



FACUNDO VALDEZ SCHOOL OF SOCIAL WORK

2024-2025

FIELD EDUCATION POLICY AND PROCEDURE MANUAL

LAS VEGAS ALBUQUERQUE SANTA FE FARMINGTON RIO RANCHO ONLINE

The **2024/2025** edition of the Field Manual articulates the New Mexico Highlands University Facundo Valdez School of Social Work Field Education Policies and supersedes all previous versions. All policies in this manual are subject to final resolution by the Field Policy Committee as deemed appropriate by the Field Director/Coordinator.

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SUMMARY OF SOCIAL WORK CODE OF ETHICS

Social workers and social work students must adhere to a professional code of ethics as defined by the National Association of Social Workers the profession's primary association.

To download a copy of the NASW Code of Ethics log on to: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

THE SOCIAL WORKER'S CONDUCT AND COMPORTMENT AS A SOCIAL WORKER

PROPRIETY: The social worker shall maintain high standards of personal conduct in the capacity or identity as a social worker.

COMPETENCE IN PROFESSIONAL DEVELOPMENT: The social worker shall strive to become and remain proficient in professional practice and the performance of professional functions.

SERVICE: The social worker shall regard as primary the service obligation of the social work profession.

INTEGRITY: The social worker shall act in accordance with the highest standards of professional integrity.

SCHOLARSHIP RESEARCH: The social worker engaged in study and research shall be guided by the conventions of scholarly inquiry.

THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES TO CLIENTS

COMMITMENT TO CLIENTS: The social worker's primary responsibility is to promote the well being of clients.

SELF-DETERMINATION: The social worker shall respect and promote the right of clients to self-determination.

PRIVACY CONFIDENTIALITY: The social worker shall respect clients' right to privacy. The social worker shall protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES TO COLLEAGUES

RESPECT: The social worker shall treat colleagues with respect and shall represent accurately and fairly the qualifications, views and obligations of colleagues. Social workers shall avoid unwarranted negative criticism of colleagues.

DEALING WITH COLLEAGUES' CLIENTS: The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

COMMITMENT TO EMPLOYERS: The social worker shall adhere to commitments made to employers and employing organizations.

CLIENT RECORDS: Social workers shall take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES AS A PROFESSIONAL

DISHONESTY, FRAUD DECEPTION: Social workers shall not participate in, condone, or be associated with. dishonesty, fraud or deception.

THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

INTEGRITY OF THE PROFESSION: The social worker shall uphold and advance the values, ethics, knowledge and mission of the profession.

COMMUNITY SERVICE: The social worker shall participate in teaching, research, consultation, service, legislative testimony, community presentation and professional organizations.

DEVELOPMENT OF KNOWLEDGE: The social worker shall contribute to the knowledge base of social work by sharing knowledge

2024-2025 FIELD PRACTICUM CALENDAR						
SEMESTER SCHEDULE	FALL/SPRING PRACTICUMS		SPRING/SUMMER PRACTICUMS		SUMMER BLOCK PRACTICUMS	
	BSW or MSW 1st YR STUDENTS	MSW 2nd YR STUDENTS	BSW or MSW 1st YR STUDENTS	MSW 2nd YR STUDENTS	BSW or MSW 1st YR STUDENTS	MSW 2 ND YR STUDENTS
FALL 2024						
SEMESTER BEGINS	August 12	August 12				
FIELD SEMINAR BEGINS*	Week of August 12					
FIELD PRACTICUM BEGINS	Week of August 26	Week of Aug 12				
LEARNING CONTRACTS DUE TO FIELD OFFICE	F-September 13	F-August 30				
MID-TERM PHONE CONTACT OR VISIT	Sept. 30-Oct. 4	Sept. 30-Oct. 4				
MID-TERM GRADES DUE TO FIELD OFFICE	F-October 4	F-October 4				
FINAL AGENCY VISIT	December 2-6	December 2-6				
FINAL EVALUATIONS/ HOUR LOG DUE TO FIELD OFFICE	F-Dec 6	F-Dec 6				
SEMESTER ENDS	M-Dec 9 REMINDER: fall/spring practicum students are not to remain in practicum during Winter Break unless prior approval has been given by Field Office					
SPRING 2025						
SEMESTER BEGINS	M-Jan 13	M-Jan 13	M-Jan 13	M-Jan 13		
FIELD SEMINAR BEGINS*	Week of January 13 (BSW only)		Week of January 13			
FIELD PRACTICUM BEGINS	Week of January 13	Week of January 13	M-Jan 27	Week of January 13		
LEARNING CONTRACTS DUE TO FIELD OFFICE	F-Jan 31	F-Jan 31	F-Feb 14	F-Jan 31		
MID-TERM PHONE CONTACT OR VISIT	March 3-7	March 3-7	March 3-7	March 3-7		
MID-TERM GRADES DUE TO FIELD OFFICE	F-Mar 7	F-Mar 7	F-Mar 7	F-Mar 7		
FINAL AGENCY VISIT	May 5-9	May 5-9	May 5-9	May 5-9		
FINAL EVALS /HOUR LOG DUE TO FIELD OFFICE	F-May 9	F-May 9	F-May 9	F-May 9		
SEMESTER ENDS	M-May 12	M-May 12	M-May 12	M-May 12		
COMMENCEMENT-MAIN CAMPUS LAS VEGAS	S-May 10	S-May 10	S-May 10	S-May 10	S-May 10	S-May 10
SUMMER 2025			REMINDER: spring/summer practicum students remain in practicum between semesters		REMINDER: Students choosing summer block practicum should be available to log in 40 hrs./wk. for ENTIRE placement cycle	
			PLEASE NOTE: summer semester Field Practicum & Field Practicum Seminar classes begin the week of May 12. These classes start during intercession NOT at the beginning of regular summer session & may have earlier tuition deadlines.			
FIELD SEMINAR BEGINS*			Week of May 12 (BSW only)		Week of May 12	
FIELD PRACTICUM BEGINS			M-May 12	M-May 12	M-May 12	M-May 12
LEARNING CONTRACTS DUE TO FIELD OFFICE			F-May 30	F- May 30	F-May 30	F-May 30
MID-TERM PHONE CONTACT OR VISIT			June 19-20	June 19-20	June 19-20	June 19-20
MID-TERM GRADES DUE TO FIELD OFFICE BY FC			F-June 20	F-June 20	F-June 20	F-June 20
FINAL AGENCY VISIT			July 24-25	July 24-25	July 24-25	July 24-25
FINAL EVALS/HOUR LOG DUE TO FIELD OFFICE			F - July 25	F- July 25	F- July 25	F - July 25
SEMESTER ENDS			M-July 28	M-July 28	M-July 28	M-July 28

***Please refer to the Academic Calendar for Field practicum seminar breaks & holidays**

*Online Students please refer to your specific cohort calendar.

POLICY 1.0

FIELD PRACTICUM REQUIREMENTS FOR ALL SOCIAL WORK STUDENTS

FIELD PRACTICUM ELIGIBILITY & APPROVAL PROCESS

All undergraduate and graduate students must successfully complete the School's field practicum course requirements in accordance with this manual and the standards required by the Council on Social Work Education (CSWE).

New Mexico Highlands University – School of Social Work does not grant social work credit for life experience, previous work, or volunteer experience.

Students will not be allowed to be enrolled in field practicum courses without successfully completing or taking concurrently all required core courses per classification or resolving Incompletes in any required courses.

PROCEDURE

In order to be approved for field practicum placement student must:

- attend mandatory field orientation as scheduled by the Field Director/ Coordinator;
- submit Field Application, current resume, and interview form by the deadline identified by the Field Director/Coordinator at respective program site;
- interview in person with school-approved agencies.
- obtain placement within the prescribed time frame or student will be required to withdraw from field practicum and seminar courses;
- obtain final written approval from the Field Director/Coordinator prior to accepting a field practicum placement;
- notify each of the interviewing agencies of the decision to accept/decline the placement.

If student does not obtain written approval from Field Director/Coordinator it will result in loss of any hours accrued and may result in termination of the practicum and/or expulsion from School of Social Work.

ONLINE MSW STUDENTS

Students in the Online MSW program will take and pass SOWK 5240 Field Preparation, a one (1) credit course, before starting practicum. Students shall follow their course sequencing and field calendar for placement cycles and the number of hours required each semester. Online students must follow the course sequencing for their cohort and complete field practicum as outlined unless prior approval from the Online MSW Coordinator and Online Field Coordinator has been obtained.

POLICY 1.1

BACKGROUND, FINGERPRINT, MEDICAL CLEARANCES

Many field practicum agencies require background, fingerprint, and/or medical clearances in order to accept students for field practicum.

PROCEDURE

Student is responsible for incurring the costs of background, fingerprint, and/or medical tests.

POLICY 2.0

FIELD PRACTICUM REQUIREMENTS FOR ALL SOCIAL WORK STUDENTS

DISCLOSURE OF ACADEMIC, EMPLOYMENT, DISCIPLINARY AND/OR LEGAL HISTORY

Students are required to disclose academic, employment, abuse/neglect referral, disciplinary and/or legal history at the time application is made for field practicum. Depending on the background history, Field Director/Coordinator and or Field Committee will determine if student will be allowed to proceed with a field practicum placement and/or the Social Work Program.

Failure to disclose the relevant history may result in suspension or expulsion from the Social Work Program. Students who have criminal charges filed against them while enrolled in the Social Work Program may be suspended or expelled.

PROCEDURE

Students with academic, employment, abuse/neglect referral, disciplinary and/or legal history are required to:

- document thorough disclosure on the field application and provide supporting legal documentation;
- confer with the Field Director/Coordinator prior to beginning the practicum search;
- disclose history to the proposed Agency Instructor once a practicum placement is offered.

Field Director/Coordinator will:

- confirm with the proposed Agency Instructor that the student has disclosed the relevant history;
- discuss with agency whether they can accept the student for practicum;
- finalize approval of practicum placement.

POLICY 2.1

SOCIAL WORK LICENSURE ELIGIBILITY

Eligibility for social work licensure is a matter in the sole discretion of each state's licensing board.

PROCEDURE

Upon graduation, students should investigate the social work licensure requirements for their respective state.

POLICY 3.0

STUDENT SAFETY

The School has developed policies and procedures to ensure student safety while in field placement to support student wellbeing and an optimum learning environment. Students are expected to be familiar with and adhere to the policies and procedures in the Field Manual and follow the safety procedures of their placement agency. The School may make modifications in field placement to ensure safety of students and the community.

PROCEDURE

Students:

- will review the Field Policy Manual and their agency's policy and procedure manual and abide by both while in placement.
- will develop field specific practice activities in their learning contract to address safety on site.
- will not engage in any activity that makes them feel unsafe.
- will report any concerns about safety to their field consultant.

Agencies:

- will adhere to the Field Policy Manual.
- will provide orientation on relevant safety policies and procedures for their site.
- will offer assistance in developing practice activities in the learning contract to enhance awareness and importance of safety in the field.
- will not require a student to engage in activities a student deems unsafe.
- will contact the field consultant if there are concerns about safety that affect student learning.

Allegations of sexual harassment in field placement settings shall be investigated and resolved in accordance with the policies and procedures established by the [Highlands University Student Handbook](#).

Field consultants will report any safety concerns to the Field Director/Coordinator. The Field Coordinator/Director will take steps to ensure student safety and address concerns directly with the agency. Agencies that have continued safety concerns may be removed from “active” placement status.

POLICY 3.1

STUDENT PROFESSIONAL LIABILITY INSURANCE COVERAGE

The School provides professional liability insurance through Poms & Associates Brokers for social work students approved for a field practicum.

The liability insurance DOES NOT cover on call duties or field hours that have not been articulated on the learning contract and pre-approved by the School. Therefore, students are not allowed to work on- call hours as a component of their field practicum. Workman’s compensation, automobile, or health insurance is not included in the professional liability coverage. Some agencies may choose to provide additional liability insurance coverage for practicum student.

PROCEDURE

Student professional liability insurance will ONLY be provided to students who:

- obtain written approval from Field Director/Coordinator to conduct practicum at designated agency.

POLICY 4.0

CONCURRENT FIELD PRACTICUM

Students complete concurrent field practicum at the same agency for two consecutive semesters during the fall/spring, spring/summer, or summer/fall. Field practicum consists of a maximum of sixteen (16) hours per week during the fall and spring semesters and 19-22 hours per week during the summer semester and must be completed in no less than 4-hour blocks of time.

PROCEDURE

Student must submit a concurrent field practicum application by the date required at respective site. The Field Director/Coordinator and/or Field Policy Committee must approve all concurrent field practicum placements. Review applicable classification section for additional information and hour requirement.

BLOCK FIELD PRACTICUM

Block field practicum is available to students **ONLY** during the summer semester. All social work courses required for the classification must be successfully completed prior to the start of the summer block placement. Block field practicum consists of a maximum of 40 hours per week for approximately 11-12 consecutive weeks, depending on the total hours required for the classification.

PROCEDURE

Student must submit a block field practicum application by the date required at respective site. The Field Director/Coordinator and/or Field Policy Committee must approve all block field practicum placements. Review applicable classification section for additional information and hour requirement.

FIELD PRACTICUM EVALUATION & GRADING

Evaluation of field practicum is based on attendance, successful implementation and completion of learning contract, and behavior (compliance with NASW Code of Ethics, NMHU Behavioral Policy, and the Policies outlined in this manual).

