



School of Social Work BSW Field Education Manual

New Mexico State University

Field is the Heart of Social Work Education



2018-2019

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

**BSW FIELD EDUCATION MANUAL
TABLE OF CONTENTS
2018-2019**

TABLE OF CONTENTS.....	2
SPECIAL THANKS.....	3
SOCIAL WORK PROGRAM CONTACT INFORMATION.....	4
INTRODUCTION TO THE NMSU BSW FIELD MANUAL.....	5
SCHOOL OF SOCIAL WORK MISSION STATEMENT.....	5
FIELD AS “SIGNATURE PEDAGOGY”.....	6
NATIONAL ASSOCIATION OF SOCIAL WORKERS’ CODE OF ETHICS.....	7
GENERALIST FIELD PROGRAM DESCRIPTION.....	8
COMPETENCIES FOR GENERALIST SOCIAL WORK.....	8
BSW CURRICULUM DESIGN AND COURSEWORK.....	9-11
GENERALIST SOCIAL WORK PRACTICUM	12
PROCEDURES FOR ENTERING THE FIELD	12
FIELDWORK IN PLACE OF EMPLOYMENT	13
ROLES AND RESPONSIBILITIES OF THE FIELD WORK TEAM	15-19
IDENTIFYING AND RESOLVING DIFFICULTIES IN THE FIELD	20-22
RELEVANT POLICIES	23-24
SUGGESTED DRESS POLICY FOR FIELD AGENCIES.....	25
APPENDIX I: ACADEMIC CALENDAR	26
APPENDIX II: GENERALIST COMPETENCIES AND PRACTICE BEHAVIORS.....	27- 30
APPENDIX III: CORRECTIVE ACTION PLAN.....	31-32
APPENDIX IV: STUDENT EVALUATION OF FIELD	33-35

Special Thanks

The school of social work field education program at New Mexico State University, benefits from the contributions of many community social workers who serve as field instructors and liaisons. A special thanks to our field educators whose commitment to student learning ensures the development of skilled and ethical social work practitioners. We are grateful for their time and willingness to share their expertise to mentor the next generation of social workers.

SOCIAL WORK PROGRAM CONTACT INFORMATION

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Introduction to the NMSU BSW Field Manual

This BSW Field Education Manual is a resource tool for students and agency professionals engaged in field education. In it you will find the policies that shape BSW field education at NMSU, descriptive content on the School of Social Work's field education perspective and information regarding the duties and requirements for all involved in field instruction. This manual is focused specifically on policies and procedures to aid in your field education efforts and is therefore only one of the sources of information regarding the BSW program within NMSU. This Field Manual does not take the place of the NMSU Student Guide, Student Handbook through the Office of the Dean of Students, or the Bachelor of Social Work Student Handbook, where further valuable information can be found regarding Student Codes of Conduct, the BSW Course of Study and general guidelines and academic policies for students. In addition, information pertaining to the BSW Field Program at NMSU can be found in the BSW Field Education Manual. All field documents referenced in this manual, such as the Field Contract and Evaluation, Field Syllabi and forms used before and during student Field Education placements, are available on NMSU's School of Social Work website at <http://socialwork.nmsu.edu/>

NMSU SCHOOL OF SOCIAL WORK MISSION STATEMENT

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.



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.

NATIONAL ASSOCIATION OF SOCIAL WORKERS' 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. 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 social work students are required to read and adhere to the NASW Code of Ethics

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)

COMPETENCIES FOR THE GENERALIST PRACTICE PROGRAM

The School of Social Work has developed a competency based educational program. These competencies are used in the student's Learning Contract and are taught in all social work classes. They are the standards established by the Council on Social Work Education. Social Work Students are required to demonstrate competency in each of nine aspects of professional Social Work during the field placements. This is done through mastery of practice behaviors related to each Competency. Following are the nice competencies put forth by the Council of Social Work Education in spring 2015.

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social and Economic Justice
4. Engage in Practice-informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The above competencies are assessed through selected practice behaviors to help students develop the knowledge, values and skills of Generalist Social Work profession. These practice behaviors can be found in the Learning Contract and Evaluation as well as Appendix II of this manual.

BSW CURRICULUM 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. The curriculum is designed according to the requirements of the Council on Social Work Education.

