



School of Social Work BSW Field Education Manual

New Mexico State University

Field is the Heart of Social Work Education



2015-2016

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

**BSW FIELD EDUCATION MANUAL
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2015-2016**

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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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Please note that the field manual is periodically revised. An updated copy of the manual can be found at: <http://www.nmsu.edu/~socwork/>

Changes to the BSW Field Curriculum:

Students admitted into the BSW program during the fall 2014 semester did not go into the field in the fall of 2015. Instead, they will have three semesters of coursework and will be in the field in the *spring of 2016*. However, because students need to complete 420 hours of field experience in the spring semester, they will be at their field practicum 28 hours per week and will take a field related course on Fridays.

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 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 MY 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 Field as “Signature Pedagogy”



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

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

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

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

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

- 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.

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 301 Orientation to Field – Provides an orientation to requirements for a social work field practicum and to establish the transfer of learning between classroom instruction and future practicum skill application.</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 405 Service Learning and the Field – This course introduces students to field work as an essential component of social work education. Students are required to provide a minimum of 40 hours of service to a human services agency. This course will focus on the connection between coursework, field work, the NASW Code of Ethics and skills needed to work with people.</p> <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>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>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>SWK Practice Elective (Options include Family and Child Welfare Practice, Social Work Practice with Hispanic Families, Practice with the Elderly and other special topics)</p>	<p>S WK 402 Field Block Placement 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. A total of 420 hours in the field is required - 12 credits. Graded: S/U.</p> <p>S WK 404. Integrative Field Seminar 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>

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 420 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 semester of the BSW program.

ROLES AND RESPONSIBILITIES OF THE SOCIAL WORK FIELD TEAM

The Social Work Field Team at NMSU consists of the Field Programs Director, the Field Coordinator, the student, the Faculty Field Liaison, the agency, and the agency Social Worker who agrees to serve as Field Instructor, and 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 assure a successful field learning experience.

- Students are assigned to an approved BSW or MSW social worker who provides supervision and instruction at an approved social service agency.
- A qualified Faculty Field Liaison that oversees the learning experience and assists the integration of knowledge and skills is also assigned.
- Students participate in small group weekly seminars with their field liaison and consult with the field instructor during weekly instructional meetings.
- The student, the field instructor, and the field liaison jointly implement a learning contract that identifies the learning opportunities and practice expectations that will enable the student to develop and practice the nine social work competencies through the eighteen practice behaviors selected to demonstrate proficiency at an entry level of generalist social work practice.

A. THE FIELD PROGRAMS DIRECTOR AND THE BSW/MSW FIELD COORDINATORS

The Field Programs Director has administrative responsibility for the fieldwork program. The Field Coordinator for the BSW Field Program and the Field Coordinators for the Albuquerque and Las Cruces MSW Programs are responsible for recruitment and development of field agencies, matching students to field agencies, development of a training program for field instructors, development and implementation of an orientation to the field program for students, development of field curriculum. The Field Coordinators support the Field Programs Director in administering the program.

B. 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 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 and successfully complete the required social work field experience under the supervision of a social work field instructor and a field liaison that represents the school of social work.

STUDENTS ARE EXPECTED TO:

Attend Group Seminar: Participate in weekly group seminar meetings conducted by a Field Liaison who will help students integrate classroom and field experience learning.

- Fulfill all field course expectations, including timely submission of Learning Contract and Evaluation, competency based assignments, and a learning portfolio.
- Participate in discussion regarding cases, agency activities, and field learning progress.

Develop and practice the nine social work competencies and document evidence of each practice behavior for the Mid-term and Final Evaluations at a satisfactory level. Documented progress between mid-term and final is expected.

Professionalism: Professional conduct is expected in both the agency and during seminar.

- Be present at the agency according to the agreed upon schedule and dress in an appropriate manner.
- Communicate with the Field Instructor. Notify the Field Instructor when needing to be late or absent from the agency, submit a plan to make up time lost. Communicate any problems (in the agency, clients or Field Instructor) to the Instructional Field Team.
- 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.