Students who withdraw, drop, or fail any co-requisite course(s) will not be allowed to continue in field practicum until the course(s) is completed with a passing grade. Students receiving a grade of "D" or lower will not be allowed to continue in field practicum and depending on the circumstances, may not be allowed to continue in the Social Work Program. If the overall grade point average falls below the requirements stipulated in the current University Undergraduate or Graduate Catalog during any semester, student will be placed on academic probation and may be suspended or terminated from the Program.

PROCEDURE

Students are evaluated twice during each semester of practicum. The following steps must be taken.

- The midterm for concurrent practicum placements is based on a 'Progress (PR); or 'No Progress (NP)'. If a student receives a (NP) at mid-term, the Agency Instructor must inform the field consultant immediately. A plan of action must be articulated in the midterm evaluation.
- Agency Instructor recommends a final grade to the Field Consultant. If the Field Consultant does not support the grade recommendation, a written statement must be submitted with the field evaluation. Agency Instructor must notify the Field Consultant prior to recommending a final grade of "C" or below for a student.
- If the Field Consultant is in agreement, the grade is recommended to the Field Director/Coordinator who is the instructor of record and makes the final determination.
- Students have the right to appeal grades which they believe have been awarded unfairly, arbitrarily or capriciously and should consult the University's current General Catalog, NMHU Code of Conduct, School of Social Work's Academic/Behavioral Policy, and Faculty/Student Dispute Resolution Policy for information.

ATTENDANCE

Student is required to attend field practicum placement on the scheduled days and times. Failure to meet the required hours will affect the student's field practicum course grade. Chronic absences and/or tardiness may lead to termination of field practicum and/or administrative withdrawal from the School of Social Work. Failure to obtain weekly written approval from agency instructor may lead to loss of credit for hours accrued.

PROCEDURE

Student must:

- comply with the days/times specified on the learning contract;
- download field hours log from the field forms websites;
- secure agency instructor signatures on the required field hours log on a weekly basis;
- notify the Agency Instructor of an unscheduled absence or tardy as soon as possible;
- make arrangements with Agency Instructor to make-up any missed time;
- complete all hours required for the semester.

POLICY 6.2

INCOMPLETE GRADE

A grade of Incomplete can only be assigned if a student is in good academic standing. Student must articulate in writing that due to extenuating circumstances, an incomplete grade is warranted.

PROCEDURE

Student must:

- complete eighty (80%) percent of the field practicum hours required for the semester at the time the request is made;
- inform the agency instructor and field consultant in advance of the written request;
- submit the required incomplete request paperwork, available online, to the Field Director/Coordinator prior to the week of finals;
- obtain approval in writing by the Field Director/Coordinator prior to the end of semester;
- fulfill field hour course requirement prior to the end of the semester if Incomplete request is not approved.

POLICY 6.3

PROBLEM RESOLUTION

Students accept a field placement in the same agency setting for two consecutive semesters or one semester for block placement.

In the event that issues arise in field practicum, students are expected to attempt resolution before termination of field practicum placement is considered. Field practicum placement cannot be terminated without the approval of the Field Director/Coordinator.

PROCEDURE

If any problems or issues arise in the practicum setting:

- student and agency instructor shall discuss and attempt to resolve.

If problems or issues are not resolved:

- student, agency instructor and field consultant shall meet and attempt resolution, document, and present a signed copy of the documentation to the Field Director/Coordinator;
- Field Director/Coordinator and/or Field Policy Committee shall retain the authority to approve, modify or disapprove the proposed resolution and recommend termination procedures as deemed appropriate.

POLICY 6.4

TERMINATION OF FIELD PRACTICUM

Students must adhere to the standards set forth in the NASW Code of Ethics, the NMHU Academic/Behavioral Policy, and the Policies outlined in the field manual. Any student whose conduct falls below the required standards may be asked to leave the field practicum by the Agency Instructor, Field Director/Coordinator and/or Field Policy Committee, and may result in the recommendation that the student be expelled from the Social Work Program.

PROCEDURE

Credit will be given for field hours accrued if termination of practicum occurs because:

- agency at which the student is placed closes.
- agency instructor leaves the agency and cannot be replaced.
- agency instructor is not providing sound learning opportunities as outlined in the learning contract.
- agency is not adhering to requirements outlined in the Memorandum of Agreement.
- agency and/or agency instructor is not providing a structured and/or safe learning environment.

If termination of field practicum occurs because of the circumstances noted above, student will be given credit for the field practicum hours accrued and will be placed in another field practicum setting within the same semester if possible.

Credit will not be given for the field practicum hours accrued if termination of practicum occurs because:

- student unilaterally makes a decision to stop attending field practicum;
- student fails to disclose past history and information is revealed during the course of the practicum;
- criminal charges are filed against the student;
- student fails the field practicum course;
- professional misconduct or inadequate performance of student is determined.

If the decision is made that the student will be allowed to register for another practicum:

- student will not be reassigned to another agency until the following academic semester;
- Field Director/Coordinator will facilitate subsequent placement;
- student will be required to complete all the field practicum hours required for the semester(s);
- Field Policy Committee reserves the right to require additional field practicum hours as deemed necessary.

If the decision is made to terminate a placement because of professional misconduct or inadequate performance, the following procedures shall be employed:

- Agency Instructor shall provide the Field Consultant in writing, the reason for termination and the student's grade status as of the termination date;
- Field Consultant shall also summarize in a written report the circumstances of the termination, including the student's grade status, and shall provide a copy of both reports to the

Field Director/Coordinator;
- Field Director/Coordinator shall convene an *ad hoc* Committee on field discipline to consider the circumstances of the practicum termination, and to recommend appropriate action based on the NASW Code of Ethics, the NMHU Student Handbook, including the Code of Conduct.
- In the event that a student is dismissed from field practicum, the circumstances will be documented in the field file and will be considered for future placement, if determined that student may continue in field placement.

If the decision is made that student cannot continue in field practicum, the Field Director/Coordinator and *ad hoc* Committee shall make a written recommendation to the Dean of the School of Social Work who shall retain the final authority on the appropriate action.

POLICY 6.5

PROFESSIONAL BEHAVIOR

Students are expected to conduct themselves in a manner consistent with the [NASW Code of Ethics](#) while in placement. This expectation extends to interactions not only with clients but also with agency instructors, field consultants and field staff. In Field practicum students are representing not only themselves, but also the NMHU School of Social Work and the profession. Expected behavior includes:

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

Ethical and professional behavior is assessed and evaluated in Competency 1 of the learning contract. Failure to adhere to expected professional behaviors may result in a lower grade. Per Field Manual Policy 6.4, any student whose conduct falls below the required standards may be asked to leave the field practicum by the Agency Instructor, Field Director/Coordinator, and may result in the recommendation that the student be expelled from the Social Work Program.

POLICY 7.0

HOLIDAY & ACADEMIC BREAKS WITHIN THE SEMESTER

The total number of required field practicum hours for specified classification must be met by the end of each semester. Hours cannot be accumulated for the following semester.

PROCEDURE

During academic semesters, students must:

- follow the agency's holiday schedule and not the University observed holidays or university breaks that occur during academic semesters;
- with prior approval from agency instructor students may observe university breaks within the semester as long as they are caught up with field practicum hours;
- make up the field practicum hours when the agency's holiday falls on a day normally scheduled for field practicum.

POLICY 7.1

CONTINUITY OF CARE COVERAGE AND LIABILITY INSURANCE COVERAGE FOR WINTER BREAK

Most agencies do not require that the student remain in practicum during winter break. If the agency did not originally stipulate this requirement in the Memorandum of Agreement, agency must inform the student at the time the practicum is offered and submit an addendum letter at the onset of the practicum placement to the Field Director/Coordinator. For consideration of approval of continued placement during the break between semesters, the Agency MUST provide a written request to the Field Director/Coordinator stating that the agency will provide the student with liability insurance coverage during the break between semesters prior to the start of the semester. The Agency must also inform the student(s) of this requirement PRIOR to making the practicum offer.

PROCEDURE

If student was not informed of winter break coverage when practicum placement was initially offered, it is not required for the student to remain in the practicum setting over the break. In collaboration with agency instructor, a plan for the continuity of care must be ensured. For students approved to provide continuity of care coverage, any hours completed outside of the regular semester cannot be counted towards total hours required for either semester because the student is not in an active course. For agencies approved for continuity of care, they must provide liability insurance for students between semesters

TRANSPORTATION REQUIREMENTS

Students are responsible for their own transportation to and from field practicum.

PROCEDURE

It is the student's responsibility to:

- provide own transportation to and from field practicum;
- use personal vehicle for practicum duties if required by the agency;
- inquire if the agency will incur transportation costs while student is performing duties for the agency;
- incur transportation costs for practicum duties if not reimbursed by the agency.

POLICY 9.0

TRANSPORTING CLIENTS

The School prohibits students from transporting clients in an agency or personal vehicle. This policy can ONLY be superseded by the agency's policy if the student is an employee of the agency in which he/she is completing the practicum and would otherwise be required to transport clients as part of their regular employment duties.

PROCEDURE

At the onset of the practicum Agency Instructor must submit a letter to the School stating that the agency will assume liability for client transports as part of the student's regular employment duties and responsibilities.

POLICY 10.0

STUDENT USE OF SOCIAL MEDIA

Students are required to abstain from the use of social media in connection with their field practicum placement, unless specifically requested and sanctioned by their Agency Instructor. Students must abstain from contacting agency staff and clients of the agency via social media, unless it pertains to specific duties required of them by their Agency Instructor.

PROCEDURE

If the student will be utilizing social media during the course of their practicum placement, it is the responsibility of the student to first:

- ensure that the use of social media does not violate professional code of ethics as defined by the NASW Code of Ethics.
- ensure that client confidentiality is ensured when transmitting information via social media.
- obtain permission from their Agency Instructor to utilize social media in connection with their field practicum duties.

CONCURRENT FIELD PRACTICUM HOURS & COURSE REQUIREMENTS

BSW field practicum affords students the opportunity to apply generalist level social work knowledge, skills, values and ethics to social work practice. Students complete concurrent field practicum at the same agency for two consecutive semesters during the fall and spring or in the spring and summer. Field practicum consists of a maximum of sixteen (16) hours per week during the fall and spring

semesters and 22 hours per week during the summer semester and must be completed in no less than 4-hour blocks of time. If there is a break in concurrent practicum, placement must be resumed within 2 semesters or student will have to complete all hours required for the classification.

Failure to begin field practicum by the specified time frames will lead to failing the course if the student does not withdraw by NMHU deadlines. Subsequent placement will not be facilitated until the following semester.

PROCEDURE

BSW students must:

- submit a field application, resume, and interview form by the deadline established by the respective placement site;
- secure an alternative placement option if a concurrent placement is not approved;
- complete all required 3000-level coursework, and either be taking or have completed all required 4000-level classes;
- begin **fall/spring** field practicum by the **third week** of the fall semester and the **first week** of the spring semester;
- begin **spring/summer** practicum by **third week** of spring semester and the first Monday after commencement for summer semester (refer to field practicum calendar); or
- begin **summer/fall** practicum the first Monday after commencement for summer semester (refer to field practicum calendar) and the **first week** of the fall semester;
- complete required number of field practicum hours as stipulated below;
- withdraw or request an incomplete for the co-requisite courses listed below if a co-requisite course is dropped.

CONCURRENT FIELD PLACEMENT COURSES	
FIRST SEMESTER	SECOND SEMESTER
<p>SOWK 4320 FIELD PRACTICUM I 4 CREDIT UNITS</p> <p>208.0 HOURS</p>	<p>SOWK4340 FIELD PRACTICUM II 4 CREDIT UNITS</p> <p>240.0 HOURS</p>
<p>SOWK 4510 FIELD PRACTICUM SEMINAR I 1 CREDIT UNIT</p>	<p>SOWK 4520 FIELD PRACTICUM SEMINAR II 1 CREDIT UNIT</p>

POLICY 12.0

FIELD PRACTICUM
REQUIREMENTS FOR
**BACHELORS OF SOCIAL
WORK STUDENTS**

BLOCK FIELD PRACTICUM HOURS & COURSE REQUIREMENTS

BSW field practicum affords students the opportunity to apply generalist level social work knowledge, skills, values and ethics to social work practice. All social work courses required for the classification must be successfully completed prior to the start of the summer block placement. Block field practicum is available to students **ONLY** during the summer semester. Students complete a block

practicum 40 hours per week for approximately 12 consecutive weeks.

Failure to begin field practicum by the specified time frames will lead to the administrative withdrawal of the student from the course. Subsequent placement will not be facilitated until the following semester.

PROCEDURE

BSW students must:

- submit a field application, resume, and interview form by the deadline established by the respective program site;
- secure an alternative placement option if a block placement is not approved;
- successfully complete all required social work courses (except for seminar courses), required for the classification prior to the start of the block practicum;
- successfully resolve Incomplete grades in any course required for the classification prior to the end of the spring semester;
- **begin field practicum immediately following the end of the spring semester, the first Monday after commencement (refer to field practicum calendar);**
- complete the required number of field practicum hours as stipulated below.

FIELD PRACTICUM CO-REQUISITE COURSES TO BE TAKEN DURING THE SUMMER SEMESTER
SOWK 4510 FIELD PRACTICUM SEMINAR I
SOWK 4520 FIELD PRACTICUM SEMINAR II
SOWK 4320 FIELD PRACTICUM I
SOWK 4340 FIELD PRACTICUM II
<hr style="width: 20%; margin: auto;"/> TOTAL FIELD PRACTICUM HOURS 448.0

POLICY 13.0

LEARNING CONTRACT REQUIREMENTS

Students are required to integrate classroom theoretical knowledge and values with the practice skills acquired in the field practicum. Students are expected to demonstrate cultural sensitivity and competence in practicing with the multicultural populations of New Mexico and the Southwest, particularly Hispanic and Indigenous populations. This includes working with individuals, families, groups, communities, and organizations.

