



**School of Social Work
Bachelor of Social Work (BSW)
Field Education Manual**

New Mexico State University

Field is the Heart of Social Work Education



2017-2018



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

BACHELOR OF SOCIAL WORK FIELD EDUCATION MANUAL

2017-2018

TABLE OF CONTENTS

SECTION 1

SECTION 1.1 – SCHOOL OF SOCIAL WORK CONTACT INFORMATION	1
SECTION 1.2 – INTRODUCTION AND GENERAL INFORMATION	2
SECTION 1.3 – CSWE COMPETENCIES AND BSW CURRICULUM DESIGN	5

SECTION 2

SECTION 2.1 - STUDENTS IN THE FIRST YEAR OF THE BSW PROGRAM	7
SECTION 2.2 - STUDENTS IN THE SECOND YEAR OF THE BSW PROGRAM	9
SECTION 2.3 - ROLES AND RESPONSIBILITIES OF THE FIELD TEAM	11

SECTION 3

SECTION 3.1 - APPENDIX A – CSWE COMPETENCIES	19
SECTION 3.2 - APPENDIX B – CORRECTIVE ACTION PLAN	24

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

INTRODUCTION TO THE BSW FIELD MANUAL & GENERAL INFORMATION

This manual is meant to serve as a guide to students who are preparing to enter the field, students who are already in field practicum and Social Work Field Instructors who are providing students guidance and mentorship through the social work field practicum. In this manual you will find the policies that shape 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/>

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. Without the commitment of field educators to ensure that students have adequate learning opportunities in real world settings to ensure the development of skilled and ethical social work practitioners our students would not be able to develop and practice the social work skills that can only be implemented by interacting with clients in the helping process. We are grateful for the time and willingness of each and every social worker who commits to share their expertise to mentor the next generation of social workers.

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 FIELD AS "SIGNATURE PEDAGOGY"

According to the 2015 Educational Policy and Accreditation Standards Educational Policy 2.2—Field Education is the Signature Pedagogy in Social Work Education

“Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. 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 p.12)

CHANGES TO THE BSW FIELD CURRICULUM

In the last couple of years, spring 2016 and 2017, we tried a Block Field Placement Practicum, but it did not work for many of our community partners and students. Fortunately, we were able to go back a concurrent field placement model, and starting with the fall 2017 and spring 2018 school year students will be completing 16 hours per week of field placement for a total of 480 field hours, with 240 hours each semester. Students are scheduled to take social work classes on Tuesday and Thursday, so they should be able to complete their practicum hours on Monday, Wednesday or Friday. Most importantly, in line with field as the signature pedagogy, students will have more time to integrate classroom knowledge with practice experience.

SPANISH SEMINAR

The school of social work at NMSU has been offering a Spanish Field Seminar to students who have Spanish/English bilingual skills, and want the opportunity to refine their ability to speak with clients in Spanish. In line with the School of Social Work's mission to “promote the profession's ability to respond to individuals, families, groups, communities and organizations in the culturally diverse environment of the Southwest” the Spanish seminar allows bilingual students to expand their language skills in seminar by reading, writing and speaking social work concepts, as well as practice their speaking skills with clients at their practicum placements.

NATIONAL ASSOCIATION OF SOCIAL WORKERS' CODE OF ETHICS

The profession of social work within the United States is guided by values and ethical standards, as explicated by the National Association of Social Workers (NASW, 1996)². According to the Code of Ethics: The NASW *Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW *Code of Ethics*," provides an overview of the *Code's* main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication. As a student completing a field education placement, this Code of Ethics should be studied and used as a guide. The complete Code of Ethics can be found at <http://www.naswdc.org/pubs/code/default.asp>

GENERALIST SOCIAL WORK PRACTICE

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.

- 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.

CSWE COMPETENCIES AND BSW CURRICULUM DESIGN

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 nine 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 imbedded in all field assignments to help the student develop the knowledge, values, and skills of Generalist Social Work Practice as well as the cognitive capacity to identify the competency in practice. Competency Reflection Journals assist the student in breaking down the competency to identify the dimensions of the competency, and the student's ability to implement the competency is assessed through the student's documentation of his/her capacity to actually implement the competencies in practice. These competencies and practice behaviors can be found in the Learning Contract and Evaluation document as well as **Appendix A** of this manual.

