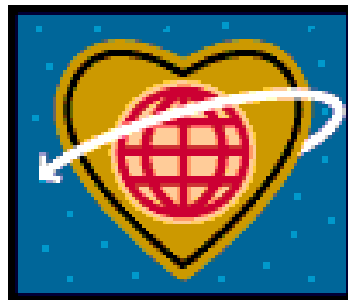




New Mexico State University  
School of Social Work

MSW  
Field Education Manual  
2016-2017

*Field is the Heart of Social Work Education*



# MSW FIELD EDUCATION MANUAL

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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.*

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## SOCIAL WORK MSW FIELD EDUCATION AT NMSU

Field is the Heart of Social Work Education



### Introduction to the NMSU MSW Field Manual

This 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. The content and information found in this manual will be updated regularly to reflect current practices of the NMSU Field Education Program. 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 MSW program within NMSU. This Field Manual does not take the place of the Graduate Student Handbook or the MSW Student Handbook, where further valuable information can be found regarding Student Codes of Conduct, the MSW Course of Study and general guidelines and policies for students. In addition, information pertaining to the BSW field program at NMSU can be found in the BSW field 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/>

### Overview of Social Work Field Education at NMSU

#### **Mission of the NMSU School of Social Work**

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 (CSWE), 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..." Council on Social Work Education, Inc. (2008). Educational Policy and Accreditation Standards p.8.

Social Work Field Practice contains these elements of a signature pedagogy<sup>1</sup>:

*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.

*The Deep Structure - to perform: **The hands-on practice***, the technical/skill component, the set of assumptions about how best to operationalize a certain body of knowledge. How a profession models the performance of the skills. In social work, courses are built on each other to lead the student to more complex social work skills. The student learns the theory in class and transforms it into practice in the field.

*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

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<sup>1</sup> From Shulman, L. (2005). Signatures Pedagogies in the Profession. *Daedalus*, 52-59.

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 through the lens of our codes of conduct.

Because the Field Education plays such a pivotal role in the MSW educational process, students should be aware that, while reasonable efforts will be made to obtain and maintain a field placement for students, the School of Social Work cannot guarantee a field placement. A degree in social work cannot be earned without completing the field education component of the program. Because Field Practicum and practice classes are co-requisites, if a student drops the field with a "W," the student will have to drop all of their practice courses. Additionally, if a student withdraws from practice classes they need to withdraw from field.

### ***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)<sup>2</sup>. 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>

Additionally, if a student encounters a situation in the field or during the program that may involve potential violation of university policies, it should be brought to the attention of a member of the MSW Administrative Team or other appropriate university administrator.

## **Generalist and Advanced Generalist Field Program Descriptions**

### ***Competencies for MSW Generalist Foundation and Advanced Generalist Concentration***

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 ten aspects of professional Social Work during the field placements. This is done through mastery of practice behaviors related to each Competency.

1. Practice professional behavior (Demonstrate professional demeanor in behavior, appearance, and communication.)
2. Learn and apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage with diverse clients in the practice setting
5. Engage in practices that advance social and economic justice
6. Engage in research-informed practice and practice-informed research.
7. Knowledge of human behavior and the social environment
8. Identify relevant policy in practice to advance social and economic well-being and to deliver effective social work services.
9. Identify the process needed to respond to contexts that shape practice
10. Learn to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

While the competencies are the same for the Generalist and Advanced Generalist levels, the practice behaviors differ significantly. Practice behaviors associated with Advanced Generalist Practice include a focus on increasingly independent practice with multi-level systems, demonstration of leadership, and practicing from more theoretical and critically analyzed perspectives. Practice behaviors for both the Generalist and Advanced Generalist Field Education programs are found in the Learning Contract and Evaluation as well as Appendix II and III of this manual.

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<sup>2</sup>National Association of Social Workers (approved 1996, revised 1999, 2008). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

### **Generalist Social Work: The Foundation Practicum**

The purpose of Generalist, or Foundation, 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 with whom we work in direct practice.

Students in the Generalist Field Education placement complete a minimum of 450 clock hours in the same social service practicum over two semesters. In any given semester the 225 hours of the practicum must be completed in a minimum of 15 weeks.

### **Advanced Generalist Social Work: The Concentration Practicum**

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

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

Students in Advanced Generalist, or Concentration, Field Education must complete a minimum of 500 clock hours in the same social service practicum over two semesters. In any given semester the 250 hours of the practicum must be completed in a minimum of 15 weeks. Students are assigned to a placement different from their first year placement.

#### ***Time Commitments for Field Education***

Graduate students should take into consideration any outside workload and commitments in planning their course load while in their field education experiences. Given the demands of class work and field agency work, and time needed for studying, students will find it difficult to work in a full-time position.

### **Roles and Responsibilities of the Fieldwork Team**

The Field Work Team at NMSU consists of the Field Programs Director, the Field Coordinator, the students, the Faculty Field Liaisons/ Field Education Consultants, the agencies, and the agency Field Instructors. Communication between all parts of the team is vital for the field experience to be successful. Students are assigned to an approved MSW field instructor for supervision and instruction.

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

### ***The Field Programs Director and the MSW/BSW Field Coordinators***

The Field Programs Director has administrative responsibility for the fieldwork program. The Field Coordinators for the Albuquerque and Las Cruces MSW Programs and the Field Coordinator for the BSW Field Program 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. Information specific to the BSW field program at NMSU can be found online in the BSW field manual at <http://socialwork.nmsu.edu/>

### ***The Student***

The student's role is to actively participate in their development of the knowledge, skills and values required for professional social work practice. Students should feel comfortable asking questions and/or reporting situations they may not be sure of, without fear of retaliation. 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.