Student must complete a new learning contract each semester and submit to the Agency Instructor and Field Consultant for approval. Appendix A lists the BSW Competencies & Field Specific Practice Behaviors.

Failure to submit an approved learning contract by the required time frame may result in a lowered grade or in the administrative withdrawal of the student from the field practicum course.

PROCEDURE

Download learning contract template from <https://livenmhu.sharepoint.com/sites/SOWKFieldEducation> or BrightSpace. Follow the steps on the following page to create a learning contract.

LEARNING CONTRACT DUE DATES

Students approved to do a **fall/spring concurrent field practicum** must have an approved learning contract on file by the:

- **fifth week** of the fall semester;
- **third week** of the spring semester.

Students approved to do a **spring/summer concurrent field practicum** must have an approved learning contract on file by the:

- **fifth week** of the spring semester;
- **third week** of the summer semester.

Students approved to do a **summer/fall concurrent field practicum** must have an approved learning contract on file by the:

- **third week** of the summer semester;
- **third week** of the fall semester.

Students approved to do a **summer block field practicum** must have an approved learning contract on file by the:

- **third week** of the semester.

STEPS TO CREATING A LEARNING CONTRACT

STEP 1

REVIEW ALL 9 COMPETENCIES
AND FIELD SPECIFIC
PRACTICE BEHAVIORS FOR
YOUR CLASSIFICATION

STEP 2

REFERENCE 'APPLICATION' OF THE PRACTICE
BEHAVIORS TO DETERMINE HOW TO FORMULATE
PRACTICE ACTIVITIES

STEP 3

DOWNLOAD LEARNING CONTRACT TEMPLATE FROM WEBSITE OR BRIGHTSPACE EACH SEMESTER IN PRACTICUM

STEP 4

CONSULT WITH AGENCY INSTRUCTOR(S) AND INCORPORATE CLASSROOM CONTENT TO DEVELOP PRACTICE ACTIVITIES AND BEHAVIORS THAT ARE RELEVANT TO THE AGENCY SETTING

STEP 5

PRACTICE ACTIVITIES ARE INCORPORATED INTO THE LEARNING CONTRACT USING **SMART GOALS** (*specific, measurable, attainable, relevant, time bound*)

THE LEARNING CONTRACT IS THE BASIS FOR MID-TERM AND FINAL EVALUATION

Concurrent practicum-new learning contract is required every semester. **Block practicum**- one learning contract is required for the semester.

POLICY 13.1

BSW Competencies and Field Specific Practice Behaviors

The School requires all students to meet Competencies and Practice Behaviors based on their classification. The nine (9) competencies and field specific practice behaviors are referenced in the learning contract and operationalized in the field practicum by way of the practice activities and are the basis for the evaluation of student performance and overall course grade. Appendix A lists the BSW Competences & Field Specific Practice Behaviors.

PROCEDURE

Download learning contract from <https://livenmhu.sharepoint.com/sites/SOWKFieldEducation> or via BrightSpace. In consultation with Agency Instructor and with approval by Field Consultant, student must develop practice activities for reach practice behavior. Reference the 'application' of the practice behavior and integrate relevant course content when developing practice activities. In the second semester of a concurrent placement, students should demonstrate increased proficiency and independence in their mastery of the competencies.

POLICY 14.0

FIELD PRACTICUM
REQUIREMENTS FOR 1st YEAR
MASTERS OF SOCIAL WORK
STUDENTS

CONCURRENT FIELD PRACTICUM HOURS & COURSE REQUIREMENTS

First Year MSW field practicum affords students the opportunity to apply generalist level social work knowledge, skills, values and ethics to social work practice. Students complete concurrent field practicum at the same agency for two consecutive semesters during the fall and spring or spring and summer. Field

practicum consists of a maximum of sixteen (16) hours per week during the fall and spring semesters and 19-22 hours per week during the summer semester and must be completed in no less than 4-hour blocks of time. If there is a break in concurrent practicum, placement must be resumed within 2 semesters or student will have to complete all hours required for the classification.

Failure to begin field practicum by the specified time frames will lead to the administrative withdrawal of the student from the course. Subsequent placement will not be facilitated until the following semester. Appendix A lists the 1st year MSW Competencies & Field Specific Practice Behaviors.

PROCEDURE

First year MSW students must:

- submit a field application, resume, and interview form by the deadline established by the respective placement site;
- secure an alternative placement option if concurrent placement is not approved;
- be taking or have taken all 5000-level required social work courses;
- begin **fall/spring** field practicum by the **third week** of the fall semester and the **first week** of the spring semester;
- begin **spring/summer** practicum by the **third week** of spring semester and on **the first Monday following commencement** for summer semester (refer to field practicum calendar); or
- begin **summer/fall** practicum the first Monday after commencement for summer semester (refer to field practicum calendar) and the **first week** of the fall semester;
- complete required number of field practicum hours as stipulated below;
- withdraw or request an incomplete for the co-requisite courses listed below if one of the co-requisite courses is dropped.

Students in the part-time MSW program cannot take the courses identified below until the second year of the three-year program.

CONCURRENT FIELD PRACTICUM COURSES	
FIRST SEMESTER	SECOND SEMESTER
<p>SOWK 5320 FIELD PRACTICUM I 3 CREDIT UNITS 208.0 HOURS</p>	<p>SOWK 5340 FIELD PRACTICUM II 3 CREDIT UNITS 240.0 HOURS</p>
<p>SOWK 5510 FIELD PRACTICUM SEMINAR I 1 CREDIT UNIT</p>	<p>NO FIELD PRACTICUM SEMINAR REQUIREMENT FOR SECOND SEMESTER</p>

POLICY 15.0

FIELD PRACTICUM REQUIREMENTS FOR 1st YEAR MASTERS OF SOCIAL WORK STUDENTS

BLOCK FIELD PRACTICUM HOURS & COURSE REQUIREMENTS

MSW first year field practicum affords students the opportunity to apply generalist level social work

knowledge, skills, values and ethics to social work practice. All social work courses required for the classification must be successfully completed prior to the start of the summer block placement. Block field practicum is available to students **ONLY** during the summer semester. Students complete a block practicum with an agency a maximum of 40 hours per week for approximately 12 consecutive weeks.

Failure to begin field practicum by the specified time frames will lead to the administrative withdrawal of the student from the course. Subsequent placement will not be facilitated until the following semester. Appendix E lists the Leadership & Administration Competences & Field Specific Practice Behaviors.

PROCEDURE

First Year MSW students must:

- submit a field application, resume, interview form by the deadline established by the respective program site;
- secure an alternative placement option if a block placement is not approved;
- successfully complete all social work courses (except for seminar course), required for the classification prior to the start of the block practicum;
- successfully resolve Incomplete grades in any course required for the classification prior to end of spring semester;
- **begin field practicum immediately following the end of spring semester on the first Monday after commencement (refer to the field practicum calendar);**
- complete the required number of field practicum hours as stipulated below.

Students in the part-time MSW program cannot take the courses identified below until the summer of the second year of the three-year MSW program.

FIELD PRACTICUM CO-REQUISITE COURSES TO BE TAKEN DURING THE SUMMER SEMESTER
SOWK 5510
FIELD PRACTICUM SEMINAR I
SOWK 5320
FIELD PRACTICUM I
SOWK 5340
FIELD PRACTICUM II
<hr style="width: 20%; margin: auto;"/>
TOTAL
FIELD PRACTICUM HOURS
448.0

POLICY 14.0

**FIELD PRACTICUM
REQUIREMENTS FOR 1st YEAR
MASTERS OF SOCIAL WORK
STUDENTS**

LEARNING CONTRACT REQUIREMENTS

Students are required to integrate classroom theoretical knowledge and values with the practice skills acquired in the field practicum. Students are expected to demonstrate cultural sensitivity and competence in practicing with the multicultural populations of New Mexico and the southwest, particularly Hispanic and Indigenous populations, to include working with individuals, families, groups and communities. Appendix B lists the 1st year MSW Competences & Field Specific Practice Behaviors.

Student must complete a new learning contract each semester and submit to the Agency Instructor and Field Consultant for approval.

Failure to submit an approved learning contract by the required time frame may result in a lowered grade or the administrative withdrawal of the student from the field practicum course.

PROCEDURE

Download learning contract template from <https://livenmhu.sharepoint.com/sites/SOWKFieldEducation>. Follow the steps on the following page to create a learning contract.

LEARNING CONTRACT DUE DATES

Students approved to do a fall/spring concurrent field practicum must have an approved learning contract on file by the:

- **fifth week** of the fall semester;
- **third week** of the spring semester.

Students approved to do a spring/summer concurrent field practicum must have an approved learning contract on file by the:

- **fifth week** of the spring semester;
- **third week** of the summer semester.

Students approved to do a summer/fall concurrent field practicum must have an approved learning contract on file by the:

- **third week** of the summer semester;
- **third week** of the fall semester.

Students approved to do a summer block field practicum must have an approved learning contract on file by the:

- **third week** of the semester.

STEPS TO CREATING A LEARNING CONTRACT

STEP 1

REVIEW ALL 9 COMPETENCIES
AND FIELD SPECIFIC
PRACTICE BEHAVIORS FOR
YOUR CLASSIFICATION

STEP 2

REFERENCE 'APPLICATION' OF THE PRACTICE
BEHAVIORS TO DETERMINE HOW TO FORMULATE
PRACTICE ACTIVITIES

STEP 3

DOWNLOAD LEARNING CONTRACT TEMPLATE
FROM WEBSITE OR BRIGHTSPACE EACH
SEMESTER IN PRACTICUM

STEP 4

CONSULT WITH AGENCY INSTRUCTOR(S) AND INCORPORATE CLASSROOM CONTENT TO DEVELOP PRACTICE ACTIVITIES AND BEHAVIORS THAT ARE RELEVANT TO THE AGENCY SETTING

STEP 5

PRACTICE ACTIVITIES ARE INCORPORATED INTO THE LEARNING CONTRACT USING **SMART GOALS** (*specific, measurable, attainable, relevant, time bound*)

THE LEARNING CONTRACT IS THE BASIS FOR MID-TERM AND FINAL EVALUATION

Concurrent practicum-new learning contract is required every semester. **Block practicum**-one learning contract is required for the semester.

POLICY 16.1

FIRST YEAR MSW COMPETENCIES & FIELD SPECIFIC PRACTICE BEHAVIORS

The School requires all students to meet Competencies and Practice Behaviors based on their classification. The nine (9) competencies and field specific practice behaviors are referenced in the learning contract and operationalized in the field practicum by way of the practice activities and are the basis for the evaluation of student performance and overall course grade. Appendix B lists the 1st year MSW Competences & Field Specific Practice Behaviors.

PROCEDURE

Download learning contract from <https://livenmhu.sharepoint.com/sites/SOWKFieldEducation> or on BrightSpace. In consultation with Agency Instructor and with approval by Field Consultant, student must develop practice activities **ONLY for the practice behaviors** that are relevant to the agency setting. Reference the 'application' of the practice behavior and integrate relevant course content when developing practice activities. In the second semester of a concurrent placement, students should demonstrate increased proficiency and independence in their mastery of the competencies.

POLICY 17.0

FIELD PRACTICUM
REQUIREMENTS FOR 2nd
Year/Advanced Standing
MASTERS OF SOCIAL WORK
STUDENTS

CONCURRENT FIELD PRACTICUM HOURS & COURSE REQUIREMENTS

Second year/Advanced Standing MSW field practicum affords students the opportunity to apply advanced level social work knowledge, skills, values and ethics to social work practice. Students complete concurrent field practicum at the same agency for two consecutive semesters during the fall and spring or spring and summer. Field practicum consists of a maximum of sixteen (16) hours per week during the fall and spring semesters and 22 hours per week during the summer semester and must be completed in no less than 4-hour blocks of time. If there is a break in concurrent practicum, placement must be resumed within 2 semesters or student will have to complete all hours required for

the classification.

Failure to begin field practicum by the specified time frames will lead to the administrative withdrawal of the student from the course. Subsequent placement will not be facilitated until the following semester.

PROCEDURE

Second year MSW students must:

- submit a field application, resume, and interview form by the deadline established by the respective placement site;
- secure an alternative placement option if concurrent placement is not approved;
- be taking or have completed all 6000-level MSW level social work courses and successfully complete all first semester courses required for the concentration prior to registering in the sequential courses;
- begin **fall/spring** field practicum by the **first week** of classes for both semesters;
- begin **spring/summer** practicum by the **third week** of spring semester and on **the first Monday following commencement** for summer semester (refer to field practicum calendar); or
- begin **summer/fall** practicum the first Monday after commencement for summer semester (refer to field practicum calendar) and the **first week** of the fall semester;
- complete required number of field practicum hours as stipulated below;
- withdraw or request an incomplete for the co-requisite courses listed below if one of the co-requisite courses is dropped.

CONCURRENENT FIELD PRACTICUM COURSES	
FIRST SEMESTER	SECOND SEMESTER
SOWK 6320 FIELD PRACTICUM III 3 CREDIT UNITS 240.0 HOURS	SOWK 6340 FIELD PRACTICUM IV 3 CREDIT UNITS 240.0 HOURS
NO SEMINAR COURSE REQUIRED	NO SEMINAR COURSE REQUIRED

POLICY 18.0

BLOCK FIELD PRACTICUM HOURS & COURSE REQUIREMENTS

MSW second year/advanced standing field practicum affords students the opportunity to apply advanced generalist level social work knowledge, skills, values and ethics to social work practice. All social work courses required for the classification must be successfully completed prior to the start of the summer block placement. Block field practicum is available to students **ONLY** during the summer semester. Students complete a block practicum with an agency a maximum of 40 hours per week for approximately 12 consecutive weeks.