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. 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

STUDENTS IN THE FIRST YEAR OF THE BSW PROGRAM

The coursework that students take in the first two semesters of the BSW Program provides the foundational knowledge that students will need to enter the field. Therefore, your main task during the first two semesters of the BSW program is to start thinking about the application of the concepts you are learning in the classroom. It might be helpful to think of the kinds of social work you hope to do after graduating, so you can start connecting every assignment to that setting. For example, if you want to become a school social worker, try to connect the theories you are learning about to how those theories might be helpful in helping you understand children, parents and communities. Effective social work practice requires an ability to integrate multiple sources of knowledge to address real life issues, so it will be beneficial to look at what you are learning in each of your classes as providing you part of the knowledge, values and skills that will form your professional foundation.

In addition to seeing each one of your classes as key elements of your professional formation, you will need to start the exploration of field practicum placements during your second semester in the program. By the end of the spring semester, you should already have a signed “Field Placement Agreement” so you don’t have to worry about your placement over the summer. Here are the steps you need to take to secure a field placement:

1. Attend the Field Fair – Dress to impress, visit as many agency booths as possible and ask a lot of questions to agency representatives so you will have a better idea as to the role of social work in the agency and the kinds of opportunities agencies offer student interns.
2. Make an appointment with the BSW Field Coordinator right after the Field Fair – Agency representatives might remember you and be willing to offer you a placement if you made a good impression during the Field Fair.
3. Meet with the BSW Field Coordinator – bring your Field Application and Resume. These documents will be used to help you explore field placement options in line with your long term goals, but keep in mind that the field practicum is not meant to be a path to a job with a particular agency. The practicum placement is a learning contract that will provide you with an opportunity to develop and practice social work skills. The coordinator will give you two or three Referral Letters to interview with community social workers that have agreed to interview students for practicum. Do not call agencies without a Referral Letter.
4. Research the agencies you will be interviewing with before you interview. The more you know about what the agency does, the better able you will be to let the interviewers know how you see yourself learning in that environment as well as contributing to the agency’s mission.
5. Treat your placement interview as you would a job interview. Remember, the agency field instructor is not obligated to give you a practicum placement. Social workers have a duty to their employers to bring in interns who have the potential to make positive contributions to the agency.
6. Once you have been offered a practicum placement, you need to get a Field Placement Agreement signed and it needs to be submitted to the BSW Field Coordinator.

FIRST YEAR OF BSW PROGRAM COURSEWORK

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>

STUDENTS IN THE SECOND YEAR OF THE BSW PROGRAM

The coursework that students take in the second year of the BSW Program includes concurrent field practicum placements for both fall and spring semesters, the field seminar and additional practice and policy courses provide students the opportunity to connect classroom instruction with their practice experience. Field courses are graded S/U and students must earn a satisfactory grade in all field social work courses to graduate with a BSW degree.

In addition to the Counseling-In Process described in the BSW Handbook, problematic field issues are documented in a Corrective Action Plan for Unsatisfactory Student Performance in Field Placement or Seminar. The plan is designed to provide student with specific steps to correct problematic behaviors in order to ensure the successful completion of the field program. The Corrective Action Plan also serves as the documentation required for a failing grade in the field if the student is unwilling or unable to successfully fulfil all field course requirements. The Corrective Action Plan can be found in **Appendix B** of this manual.

Students complete both field practicum semesters in one agency to give students the opportunity to have the time necessary to learn about agency policies, procedures and service modality as well as get familiar with the client population the first semester, and be able to take on more direct service delivery tasks the second semester. A change of placement is strongly discouraged because it sets back the learning process when students have to start over with learning basic policies and procedures instead of going beyond the initial orientation to placement process to engage in social work practice tasks that require familiarity with basic program information. However, if there is a change in the agency's ability to provide a student with the appropriate learning opportunities and social work instruction, a request for a change of placement needs to be submitted to the BSW Field Coordinator as soon as possible to ensure that the student has a field placement for the second semester.

BSW Program Evaluation takes place in the field and a practice course in the last semester of the program. Students are required to demonstrate their ability to articulate the nine CSWE Competencies and Practice Behaviors through documentation of evidence in the final field evaluation and are also asked to submit a written case study. Students are advised to select two different cases to explore their implementation of competencies in the seminar course and the final evaluation project, not only to avoid plagiarism but because the more opportunities students have to connect theory to practice the more they can demonstrate their understanding of the concepts and their ability to put them into practice.