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

As part of the Field Education experience, students work closely with their field instructor and field liaison in order to develop a learning contract specific to their agency and the field expectations. Students complete all required hours,



according to the policies of the program and their learning contracts, in order to master the practice behaviors and demonstrate competencies as outlined above.

Students also participate in weekly group seminar meetings, conducted by their Field Liaison at the university. These seminars integrate classroom and field experience learning, and require students to engage in discussions regarding cases, agency activities, and field concerns. The seminar includes field-related assignments, such as process recordings and a field portfolio, as described in the syllabus.

Students must also demonstrate a high level of professionalism. Students:

- Are present at the agency according to the agreed upon schedule, dressed in an appropriate manner.
- Communicate with their Field Instructor, notifying them when they will be late or absent from the agency due to unavoidable circumstances, and submit a plan to make up time lost.
- Communicate any problems with the agency, clients or Field Instructor to the Field Instructor or Field Liaison, or other university administrator if not a MSW programmatic issue.
- Follow chain of command for MSW programmatic issues by approaching the field instructor first regarding field problem situations.
- 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.
- Demonstrate a readiness to learn and to become involved in all appropriate aspects of the field experience.
- Prepare for supervision by use of the SUPERVISORY AGENDA and other tools provided by field instructor and/or field liaison.
- Attend and participate in field seminars and discussions with the field liaison.
- Engage in self-reflection and self-evaluation as a beginning professional. Students define and share specific strengths and learning needs with the field instructor and liaison.
- Reflect a commitment to the ethics of the social work profession.
- Ensure that personal issues do not interfere with their practice with clients.
- Complete all assignments associated with the field, including an evaluation of the faculty liaison, field agency, and field instructor.

Failure to adhere to student responsibilities may result in termination from the field. Students must maintain a passing grade in the field to stay in the MSW program.

### ***Field Instructors - Agency Social Workers***

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

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

Field instructors agree to fulfill the following duties and responsibilities:

- Insure that students receive an orientation to the agency which includes student performance expectations, the purpose, policies, and procedures of the agency, and information regarding to agency safety plans; adherence of FERPA policies and prohibition of all forms of discrimination, including sexual harassment and other sexual misconduct; available resources and applicable grievance procedures.
- Prepare and assign projects, cases and reading materials that will assist the student with the understanding, development and practice of field competencies.
- Review and comment on two process recordings each semester.
- Provide individual educational instructions to the each student at **least once a week, for one hour, or small group instruction for a minimum of two hours a week, with individual sessions with students as needed.** This instruction will assist the student in integrating social work knowledge, skills and values with practice with individuals, families, groups, and/or communities.

- Provide on-going performance feedback and instruction to student utilizing the SUPERVISORY AGENDA and the TIME AND ACTIVITIES REPORT. Sign the weekly Supervisory Meeting Agendas and Time and Activities Reports.
- Assist the student in completing the Field Learning Contract and Evaluation document that identifies the social work competencies and practice behaviors the student will be developing during field work.
- Meet with Field Liaison as needed to review student progress, as well as review student performance during mid-term and final exams.
- Communicate with the student and with the faculty liaison regarding any unusual opportunities, conditions, or concerns as soon as they become evident.
- Complete a plan of action with the student and Field Liaison concerning these opportunities, conditions or concerns.
- Communicate with the University to facilitate a positive, cooperative working relationship between the agency and the university, including informing the department of any agency or organizational problems that would affect student learning such as Field Instructor will be unavailable to student, major change in agency administration, or any agency disruption that affects continuation of student in the placement.
- Participate in field instructor training events, continuing education offerings, and other support services available for field faculty

### ***Field Based Site Supervisors***

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

Field based site supervisors agree to fulfill the following responsibilities:

- Communicate with the Field Instructor on a regular basis to make sure day to day activities are appropriate for student level and learning goals.
- Provide guidance, assign and monitor day to day student activities in the field setting.
- Document and report student performance to Field Instructor of record.
- Communicate any concerns regarding student progress to the rest of the field 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.
- Assist with the student performance evaluation at mid-term and final exams.

### ***Faculty Field Liaisons - Field Education Consultants***

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

The faculty field liaison is responsible for the following duties:

- Conduct group seminar meetings and provide instruction and feedback to students regarding all field expectations such as Learning Contract and Evaluation, assignments, process recordings and portfolio.
- Assist students in integrating classroom and field experience learning.
- Provide instruction regarding cases, agency activities, and field concerns.
- Teach students to use the chain of command for problems.
- Confer with the student regarding field performance and evaluation, and final grade.
- Visit the agency and Field Instructor as required. Visiting the agency assists in maintaining an ongoing relationship with the student and agency field instructor.
- Serve as an Educational Consultant to student and field instructor and/or Field Based Site Supervisor. The liaison will assist in translating practice behaviors that demonstrate mastery of the Social Work Competencies into the daily activities in the field.
- Make available necessary curriculum materials to the agency field instructor.
- Evaluate Student progress at Mid-Term and Final.
- Give everyone an opportunity to review the field mid-term and final, discuss student progress, answer any educational questions related to the student's development and at end of semester, assign a grade.
- Complete the midterm evaluation prior to the last date to drop with a W for that semester.