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 INSTRUCTIONAL MEETING AGENDA and TIME AND ACTIVITIES REPORT and preparing specific practice experience questions for the field instructor and/or field liaison.
- Actively participate in field seminar and discussions with the field instructor and liaison.

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.

C. THE 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, the social worker must be LICENSED, or 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. The field instructor utilizes a combination of teaching strategies that may include role modeling, case assignments, documentation assignments, reading materials, and small group 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
 - Provide on-going performance feedback and **SIGN** the WEEKLY INSTRUCTIONAL MEETING AGENDA and Time and Activities reports
4. **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.
5. **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.
6. **Communicate with the University:** Facilitate a positive, cooperative working relationship between the agency and the university, including informing the department of any agency or organizational problems that would affect student learning such as 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.
7. Participate in field instructor training events, continuing education offerings, and other support services available for field faculty.

D. 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 Group Seminars:** 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 PROGRAMS 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.
 - Evaluate field placement agencies to assure that the agency provides the appropriate educational experience for the student consistent with the School of Social Work educational criteria.
 - Mediate any issues that may arise between, or among, the student, agency, Field Instructor, and/or Field Based Site Supervisor/Facilitator and the school to develop a course of action to resolve the Field Situation.
 - Consult with the Field Coordinator when a student or field instructor has requested a change of field placement and participate in the decision making process.
 - 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 topics.
6. FACULTY FIELD LIAISONS are required to attend and participate in the field orientation and other trainings during the academic year.

E. FIELD BASED SITE SUPERVISOR OR FACILITATORS

In some agencies, the Field Instructor may fulfill the instructional responsibilities and assign a Field Base Site Supervisor or 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.

F. FIELD AGENCIES

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

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

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

G. SCHOOL OF SOCIAL WORK

The 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.

PROCEDURES FOR ENTERING THE FIELD

STEP 1: Although the Block Field Practicum Placement is offered in the last semester of the BSW program. BSW students are encouraged to attend the Spring Field fair in their junior year to gather information about community field agencies.

STEP 2: FIELD PLACEMENT SELECTION PROCESS

1. The student schedules an appointment with the BSW Field Coordinator.
2. The Student brings an updated resume and completes a BSW FIELD EXPERIENCE PLACEMENT APPLICATION FORM
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 contacts the agencies regarding their availability and willingness to interview the student.
6. At the end of the meeting with the Field Coordinator, students are given a letter introducing them to a contact person at an agency. Students must call the contact person and arrange 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 and the letter of introduction to the interview.
10. The above steps may be completed in conjunction with the requirements for the service learning course.

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 an Affiliation Agreement is signed by both the university and the agency CEO

FIELDWORK IN PLACE OF EMPLOYMENT

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

The following guidelines are designed to assist students and agencies who wish to pursue a field placement at their place of employment. These guidelines have been developed to ensure the accomplishment of the educational goals and objectives while the student is at the agency.

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

- The student has completed the agency's probationary period.
- The agency meets the standards for consideration as a field agency and is willing to sign an affiliation agreement with the School of Social Work or has a current agreement
- The agency has a qualified MSW or BSW who can serve as field instructor and who is **NOT** the supervisor for the regular employment or the agency has made arrangements for an outside social worker to provide the student with field instruction.
 - A qualified Field Instructor must have two years or more of post degree experience, have or be pending toward licensure, agree to provide one or more hours of field instruction weekly, attend Field Instructor Training, and attend at least one additional training related to field instruction annually. These requirements are to ensure, that the Field Instructor will focus on the student's educational needs in the field.
- The agency and the School of Social Work agree that the assignments given to the student/employee are consistent with the educational goals and objectives of the School, the assignments are aligned with the BSW Program educational design and progressive development of the student's abilities at the BSW level is attainable. This may require lighter caseloads, involvement in community based assignments not typically assigned by the agency yet overseen by the Field Instructor, and additional hours beyond the normal work week to allow the student to complete practicum placement hour requirements.