SECOND YEAR OF BSW PROGRAM COURSEWORK & FIELD PRACTICUM

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 Social Welfare Policies and 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; seminar required. Evaluation criteria for this course will include upholding social work practice standards for interpersonal and ethical conduct. Students in this Field 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 I – This seminar course will provide students in the Social Work Practicum Placement the opportunity to develop a personalized learning portfolio to keep all practicum records organized. The assignments in this course allow students to reflect on social work knowledge, values and skills as they interact with clients in their practicum placement and will provide opportunities to integrate previous and current semester learning. Students are required to develop an agency presentation, and to complete Competency Reflection Journals to expand their ability to integrate social work concepts and practice.</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. Upon completion students will have 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 course is a continuation of the Field Seminar I. The assignments in this course will require a higher level of knowledge and skill integration and students are required to demonstrate the integration of social work competencies in all course assignments.</p>

ROLES AND RESPONSIBILITIES OF THE BSW SOCIAL WORK FIELD TEAM

The BSW Social Work Field Team at NMSU consists of the BSW Field Coordinator, the Student, the Field Seminar Instructor/Liaison, the Agency, and the Agency Social Worker who agrees to serve as Field Instructor. In some agencies a facilitator/supervisor is also assigned to provide day to day guidance and supervision. Communication between all team members is important to ensure a successful field learning experience.

THE BSW FIELD COORDINATOR

The main task of the BSW Field Coordinator is to assist BSW students obtain a social work field practicum placement, and provide the guidance and support necessary to successfully complete the field practicum. To this end, the BSW Field Coordinator is responsible for recruiting community social workers who are interested in volunteering to become Field Instructors to support the next generation of social work practitioners through field education. To support the professional development of Field Instructors, the BSW Field Coordinator offers a training opportunities to new and current Field Instructors. Additionally, the BSW Field Coordinator is responsible for ensuring that the Field Education Program is in line with CSWE accreditation standards. Therefore, all nine competencies are included in seminar assignments and evaluated through student documentation of implementation in the practice setting. Additional duties and responsibilities of the BSW Field Coordinator include the following:

- The BSW Field Coordinator provides an orientation for students and field faculty
- Publish a BSW Field Manual that includes requirements, objectives, procedures, and expectations of all parties involved in the practicum
- Identify Field Faculty who can lead the seminar course and provides mentorship and support to field faculty to ensure uniformity in the field education program.
- Maintain Field Agency and student records
- Include professional ethics instruction in the curriculum highlighting 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.

The current BSW Field Coordinator is Maria Ortiz and she can be reached at mariao@nmsu.edu or 575-646-7599.

THE STUDENT

The student's role is to actively participate in their acquisition and development of the knowledge, skills and values required for professional social work practice. They are not agency volunteers but apprentices who need guidance and mentorship in the learning process. In return,

students are expected to contribute their time, energy and commitment to serve the agency as well as successfully complete the required social work field experience under the supervision of a social work Field Instructor and a Seminar Instructor/Liaison that represents the school of social work.

STUDENTS ARE EXPECTED TO DEMONSTRATE:

Professionalism: Professional conduct is expected in both agency seminar conduct.

- Be present at the agency according to the agreed upon schedule and dress in an appropriate manner.
- Communicate with the Field Instructor regularly and ask questions when in doubt.
- Notify the Field Instructor when needing to be late or absent from the agency, submit a plan to make up time lost.
- Address any problems (in the agency, with clients or Field Instructor) as soon as they occur.
- Follow the administrative policies, standards, and practices of the agency.
- Respect the confidential nature of agency files and client information and conform to the standards and practices established by the School of Social Work for the practicum course, including adherence to the NASW Code of Ethics.

Responsibility: The student is responsible for knowing and following policies and deadlines.

- Become knowledgeable of agency policies and follow them.
- Complete all field course assignments in a timely manner including timely submission of Learning Contract and Evaluation, competency based assignments, and a learning portfolio.
- Actively participate in seminar discussions and have paperwork ready for weekly instructional meetings with the agency Field Instructor.

Readiness to learn: Demonstrate a readiness to learn and to become involved in all appropriate aspects of the field experience including:

- Prepare for supervision by using the WEEKLY TIME AND ACTIVITY REPORT & FIELD INSTRUCTOR SUPERVISION RECORD and preparing specific practice experience questions for the field instructor and/or field liaison.
- Actively participate in field seminar discussions and effectively complete all seminar coursework.

Engage in self-reflection as a beginning professional. Participate in continual self-evaluation by defining and sharing specific strengths and learning needs with the field instructor and liaison. Keeping in mind that expertise comes with purposeful experience.

Demonstrate 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.