- Assure that the field placement provides the appropriate educational experience for the student consistent with School policy.
- Mediate any issues that may arise between, or among, the student, agency, Field Instructor, and/or Field Based Site Supervisor and the school to develop a course of action to resolve the Field Situation.
- Participate with the Field Programs Director/Field Coordinator, student, and field instructor if a change of field placement or departmental action is determined necessary.
- Meet monthly with the Field Programs Director/Field Coordinator to discuss field issues.
- Complete documentation, including collecting the field contract, mid-term and final evaluation forms, Student Participation Tracking Form and returning these documents to the field office.
- Submit grades to the Field Office by meeting with the Field Coordinator.
- Complete evaluations of the field.
- Attend field orientation day and specific trainings during the academic year.

Field Liaisons are also responsible for resolving Field Situations. The Field Liaison will meet with the student and the Field Instructor to resolve problem situations that are still concerns after the student and Field Instructor have discussed it. For non-MSW programmatic issues involving possible violations of university policy, to include the prohibition of discrimination, including sexual harassment and other sexual misconduct, the student or any member of the MSW Administrative Team may contact the Office of Institutional Equity or other appropriate office.

### ***Field Agencies***

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

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

The agency must:

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

Note: The agency MUST provide the student with their safety plan and insure their knowledge of any risk in the agency.

### ***The 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 instructor 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, available 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-screens students to be assigned to the agency to assure that they meet at least the minimum requirements as defined by the agency and the school of social work's program prerequisites.
- Makes decisions regarding student placements based on student fit, availability, preferences and skills.
- Provides training and recognition to agency social work instructors.

New Mexico State University, through New Mexico State Risk Management, provides professional liability insurance coverage for students enrolled in health care instructional programs. The University does not provide vehicle insurance;

therefore, students shall not transport clients in their personal vehicles. The student will provide any special documentation requested by the field agency. Any other expectations of the agency related to additional insurance must be negotiated between the student and the agency.

### ***School Support to Field Instructors***

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

## ***Policies and Procedures***

### **Selection of Field Agencies and Instructors**

The School of Social Work and the Field Program carefully select field agencies and field instructors. Matching students with agencies and instructors is the responsibility of the Field Coordinators. Several criteria, including the level of field placement, either Generalist or Advanced Generalist, are critical in making these decisions.

#### ***Criteria for selecting field agencies***

The following criteria guide the process. The agency must:

- Provide opportunities for students to apply concepts such as the strengths perspective, empowerment, cultural competence and social and economic justice using the competencies developed for foundation and advanced practice.
- Challenge students to engage in ethical, evidence informed social work practice using the competencies developed for foundation and advanced practice.
- Provide students with opportunities to have direct practice experiences using the skills, knowledge and tools taught in the generalist and advanced generalist model, with individuals, families, groups, communities and organizations in the culturally diverse environment of the Southwest.
- Have the organizational capacity to provide supervision to MSW level students.

#### ***Process for selecting field agencies***

Agencies are selected using the following process:

- The Field Coordinator locates the agency or the agency calls the School of Social Work about the possible placement of students. At this point it is determined whether or not the agency has a staff member or available MSW contractor or volunteer with a MSW licensed, or a MSW degree from a CSWE accredited program, and a minimum of two years post-graduate experience, who can supervise students in that setting.
- The Field Coordinator, talks to the MSW staff member, contractor or volunteer associated with the agency, and explores the opportunities students may have at the agency.
- The Field Coordinator visits the agency, explains the policies and procedures involved in supervising MSW level students, and reviews the agency activities and the types of field experiences available for foundation and Advanced Generalist Concentration placements.
- To assist the Field Coordinator and to ensure that there is a mutual understanding, the agency will complete a questionnaire that provides detailed information about the Social Work experiences available at the agency and the MSW's who can provide supervision/instruction.

The agency must agree to the following conditions:

- Allow weekly supervision time for the student by a designated MSW level Field instructor.
- Provide adequate workspace and materials for the student(s).
- Provide student with an orientation to the agency and agency policies.

- Allow the agency MSW identified as the field instructor to attend required NMSU field trainings.
- Interview and select students applying for the practicum.
- Provide New Mexico State University School of Social Work with a current resume of the MSW field instructors/supervisor(s) and when available, a copy of his or her social work license or certificate.

To formalize the affiliation the agency is sent an information questionnaire that is used to create an Affiliation Agreement between the University and the agency.

- A formal agreement is created and goes through the College of Health and Social Services or the University Grants and Contracts office and is signed by the agency and the university. Some larger agencies or hospitals request that their own format is used, but this must also meet University approval.
- This Affiliation 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.

### **Approval of field instructors**

With our emphasis on field education as the signature pedagogy, we recruit and carefully review professionals to serve as field instructors. In order to be approved by the NMSU School of Social Work as an MSW Field Instructor, the professional must have worked as a social worker for at least two years post-masters and preferably be licensed as an LMSW, LISW or LCSW in New Mexico or Texas, and at a minimum have a Master's degree in Social Work from an accredited school of social work. In instances where we have dual degree students in our MSW/MPH program, we have MSW field instructors who are working in public health fields, who provide the MSW supervision for the student's Social Work practicum. Field instructors in BSW field practica must have at minimum, a BSW, though many of our instructors have an MSW as well.

Selection of field instructors is based on the following criteria:

- Evidence of continuing professional development through reading, workshops, courses, conferences, and participation in professional organizations; licensing requirements generally fulfill this criterion.
- Identification with and adherence to the SW professional values and ethics.
- Willingness to work cooperatively to accomplish the educational objectives of the School of Social Work.
- Knowledge of the agency setting, the community within which the agency functions, and the needs of the clientele served by the agency (with a minimum of six months employment with the agency.)
- Familiarity with professional social work education and an ability to translate concepts into applications that meet the student's educational needs.
- Ability to develop creative and flexible assignments for students that are relevant to the core competencies required of Generalist and Advanced Generalist field work courses.
- Availability of sufficient time to carry out the responsibilities of participation in the field practicum program.