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

1. The student must discuss the possibilities with agency administrators and the BSW Field Coordinator. The Field Coordinator will help the student identify practical and educational issues related to completing a practicum in their place of employment.
2. Before the beginning of the practicum term, the student must submit the Fieldwork Agreement in Place of Employment to the Field Coordinator
 - a. The application requires the approval and support of all relevant agency personnel, such as the administrator, employment supervisor, and field instructor.
3. The Field Coordinator will review the agreement and notify the student whether the placement is acceptable, or acceptable with adjustments. The Field Coordinator may choose to visit the agency to review the plan with the Administrator and Field Instructor.
4. The student must interview with another agency for placement if the placement at the place of employment is not acceptable.
5. It is the responsibility of the Field Coordinator, to determine that the field placement at the place of employment is consistent with the educational goals of the School and the proposal made by the student. Deviations from the Fieldwork Plan may lead to placement termination.

POLICIES AND PROCEDURES

A. IDENTIFYING AND RESOLVING DIFFICULTIES IN THE FIELD

B. POLICIES FOR STUDENT PROTECTION

C. SUGGESTED DRESS POLICY FOR FIELD PRACTICUM

A. 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 → Liaison → Field Coordinator → Field Programs Director → Director of School

Weekly Instructional Meeting Agenda and Time and Activities Report as a problem resolution tool:

- Provides a structure for identifying problems and developing action plans in a timely manner.
- Field liaisons review the student's summary of activities in order to monitor whether the student is engaged in learning opportunities consistent with the Learning Contract and that agency is meeting student's needs.
- **Each week this form should be completed by student and signed by Field Instructor.**

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 performance and competency two deals with ethical conduct. 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 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 Instructional Meeting Agenda and Time and Activities report**, and brought to the attention of the Liaison. Problematic issues should also be included in the Field Instructor comments on the Mid-Term and Final Evaluations.
2. **CONSULTATION WITH FIELD LIAISON:** For significant or repeat concerns that are not improving, the Field Instructor should contact the Field Liaison to clarify problems or concerns and identify possible actions **immediately**, **NOT THE END OF THE SEMESTER**.
3. **AGENCY DISRUPTION: THE LIAISON MUST BE CONTACTED IMMEDIATELY.**
4. **FIELD LIAISON MEETING:** Following consultation, the field liaison **must** meet with the student and field instructor to facilitate a resolution of the problem. This should be documented.
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. *Refer to the BSW Student Handbook for information regarding the Counseling-In Process.*

B. POLICIES FOR STUDENT PROTECTION

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

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

SAFETY AND RISK MANAGEMENT - The School of Social Work is committed to preparing social work students for potential dangers they may encounter in the agency, field, or client home environment and their responsibilities for confidentiality. All students should learn the details of HIPAA (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.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Americans with Disabilities Amendments Act of 2008 (ADAAA) requires that NMSU provide services for persons with disabilities. Students with a disability requiring an accommodation should contact Student Accessibility Services (SAS) prior to the practicum placement to discuss their needs. An accommodation plan for the agency will be developed by the SAS office through a collaboration with the student, the SAS office and the practicum coordinator.

For questions regarding ADAAA policies, please contact:

Student Accessibility Services (SAS)

Corbett Center Student Union, Rm. 208

Phone: (575)646-6840

Website: www.sas.nmsu.edu

E-mail: sas@nmsu.edu

SEXUAL HARASSMENT AND OTHER FORMS OF PROHIBITED DISCRIMINATION

Sexual discrimination, including sexual misconduct or sexual harassment shall not be tolerated. Any student who believes that they have been subjected to any form of prohibited discrimination, including sexual harassment or misconduct, should report it to a supervisor within chain of command or to the NMSU Office of Institutional Equity. Similarly, any field supervisor/ instructor, employee, faculty, academic administrator or other representative of the field agency shall report to the Office of Institutional Equity upon receipt of any report by a student or employee that indicates an incident relating to discrimination or harassment.

