](#) TRiO is a federally funded program which serves 350 NMSU students who are first generation (neither parent graduated from college with a four-year degree), meet low income criteria, and/or have disabilities. TRiO's mission is to help students to stay in college until they earn an undergraduate degree.

[University Grading System:](#) NMSU grading policies can be found in the Undergraduate Catalogue (p. 21).

ORIENTATION TO THE UNIVERSITY

This section includes information on major University policies, the library, and other support services and associations available to you.



You are strongly encouraged to become familiar with the [NMSU Student Handbook](#)

University Policies

Sexual Harassment: It is the policy of New Mexico State University to provide an atmosphere free of sexual harassment for all faculty, staff, and students.

Discrimination: The NMSU Student Handbook extends the University's policy of nondiscrimination to all aspects of university life.

Library Resources

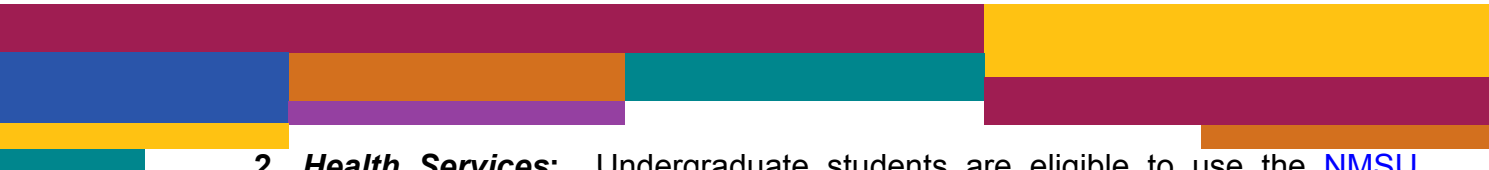
Books are classified according to the Library of Congress system. The on-line catalog includes entries of all books purchased by University funds, whether housed in the library or in office collections. Loan rules are liberal, and the library is open to anyone, but preference is given to students, faculty, and staff members. Interlibrary loan arrangements are maintained with many libraries.

STUDENT SUPPORT SERVICES

1. **Security:** Located at College Drive and Union, the Police Department provides all police services for the University, including the following: Operation I.D. - engraving all personal property for identification; Crime Stopper - a crime prevention program; Rape Prevention Program; and, Defensive Driving courses are provided by the Safety Office, telephone 646-3327. The department is open 24 hours a day, seven days a week. Thefts and other crimes should be reported immediately. For assistance call 646-3311, but for emergencies, first call 9-1-1.
2. **Campus Escort Service:** The escort program is concerned with the safety of students who travel at night on campus. This free service, staffed by students who are screened before acceptance, is available from sunset - 12:30 a.m., seven days a week. For more information, call 646-1111.

Health Support Services

1. **Counseling:** The [NMSU Counseling Center](#) addresses a broad range of services, including the following: Information on registration for a variety of national tests and administration of some of these tests; Services specific to the needs of women through the Women's Center; Career information and services through the Career Lab; Information and services specific to the needs of handicapped students; Information and services for military veterans and/or dependents of disabled veterans eligible for veterans' educational benefits; Services and information for new or transferring students to the University; and, Information regarding withdrawal from the university.

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2. **Health Services:** Undergraduate students are eligible to use the [NMSU Student Health Center](#) if they are enrolled for 12 or more credits or if they are carrying 6-11 credits and have paid the health center fee (this does not include spouses or children).
 3. **U.S. Student Accident & Sickness Insurance Policy:** NMSU offers a U.S. student accident and sickness insurance policy, but only to those students paying the health fee. For additional information on [Student Health Center](#) services call 646-1512 and [Student Insurance](#) call 646-5706.

Academic Support Services

1. **[NMSU Bookstore \(Barnes & Noble\)](#):** For further information call 646-7407.
2. **[Computer Labs, Printing, Training, Student Software, Rentals/Discounts and Wireless Zones](#)**
3. **[Student Technology Home Page \(646.1159\)](#)**
4. **[ICT Help Desk \(646-1840; help@nmsu.edu \)](#)**
5. **[Student Success Centers](#):** Located in room 210, Hardman Hall, 646-3137. The Student Success Centers offer a variety of credit and non-credit programs designed to help students to improve their study and learning skills.
6. **[Writing Center](#):** The Writing Center has been created to support and enrich student writing at each phase of the writing process and in every discipline. The phone number is 646-5296

Family Life Support Services

[Parents and Family Home Page](#) contains links to many support services for NMSU families.

Diversity Association Support Services

1. **[American Indian Program \(AIP\)](#)** provides programs and services designed to enable American Indian Students successfully achieve their post-secondary goals.
2. **[Black Programs](#)** provides assistance and resources to help students reach their potential both in and out of the classroom.
3. **[Chicano Programs](#)** is a support service that promotes and empowers all student success through education, advocacy and development of



cultural literacy. It aims to be a home away from home for students.

General Rules and Regulations

The BSW Faculty strongly encourages you to become familiar with the [NMSU Student Handbook](#), paying close attention to:

- Academic Misconduct Policies
- Non-Academic Misconduct Policies
- Disciplinary Procedures
- Academic Discipline and Appeal Process
- Non-Academic Discipline and Appeal Process
- Academic and Non-Academic Grievance Process

The School of Social Work abides by these policies as specified in the NMSU Student Handbook.