- Behavior contrary to social work professional ethics will be cause for review of the student’s admission to the program or continued future in the social work major.
- **Examples of behavior that could lead to the termination of a field placement include:**
 - Problems in personal functioning sufficiently serious to endanger functioning or client welfare such as arriving at placement under the influence of alcohol or drugs
 - Poor performance in basic work place responsibilities (e.g. poor attendance, poorly written paperwork, misuse of practicum time, etc.)
 - Deprecating oral and written statements, gestures toward other students, faculty, clients, colleagues, or the agency placement, and/or wearing clothing with statements that are offensive towards other students, faculty and/or persons from diverse populations,
 - Problems in personal functioning (health, mental health) sufficiently serious to compromise functioning in the program and client welfare, and
 - Lack of boundaries towards other students, faculty, clients, and towards other workers in agency sufficient to endanger professional and/or client relationships

Complete an evaluation of the faculty liaison, field agency, and field instructor: All students are encouraged to complete field evaluations to assist in our continuous improvements efforts.

Failure to adhere to student responsibilities may result in termination from the field. Students must earn a satisfactory grade in the field course to earn the BSW degree.

THE AGENCY FIELD INSTRUCTOR

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

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

In order to be approved by the School of Social Work as a Field Instructor, a social worker must have a BSW or MSW from an accredited school of social work, and have worked as a social worker for two years post-graduation. The license may be LBSW, LMSW, LISW or LCSW and be held in NM or Texas.

Students are assigned to a Social Worker who has agreed to serve as the field instructor and provide field supervision and instruction. All approved agencies either have a licensed social worker on staff or arrangements have been made for a social worker to provide supervision and instruction once per week. The field instructor may utilize a combination of teaching strategies that may include role modeling, case assignments, documentation assignments, reading materials, and small group discussion as well as individual instruction.

THE FIELD INSTRUCTOR'S ROLE IS TO:

1. Orientation: Provide the student with an orientation to ensure that the student understands the performance expectations, purpose of agency as well as policies, and procedures of the agency. Please include information related to agency safety plans, sexual harassment, and grievance procedures.
2. Assignments: Prepare and assign projects, cases and reading materials that will assist the student with the understanding, development and practice of field competencies.
3. Individual Educational Instruction: Provide individual educational instruction to the each student at **least once a week, for one hour, or small group instruction for a minimum of two hours a week, with individual sessions 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
4. Provide on-going performance feedback and SIGN the WEEKLY TIME AND ACTIVITY REPORT & FIELD INSTRUCTOR SUPERVISION RECORD
5. Evaluation: Review the Field Learning Contract and Evaluation document by reading practice behavior evidence and providing student feedback regarding their performance and understanding of social work practice behaviors.
6. Meetings with Field Liaison: Participate in periodic meetings as needed with the field liaison to review student progress, as well as provide feedback regarding student performance during mid-term and final evaluation meetings.
 - 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 as soon as possible to address concerns that may prevent the student from successfully completing the practicum.
7. 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 the possibility that the Field Instructor will be unavailable to student, major change in agency administration, or any agency disruption that affects continuation of student in the placement.
8. Participate in field instructor training events, continuing education offerings, and other support services available for field faculty.

FACULTY FIELD LIAISON

The Faculty Field Liaison is a faculty member of the School of Social Work who represents the School and serves as the channel of communication between the agency field instructor, the student and the school. Field faculty liaisons oversee the learning experience and assist the student and field instructor in designing appropriate learning activities and in integrating practice theory and practice skills.

THE FIELD LIAISON'S ROLE IS TO:

1. **Lead Seminar Course:** Liaisons meet with their assigned students once per week for group seminar and provide instruction and feedback to students regarding all field course expectations including questions related to the Learning Contract and Evaluation, competency based assignments, and learning portfolio as well as the process of transferring academic learning to practice settings.
 - Assist students in integrating classroom and field experience learning.
 - Provide instruction regarding cases, agency activities, and field concerns.
 - Advise students regarding field performance, evaluation, and final grade.
 - Teaching students to use the chain of command to resolve any problems that might arise
STUDENT ► FIELD INSTRUCTOR ► FIELD LIAISON ► BSW FIELD COORDINATOR ► FIELD DIRECTOR ► DIRECTOR OF THE SCHOOL OF SOCIAL WORK It is important to keep in mind that all conflicts are best addressed directly, honestly and in good faith with the person involved. When this step is not taken, discussing the issue with a third party usually leads to a damaged relationship.
2. **Visit the Agency and meet with the Field Instructor:** A MINIMUM OF TWO VISITS PER SEMESTER IS REQUIRED. Visiting the agency assist to maintain 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 Field Based Site Supervisor/Facilitator regarding the curriculum and implementation the Competencies and Practice Behaviors as part of the daily activities in the field.
 - Making available necessary curriculum materials to the agency field instructor.
 - Evaluating Student progress at Mid-Term and Final: Midterm evaluations must be completed prior to the last date to drop with a W for the current semester.
 - Meet with student and field instructor to discuss the student's progress and answer any educational questions related to the student's professional development during mid-term and final.
 - Evaluate all the evidence regarding student performance in the field agency, seminar and course assignments to assess the student's course performance and grade.