Although it is strongly preferred that the field instructor hold a social work post-masters professional license, there may be times when it is determined that a field agency will provide an excellent learning environment for an MSW student, despite the lack of an MSW staff person to provide student supervision. Under such circumstances, these agencies utilize a qualified day-to-day field site-supervisor without a social work degree to provide the student a stable learning environment and adequate supervision and a qualified contracted or volunteer MSW field instructor, who provides weekly supervision to provide the integration of the Social Work perspective into the student's agency work.

### **Process for Entering Field Practicum**

In order to initiate the field placement process, students submit a Field Work Application Form to the Fieldwork Office for review by the Field Coordinator the semester before they enter their field practicum. This application must include an updated resume. Students already enrolled in the MSW program will attend the FIELD EXCHANGE in spring and gather information about possible field agencies. At this time Field applications are available for students and appointments are made to meet individually with all students entering field to discuss their experience and preferences. The student has extensive input into this process though the Field Coordinator has the final decision for selecting agencies and Instructors

and matching students with placement sites. New students will meet with the Field Coordinator as they are admitted and will be given the Field Application at that time.

The Field Coordinator contacts agencies regarding their willingness to interview the student and two or three approved field placement agencies are selected from the approved field agency list. Students are given a letter introducing them to a potential field instructor at each agency. Students must call the contact person and arrange an interview concerning placement. The student takes a current résumé and the letter of introduction to the interview. The Field Coordinator will give the incoming student a “Tips for Success Sheet” to help prepare for the field placement interview as well as once placement begins.

Once the student and an agency agree that placement would be appropriate, the interviewing field instructor completes and signs the Student/Agency Field Agreement Form. The student must advise the field office about the placement by turning in the Field Agreement with Agency Form to the school of social work. **Students will not be officially placed and cannot start their field placement if the field agreement with agency form is not submitted to the School of Social Work.**

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

### **Monitoring Student Progress in Field**

Student evaluation and success in the practicum differs from academic performance as the primary focus in field is professional growth and development in the acquisition and application of social work skills. Several measures are taken to ensure that students’ work within the field education experience is on track. Students attend weekly field seminars. These are comprised of small groups of students who meet bi-weekly with a field liaison who is the seminar instructor. Each group becomes a cohort that works together for the full academic year. This allows a strong working relationship between the student and field liaison.

At midterm evaluation each semester, the field liaison working with first year students meets with the student and field instructor at the field agency site for both midterm and final evaluations. The expectation for field liaisons working with second year students is that the field liaison meets at the field agency site for midterm and as needed, while the final field evaluation meeting may be held over a phone conference if all parties are in agreement. A formal evaluation is completed at each of these time points. In addition, there is a direct line of communication between student, field instructor, and liaison and field coordinator so that all parties are kept informed as to student progress or concerns in the field.

*Note on Documentation.*

Field Instructors and Field Liaison model good practice by teaching documentation to students and conversely keeping good documentation on students’ progress or concerns in the field. Without documentation, students do not know what areas they need to improve or what areas they excel. Without documentation, students practice cannot be evaluated properly.

**Evaluating Student Competency: Students complete a formal evaluation of their work at midterm and at the end of each semester, based on the practice behaviors for that level practicum and their field contract developed for their placement. Formal evaluations are also conducted at midterm and at the end of each semester by their field instructor and the liaison.**

For these formal evaluations, all practice behaviors need to have specific examples of how the student is demonstrating the skills of each competency. The Field Learning Contract & Mid Term and Final Evaluation document for each student has a guide for grading a student on a 1 – 5 scale, for each Practice Behavior, from “UP” Unacceptable Progress, to “AC” Advanced Competence. These scores are translated to a “S” Satisfactory or “U” Unsatisfactory format at final evaluation and a grade is given. Students must demonstrate acquisition of the Practice Behaviors listed in the Field Evaluation at a satisfactory (S) level to remain in the MSW program.

Since students are in regular contact with the field liaison through discussion and Competency based Assignments, there are ongoing opportunities for evaluation of student performance. In addition, these assignments allow the liaison the opportunity to make sure that the field agency and instructor are providing an appropriate range of application of all the Ten SW Competency areas so that all the Practice Behaviors are being addressed in field.

### **Student Schedule in Field Agencies**

The field practice component requires students to spend specified hours in a social service setting each week. In the Foundation/Generalist year, students are in the field for a minimum of 450 hours over two semesters. Concentration/Advanced Generalist students are in the field for a minimum of 500 hours over the course of two

semesters. Advanced Standing students complete the Advanced Generalist practicum upon entering the MSW program. Students in the three-year program begin their fieldwork in their second year of the program and follow the same fieldwork schedule as two-year students. All students can expect to spend 16-20 hours a week in their field practice experience and need to be aware of the time commitment required to attend graduate school. Graduate students should take into consideration any outside work and commitments in planning their graduate study.

Students and their Field instructors create a weekly schedule that meets both the requirements of the agency and accommodates the student's academic schedule. Students participate in **group seminar meetings** conducted at the school by their Field Liaison. These seminars integrate classroom and field experience learning.