All forms of prohibited discrimination, e.g. age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, serious medical condition, sex, sexual orientation, spousal affiliation or protected veteran status as outlined in federal and state anti-discrimination statutes. Harassment in the same forms as described for sexual harassment (jokes, slurs, etc.) is just as illegal if based on race, religion, ethnicity, sexual orientation... including sexual harassment generate a harmful atmosphere that seriously undermines the trust that essential to the learning environment. Such conduct has the effect of unreasonably and substantially interfering with an individual's welfare, academic, or professional performance, or creates an intimidating, hostile, offensive, and demeaning work or educational environment. The field instructor has an affirmative duty to maintain a workplace free of discriminatory harassment and intimidation.

Sexual Harassment encompasses a wide range of unwanted, sexually-directed behaviors, including verbal harassment or abuse (perhaps in the guise of humor); subtle pressure for sexual activity; sexually directed remarks about a worker's clothing, body, or sexual activities; unwanted touching, patting, or pinching; leering or ogling of a worker's body; demanding sexual favors accompanied by implied or overt threats concerning one's job, grades, or letters of recommendation; physical assault, etc.

Examples of Prohibited Behavior

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

PROCEDURES IN THE FIELD

When a student believes that he/she has been the subject of sexual harassment in the field agency setting, the student should notify his/her supervisor/instructor and field liaison or the NMSU Office of Institutional Equity. If the student notifies someone in the BSW program, that person will notify the Office of Institutional Equity and follow the guidance from that office for resolution.

Students should read NMSU Policy 3.25, "Discrimination, Harassment and Sexual Misconduct on Campus". The student is encouraged to report to the Office of Institutional Equity, and may also bring the matter to the attention of the BSW Administrative Team, the College of Health and Social Service Grievance Committee, the NMSU Dean of Students or appropriate state and federal agencies charged with investigating illegal discrimination. No student will be subject to retaliation for having contacted one of these offices or for having made a report or complaint, or for cooperating with any investigation into alleged discriminatory misconduct.

All student questions, concerns or complaints regarding discrimination, harassment and sexual misconduct will be referred to the NMSU OIE office.

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

C. 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 revealing.
- Some agencies require closed toed shoes. Ask your field instructor about agency requirements.

Business casual attire:

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

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

If you are unsure if an article of clothing is appropriate for the agency, it probably isn't. 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 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: Field Forms – Overview

FORMS	PERSON RESPONSIBLE
1. BSW FIELD EXPERIENCE PLACEMENT APPLICATION FORM: Student fills this out prior to their meeting with Field Coordinator in preparation for placement in field.	Student
2. STUDENT FIELD PLACEMENT AGREEMENT WITH AGENCY: Student brings this form to the agency upon acceptance of practicum placement. Formal record of agreement with field instructor regarding work hours and contact information. Placed in student’s field office file	Student, Field Instructor and Field Coordinator
3. FIELD WORK AGREEMENT IN STUDENT’S PLACE OF EMPLOYMENT: Documents how student duties and field instructor for their field practicum differ from employment.	Student, Field Instructor, Employment Supervisor and Field Coordinator.
4. PORTFOLIO OUTLINE: Student maintains a portfolio and has it ready for review at midterm and final.	Student
5. STUDENT LEARNING ACTIVITY TRACKING FORM This document helps students keep track of all required assignments, seminar attendance, field hours, meetings with field instructor, and assignment dates.	Student – signed by Field Liaison end of semester
6. WEEKLY INSTRUCTIONAL MEETING AGENDA and TIME AND ACTIVITIES REPORT (one per week) This is a form to help the student keep track of instructional hours, time accrued, as well as learning tasks and goals. It is essential that the Field Instructor comment on this form and sign it.	Student and Field Instructor needs to comment and sign every week during instructional meeting and liaison needs to review during mid-term and final field office visits.
7. LEARNING CONTRACT, MID-TERM AND FINAL EVALUATIONS: Explains the 6 parts of a learning contract and evaluation.	Student, Field Instructor and Liaison need to understand the components of the Contract and Evaluation.
8. AGENCY and CASE PRESENTATION OUTLINE: Student prepares a case to present in their seminar.	Student
9. Corrective Action Plan for Unsatisfactory Student Performance: This form is used to document unsatisfactory student performance and to give the student the opportunity to make the necessary corrections to successfully complete the course.	Completed by student, Field Instructor and Liaison
11. CHANGE OF PLACEMENT REQUEST: Students and Field Instructors cannot terminate a placement without providing reasons for the request and an explanation of attempts to address issues.	Completed by student, Field Instructor and Field Liaison
12. BSW STUDENT EVALUATION OF FIELD AGENCY, FIELD INSTRUCTOR & LIAISON: Student should fill this out at the end of every semester.	Student