Social Work Practice Is Shaped and Informed by Knowledge, Values and Skills In the Following Curriculum Areas



■ Field Practice ■ Research ■ Policy ■ Practice Skills ■ Human Behavior & Social Environment

FIRST YEAR OF BSW PROGRAM COURSEWORK

Students entering the Block Field Placement in spring 2016 are required to take the following coursework. The orientation to field and the service learning courses are meant to prepare students for the process of bridging classroom knowledge to field experience.

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 are covered.</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.</p>

COURSEWORK FOR BSW STUDENTS CURRENTLY IN THE FIELD

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>

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
 - 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 FIELD WORK 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 BSW FIELD COORDINATOR MUST BE INFORMED 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.
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. (see BSW student handbook to review the counseling-in process)

RELEVANT POLICIES

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 (NASW Code of Ethics <http://www.naswdc.org/pubs/code/default.asp>).

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. See Also NMSU Policy 3.22.

Academic and Non-Academic Misconduct

The Student Code of Conduct defines academic misconduct, non-academic misconduct and the consequences or penalties for each. The Student Code of Conduct is available in the NMSU Student Handbook online: <http://studenthandbook.nmsu.edu/>. Academic misconduct is explained here: <http://studenthandbook.nmsu.edu/student-code-of-conduct/academic-misconduct/>.

Discrimination and Disability Accommodation

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) 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 Student Union, Rm. 208
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 assault, rape), sexual harassment and retaliation.

For more information on discrimination issues, Title IX, Campus SaVE Act, NMSU Policy Chapter 3.25, NMSU's complaint process, or to file a complaint contact:

Angela Velasco, Associate Director
Email: avelasco@nmsu.edu
Website: <https://eeo.nmsu.edu/staff/>

Lauri Millot Title IX Coordinator
Agustin Diaz Title IX Deputy Coordinator
Office of Institutional Equity (OIE) O'Loughlin House, 1130 University Avenue
Phone: (575) 646-3635
Email: equity@nmsu.edu
Website: <http://eeo.nmsu.edu/>

SUGGESTED DRESS POLICY FOR FIELD AGENCIES

Office attire:

- Clothes should be appropriate for the agency setting, and fit properly.
- Be clean and in good repair, and not be tightfitting.
- Some agencies require closed toed shoes. Ask your field instructor about agency requirements.

Business casual attire:

- Suits, jackets, slacks, skirts, and dresses are acceptable.
- Shirts, blouses, polo-style shirts, sweaters, vests, or cotton knit and turtleneck shirts are acceptable.
- Some agencies accept jeans. Check with the agency.

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

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

Attire that is not acceptable:

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

If you are unsure if an article of clothing is appropriate for the agency, it probably is not. If your Field Instructor is unsatisfied with your attire, you may be asked to change into acceptable attire, or you may be sent home to change. Do not threaten not to return, because the agency will not be obligated to take you back, and without a field practicum placement, you will have to withdraw from the field course.

Professional appearance at the field agency is important to convey the professionalism and leadership associated with the social work profession.

Appendix I: Academic Calendar

NMSU SCHOOL OF SOCIAL WORK BSW FIELD EDUCATION 2015/2016 CALENDAR		
Fall 2018	Day	Date
Instruction begins (<i>start looking for service learning and field placement options</i>)	Thursday	August 15, 2018
<i>LEARNING CONTRACT PART ONE MUST BE SIGNED</i>	Week of	August 20 th
Labor day holiday	Monday	September 3, 2018
Last day to drop with a “W”	Tuesday	October 12, 2018
Thanksgiving Holiday – no classes	Mon. – Fri.	November 19-23, 2018
Exam Week	Week of	December 3-7, 2018
<i>Final grades posted on banner</i>	Tuesday	December 11, 2018
Spring 2019	Day	Date
Instruction begins	Thursday	January 10, 2019
Martin Luther King Holiday	Monday	January 21, 2019
Deadline for Filing Degree Application (for students graduating at the end of the spring semester)		January 25, 2019
Field Exchange day – Las Cruces	Friday	February 15, 2019 (tentative)
Last day to drop with a “W”	Monday	March 15, 2019
Spring Break – no classes/no field	Mon.- Fri.	March 25—29, 2019
Spring Holiday	Friday	April 19, 2019
EXAM WEEK - Student evaluation of the field instructor, field liaison and agency setting due to the field office	Week of	May 6 – 10, 2019
Last possible day of field placement for fall 2014	Friday	May 10, 2019
Liaisons must submit part 4 of learning contract with signatures to the Field Office by 3:00 pm.	Friday	May 10, 2019
Commencement	Saturday	May 11, 2019
<i>Final grades posted on Banner</i>	Tuesday	May 14, 2019