Failure to begin field practicum by the specified time frames will lead to the administrative withdrawal of the student from the course. Subsequent placement will not be facilitated until the following semester.

PROCEDURE

Second year/Advanced Standing MSW students must:

- submit a field application, resume, and interview form by the deadline established by the respective program site;
- secure an alternative placement option if a block placement is not approved;
- successfully complete all 6000-level required courses;
- successfully resolve Incomplete grades in any course required for the concentration prior to the end of the spring semester;
- **begin field practicum immediately following the end of spring semester on the first Monday after commencement (refer to the field practicum calendar);**
- complete the required number of field practicum hours as stipulated below.

Field Practicum Co-Requisite Courses to be Taken During Summer Semester

**SOWK 6320
Field Practicum 3**

**SOWK 6340
Field Practicum 4**

Total Field Practicum Hours 480.00

NO SEMINAR COURSE REQUIRED

POLICY 19.0

LEARNING CONTRACT REQUIREMENTS

Students are required to integrate classroom theoretical knowledge and values with the practice skills acquired in the field practicum. Students are expected to demonstrate cultural sensitivity and competence in practicing with the multicultural populations of New Mexico and the southwest, particularly Hispanic and Indigenous populations, to include working with individuals, families, groups and communities.

Student must complete a new learning contract each semester and submit to the Agency Instructor and Field Consultant for approval.

Failure to submit an approved learning contract by the required time frame may result in a lowered grade or the administrative withdrawal of the student from the field practicum course. Appendix B lists the MSW 1st year Competences & Field Specific Practice Behaviors.

PROCEDURE

Download learning contract template from <https://livenmhu.sharepoint.com/sites/SOWKFieldEducation>. Follow the steps on the following page to create a learning contract.

LEARNING CONTRACT DUE DATES

Students approved to do a **fall/spring concurrent field practicum** must have an approved learning contract on file by the:

- **third week** of the fall semester;
- **third week** of the spring semester.

Students approved to do a **spring/summer concurrent field practicum** must have an approved learning contract on file by the:

- **third week** of the spring semester;
- **third week** of summer semester.

Students approved to do a **summer/fall concurrent field practicum** must have an approved learning contract on file by the:

- **third week** of the summer semester;
- **third week** of the fall semester.

Students approved to do a **summer block field practicum** must have an approved learning contract on file by the:

- **second week** of the semester.

STEPS TO CREATING A LEARNING CONTRACT

STEP 1

REVIEW ALL 9 COMPETENCIES
AND FIELD SPECIFIC
PRACTICE BEHAVIORS FOR
YOUR CLASSIFICATION

STEP 2

REFERENCE 'APPLICATION' OF THE PRACTICE
BEHAVIORS TO DETERMINE HOW TO FORMULATE
PRACTICE ACTIVITIES

STEP 3

DOWNLOAD LEARNING CONTRACT TEMPLATE
FROM WEBSITE OR BRIGHTSPACE EACH
SEMESTER IN PRACTICUM

STEP 4

CONSULT WITH AGENCY INSTRUCTOR(S) AND
INCORPORATE CLASSROOM CONTENT TO DEVELOP
PRACTICE ACTIVITIES AND BEHAVIORS THAT ARE
RELEVANT TO THE AGENCY SETTING

STEP 5

PRACTICE ACTIVITIES ARE INCORPORATED
INTO THE LEARNING CONTRACT USING **SMART GOALS**
(*specific, measurable, attainable, relevant, time bound*)

THE LEARNING CONTRACT IS THE
BASIS FOR MID-TERM AND FINAL EVALUATION

Concurrent practicum-new learning contract is required every semester. **Block practicum**- one learning contract is required for the semester

POLICY 19.1

CLINICAL COMPETENCIES & FIELD SPECIFIC PRACTICE BEHAVIORS

The School requires all students to meet Competencies and Practice Behaviors based on their classification. The nine (9) competencies and field specific practice behaviors are referenced in the learning contract and operationalized in the field practicum by way of the practice activities and are the basis for the evaluation of student performance and overall course grade. Appendix C lists the Clinical Competencies & Field Specific Practice Behaviors.

PROCEDURE

Download learning contract from <https://livenmhu.sharepoint.com/sites/SOWKFieldEducation>. In consultation with Agency Instructor and with approval by Field Consultant, student must develop practice activities ONLY for the practice behaviors that are relevant to the practicum setting. Reference the 'application' of the practice behavior and integrate relevant course content when developing practice activities. In the second semester of a concurrent placement, students should demonstrate increased proficiency and independence in their mastery of the competencies. **Appendix C lists the Clinical Competencies & Field Specific Practice Behaviors.**

POLICY 19.2

BILINGUAL/BICULTURAL CLINICAL COMPETENCIES & FIELD SPECIFIC PRACTICE BEHAVIORS

The School requires all students to meet Competencies and Practice Behaviors based on their classification. The nine (9) competencies and field specific practice behaviors are referenced in the learning contract and operationalized in the field practicum by way of the practice activities and are the basis for the evaluation of student performance and overall course grade. Appendix D lists the Bilingual/Bicultural Clinical Competencies & Field Specific Practice Behaviors.

PROCEDURE

Download learning contract from <https://livenmhu.sharepoint.com/sites/SOWKFieldEducation>. In consultation with Agency Instructor and with approval by Field Consultant, student must develop practice activities ONLY for the practice behaviors that are relevant to the practicum setting. Reference the 'application' of the practice behavior and integrate relevant course content when developing practice activities. In the second semester of a concurrent placement, students should demonstrate increased proficiency and independence in their mastery of the competencies.

POLICY 19.3

LEADERSHIP & ADMINISTRATION COMPETENCIES & FIELD SPECIFIC PRACTICE BEHAVIORS

The School requires all students to meet Competencies and Practice Behaviors based on their classification. The nine (9) competencies and field specific practice behaviors are referenced in the learning contract and operationalized in the field practicum by way of the practice activities and are the basis for the evaluation of student performance and overall course grade. Appendix E lists the Leadership & Administration Competences & Field Specific Practice Behaviors.

PROCEDURE

Download learning contract from <https://livenmhu.sharepoint.com/sites/SOWKFieldEducation>. In consultation with Agency Instructor and with approval by Field Consultant, student must develop practice activities ONLY for the practice behaviors that are relevant to the practicum setting. Reference the 'application' of the practice behavior and integrate relevant course content when developing practice activities.

POLICY 20.0

FIELD DIRECTOR/COORDINATOR

The Field Director is responsible for the overall administration of the School of Social Work Field Education Program and the Title IV-E Stipend Program at all sites.

Each Field Coordinator is responsible for overseeing the field education component of the program at their respective site.

PROCEDURE

The Field Director/Coordinator is responsible for:

- recruiting and approving agency field practicum sites and agency instructors;
- conducting student and agency instructor orientation and training;
- ensuring compliance with CSWE standards and School field practicum policies;
- approving student placements in agency field practicum sites;
- providing prompt attention to and resolution of any problem experienced by a student and/or Agency Instructor;
- reviewing all evaluations of students, field agencies, and field seminars with appropriate follow-up as needed;
- interfacing with School of Social Work faculty to ensure the integration of field practicum with the overall curriculum;
- approving all requests for Incomplete grades;
- overseeing the maintenance of student and agency files.

POLICY 21.0

FIELD CONSULTANT

The Field Consultant is a licensed social worker that functions as liaison between the School, Student, and Agency Instructor(s). Field Consultant must hold a MSW degree, current Social Work License and

have (2) years post-MSW social work experience.

PROCEDURE

The responsibilities of the Field Consultant may include the following:

- ensuring a minimum of two site visits and one phone contact per semester: ideally one visit at start of practicum to review and approve learning contract, one phone contact at midterm, and one visit during finals week;
- serving as the first contact person in the event of conflict or safety concerns for students and acting as mediator in conflicts that may arise between a student and agency instructor, and in the event that student physical or mental wellbeing is threatened, and keeping the Director of Field Education/Coordinator informed of any discussions and/or actions regarding student performance below School, University or agency standards;
- monitoring for safety and assessing any safety concerns reported by student or agency instructor and relaying safety information to the Director of Field Education/Coordinator;
- orienting students and agency instructors to the nature, purpose, and expectations of field practicum, (as needed), by providing information and materials that may enhance learning opportunities;
- providing support and consultation, (as needed), to students, agency instructors and agencies throughout the duration of the practicum;
- track required student paperwork and submit all completed paperwork by field office deadlines;
- assisting students and agency instructors, (as needed), in the development of a written learning contract reflecting the School of Social Work's mission and goals, the agency's mission, and the student's practice activities;
- meeting with the student and agency instructor to review and approve learning contract at the onset of practicum;
- requiring learning contract revisions as needed;
- monitoring field placements throughout the year through site visits and telephone contacts to ensure academic and experiential activities are fulfilled in accordance with the Mission of the School and Program accreditation standards;
- ensuring that mid-term and final written field evaluations meet standards established by the School;
- assisting the Field Director/Coordinator with selection and evaluation of practicum sites as needed;
- reporting in writing to the Field Director/Coordinator student's progress and placement performance and requesting direction on arbitration or when professional misconduct issues are suspected.



POLICY 22.0

EXTENSION OF PRACTICUM AT SAME SITE

Students are required to have a practicum placement with a different agency each year of their program of study to experience the breadth of the social work field. Students who have completed their Associate of Arts field practicum or BSW students admitted to the MSW program are not allowed to conduct practicum placement in the same site used for prior credit, unless prior approval has been granted by the Field Director/Coordinator. If not approved for extension of practicum at same site, the student will work with the Field Director/Coordinator to determine which placement is in the best educational interest of the student. The student can only be eligible for approval of an extension of practicum at same site once during their academic career at NMHU School of Social Work.

PROCEDURE

To request an extension of field practicum, students must meet with their respective field coordinator first,

and only move forward with extension of field practicum application upon coordinator approval. The agency and student complete paperwork that clearly states that:

- student will have a new practicum experience in a separate and distinct unit or program, with new learning opportunities that meet classification requirements;
- a new on-site Agency Instructor will be available to supervise student.

CRITERIA

Only agencies pre-approved for extension of practicum at same-site can accept a student for a second field practicum placement. The proposed agency instructor must be someone who has not supervised the student previously.

POLICY 23.0

EMPLOYER BASED FIELD PRACTICUM

Employer-based practicum is defined as a field practicum placement with an approved agency that also employs the student on a full or part-time basis and financially compensates the student in the form of a salary. If the agency is not currently approved, the Field Office will initiate the approval process. If not approved for practicum in place of employment, the student will work with the Field Director/Coordinator to determine which placement is in the best educational interest of the student.

Students may be approved for up to two placements in their place of employment during their academic career at NMHU School of Social Work, and only after approval from the Field Director/Coordinator. To be eligible for two placements, at least one must be in a different department or unit and under an Agency Instructor who is not supervised by the student or has previously supervised the student themselves (please see option #3 below).

PROCEDURE

It is the responsibility of the Agency to meet the field practicum agency requirements referred to in Policy 24.0. Agencies and students must follow placement requirements to complete an employment-based field practicum, including:

- The agency recognizes that the student's primary objective for the placement is educational.
- In the practicum in place of employment application, students must demonstrate the proposed placement will meet the Council on Social Work Education (CSWE) competencies for their classification and concentration (when applicable). There are four options for practicum in place of employment:
 1. Based on the application, the student's job meets all nine (9) CSWE competencies. If this option is approved, the student may count their work hours toward practicum requirements and submit a schedule to the field office for approval.
 2. Student's job meets some, but not all, of the nine (9) CSWE competencies. The student will need to develop learning opportunities outside of their regular employment in order meet all competencies. The student's employment will count toward practicum hours for competencies offered through employment, and the student will schedule time outside of employment for additional learning opportunities. The student will submit a schedule to the field office for approval.
 3. The student requests to complete a practicum in place of employment in a different department or unit and be supervised by a qualified social worker who is not their job supervisor. The application must demonstrate to the School of Social Work that the agency can meet the educational needs of the student. The agency must be able to afford the student the opportunity to perform duties/activities that are not normally part of the student's work requirements and or job description; these differences in duties/activities must be stipulated in writing.
 4. The student will be hired only as an intern during their practicum experience. The placement

meets all nine (9) competencies.

- The agency stipulates, in advance, requirements of the student beyond those set forth by the School of Social Work. Such requirements are not part of the learning contract and will not be enforced by the School nor considered in grading.
- The student will provide a written schedule detailing what days and times will be allocated for employment, and what days and times will be reserved for practicum, based on their practicum in place of employment option. No deviations will be made to this schedule without prior approval from the NMHU School of Social work.
- The agency recognizes that the learning contract developed between the student, Field Consultant and the Agency Instructor must be the central point of reference during the student's placement.
- The agency and student agree not to alter the field assignments or practicum arrangements without prior approval from Field Director/Coordinator.

Because practicum in place of employment creates a dual role for the student, it is important that the agency and student have a clear grasp of the roles and expectations to be filled by the student to successfully navigate challenges. In cases where a student's employment is terminated during practicum, they should notify their field coordinator as soon as possible to identify alternate placement options.

If a student is offered employment during their placement, they should contact their field coordinator before accepting employment and more information about applying for a practicum in place of employment.