Time missed due to illness, weather (snow days) and holidays must be made up. Students are expected to discuss the need for a leave from placement (e.g., pregnancy, hospitalization, family death) as soon as possible, with both the field instructor and field liaison. If the need for leave is known prior to placement, the student is expected to discuss the issue with the field coordinator, as well as the agency representative at the initial interview. Appropriate planning and forethought is expected in making arrangements to take a short-term leave from placement. Those plans must include details about how the student will make up the lost time. The plan must be submitted in writing to both the field liaison and the field coordinator for approval. Students are expected to spend a minimum of 15 weeks at their field practicum setting and may not complete field education hours early in the semester, because of requirements for field education hours to be completed concurrently with practice methods courses. Field hours cannot begin before a semester starts nor finalize after a term has ended due to the need for liaison monitoring.

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

## **Problems in Field Placements**

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

### *Chain of Command*

If a student is having a problem with someone in the field, the student is encouraged to communicate with that person before discussing it with others in the agency. If the student is not comfortable doing that, or the problem persists, then the student should move up the chain of command. If the problem involves someone in the chain of command or an issue not involving MSW programmatic issues, the student may communicate with someone above or outside the chain of command, including the Office of Institutional Equity or other appropriate office. The chain of command is outlined here:

Student or other person experiencing a problem → Field Instructor → Liaison → Field Coordinator → Field Programs Director → Director of School

## **Common Concerns in the Field**

### *Student Concerns*

Students may experience a variety of concerns within their field setting, including concerns with the agency, their Field Instructor or their Field Liaisons. Some of these include:

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

### *Field Instructor Concerns*

Likewise, Field Instructors often find themselves struggling with difficulties. Some common concerns field instructors may raise include:

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

#### *School of Social Work or Field Liaisons Concerns*

The School and Field Liaison concerns are generally related to ensuring that students receive adequate supervision within the field. Common concerns include:

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

#### **Problem Resolution**

Field Instruction is an appropriate time to begin a face to face conversation about student performance concerns and student concerns about the agency. The Field Instructor should inform the student of specific behaviors that are not meeting the expectations of satisfactory performance and provide supportive feedback and an action plan. These conversations should be documented on the *Weekly Supervisory Agenda: Time and Activities Report* and brought to the attention of the liaison. They should be included in the Field Instructor comments on the Mid-Term and Final Evaluation. This supervision form is found in the student field course syllabus and Field Forms Appendix I online at <http://socialwork.nmsu.edu/>.

#### ***Learning Contracts as problem resolution tool***

Part One of the Learning Contract has all of the roles and responsibilities of the field team: Student, Field Instructor, Field Supervisor (if used), and Field Liaison. These roles should be reviewed and understood by all. Student Learning Contracts also include the midterms and final evaluations. These should be reviewed by students and field instructors early in the semester and should be completed before the visit with the Field Liaison. Discussions of these evaluations between the student and field instructor prior to the visit by the field liaison will help reduce the possibility of unexpected difficulties.

#### ***Weekly Supervision Agenda and Time and Activity Report as a problem resolution tool***

Field instructors are asked to indicate the date of each weekly instructional-supervisory meeting, cite examples of exemplary student performance, and to identify any concerns or problems discussed. If student has been advised to work on any social work competency and there is concern that the student is not working towards meeting course requirements, the Field Instructor must include a written recommendation for improvement and explicitly inform the student of any danger of failing the course. The Field Instructor must also notify the Liaison as soon as these issues occur.



Student time and activities reports provide a structure for identifying problems and developing action plans in a timely manner. Field Instructors review this form and sign it. It is a way to know the student's day to day activities and how many hours the student has accumulated. Field liaisons review the student's summary of activities in order to monitor whether the student is engaged in learning opportunities consistent with the Learning Contract and that agency is meeting student's needs.

### **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. **These concerns must be addressed prior to the end of the semester.**

Following consultation, the field liaison **must** meet with the student and field instructor to facilitate a resolution of the problem. This should be documented. These meetings are not to be interpreted as disciplinary but rather as efforts to assist students in finding ways to successfully accomplish field education goals.

### **Plan of Action for Problem Remediation**

After discussion of the concerns, a behavioral specific, time-limited PLAN OF ACTION is made to resolve the concern. This PLAN must be behavioral specific so that the student, Field Instructor and Liaison can all measure if the student has met the expectations to receive a passing grade. The PLAN must specify

- The behavioral specific performance areas that need improvement;
- The responsibilities of the student for demonstrating progress – what specifically the student will do.
- The specific means by which progress will be evaluated;
- The dates when progress will be evaluated and the final grade determined.
- The responsibilities of the field instructor in supporting the student;
- All parties should sign the written Plan of Action.
- The Field Liaison will inform the Field Coordinator if a Student is in danger of disrupting from practicum, or receiving an unsatisfactory evaluation.

### **Policy Regarding Change in Field Agency**

Social Work Field Placements should be for one academic year. Since the School of Social Work has a process for resolving problems in field placements, it is rare that a student would transfer to different agency in mid-year. Poor student performance does not lead to a change of placement but may result in a failing grade in the field.

A field placement change is generally needed when the agency or field instructor is no longer able to provide the student with instruction or an appropriate learning environment. If this is the case, the Field Liaison consults with the Field Coordinator to determine the necessity to transfer a student to a new agency. The Field Liaison meets with the Field Instructor and the student to plan for the transfer of the student from the agency. It is always recommended that the student have enough time for an appropriate termination with current clients and agency duties. The student and Field Coordinator immediately meet to discuss a new Field Agency site and the student interviews with a new Instructor. Prior to this interview, the Coordinator discusses the situation with the new potential Instructor so this process can be expedited.