Appendix II: Generalist Competencies and Practice Behaviors

2015 CSWE COMPETENCIES AND SELECTED PRACTICE BEHAVIORS

The School of Social Work has adopted the standards established by the Council on Social Work Education to develop a competency based educational program. These competencies are used in the student’s Learning Contract and are integrated throughout the social work curriculum. **The evaluation of student performance in the field practicum will integrate the following competencies and practice behaviors.**

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 interprofessional 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.	
1a.	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context;
1d.	Use supervision and consultation to guide professional judgment and behavior.
1c.	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
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, ethnicity, gender, gender identity and expression, immigration 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.	
2a.	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice.
2b.	Present themselves as learners and engage client systems as experts of their own experiences.

2c.	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
<p>Competency 3–Advance Human Rights and Social and Economic Justice</p> <p>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 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 and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.</p>	
3a.	Apply their understanding of social and economic justice to advocate for human rights
3b.	Engage in practices that advance social and economic justice.
<p>Competency 4–Engage in Practice-informed Research and Research-Informed Practice</p> <p>Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice.</p>	
4a.	Use practice experience to inform scientific inquiry and research;
4b.	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
4c.	Use and translate research findings to inform and improve practice, policy, and service delivery.
<p>Competency 5–Engage in Policy Practice</p> <p>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 recognize and understand the social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, and implementation.</p>	
5a.	Assess how social welfare and economic policies impact the delivery of and access to social services
5b.	Critically analyze and promote policies that advance human rights and social and economic justice.
5c.	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
<p>Competency 6–Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, 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 their utility to facilitate engagement with client systems, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective</p>	

experiences and emotional reactions may impact their ability to effectively engage with diverse client systems.	
6a.	Apply knowledge of human behavior and the social environment and practice context to engage with client systems.
6b.	Use empathy, self-regulation, and interpersonal skills to effectively engage diverse client systems.
<p>Competency 7–Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making.</p>	
7a.	Collect, organize, and critically analyze and interpret information from client systems
7b.	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
7c.	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
7d.	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
<p>Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration.</p>	
8a.	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
8b.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
8c.	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
8d.	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

8e.	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.	
9a.	Select and use appropriate methods for evaluation of outcomes.
9b.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
9c.	Critically analyze, monitor, and evaluate intervention and program processes and outcomes
9d.	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Appendix III: Corrective Action Plan

NMSU SCHOOL OF SOCIAL WORK

Corrective Action Plan for Unsatisfactory Student Performance in Field Placement

Date: _____

Student Name: _____ Phone # _____

Field Instructor: _____ Phone # _____

Liaison Name: _____ Phone # _____

Agency Name: _____ Phone # _____

REQUIRED MEETING: The student, field instructor and liaison need to meet to discuss the issue or issues that have led to the unsatisfactory student performance and a plan with time lines must be put in place by the end of the meeting.

OVERVIEW OF CURRENT STUDENT PERFORMANCE

Professional Development	Satisfactory	Marginal	Unsatisfactory
Attendance (agency)			
Attendance (seminar)			
Timely completion of assignments (agency)			
Timely completion of assignments (seminar)			
Professional demeanor (agency)			
Professional demeanor (seminar)			
Professional Responsibility			
Skill development			
Use of supervision			
Interaction with clients, staff & peers			
Interaction with seminar instructor & peers			
Current Course Grade <input type="checkbox"/> S <input type="checkbox"/> U			

Description of area(s) of concern with student performance:

Corrective Action Plan:

1. Outcomes the student agrees to demonstrate and complete to address the above concern:

2. Role of field instructor in assisting student in meeting competency:

3. Role of Field Liaison in assisting student in meeting competency:

The Student, Field Instructor and Field Faculty will meet on _____ to evaluate student progress.