All forms are posted online at <http://socialwork.nmsu.edu/> and should be downloaded for use in the Field. Documents Available online at <http://socialwork.nmsu.edu/>

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 curriculum. **The evaluation of student performance in the field will be based on the following competencies and practice behaviors:** Only two practice behaviors for each competency have been selected for documentation and evaluation purposes.

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;
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1d.	Use supervision and consultation to guide professional judgment and behavior.
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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.
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2b.	Present themselves as learners and engage client systems as experts of their own experiences.
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Competency 3–Advance Human Rights and Social and Economic 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 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.	
3a.	Apply their understanding of social and economic justice to advocate for human rights
3b.	Engage in practices that advance social and economic justice.
Competency 4–Engage in Practice-informed Research and Research-Informed Practice	
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.	
4a.	Use practice experience to inform scientific inquiry and research;
4c.	Use and translate research findings 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 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.	
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.
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, 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 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.

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, 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.	
7a.	Collect, organize, and critically analyze and interpret information from client systems
7c.	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within 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.	
8a.	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
8c.	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
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.
9c.	Critically analyze, monitor, and evaluate intervention and program processes and outcomes

APPENDIX III: ACADEMIC CALENDAR

NMSU SCHOOL OF SOCIAL WORK BSW FIELD EDUCATION 2015/2016 CALENDAR		
Fall 2015	Day	Date
Instruction begins (<i>start looking for service learning and field placement options</i>)	Thursday	August 19, 2015
<i>Start individual appointments with BSW Field Coordinator to set up interviews for service learning and field placements</i>	Week of	September 7, 2015
Labor day holiday	Monday	September 7, 2015
Last day to drop with a "W"	Tuesday	October 19, 2015
Thanksgiving Holiday – no classes	Mon. – Fri.	November 23-27, 2015
Exam Week (<i>Submit Agreement with Agency Forms to Field Office</i>)	Week of	December 7-11, 2015
Final grades posted on banner	Tuesday	December 15, 2015
Spring 2016	Day	Date
Instruction begins	Thursday	January 20, 2016
Martin Luther King Holiday	Monday	January 18, 2016
Block Field Practicum Placements Begin	Week of	January 20, 2016
BSW Field Learning Contract Due	Week of	January 29, 2016
Field exchange day – Las Cruces	Friday	March 4, 2016 (tentative)
Mid-term evaluation grades due to field office	Friday	March 25, 2016
Last day to drop with a "W"	Monday	March 28, 2016
Spring Break – no classes/no field	Mon.- Fri.	March 14—18, 2016
EXAM WEEK - Student evaluation of the field instructor, field liaison and agency setting due to the field office	Week of	May 9-13, 2016
Last possible day of field placement for fall 2014	Friday	May 13, 2016
Liaisons must submit all paperwork to the Field Office by 3:00 pm, including Field Contracts and Evaluation documents with signatures.	Friday	May 13, 2016
Final grades posted on banner	Tuesday	May 17, 2016

APPENDIX IV: 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 & seminar)			
Timely completion of assignments (agency & seminar)			
Professional demeanor (agency & seminar)			
Professional Responsibility			
Skill development			
Use of supervision			
Interaction with clients, staff & peers			
Current Course Grade			

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:

Role of field instructor in assisting student in meeting competency:

Role of Field Liaison in assisting student in meeting competency:

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

2. SIGNATURES:

	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.

APPENDIX V: 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 | (4) Most of the time or better than average |
| (2) Rarely or negative | (5) Always or most positive |
| (3) Sometimes or average | |

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 | (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 | (4) most of the time or better than average |
| (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 me and my field instructor to discuss my progress and answer educational questions related to my professional development during mid-term and final.	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)					