CRITERIA

To request a practicum in place of employment, students must meet with their respective field coordinator first, and only move forward with an application upon coordinator approval. To be approved for employer-based field practicum, the application must demonstrate opportunities for learning that align with the CSWE nine (9) competencies. If the student is a president/CEO, board member, administrator, owner or manager, they may NOT complete a practicum in their place of employment.

POLICY 24.0

AGENCY APPROVAL PROCESS

The school only approves the placement of students with agencies that have been in operation within the community for a minimum of one year, meet the School's field practicum requirements, and demonstrate the provision of educational experiences that compliment and support the School's mission and curriculum requirements in accordance to Council on Social Work Education (CSWE) standards.

PROCEDURE

The following steps must be completed prior to placement of a social work practicum student:

- an agency representative must submit an application packet;
- the Field Education Director/Coordinator or Field Consultant visits or contacts the agency to further assess agency program relative to student exposure and experience, i.e., what experiences would provide the necessary breadth and depth to meet the student's educational needs in relation to the mission and objectives of the School of Social Work and the competencies and practice behaviors articulated by CSWE;
- a Memorandum of Agreement is then initiated between the School of Social Work and the Agency. Although the Memorandum of Agreement is signed for a five year period, the Field Director/Coordinator determines if the agency is approved for student placements on a yearly basis based on student's classification, availability of appropriate supervision and other relevant factors. The agency is not required to accept a student every year unless mutually agreed upon with the School.

POLICY 24.1

AGENCY RESPONSIBILITIES

All approved field practicum agencies enter into a formal memorandum of agreement with the School of Social Work.

PROCEDURE

The Field Practicum Agency must:

- accept social work students in accordance with the Civil Rights Act (Title 7), the Rehabilitation Act of 1976, and the Americans with Disabilities Act of 1990;
- complete agency application packet as required by School of Social Work;
- comply with guidelines outlined in the Memorandum of Agreement to accept students for field practicum on a yearly basis as deemed appropriate by School and Agency;
- participate in the education of social work students and provide an environment that is conducive to the Program's educational function;
- provide suitable work space, equipment, materials, supplies and clerical assistance for accomplishment of the teaching/learning tasks;
- allow the use of agency materials in classroom discussion and assignments as cleared by the Agency Instructor in such a form as to protect client identity and confidentiality;
- allow the student to assume assignments that will provide learning opportunities in an educational, not a work, experience.
- recognize that student is not expected to perform assigned tasks at the level of an employee, and should be given greater latitude in correcting mistakes;
- provide a qualified Agency Instructor who has the required education, commitment to social work values, competence in social work practice;
- willingness to allow Agency Instructor sufficient work time to plan student activities, meet regularly with student, attend trainings, and meet regularly with the Field Consultant as needed;
- provide financial reimbursement, whenever possible, for authorized student travel related to field practicum responsibilities;
- accept whenever possible, two students per setting, thus assuring a mutual support system;
- accept and support the withdrawal of the student when the placement is no longer in the best interest of the student, agency and/or School of Social Work;
- allow the student winter and semester breaks in accordance with University Policy.

POLICY 24.2

AGENCY INSTRUCTOR QUALIFICATIONS & REQUIREMENTS

The School requires that all students be supervised by a degreed Bachelor or Master level social work Agency Instructor, licensed preferred, depending on the classification of the student. Please reference Policy 24.1 if there is not a credentialed social worker available.

PROCEDURE

- Proposed agency instructor must complete a field instructor form, and sign an approval form indicating current licensure standing. If practicing outside of New Mexico, the licensure requirements for social work titled positions will be considered in approving agency instructor for supervision.
- Agency instructor supervising students at the Master's level must hold a MSW degree from a CSWE accredited social work program, current Social Work License, if applicable, and have (2) years post-MSW social work experience.
- Agency instructor supervising students at the BSW level must hold a BSW or MSW degree from a CSWE accredited social work program, current New Mexico Social Work License, if applicable, and have (2) years post-BSW social work experience.
- Individuals with credentials/degrees in related fields or that do not have two years BSW or MSW post graduate experience or licensure, may be considered for co-agency instructor supervision.
- Agency instructor/co-agency instructor has never supervised or been supervised by student in a job or practicum situation. Agency instructor cannot accept a student if a colleague of the proposed instructor is a relative of the student.
- Agency instructor /co-agency instructor may not supervise students with whom they are familiar on a personal level or related to through blood or marriage.
- Agency instructor/co-agency instructor may not supervise students that have received or are receiving therapeutic services for themselves or family members from the proposed agency instructor and/or proposed field practicum agency.
- Agency instructor/co-agency instructor is not enrolled as a student within the School of Social Work.
- Agency instructor /co-agency instructor must have a minimum of six months experience with the current agency.
- Willingness "to observe and be observed" as instructor/ supervisor.
- Ability to model and coach students by sharing social work knowledge and professional skills, displaying a positive attitude toward issues in the profession, and identifying with student needs and interests.
- Willingness to work with students regardless of age, color, religion, gender, ethnic background, sexual orientation or special needs.
- Attend or complete field practicum orientations as required, meet with the field consultant as needed and operationalize policy requirements as outlined in the field manual.

POLICY 24.3

REQUIREMENT OF ON-SITE FIELD SUPERVISION

All students in field practicum must be supervised by a BSW, (LBSW), or MSW, level social work practitioner with two years of post-graduation work experience (LMSW, LISW, LCSW), Agency Instructor during their academic career at NMHU School of Social Work.

In situations where the agency does not have a credentialed social worker on site, the School may provide social work perspective sessions to meet the requirements of Council on Social Work Education. Participation in the social work perspective sessions does not replace weekly, on-site supervision by assigned agency instructor.

PROCEDURE

Students complete their field practicum under the supervision of a primary on-site BSW or MSW Agency Instructor or other approved agency instructor with a related degree or experience.

The Field Director/Coordinator and/or Field Policy Committee will make the final determination of approval as needed.

POLICY 24.4

AGENCY INSTRUCTOR RESPONSIBILITIES

Agency Instructors must adhere to the standards required for field supervision.

PROCEDURE

Regardless of whether or not a Co-Agency Instructor is involved, the Agency Instructor supervising the student must mentor the student by:

- assisting the student in formulating the learning contract practice activities and completing documents and evaluations required by agency and the School of Social Work;
- developing a strong sense of identification with the profession of social work through discussion, role modeling, and provision of actual social work tasks;
- understanding and referencing the NASW Code of Ethics, and its relevance to the practicum and the field of social work;
- identifying and developing the linkages between classroom and field instruction;
- understanding field education, its values and philosophy from a social work perspective;
- developing the practice of regularly analyzing and assessing professional identity and performance, self-awareness, and the disciplined use of self necessary for professional social work relationships;
- establishing appropriate practicum assignments, regular on-going supervision and consultation, making arrangements for supervision when absent, and allowing for other tasks as appropriate;
- developing skills in assessment, planning, intervention and evaluation in working with individuals, families, groups, communities, and organizations;
- learning about the similarities and differences in priorities and values of other humanitarian professions and disciplines;
- establishing individual social work field instruction, and is available as needed. Group

supervision and can take place with a maximum of four (4) students;

- consulting with co-agency instructor (if applicable), and recommending mid-term and final grades to the field consultant.

DUAL SUPERVISION - AGENCY AND CO-AGENCY INSTRUCTORS

In placements where BSW or MSW agency instruction is not available on-site and a non-BSW/ MSW is willing to provide co-instructor supervision to the student, arrangements must also be made for a degreed and licensed BSW or MSW to provide primary field instruction for the student. Ideally this person should be affiliated with the agency in some way such as working in a similar setting, serving on the agency board, or be a representative of the School of Social Work as deemed appropriate by the Field Director/Coordinator. Dual supervision must be coordinated to provide an optimal learning experience for the student.

The co- Agency Instructor must be willing to:

- take lead responsibility for the oversight of the student's practicum by developing appropriate practicum assignments in consultation with the agency instructor;
- identify as the primary contact with the field consultant;
- provide the student with regular ongoing supervision and consultation;
- monitor and evaluate the student's success toward completion of assigned tasks;
- assist the student in developing skills in engagement, assessment, intervention and evaluation in working with individuals, families, groups, communities, and organizations;
- assist the student in learning about the similarities and differences in priorities and values of other humanitarian professions and disciplines;
- evaluate the student's progress and recommend mid-term and final grades to the agency instructor and field consultant.

cc

POLICY 24.5

CONTINUING EDUCATION UNITS (CEU) ELIGIBILITY

The New Mexico Board of Social Work Examiners has approved up to 15 Continuing Education Units (CEU's) for eligible Agency Instructors supervising a concurrent or block practicum student.

If a field instructor cannot fulfill supervision for academic year, the school must be informed in writing. Failure to inform the School in writing will result in loss of CEU approval. The granting of adjunct status is a designation with no monetary compensation.

PROCEDURE

In an effort to recognize and retain exceptional, qualified Agency Instructors, NMHU School of Social Work designates the adjunct faculty title to BSW/MSW degreed Agency Instructors.

The following criteria are utilized to determine Adjunct Faculty status based on the Council of Social Work Education and the School of Social Work requirements:

- Bachelor's degree in social work from an accredited program if supervising a BSW level student;
- Master's degree in social work from an accredited program if supervising a MSW level student;
- a minimum of two years' experience, (post-social work degree), in professional social work practice;
- a current New Mexico Social Work license or, if applicable, a current license from state that student is placed for field practicum;
- a BSW or MSW student assigned for the current academic year.

CEU ALLOCATION FOR SUPERVISION OF CONCURRENT PRACTICUM STUDENT

**2-3 CEU's – participation in Field Practicum Orientation at start of semester;
The remainder of the CEU's will be disbursed evenly for each semester of practicum that field instruction is provided.**

CEU ALLOCATION FOR SUPERVISION OF SUMMER BLOCK PRACTICUM STUDENT

**2-3 CEU's – participation in Field Practicum Orientation at start of semester;
The remainder of the CEU's will be disbursed evenly for each semester of practicum that field instruction is provided.**

POLICY 25.0

PAID STIPEND OPPORTUNITIES

The School may approve practicum placements whereby students are financially compensated in the form of stipends. Agencies wishing to offer a stipend would need to submit an addendum to their Memorandum of Agreement to the field office detailing:

1. An understanding the stipend is used to offset student cost and is not a wage.
2. Recognition from the agency that the student will be evaluated based on NMHU procedures and not as an employee. The student will follow NMHU requirements for hours logged and tasks based on the learning contract.
3. A description of how the stipend will be paid. The stipend needs to be dispersed in such a way that it is not construed as a salary for employment.

Stipend opportunities are limited, vary from year to year, and are contingent on the funding available to agencies. Most field practicum placements do not offer stipend opportunities.

NMHU/CYFD Stipend Opportunity

Children Youth & Families Department-Title IV- E Stipend

NMHU School of Social Work, in partnership with CYFD Protective Services Division, offers stipends funded by Title IV-E to a select number of full and part-time BSW/MSW students interested in a career in child welfare. The stipend helps cover the cost of tuition and the remainder is disbursed to the student in monthly installments. Highly skilled Agency Instructors train students to learn and develop social work skills relevant to child welfare.

Full stipends are offered to full-time BSW and MSW students. Partial stipends are only offered to students enrolled in the part-time MSW program or to CYFD employees.

Anyone interested in a CYFD Stipend must:

- apply yearly- even if a stipend was received before (including CYFD employees);
- submit a completed application by **June 1st** for the following academic school year (including summer block);
- interview with a panel of CYFD employees;
- agree to conduct field practicum placement with CYFD, (concurrent or block), if selected to a receive a stipend;
- begin/resume a social work career with CYFD upon graduation as per contractual agreement.

DISABILITY

GENERAL UNIVERSITY POLICIES & PROCEDURES

In accordance with federal law, it is university policy to comply with the Americans with Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Disability Services by phone at (505) 454-3188 or 454-3252, or online at [Accessibility Services - New Mexico Highlands University \(nmhu.edu\)](#) or visit Room 108 of the Felix Martinez building on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Disability Service.

NON-DISCRIMINATION

The Affirmative Action office monitors the University's responsibilities under applicable federal and state legislation and regulations and also administers an internal affirmative action/equal opportunity grievance procedure available for use by all constituents of the academic community. For further information, please refer to the university or student handbook or contact the affirmative action office, Felix Martinez building.

EEO/ Affirmative Action

This statement reaffirms that New Mexico Highlands University is strongly committed to a policy of preventing discrimination while actively pursuing affirmative action in all its employment practices.

Harassment of employees or students on the basis of disability, race, color, religion, national origin, age, sex, or sexual orientation is prohibited by the University. It is the policy of the institution to prevent and eliminate all forms of harassment in employment and education setting.

All employees and students who believe they have claims of violations of this policy are encouraged to contact the Affirmative Action Office for assistance.

Sexual Harassment

Sexual harassment is prohibited in field practicum settings, on campus, and in programs and activities sponsored by New Mexico Highlands University.

Field students, instructors and supervisors are subject to the sexual harassment policy of Highlands University and the relevant internal policies of individual agencies. Students who engage in acts of sexual misconduct shall additionally be subject to dismissal from the School of Social Work.

In addition to New Mexico Highlands University's policy on sexual harassment, field students and participating field agency staff are subject to federal and state laws prohibiting sexual harassment and discrimination. Social workers and social work students are additionally subject to *NASW Code of Ethics* standards regarding sexual conduct with clients and

colleagues.

Allegations of sexual harassment in field placement settings shall be investigated and resolved in accordance with the policies and procedures established by New Mexico Highlands University Affirmative Action Office and the Highlands University Code of Student Conduct.