If there is a need to move a student from an agency midyear, the form *Change of Field Placement Request* must be completed to start the change process the form.

### **Felony, DUI/DWI or Other Criminal Record**

Applicants to the program are asked at the time of admission if they have ever been convicted of a felony, DUI/DWI, child maltreatment and/or other criminal offense other than a minor traffic violation, or have such charges currently pending. If admitted to the program, conditions may be placed on that person, such as restrictions on the choice of area of study and field placement. **Students are further advised that some state boards of social work examiners, including New Mexico's, may refuse to issue a license or certificate of registration to any person who has been convicted in this or another state of a felony.** Based upon the information provided, the Admissions Committee will consider the nature of the offense, disposition, rehabilitation efforts and other relevant information to make an admissions decision. The committee can make the following recommendations: deny admission to the program, admit with conditions, or admit without conditions.

Once admitted to the program, students must disclose this information to the field coordinator. In addition, students must notify the School if they are convicted of a felony, DUI/DWI or other criminal offense after admission to the program. Failure to do so may result in termination from the program. They are also required to provide relevant documentation as to the nature of the offense and its disposition. Once the School is notified, a formal process will be implemented to review the nature of the felony, disposition, rehabilitation plans, and other relevant information. Based upon this review process,

a student can be terminated from the program, allowed to continue with conditions, or allowed to continue without conditions.

## Dismissal from the Field Program

The School of Social Work has the responsibility to dismiss a student from the social work field program at any time prior to completion of the program when the student fails to maintain academic, behavioral or professional ethical standards of the field practicum. When the process for resolving problems in the field fails to rectify the problem, a formal Counseling-In process may be initiated by any of the concerned parties. *Refer to the MSW Student Handbook for information regarding the Counseling-In Process.*

Dismissal from the program is necessary when the student:

- Receives one "U" or one "D" or one "F," in the field practicum
- Fails to demonstrate professional behavior that reflects a commitment to the ethics of the social work profession.
- Fails to comply with National Association of Social Workers (NASW) code of values and ethics.

Examples of behavior that would lead to failure or dismissal from the field course:

- Unethical behavior or inability/unwillingness to follow chain of command to address programmatic issues
- Negative oral or written statements or gestures toward other students, faculty, clients, colleagues and/or wearing clothing with statements that is offensive towards others.
- 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.)
- Inability to apply theory to practice despite discussion in supervision, demonstration and training
- Unwillingness or inability to be proactive in own learning.
- Inability to seek and use supervision without defensiveness.

Because the Field Education plays such a pivotal role in the MSW educational process, students should be aware that, while reasonable efforts will be made to obtain and maintain a field placement for students, the School of Social Work cannot guarantee a field placement. A degree in social work cannot be earned without completing the field education component of the program. Because Field Practicum and practice classes are co-requisites, if a student drops the field with a "W," the student will have to drop all of their practice courses. Additionally, if a student withdraws from practice classes they need to withdraw from field.

Students will be notified, in writing, of dismissal when any of the above deficiencies occur.

### *Graduate Student Appeals Board*

Any student may file a grievance if they feel they have been treated unjustly in any academic area including assigned grades. Students wishing to file a grievance must follow the steps found in the *Graduate Student Handbook* (<http://catalog.nmsu.edu/>). Please pay special attention to the timelines provided as your appeal will not be considered if you do not follow the indicated process within the stated timelines.

## Fieldwork in Place of Employment

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

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

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

- The student has completed the agency's probationary period or six months of employment, unless the employment is new.
- The agency meets the standards for consideration as a field agency and is willing to sign the letter of agreement with the School of Social Work.

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

### ***Process for Requesting Fieldwork in Place of Employment***

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

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

### **Policies for Student Protection**

#### *Liability Insurance*

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

#### *Personal Use of Automobile*

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

#### *Safety and Risk Management*

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

#### *Safety Plans at Field Agency*

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

#### *Dual Relationships*

Social workers who function as educators or field instructors for students should not engage in dual or multiple relationships with students, because the educator or field instructor's position of authority creates a risk of exploitation or potential harm to the student, as well as risk of liability to the institution. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries (NASW Code of Ethics <http://www.naswdc.org/pubs/code/default.asp>).

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

Thus, it is the policy of the School of Social Work that when such a relationship exists between the student and the field instructor, the student and the liaison, or the liaison and the field instructor, the Field Coordinator must be notified immediately. See Also NMSU Policy 3.22.

**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, 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 MSW 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 MSW 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.

**Appendix I: Field Forms - Overview**

FORMS 2014	PERSON RESPONSIBLE
<p><b>1. BSW/MSW FIELD WORK APPLICATION FORM:</b> Student fills this out prior to their meeting with Field Coordinator in preparation for placement in field.</p> <p style="text-align: right;">Referred To:</p>	<p>Student</p>