3. Resolve Field Issues
 - Meet with student and Field Instructor to resolve problem situations that are still a concern after the student and Field Instructor have discussed it.
 - Consult with the BSW Field Coordinator when a student or field instructor has expressed a concern that might have an impact on the student's ability to successfully complete the field placement.
 - Complete a Corrective Action Plan with the student and Field Liaison as soon as possible to address concerns that may prevent the student from successfully completing the practicum.
 -
4. Assign grades
 - Evaluate student assignments, provide feedback to student and grade all course assignments including the learning portfolio
 - Assist the student and agency field instructor in the implementation of the grading criteria on practice behavior evidence on the Learning Contract.
 - Keep student fieldwork records confidential.
 - Submit the final grades and the complete learning contracts with practice evidence and signatures at the end of the semester to the Field Office by the Friday of finals week.
5. Meet monthly with the BSW Field Coordinator to discuss field matters.
6. FACULTY FIELD LIAISONS are required to attend and participate in the field orientation and other trainings during the academic year.

FIELD SITE FACILITATORS

In some agencies, the Field Instructor may fulfill the instructional responsibilities and assign a Field Site Facilitator for daily supervision of students. Other agencies may not have a social worker on staff but wish to provide a field placement for social work students. These agencies must contract with a social worker to come into the agency and provide the students a one hour of social work instruction per week and to fulfill the instructional responsibilities of a Field Instructor. At these agencies, a field based site supervisor or facilitator must be assigned to provide the student a stable learning environment and adequate day to day supervision.

FIELD BASED SITE SUPERVISOR OR FACILITATOR'S ROLE IS TO:

1. Communicate with the Field Instructor on a regular basis to make sure that day to day activities are appropriate for student level and learning goals.
 - Provides guidance and assigns and monitors day to day student activities in the field setting.
 - Document and report student performance to Field Instructor of record.

- Communicate any concerns regarding student progress to the rest of the field instructional team (student, field instructor, field liaison, and appropriate Field Coordinator, as needed) as soon as a concern arises to provide the student with the opportunity to take corrective action.

2. Assist with the student performance evaluation at mid-term and final exams.

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.

An Agency Representative or Social Worker 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

The school of social work is responsible for the educational outcomes of the BSW Program. Students graduating with a BSW degree from the School of Social Work at NMSU have had the opportunity to develop and demonstrate the foundational knowledge, values and skills necessary to enter the social work profession at the BSW level or enter an MSW Program.

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.

FIELD INSTRUCTOR TRAINING

- **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** – An Additional Training workshop is provided once per year to enhance instructors' supervisory skills and to offer ongoing support to ensure the quality of field education. CEUs are provided the focus of the training will be cultural competence.

Appendix A:

CSWE 2015 Social Work Competencies

Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

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. Social workers:

- a) 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;
- b) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; (global assessment)
- c) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; (global assessment)
- d) use technology ethically and appropriately to facilitate practice outcomes;
- e) 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:

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

- a) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- b) 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:

- a) use practice experience and theory to inform scientific inquiry and research;
- b) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- c) 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:

- a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- b) assess how social welfare and economic policies impact the delivery of and access to social services;
- c) 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 interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- a) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- b) 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 interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- a) collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- b) 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;
- c) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- d) 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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

- a) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- c) use interprofessional collaboration as appropriate to achieve beneficial practice outcomes;
- d) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- e) 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:

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

Constituency: the people involved in or served by an organization - a group or body that patronizes, supports, or offers representation (creating ... a grass-roots constituency for continuing the project) <http://www.merriam-webster.com/dictionary/constituency>

Appendix B:

NMSU SCHOOL OF SOCIAL WORK

Corrective Action Plan for Unsatisfactory Student Performance in Field Placement or Seminar

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 regarding student performance:

Corrective Action Plan:

Outcomes the student agrees to demonstrate and complete to address the above concerns:

Role of field instructor in assisting student in meeting course requirements:

Role of Field Liaison in assisting student in meeting course requirements:

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

	Name	Signature	Date
Student			
Field Liaison			
Field Instructor			
Field Coordinator			

Note: 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 file.