For detailed information concerning the sexual harassment policy and investigatory procedures of New Mexico Highlands University, interested students and agency personnel should consult the Highlands University Affirmative Action Office.

Appendix A

BSW COMPETENCIES & PRACTICE BEHAVIORS

Competency and Behaviors
<p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.</p> <p>Social workers:</p>
a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
b. demonstrate professional behavior; appearance; and oral, written, and electronic communication
c. use technology ethically and appropriately to facilitate practice outcomes
d. use supervision and consultation to guide professional judgment and behavior
<p>Competency 2: Advance Human Rights & Social, Racial, Economic, & Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.</p> <p>Social workers:</p>
a. advocate for human rights at the individual, family, group, organizational, and community system levels
b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers</p>

understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

a. apply research findings to inform and improve practice, policy, and programs

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services

b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration.

Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies
b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.
Social workers:
a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.
Social workers:
a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & 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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.
Social workers:
a. select and use culturally responsive methods for evaluation of outcomes
b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

Appendix B

MSW FIRST YEAR COMPETENCIES & PRACTICE BEHAVIORS

Competency and Behaviors
<p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.</p> <p>Social workers:</p>
a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
b. demonstrate professional behavior; appearance; and oral, written, and electronic communication
c. use technology ethically and appropriately to facilitate practice outcomes
d. use supervision and consultation to guide professional judgment and behavior
<p>Competency 2: Advance Human Rights & Social, Racial, Economic, & Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.</p> <p>Social workers:</p>
a. advocate for human rights at the individual, family, group, organizational, and community system levels
b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences</p>

may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

a. apply research findings to inform and improve practice, policy, and programs

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services

b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration.

Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies

b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals

b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and

critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes.
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities
- c. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan DELETE

Appendix C

CLINICAL PRACTICE COMPETENCIES & PRACTICE BEHAVIORS

Competency and Behaviors

Competency 1. Demonstrate ethical & professional behavior:

Clinical social workers recognize the importance of relationship building and of maintaining professional roles, boundaries, behaviors, and communication in their work with clients. They embrace the person-in-environment and strengths perspectives and abide by ethical and legal guidelines, seeking supervision and consultation when ethical dilemmas arise in social work practice. Clinical social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Clinical social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Clinical social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Clinical social workers recognize and manage personal values and the distinction between personal and professional values. Clinical social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Clinical social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Clinical social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Clinical social workers understand the role of other professionals when engaged in interprofessional practice. Clinical social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Clinical social workers understand digital technology and the ethical use of technology in social work practice.

Clinical social workers:

a. demonstrate the highest standard of ethical personal and professional conduct by (i) consistently treating others with dignity and respect, (ii) being receptive to feedback and suggestions, (iii) engaging in self-reflection and correction, (iv) regulating emotions, and (v) conducting oneself in an appropriate, professional, mature and responsible manner within a culturally responsive clinical practice.

b. develop, manage, and maintain therapeutic relationships with clients in the clinical setting using a person-in-environment and strengths perspective that recognizes diverse cultural contexts, with particular attention to underserved populations, including Hispanics and Native Americans, in the state and region. d. Recognize personal biases and manage therapeutic relationship dynamics as they impact the delivery of appropriate and culturally responsive client services.

c. demonstrate capacity to effectively manage ethical dilemmas in consultation with supervisors and through the application of the NASW Code of Ethics and ethical decision-making models, while recognizing legal statutes that also impact decision-making.

Competency 2: Engage Diversity and Difference in Practice:

Clinical social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Clinical social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. They recognize how diversity influences clients' help-seeking patterns, their attributions of illness, and their healing preferences. Clinical social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Clinical social workers:

a. through self-reflection and research knowledge of diverse populations, intersectionality, and individual worldview difference, identify and respond to practitioner/client differences from a critical multicultural and

strengths perspective, with an emphasis on cultural humility.

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

Clinical social workers operate with an understanding of how intersectionality shapes a person's life experiences and may include oppression, poverty, marginalization, and alienation as well as privilege and power. Clinical social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Clinical social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression within the therapeutic relationship. Clinical social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Clinical social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Clinical social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.

Clinical social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Clinical social workers use evidence-informed research to guide engagement, assessment, intervention and practice evaluation with clients. They use the knowledge they gain in their work with clients to inform the knowledge base of the profession. Clinical social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Clinical social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Clinical social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs relevant to the communities they are serving. Clinical social workers will place emphasis on community-engaged research and participatory research. Clinical social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Clinical social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Clinical social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Clinical social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Clinical social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Clinical social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Clinical social workers::

- a. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
- b. generate new clinical knowledge, through quantitative and qualitative descriptive, correlational and evaluative research.

Competency 5: Engage in Policy Practice:

Clinical social workers understand that human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state, local and tribal levels. They understand their role in policy development and implementation in their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings. Clinical social workers utilize case knowledge from their work with individuals, families, groups, and communities to inform their understanding of policy and influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities.

Clinical social workers:

a. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

b. use evidence-informed practice and practice wisdom to advocate for agency and government policies that advance social and economic well-being, and to advance the needs of client populations in New Mexico and the region.

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

With a foundation in social justice and ethical practice, clinical social workers recognize the necessity of self-reflection and self-regulation in the **engagement** process with individual, families, groups, organizations, and communities and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse client systems. Clinical social workers understand theories of human behavior and person-in-environment, and utilize evidence informed theories, and critically evaluate engagement from these perspectives. Clinical social workers apply this knowledge to facilitate engagement with client systems, including individuals, families, groups, organizations, and communities. Clinical social workers understand that engagement is an ongoing component of collaboration and the interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Clinical social workers:

a. use self-reflection and self-regulation, from a critical multicultural and strengths perspective, to inform an array of interpersonal skills in work with diverse client systems of various sizes and at various system levels.

b. consistently and skillfully demonstrate empathy, genuineness, and unconditional positive regard to establish rapport with diverse client systems in a culturally responsive practice.

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

With a foundation in social justice and ethical practice, clinical social workers recognize the necessity of self-reflection and self-regulation in the **assessment** process with individual, families, groups, organizations, and communities. Social workers understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to assess effectively with diverse client systems. Clinical social workers understand theories of human behavior and person-in-environment, and utilize evidence informed theories, and critically evaluate assessment from these perspectives. Clinical social workers apply this knowledge to conduct assessment with client systems, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths. Clinical social workers understand that assessment is an ongoing component of collaboration and the interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities

Clinical social workers:

a. use multidimensional bio-psycho-social-cultural-spiritual assessment tools to assess client strengths, coping skills, and social contexts.

b. critically utilize the DSM-V-TR from a social justice and critical multicultural and strengths perspective.

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

With a foundation in social justice and ethical practice, clinical social workers utilize a range of evidence-informed practice and human behavior theories to support clients in their change process. They will work collaboratively with their clients and colleagues to develop a mutually agreed-upon, culturally responsive plans to address client concerns. Clinical social workers work on self-awareness and self-regulation when assisting clients in change efforts. Clinical social workers facilitate effective interventions, transitions, and endings.

Clinical social workers:

- a. critically choose and implement culturally responsive, evidence-informed interventions to achieve client goals.
- b. work collaboratively and advocate with people, including clients, colleagues, and supervisors, to impact intrapersonal, interpersonal, and systemic change that is culturally congruent and appropriate to context.

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

Clinical social workers understand that **evaluation** is a central component of work with individuals, families, groups, organizations, and communities. Clinical social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Clinical social workers in collaboration with clients will use qualitative and quantitative methods to critically evaluate client progress.

Clinical social workers:

- a. measure client treatment progress using qualitative and quantitative methods from a culturally responsive perspective
- b. use measurement of client progress and clinical supervision to evaluate outcomes for the purpose of continually improving best practice interventions for a range of client systems.

Appendix D

BILINGUAL/BICULTURAL CLINICAL PRACTICE COMPETENCIES & PRACTICE BEHAVIORS

Competency and Behaviors
<p>Competency 1. Demonstrate ethical & professional behavior:</p> <p>Spanish-speaking social workers who participate in the Bilingual-Bicultural (BLBC) concentration understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with Spanish-speaking, immigrant, and refugee individuals, families, groups, organizations, and communities in the Southwest. These social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. BLBC social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. BLBC social workers recognize and manage personal values and the distinction between personal and professional values. BLBC social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. BLBC social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. BLBC social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. BLBC social workers understand the role of other professionals when engaged in interprofessional practice. BLBC social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. BLBC social workers understand digital technology and the ethical use of technology in social work practice.</p> <p>BLBC social workers::</p>
<p>a. will uphold the highest standard of personal and professional conduct by (i) consistently treating others with dignity and respect, (ii) being receptive to feedback and suggestions, (iii) engaging in self-reflection and correction, (iv) regulating emotions, and (v) conducting oneself in an appropriate, professional, mature and responsible manner as outlined in the National Association of Social Workers Code of Ethics,</p>
<p>b. demonstrate professional behavior including collaborative decision making, reflection of personal bias, and honoring client strengths; engage with agencies regarding standards of professional attire, and oral, written, and electronic communication.</p>
<p>c. use technology ethically and appropriately to facilitate practice outcomes.</p>
<p>d. establish and maintain professional roles, boundaries, behaviors and communication through the effective use of supervision and consultation, in a manner consistent with culturally responsive clinical practice. Demonstrate capacity to effectively manage ethical dilemmas in consultation with supervisors and through the application of the NASW Code of Ethics and ethical decision-making models, while recognizing legal statutes that also impact decision-making.</p>
<p>Competency 2: Engage Diversity and Difference in Practice:</p> <p>Bilingual-Bicultural (BLBC) concentration social workers understand that every person regardless of position in society has fundamental human rights. BLBC social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. BLBC social workers critically evaluate the distribution of power and privilege in society, particularly related to issues of immigration and migration, in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. BLBC social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.</p> <p>BLBC social workers:</p>
<p>a. advocate for human rights at the individual, family, group, organizational, and community system levels utilizing the knowledge of the effects of oppression, discrimination, and historical trauma to minimize personal</p>

and structural barriers to wellbeing in the areas of health, mental health, and economic security and to mitigate the effects of poverty

b. engage in practices at the micro-macro levels that advance human rights to promote social, racial, economic, and environmental justice

c. increase accessibility of Spanish language and other culturally responsive practices in partnership with Latinx/Hispanic client systems and their advocates

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

Bilingual-Bicultural (BLBC) social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. BLBC social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. BLBC social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. BLBC social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. BLBC social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. BLBC social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. BLBC social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression and its specific impact upon Spanish-speaking communities in the Southwest.

BLBC social workers:

a. demonstrate anti-racist and anti-oppressive social work practices at the individual, family, group, organizational, community, research, and policy levels.

b. demonstrate cultural humility by applying on going critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with Latinx/Hispanic client systems and their advocates, acknowledging them as experts of their own lived experiences

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

Bilingual-Bicultural (BLBC) social workers use ethical, culturally and linguistically informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge in collaboration with community partners. BLBC social workers will place emphasis on community-engaged and participatory research. BLBC social workers share research to inform community practice decision making and articulate how practice experience informs research and evaluation decisions. BLBC social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. BLBC social workers seek to understand the inherent bias in research design, analyses, and interpretation using an anti-racist and anti-oppressive perspective. BLBC social workers access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. BLBC social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they strive to use data in their service to others. BLBC social workers demonstrate knowledge about methods to assess reliability and validity in social work research. BLBC social workers can articulate and share research findings in ways that are usable to individuals, families, groups, organizations and communities. BLBC social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

BLBC social workers::

a. Generate and apply new knowledge about the life experiences of Spanish-speaking persons, through linguistically appropriate and culturally competent quantitative and qualitative research that inform and improve practice, policy, and programs.

b. identify ethical, culturally and linguistically informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

Competency 5: Engage in Policy Practice:

Bilingual-Bicultural (BLBC) social workers identify and analyze social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services as it affects the Spanish-speaking communities of the Southwest. BLBC social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. BLBC social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through human rights-based, anti-oppressive, anti-racist, and racial healing lenses. BLBC social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. BLBC social workers actively engage in and advocate for anti-racist and anti-oppressive policy practices to effect change in those settings.

BLBC social workers:

a. use social justice, anti-racist, anti-oppressive, and racial healing lenses to assess how social welfare policies affect the delivery of and access to social services to advance the well-being of Spanish-speaking populations of the Southwest.

b. apply critical thinking to analyze, formulate, and advocate for policies that promote human rights and social, racial, economic, and environmental justice, particularly of the Spanish-speaking refugee and immigrant populations in the region.

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

Bilingual-Bicultural (BLBC) social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with individuals, families, groups, organizations, and communities. BLBC social workers value the importance of human relationships, including interprofessional collaboration, and the manner in which all relationships may impact social change. BLBC social workers understand theories of human behavior, person-in-environment, and socio-political context to critically evaluate and apply this knowledge to facilitate engagement with individuals, families, groups, organizations, and communities. BLBC social workers are continually self-reflective and commit to understanding how bias, power, and privilege as well as their personal values and personal experiences may affect the social worker-client relationship and their ability to engage effectively with diverse Spanish-speaking client systems and communities.

BLBC social workers::

a. apply knowledge of human behavior and person-in-environment, as well as the socio-political context, to engage Latinx/Hispanic client systems and their communities

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies applying an anti-racist, anti-oppressive, and racial healing framework.

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

Bilingual-Bicultural (BLBC) social workers understand that assessment is an ongoing component of the dynamic and collaborative process of social work practice. BLBC social workers are continually self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making. BLBC social workers understand theories of human behavior and person-in-environment, as well as the socio-political context to critically evaluate and apply this knowledge in culturally responsive assessment with individuals, families, groups, organizations, and communities. Through interprofessional collaboration, assessment involves a process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. BLBC social workers recognize the implications of the macro environment in the practice context during the ongoing assessment process.