<p><b>2. STUDENT FIELD AGREEMENT WITH AGENCY:</b> Student brings this form to the agency upon acceptance of practicum placement. Formal record of agreement with field instructor to regarding work hours and contact information. Placed in student file</p>	<p>Student, Field Instructor and Field Coordinator</p>
<p><b>3. FIELD WORK AGREEMENT IN STUDENT’S PLACE OF EMPLOYMENT:</b> Documents how student duties and field instructor for their field practicum differ from employment.</p>	<p>Student, Field Instructor, Employment Supervisor and Field Coordinator.</p>
<p><b>4. PORTFOLIO OUTLINE:</b> Student maintains a portfolio and has it ready for review at midterm and final.</p>	<p>Student</p>
<p><b>5. STUDENT DOCUMENT TRACKING FORM</b> - This is a check list with dates. Students are required to keep track of all of their assignments, seminars attended, hours in the field on a summary sheet to be added to their Portfolio.</p>	<p>Student – signed by Field Liaison end of semester</p>
<p><b>6. WEEKLY SUPERVISORY MEETING AGENDA and TIME AND ACTIVITIES REPORT</b> (one per week) This is a form to help the student keep track of what they are doing each day and the hours they are in the field and the long term goals in the supervision. It is essential that the Field Instructor comment on this form and sign it.</p>	<p>Student and Field Instructor needs to comment and sign (at supervisory meeting)</p>
<p><b>7. OVERVIEW OF LEARNING CONTRACT, MID-TERM AND FINAL EVALUATIONS:</b> Explains the 4 parts of a learning contract and evaluation.</p>	<p>Student, Field Instructor and Liaison need to understand the components of the Contract and Evaluation.</p>
<p><b>8. BIOPSYCHOSOCIAL ASSESSMENT MSW 552/550 or CASE PRESENTATION OUTLINE MSW 555:</b> Student prepares An assessment or case to present in their seminar</p>	<p>Student</p>
<p><b>9. PROCESS RECORDING:</b> TWO PER SEMESTER This is a vital form of evaluation the students’ progress in competency 10 – engagement, assessment, intervention, and evaluation.</p>	<p>Student - Field Instructor comments. Given to Field Liaison</p>
<p><b>10. CHANGE OF PLACEMENT REQUEST:</b> Students and Field Instructors cannot terminate a placement without providing reasons for the request and an explanation of attempts to address issues.</p>	<p>Completed by student, Field Instructor and Field Liaison</p>
<p><b>11. BSW/MSW STUDENT EVALUATION OF FIELD AGENCY, FIELD INSTRUCTOR &amp; LIAISON:</b> Student should fill this out at the end of every semester.</p>	<p>Student</p>

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

## **Appendix II: Generalist Competencies and Practice Behaviors**

**Competency 1 (EP 2.1): Identify as a professional social worker and conduct oneself accordingly.** MSW graduates will serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Advanced generalist graduates will incorporate core professional values into their practice with multicultural individuals, groups, families, communities and organizations of the southwest.

### *Foundation Practice Behaviors*

- Advocate for client access to the services of social work
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning
- Use supervision and consultation

**Competency 2 (EP 2.2): Apply social work ethical principles to guide professional practice.** Advanced generalist graduates will conduct themselves ethically by adherence to the ideals, values, and principles embedded in the NASW Code of Ethics. They will be obligated to conduct themselves ethically and to engage in ethical decision-making.

### *Foundation Practice Behaviors*

- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles
- Tolerate ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions

**Competency 3 (EP 2.3): Apply critical thinking to inform and communicate professional judgments.** Advanced generalist practitioners are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking to question assumptions about the special vulnerable New Mexican populations they serve. Critical thinking also requires the synthesis and communication of relevant information.

### *Foundation Practice Behaviors*

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Analyze models of assessment, prevention, intervention, and evaluation
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

**Competency 4 (EP 2.4): Engage diversity and difference in practice** Advanced generalist graduates understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions

of diversity are understood as the intersectionality of multiple diversity factors. Graduates will make effort to engage in culturally competent and appropriate practice with diverse Hispanic, Native American, tribal, rural and metropolitan area individuals and communities in New Mexico and southwest. Furthermore, graduates appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

*Foundation Practice Behaviors*

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Recognize and communicate their understanding of the importance of difference in shaping life experiences
- View themselves as learners and engage those with whom they work as informants

**Competency 5 (EP 2.5): Advance human rights and social and economic justice.** Advanced generalist graduates recognize that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Graduates incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

*Foundation Practice Behaviors*

- Understand the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice

**Competency 6 (EP 2.6): Engage in research-informed practice and practice-informed research.** Advanced generalist graduates use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery where it is culturally and individually appropriate. Graduates comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

*Foundation Practice Behaviors*

- Use practice experiences to inform scientific inquiry
- Use research evidence to inform practice

**Competency 7 (EP 2.7): Apply knowledge of human behavior and the social environment.** Advanced generalist graduates apply theory to practice while being cognizant of bio/psycho and contextual factors shaping individual and group behaviors. They intervene within multiple systems, as appropriate, to meet the client system's needs.

*Foundation Practice Behaviors*

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- Critique and apply knowledge to understand person and environment

**Competency 8 (EP 2.8): Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** Advanced generalist graduates propose, advocate and effectively change agency and governmental policies to promote socio-economic justice, work with vulnerable populations to improve their resources and opportunities, and work collaboratively to improve service delivery to marginalized southwestern populations.

*Foundation Practice Behaviors*

- Analyze, formulate, and advocate for policies that advance social well-being
- Collaborate with colleagues and clients for effective policy action

**Competency 9 (EP 2.9): Respond to contexts that shape practice.** Advanced generalist graduates will engage in continual assessment to build their knowledge and skill base regarding dynamic and changing community needs and strengths, and best practices with individuals, groups, families and communities and organizations.

*Foundation Practice Behaviors*

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

**Competency 10 (EP 2.10 a-d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** Advanced generalist graduates have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

*Foundation Practice Behaviors*

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus of work and desired outcomes
- *Collect, organize, and interpret client data*
- *Assess client strengths and limitations*
- *Develop mutually agreed-on intervention goals and objectives*
- *Select appropriate intervention strategies*
- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings
- Social workers critically analyze, monitor, and evaluate interventions



## **Appendix III: Advanced Generalist Competencies and Practice Behaviors**

**Competency 1 (EP 2.1): Identify as a professional social worker and conduct oneself accordingly.** MSW graduates will serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Advanced generalist graduates will incorporate core professional values into their practice with multicultural individuals, groups, families, communities and organizations of the southwest.