SIGNATURES:

	Name	Signature	Date
Student			
Field Liaison			
Field Instructor			
Field Coordinator			

Note: The Field coordinator does not need to be present in this meeting, but must be given a copy of this form to be placed in student's field practicum file.

Appendix IV: STUDENT EVALUATION OF FIELD FORMS

BSW STUDENT EVALUATION OF FIELD AGENCY

Date: _____

Agency Name:

Please circle the number that represents your rating

(1) Not at all or most negative average

(2) Rarely or negative

(3) Sometimes or average

(4) Most of the time or better than average

(5) Always or most positive

The agency has clear policies and procedures for student interns.	1	2	3	4	5
The agency has accessible safety plans, sexual harassment, and grievance procedures.	1	2	3	4	5
This agency provides opportunities to develop and practice Social Work competencies and practice behaviors.	1	2	3	4	5
The agency provides student interns the opportunity to participate in staff meetings and training events	1	2	3	4	5
OVERALL, I WOULD RATE THIS AGENCY:	1	2	3	4	5

I would recommend this placement to other students because.... (please give written comments – use back of page if needed)

I would not recommend this placement to other students because.... (please give written comments – use back of page if needed)

BSW STUDENT EVALUATION OF SOCIAL WORK FIELD INSTRUCTOR

Date: _____

Please circle the number that represents your rating

(1) Not at all or most negative average

(4) most of the time or better than average

(2) Rarely or negative

(5) Always or most positive

(3) Sometimes or average

Field Instructor's Name: _____

THE SOCIAL WORK FIELD INSTRUCTOR

	1	2	3	4	5
Provided an orientation to the agency, and made the expectations for student performance clear.					
Helped me understand the agency's purpose, policies, and procedures including safety plans, sexual harassment, and grievance procedures.					
Assigned projects, cases and reading materials to assist me with the understanding, development and practice of field competencies.					
Reviewed and commented on my mid-term and final evaluations.					
Assisted with the Field Learning Contract and Evaluation document					
Provided individual educational instruction to each student at least once a week and provided on-going performance feedback utilizing the INSTRUCTIONAL MEETING AGENDA and the TIME AND ACTIVITIES REPORT.					
Provided assistance/support when needed and gave me the opportunity to make mistakes, recover and learn from them.					
Participated in meetings with the field liaison to review my progress, as well as review my performance during mid-term and final evaluations.					
Overall, I would rate this social work FIELD INSTRUCTOR					
I would recommend this social work field instructor to other students because.... (please give written comments – use back of page if needed)					

I would not recommend this social work field instructor to other students because.... (please give written comments – use back of page if needed)					

BSW STUDENT EVALUATION OF FACULTY FIELD LIAISON

Date: _____

Please circle the number that represents your rating

(1) Not at all or most negative average

(4) most of the time or better than

(2) Rarely or negative

(5) Always or most positive

(3) Sometimes or average

Field Liaison's Name:

THE FIELD LIAISON

Lead group seminar and provided instruction and feedback regarding field expectations, answered questions regarding the Learning Contract and Evaluation, assignments, and learning portfolio.	1	2	3	4	5
Assisted students with the integrating classroom and field experience learning.	1	2	3	4	5
Provided instruction and guidance regarding cases, agency activities, and field concerns.	1	2	3	4	5
Helped us understand the chain of command to resolve any field problems.	1	2	3	4	5
Advised me regarding field performance, evaluation, and made clear the performance expectations.	1	2	3	4	5
Visited the agency and maintained an ongoing relationship with me and the agency field instructor.	1	2	3	4	5
Met with my field instructor and me during final evaluation.	1	2	3	4	5
Evaluated evidence of my performance in the field agency, seminar and all course assignments to calculate my final grade at end of the semester.	1	2	3	4	5
Was available to mediate any issues between, the student, the agency field Instructor, site supervisor and the school to develop a course of action to resolve the Field Situation.	1	2	3	4	5
Overall, I would rate this FIELD LIAISON	1	2	3	4	5
I would recommend this social work field liaison to other students because.... (please give written comments – use back of page if needed)					

I would not recommend this social work field liaison to other students because.... (please give written comments – use back of page if needed)					