BLBC social workers:

a. apply theories of human behavior, person-in-environment, and a strengths perspective, as well as awareness of client strengths and the socio-political context, when assessing clients and communities

b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and communities in developing a mutually agreed-upon plan based on culturally appropriate assessment and diagnostic tools and approaches.

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

Bilingual-Bicultural (BLBC) social workers understand that intervention is an ongoing component of the dynamic and collaborative process of social work practice. BLBC social workers understand theories of human behavior, person-in-environment, as well as the socio-political context, to critically evaluate and apply this knowledge in selecting culturally responsive interventions with individuals, families, groups, organizations, and communities. BLBC social workers understand methods of identifying, analyzing, implementing evidence-informed interventions and honoring traditional healing methods to achieve client-identified goals. Working with client systems, BLBC social workers facilitate effective transitions and endings.

BLBC social workers:

a. work collaboratively with people, including Spanish-speaking clients, colleagues, supervisors, and agencies to impact intrapersonal, interpersonal and systemic change that is culturally and linguistically congruent and appropriate to context

b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of Spanish-speaking clients and communities

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

Bilingual-bicultural (BLBC) 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. BLBC social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. BLBC social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. BLBC social workers understand theories of human behavior and person-in-environment, as well as the influence of the current socio-political context, to critically synthesize and apply this knowledge in evaluating outcomes. BLBC social workers use qualitative and quantitative methods for evaluating outcomes through the use of community-engaged and participatory research in order to continually improve service delivery.

BLBC social workers:

a. based in sound bilingual/bicultural supervision, select and use culturally and linguistically responsive methods for evaluation of outcomes in order to continually enhance best practice interventions, including assessment

b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with Spanish-speaking individuals, families, groups, organizations, and communities in the Southwest

Appendix E

LEADERSHIP & ADMINISTRATION COMPETENCIES & PRACTICE BEHAVIORS

Competency and Behaviors
<p>Competency 1. Demonstrate ethical & professional behavior:</p> <p>Social workers in community and organizational leadership practice synthesize ethical, antiracist, and human rights principles, relevant policies, laws and regulations, and analysis of structural and institutional racism into their practice with task groups, coalitions, organizations, and communities. Social workers apply critical thinking skills and frameworks for ethical decision-making to dilemmas in mezzo and macro social work practice. Social workers interrogate and reconcile personal biases, values, lived experiences, and affective reactions that may impact their work, and align their behaviors and practices with the ethical principles of the profession. Social workers examine their own experiences in the context of person, environment, time, and place, and develop sustainable practices for self- and collective care. Social workers actively engage in lifelong learning and critical self-reflectivity, including building self-awareness around issues of diversity and multiculturalism, with the belief that understanding oneself leads to a greater understanding of others. They recognize and challenge power imbalances and hold systems and institutions accountable in their service to task groups, coalitions, organizations, and communities.</p> <p>Social workers:</p>
<p>a. Apply culturally-sensitive and ethical decision-making frameworks to social problems and dilemmas experienced in organizational and community social work practice.</p>
<p>b. Identify and examine practices and policies at the agency, local, state, tribal, and/or federal levels that enhance overall organizational and community health and well-being, and that directly impact stakeholders, employees, and the people being served..</p>
<p>Competency 2: Engage Diversity and Difference in Practice:</p> <p>Social workers in community and organizational leadership practice integrate into their practice an understanding that every person, regardless of position in society, has fundamental human rights. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers are informed and continue to gain knowledge about the global intersecting historical and ongoing injustices that result in oppression and racism. Social workers develop and implement strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably. They inform and promote policies that uphold the civil, political, economic, social, spiritual and cultural human rights of the communities they serve.</p> <p>Social workers:</p>
<p>a. Learn and reflect upon the impact of systemic racism and oppression on social, racial, economic, and environmental injustices experienced by people, organizations, and communities, and they integrate this understanding into their practice decisions.</p>
<p>b. Critically examine and advocate for antiracism strategies that eliminate oppressive structural barriers and promote civil, political, social, racial, economic and environmental justice and equity for all.</p>
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice:</p> <p>Social workers in community and organizational leadership practice recognize that human diversity manifests through intersectional dimensions and serves as a basis for strength and cultural and personal identity. Social workers further recognize that the sociopolitical history and cumulative, and collective trauma of individuals, communities, and populations also contribute to individual experiences that may exclude them from social interactions, resulting in alienation, marginalization, and poverty. These intersectional dimensions serve as the basis of social injustice and oppression for individuals, families, and communities. Social workers therefore evaluate the impact of white supremacy culture, settler colonialism, societal and historical roots of social and racial injustices, and the forms and mechanisms of oppression and discrimination, on individuals, organizations, and communities. Social workers intentionally address systemic oppression through antiracist strategies to ensure individuals, organizations, and communities receive equitable services and treatment in a complex society.</p> <p>Social Workers:</p>

a. Analyze the impact of racism, oppression, and social, economic, political, racial, technical, and cultural exclusion on individuals' and communities' lived experiences.

b. Identify and analyze policies and practices for their support of anti-racism, equity, and inclusion in the workplace and in communities, and advocate for policies and practices that support anti-racism, diversity, equity, and inclusion.

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

Social workers in community and organizational leadership practice use ethical, culturally-informed, anti-racist, anti-oppressive, and community-inclusive and -responsive approaches in conducting research and building knowledge. They use their professional experience and knowledge of communities to inform research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions related to program and policy development. They know how to access, critique, and synthesize the current literature and data to develop appropriate research questions and hypotheses. Social workers demonstrate advanced knowledge and skills related to qualitative and quantitative organizational- and community-based research methods and analysis, and they gather and interpret data derived from these methods. Social workers conduct research inclusively with communities, and they share research findings with community members and other constituencies and work collaboratively with them to interpret results and to recommend policies and programs to strengthen communities. Social workers understand the value of evidence derived from interprofessional, community-based, and diverse research methods, approaches, and sources.

Social workers:

a. Use practice experience, existing research knowledge, and identified strengths and needs of local organizations and communities to generate research questions..

b. Conduct collaborative and community-based, culturally competent, regionally-appropriate, ethical, anti-racist, and anti-oppressive research to identify population and community strengths, challenges, resources, and needs, and to evaluate agency services, social policies, and their outcomes, in order to make recommendations for program and policy improvement.

Competency 5: Engage in Policy Practice:

Social workers in community and organizational leadership practice engaged at an advanced-level identify social policies at the local, state, federal, and tribal levels that affect well-being, human rights and social justice, service access and delivery. They recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers critique social policy and services informed by policy, through community-based and rights-based lenses. Social workers actively engage in and advocate for anti-racist and anti-oppressive policies to affect change in agencies and communities. They value and work with agency and community partners to generate research-informed and community-derived policy proposals and to advocate for improved and new policies that promote social justice, social welfare, and improved delivery of social services.

Social workers:

a. Use social justice, anti-racist, and anti-oppressive lenses to advocate for and advance social welfare policies that affect the delivery of and access to social services and other resources and protections that promote social welfare and wellbeing.

b. Engage in community outreach, planning, and development, including promoting the growth of agency- and community-based programs and intervention.

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

Social workers in community and organizational leadership practice understand and value that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of groups, organizations, and communities. They apply a person-in-environment lens and systems and organizational theory to their engagement activities. Social workers are self-reflective and understand how bias, power, and privilege, as well as their personal values and experiences, may affect their ability to engage effectively and may impact communication and collaboration with stakeholders, community members, and agency clients, staff, and administrators. Social workers engage and build inter-professional collaborative relationships with community members and leaders of public and private organizations to promote the needs of communities, including vulnerable populations.

Social workers:

a. Use empathy, reflection, interpersonal skills, and a person-in-environment lens to engage with clients, communities, and agencies in a trauma- and culturally-responsive manner.

b. Engage and cultivate relationships and partnerships with stakeholders, community members, agency clients, staff, and administrators, and government leaders to promote social welfare and social justice in a culturally- and regionally-appropriate manner.

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

Social workers in community and organizational leadership practice apply theories of human behavior, person-in-environment, and social change, as well as interprofessional conceptual frameworks, to strengths-based, culturally-responsive assessment with clients and constituencies, including groups, organizations, and communities. They integrate theory, observation, and best practices in their assessment of environmental needs and threats, client and community priorities, and agency and community financial and human capital assets. Social workers critically and competently review and interpret budgets and other financial statements for agencies and/or government entities to determine community and organizational capacity. They further guide assessment of agencies' missions and communities' progress toward shared goals. Social workers are self-reflective and understand how bias, power, privilege, and their personal and professional values and experiences, may affect their assessment and resulting decision-making. Social workers assess organization and community needs, priorities, and resources, in partnership with agency and community members and leaders, with particular attention to social, political, economic, and other environmental factors, in order to develop mutually-identified services and policies.

Social workers::

a. Apply a person-in-environment, culturally-responsive, collaborative, and inter-professional framework when assessing agency and community needs and resources, with attention to social, political, economic, and other environmental factors..

b. Employ multi-disciplinary tools and techniques, such as logic models, asset mapping, and/or needs assessment to inform program development, in partnership with communities..

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

Social workers in community and organizational leadership practice value and understand theories of human behavior, person-in-environment, social justice and social change, and organizational leadership, as well as other interprofessional conceptual frameworks. They critically evaluate and apply this knowledge at an advanced level in selecting culturally- and community-responsive interventions with clients and constituencies, including groups, organizations, and communities. They understand methods of identifying, critically analyzing, adapting, and implementing evidence-informed interventions, as appropriate. They effectively collaborate inter-professionally with agency- and community-based colleagues and leaders, including supervisors and boards of directors, as well as with client systems and community members, in order to achieve client, agency, and/or community goals.

Social workers:

a. In consultation with supervisors and agency and community partners, identify and recommend interventions that can be utilized by the board of directors and other agency and community partners, and that have demonstrated effectiveness in achieving client, agency and community goals.

b. Evaluate the extent to which agencies and government institutions incorporate culturally- and community-responsive methods to advocate with and on behalf of agency clients, client systems, and communities.

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

Social workers in community and organizational leadership practice working at an advanced-level use culturally-informed and evidence-based practices, as appropriate, to evaluate program interventions, implementation, and outcomes at the agency, community, and governmental level. They use the findings of their evaluation to inform practice and programmatic improvements. They apply anti-racist, anti-oppressive, inter-professional, and community-derived knowledge and perspectives in evaluating outcomes and recommending program and policy change.

Social workers:

a. Use culturally- and community-informed research methods to evaluate the implementation and effectiveness of social policy and social work programs and organizations

b. Collaboratively interpret and communicate evaluation results and apply findings, with community and/or agency input, to recommend program and policy improvement.

Appendix F

The Facundo Valdez School of Social Work Standards of Professionalism

Besides meeting academic standards of success, students in the Facundo Valdez School of Social Work are expected to demonstrate basic competency in professional and interpersonal areas, embodying the Code of Ethics described by the [National Association of Social Workers](#), the standards outlined by our accrediting body, the [Council on Social Work Education](#), and the Facundo Valdez School of Social Work. The school is dedicated to the practice of social justice in all our shared environments and in all our interactions—with each other and in our communities. We believe in working together to maintain a supportive school culture for faculty, staff and students. We in the FVSSW strive to maintain a culture of mutual respect, kindness and collaboration. We are committed to anti-racism, diversity, equity and inclusion, not only in our course curricula but also in our everyday interactions with others. Behavior and communication that is discriminatory, unethical or unprofessional is not tolerated.

The purpose of this document is to provide students, faculty, and staff with a description of our expectations around conduct and shared professional values. This guide is meant to provide explicit and clear information about the ways we can create a civil and fair learning and working environment. *While this document addresses students, all participants in the FVSSW—faculty, staff, students, and field consultants—are expected to be aware of these professional values and to model and uphold them in all educational and professional settings and contexts.*

The settings and contexts in which our students are asked to demonstrate these standards include classes (online and in person), field placements, volunteer work, and digital platforms; university contexts including all departments and programs (e.g. the registrar's office, Bursar's office, financial aid, human resources, student support services, CARES, etc.). Digital contexts include but are not limited to online social media platforms (e.g., Facebook, Instagram, X, LinkedIn, Snapchat, etc.), text messages, Zoom chats, Discord, electronic messaging in use in classes, and email.

We recognize that the standards described here include skills that students may grow into as they progress through the program. The FVSSW is committed to supporting the development of professional skills of social workers at all stages of their careers. The faculty and staff of the FVSSW meet regularly to problem-solve around student and other school issues. Faculty, staff, and students are encouraged to bring concerns forward, in support of our commitment to a safe and supportive learning environment for all members of the FVSSW community. These meetings may activate the problem-solving and support process. Students are also encouraged to initiate this process should concerns arise. This process is described in section 3.

1. Description of FVSSW Ethical Standards and Values

a. Interpersonal Skills

Social Work is a person-centered profession that requires interpersonal and relational skills, as well as intrapersonal skills, including the ability to self-regulate.

FVSSW students are expected to value developing social and emotional intelligence to enhance their ability to create and maintain meaningful relationships with others.

FVSSW students are expected to demonstrate the ability to relate effectively and build relationships with others. Skilled interactions are characterized by empathy, compassion, respect, curiosity, kindness, civility, and an openness to diversity.