### *Advanced Generalist Practice Behaviors*

- Heightened self-awareness, understanding of personal biases and ability to use self in interaction with diverse populations
- Understand and identify professional strengths, limitations, and challenges

**Competency 2 (EP 2.2): Apply social work ethical principles to guide professional practice.** Advanced generalist graduates will conduct themselves ethically by adherence to the ideals, values, and principles embedded in the NASW Code of Ethics. They will be obligated to conduct themselves ethically and to engage in ethical decision-making.

### *Advanced Generalist Practice Behaviors*

- Identify and use knowledge of relationship dynamics, including power differentials
- Demonstrate leadership in applying ethical reasoning to arrive at principled decisions across systems
- Employ strategies of ethical reasoning to address the impact of culture on practice

**Competency 3 (EP 2.3): Apply critical thinking to inform and communicate professional judgments.** Advanced generalist practitioners are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking to question assumptions about the special vulnerable New Mexican populations they serve. Critical thinking also requires the synthesis and communication of relevant information.

### *Advanced Generalist Practice Behaviors*

- Engage in reflective practice
- Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations
- Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats

**Competency 4 (EP 2.4): Engage diversity and difference in practice** Advanced generalist graduates understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple diversity factors. Graduates will make effort to engage in culturally competent and appropriate practice with diverse Hispanic, Native American, tribal, rural and metropolitan area individuals and communities in New Mexico and southwest. Furthermore, graduates appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

### *Advanced Generalist Practice Behaviors*

- Research and apply knowledge of diverse populations to enhance client well-being
- Be able to modify and adapt mainstream theoretical frameworks and interventions to fit culturally and socially diverse populations

**Competency 5 (EP 2.5): Advance human rights and social and economic justice.** Advanced generalist graduates recognize that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Graduates incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

### *Advanced Generalist Practice Behaviors*

- Use knowledge of the effects of oppression, discrimination, and historical trauma on client systems to guide planning and intervention
- Advocate for client systems in a manner that addresses culturally influenced barriers to services presented by practitioners, organizations, and larger systems

- Identify and recommend changes to policies and practices that are discriminatory

**Competency 6 (EP 2.6): Engage in research-informed practice and practice-informed research.** Advanced generalist graduates use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery where it is culturally and individually appropriate. Graduates comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

*Advanced Generalist Practice Behaviors*

- Use research methodology to evaluate clinical practice effectiveness across all client systems
- Communicate results of valid, reliable and ethical research

**Competency 7 (EP 2.7): Apply knowledge of human behavior and the social environment.** Advanced generalist graduates apply theory to practice while being cognizant of bio/psycho and contextual factors shaping individual and group behaviors. They intervene within multiple systems, as appropriate, to meet the client system's needs.

*Advanced Generalist Practice Behaviors*

- Differentially apply theories of human behavior and the social environment to guide practice
- Use bio-psycho-social-spiritual theories in formulation of comprehensive assessments

**Competency 8 (EP 2.8): Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** Advanced generalist graduates propose, advocate and effectively change agency and governmental policies to promote socio-economic justice, work with vulnerable populations to improve their resources and opportunities, and work collaboratively to improve service delivery to marginalized southwestern populations.

*Advanced Generalist Practice Behaviors*

- Analyze specific policies and practices and propose policy that impact on diverse populations
- Engage and intervene effectively in policy development and implementation
- Use evidence-based practice in advocacy for policies that advance social and economic well-being

**Competency 9 (EP 2.9): Respond to contexts that shape practice.** Advanced generalist graduates will engage in continual assessment to build their knowledge and skill base regarding dynamic and changing community needs and strengths, and best practices with individuals, groups, families and communities and organizations.

*Advanced Generalist Practice Behaviors*

- Demonstrate the effective application of models of community and organizational intervention in populations of the Southwest
- Apply leadership skills to accomplish systemic change
- Apply emerging technology to improve practice on a micro-mezzo-macro level

**Competency 10 (EP 2.10 a-d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** Advanced generalist graduates have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

*Advanced Generalist Practice Behaviors*

- Demonstrate the effective application of models of community and organizational intervention in populations of the Southwest
- Apply leadership skills to accomplish systemic change
- Apply emerging technology to improve practice on a micro-mezzo-macro level
- Apply a theoretically informed knowledge base so as to effectively practice with diverse individuals, families, groups, organization and communities
- Establish a process that encourages clients to be equal participants in the establishment of goals and expected outcomes
- Engage with increasing autonomy by assuming differential roles appropriate to diverse practice situations
- Show increasing ability to independently conduct assessments

- Utilize a variety of evidence based assessment tools and strategies to assess client systems of all sizes
- Select and modify appropriate intervention strategies based on continuous assessment
- Apply knowledge of US Southwest populations to the bio-psycho-social-cultural assessment of distinct and diverse client systems
- Critically evaluate, select, and apply best practices and evidence-based interventions
- Demonstrate the use of appropriate intervention strategy for a range of presenting concerns identified in the assessment
- Implement practice theories (models, strategies, techniques, and approaches) across client systems
- Use standardized tools to inform and enhance their practice
- Evaluate, interpret and apply findings of one's own practice to the refinement of intervention with client systems of various sizes