We ask that FVSSW students practice self-reflection and develop the ability to recognize and validate emotions (their own and others). FVSSW students are asked to refrain from judgment to the highest degree possible.

b. Professionalism

Social Workers identify with the profession's values and ethics and model professionalism in all interactions. This

includes considerations of appearance, behavior, and communication. FVSSW students are expected to demonstrate professionalism in the following ways:

- **Attire:** understanding and observing directives or policies regarding dress codes or norms in class and at practicum sites, including online settings, and including advice on the use of perfume/cologne and jewelry, etc. Dressing appropriately for the setting.
- **Attendance and punctuality:** Being on time for all classes, field practicum hours, and other program-related commitments; providing notification of anticipated tardiness or absences promptly and politely; setting and maintaining a regular schedule for practicum hours; keeping their field practicum hours log up to date and have agency instructor initial it weekly; submit all coursework, fieldnotes, applications related to degree or program by deadlines provided; and to clearly and respectfully communicate with instructors, supervisors, and others, should extra time be needed.
- **Respect:** Demonstrating a respectful demeanor and tone in all interactions (including with other students, agency personnel, faculty, staff, agency and school partner organizations, etc.). Communicate respect verbally and nonverbally, in all classes and modalities and all field settings, and conduct themselves in a manner consistent with the values and ethics of NASW and the profession.
- **Communication:** Employing organized, respectful, and polite oral, written, and electronic communication skills; using language and compositional styles appropriate to professional settings; using discretion and appropriate language in addressing faculty/staff/clients/agency personnel/students; filtering language that conveys emotional reactivity.
- **Initiative:** demonstrating intellectual and professional curiosity, insight, and openness to new information and perspectives; showing a genuine interest in the content of classroom-based classes and the work of the placement agency in field practicum; being engaged and invested in both classroom-based and practicum activities and projects; collaborating with agency instructors to identify and complete weekly goals relevant to the learning contract; completing tasks according to priority; following through on appointed tasks; using available resources (learning contracts, syllabi, Brightspace, textbooks, etc.) to guide and inform learning, seeking guidance as needed through supervision or use of faculty office hours. Taking reasonable personal responsibility for the depth and quality of the learning experience in collaboration with faculty, staff, peers, and agency personnel.
- **Accountability and integrity:** acknowledging mistakes and learning from them; accepting responsibility for choices about field placements and other academic decisions; maintaining honesty and integrity in all settings and interactions; representing status as a student and learner accurately in practice settings; following the agency's practice guidelines and expectations; keeping an accurate record of field practicum hours; disclosing dual relationships or potential conflicts of interest, particularly regarding field placement selections; reading the [Field Policy and Procedure Manual](#) before field practicum placements; reading and upholding the NASW Code of Ethics; accessing and becoming familiar with the [NMHU student handbook](#) and [NMHU graduate student handbook](#).
- **Professional boundaries:** maintaining client/agency confidentiality standards in field settings; regarding as confidential all personal information shared by other students, faculty, staff or guests in both classroom-based and field-based courses (including Zoom and all other modalities) unless there is concern for safety; refraining from self-disclosure in practicum settings, except with careful supervision and consideration of the best interest of the client; exercising judgment in sharing personal information in classroom settings (all modalities, and including Zoom chats, Discord, small group work, etc.); upholding [NASW ethical standards](#) and seeking supervision when there is doubt or uncertainty; maintaining strict personal-professional boundaries in both face-to-face and remote practicum placements, including on social media platforms; refraining from the use of social media in relation to practicum participation, unless it is part of community engagement efforts and written into the learning contract as such.
- **Emotional self-regulation:** maintaining self-awareness regarding emotional and physiological reactions in social work education and practice settings; cultivating composure even in stressful situations; practicing self-care and the use of

self-regulatory tools to enhance personal well-being and self-leadership; attending to one's emotional reactions with curiosity and compassion; taking responsibility for both feelings and behavior and viewing them as information; avoiding blame. Students should strive to be moderated and careful in expressing their emotions; this can be demonstrated by using clear and appropriate professional language, both in writing and verbally, to de-center personal and emotional reactions; demonstrating a willingness to address and resolve difficult relationships, and modify behavior accordingly; understanding that field placements and classroom-based courses create opportunities for expanding self-knowledge but are not venues for personal psychological treatment. Please note that the university provides therapeutic resources available through [CARES \(Center for Advocacy, Resources, Education, and Support\)](#) and students are encouraged to seek help as needed.

- **Responsiveness to feedback:** acknowledging areas of needed growth. demonstrating receptivity to generative feedback and being willing to accept suggestions and corrections; refraining from defensiveness.

c. Diversity

Social workers integrate and apply principles of anti-racism, diversity, equity and inclusion in all aspects of professional education and practice (CSWE (Council on Social Work Education), <https://www.cswe.org/centers-initiatives/center-for-diversity/>). Social workers demonstrate sensitivity to all aspects of diversity, including but not limited to “age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.” (CSWE <https://www.cswe.org/centers-initiatives/center-for-diversity/>) Social workers understand and respect the value of diversity and its importance in identity formation. They reflect on their own positionality, power and privilege, and they strive to recognize the effects of these in the context of relationships with clients, coworkers, faculty, staff and agency personnel.

FVSSW students and successful social workers:

- demonstrate a basic ability to interact with people who are different in a non-judgmental way.
- strive to become aware of their own biases and capacity for microaggressions.
- are open to understanding backgrounds, values, beliefs and cultures that are different than their own.
- are willing to work with diverse populations and maintain an approach of compassionate curiosity around the interaction of culture and values.
- refrain from language that is sexist, racist, ableist or laden with stereotyping.
- engage in anti-racist action. An anti-racist approach requires that we not only refrain from embracing racist or other prejudicial attitudes, but that we also actively work to counter prejudice and discrimination and to be inclusive. Further, an anti-racist approach requires that we actively work to rectify past discrimination with new policy and programs, and to direct opportunity and resources to historically marginalized groups.

d. Self-Awareness

Social workers consider how their verbal and non-verbal behaviors, and their own global/overall well-being affects others. FVSSW students are expected to be willing to examine and change their behavior if necessary to work effectively with others. Students are expected to reflect upon their own beliefs, values, attitudes and past experiences and consider how these might affect their perceptions, interactions, thoughts and behaviors in all social work education settings. Students must be willing to consider feedback and change their behavior when it interferes with program-related activities (classes, field practicum placements, campus activities, etc.).

FVSSW students and successful social workers:

- seek to develop awareness of their own reactions and responses in all settings (classrooms, campuses, field placements) and practice regulating these responses to maintain professionalism.
- commit to exploring and uncovering their own biases and use supervision and consultation to manage challenging personal responses.
- acknowledge that aspects of the program and of professional practice can be emotionally demanding. A student must be committed to ongoing development of self-regulatory skills to navigate demanding situations with the best interest of the client in mind.
- seek help when they are challenged beyond their current capacity to manage their own emotional and physiological responses to challenging events, systems, and populations. The FVSSW is prepared to connect students with mental health support and other social services to encourage growth and enhance capacity through challenges. Students are encouraged to evaluate their stress levels and to be aware of how their own wellbeing affects others.
- are asked to practice self-care as they study and practice in the field. Social work can include navigating challenging systems and advocating on behalf of vulnerable populations. Aspects of the profession can be stressful. Self-care for social worker students can include working with a personal therapist, participating in a supportive recovery community, consulting academic advisors for support in adjusting schedule for manageability, practicing sleep hygiene, developing resources within family constellations, etc. The FVSSW and the university as a whole offer opportunities for connection, reflection and recreation. Students are encouraged to participate in campus activities, services, events, clubs and organizations as time allows.

e. Respect

One of the core values of the social work profession is the dignity and worth of all people. Social workers and FVSSW students are expected to demonstrate this value in all forms of communication, including oral, written and electronic messaging with clients, classmates, colleagues, and all school personnel. Ways that social workers and students show respect as they engage in the program of study and in professional practice include:

1. Accepting and promoting client's rights to self-determination.
2. Being willing to listen to others and demonstrating an ability to do so (refrain from interrupting, employ reflective listening, ask for clarification, take another's perspective, validate feelings etc.).
3. Being consistently courteous, attentive, and respectful in interactions with other students, faculty, staff, field education staff, clients, and agency personnel.
4. Respecting others' time by scheduling and making appointments and communicating if schedules need to be adjusted.
5. Using positive and supportive language in communicating with or about others.
6. Being solution-focused and collaborative in addressing conflict.
7. Being sensitive and constructive when offering feedback to another student, faculty member, field staff, or agency personnel.
8. Staying awake and attentive in class; avoiding sleep, using cell phones, or using computers for non-academic purposes while in field placements or classroom-based classes. Keeping cameras on during Zoom-based instruction, including orientations and trainings.

f. Integrity

FVSSW students are asked to model social work values, including honesty, responsibility, and trustworthiness, in all

learning and practice settings.

FVSSW students must disclose dual relationships that may impact field placements.

FVSSW students must disclose legal charges incurred before and after admission to the program.

g. Confidentiality

Confidentiality is essential in ethical and effective social work practice. FVSSW students uphold ethical standards of confidentiality by:

- regarding information gained about another student, faculty, staff, or instructor in their social work education program as confidential. Any personal information shared in virtual or face-to-face settings, small group work, field practicum settings, and all FVSSW-related activities should be considered confidential. The only exceptions are when others report an intent to harm self or others, or in other mandated reporting circumstances.
- seeking supervision or advice from faculty if they are unclear about mandated reporting. They should familiarize themselves with New Mexico's mandated reporting laws.
- guarding the privacy of any clients they encounter through practicum placements and refraining from disclosing identifying information about clients or people served in their practicum placement in other classes or settings.
- using technology thoughtfully in working with confidential information. Students should refrain from using social media to discuss their practicum placement and should be familiar with field policy on social media and technology.
- being circumspect in self-disclosure in the classroom, in practicum placements, and in all social work settings. Self-reflection is encouraged and when a student is inspired to delve more deeply into their own experiences, professional support can be helpful. The university offers free counseling services to all students, regardless of location, and students who find that content and situations they encounter during their progress through the program warrant deeper personal exploration are encouraged to contact CARES to be connected with services.

h. Communication

All FVSSW students should strive to communicate clearly, sensitively, and effectively in all educational and professional contexts. FVSSW students demonstrate good communication skills by:

- developing rapport with peers, colleagues, clients and supervisors. Students' communication should be characterized by respect, integrity, and consideration of others.
- communicating in a time-effective way, reporting changes in scheduled meetings, class participation, field participation, advisement sessions, etc. promptly and politely.
- addressing issues or concerns by using problem-solving approaches according to the process outlined below, which reflects the organization's communication structure and ensures the best outcomes. Navigating these systems appropriately demonstrates collegiality, respect, and constitutes self-advocacy as well.
- contacting a faculty or staff member when there are disruptions to participation in the program, including changes to their schedule.
- respecting reasonable response times in communicating with others. Students are asked to respect others' schedules, and understand that faculty and staff are not available on demand but will accommodate requests for meetings according to their schedules.

3. The problem-solving and support process

The problem-solving and support process can be applied in all learning environments (field practicum, online courses, classroom). This process is informal and while documentation is not required, all parties are encouraged to maintain notes. The steps of this process are as follows:

1. The student and agency instructor/faculty/staff address concerns directly.

2. If the issue continues, the student or instructor may contact additional support, such as the field consultant, faculty advisor, or program coordinator. *It is most productive to go to the person who is most familiar with the issue at hand.*
3. A support person (who may be, for example, the student's academic advisor, or program coordinator, and who should *not* be the student's spouse, relative, friend, etc.) may assist the student in initiating a problem-solving and support meeting, **after following steps 1 and 2.**

Considerations

- Assume neutral intent and a willingness to resolve issues.
- Consider the problem-solving process a part of the learning experience.
- Concerns about retaliation are problems in and of themselves. Faculty, staff, and field personnel are held to the same professional standards that students are expected to uphold.
- Students are invited to contact a support person within the program when they are involved in or need assistance in moving through this process.
- Most issues can be resolved at steps 1 and 2.
- Addressing things *early* can facilitate resolution.
- Self-advocacy and collaborative problem solving based on principles of restorative justice are part of what social workers are asked to do in the profession.

Having said that, the FVSSW is aware that asking students and others to address issues within hierarchical structures, where power may not be shared equally, may inadvertently place the burden of initiating change on the individual. We continue to seek solutions at a systemic level when examining issues that occur at a micro or individual level. The school is open to exploring macro-level solutions consistent with antiracist, diversity, equity and inclusion values. All members of the FVSSW community are asked to uphold these standards.

Please note that students with histories of legal involvement are asked to disclose this information at the time of admission, upon applying for field practicum participation, and at any field practicum placement interviews. A person's legal status may make them ineligible to participate in certain field practicum placements and may be a barrier to licensure. Students with legal histories are advised to contact the board of social work in the state in which they plan to practice to learn any limitations their legal history may present as they pursue professional goals. *A student who incurs charges after admission to the program must disclose this information immediately.*

4. Conduct concerns which may initiate the problem-solving and support process

The Facundo Valdez School of Social Work is committed to supporting students in developing and upholding excellence in social work. Students are responsible for incorporating suggestions for improvement and committing to personal and professional growth through engagement in the program.

Students may be recommended for participation in a professional support process if any of the following concerns are present in any social work education settings—this includes online and face-to-face classes, field practicum sites (both remote and in person), campus activities, orientations, workshops, meetings with advisors, faculty and staff, electronic communications and social media platforms.

A pattern of problematic behaviors in any of the following domains may result in a report of concern:

- Behavior failing to meet minimum standards of conduct and professionalism, as outlined above
- Inability to demonstrate emotional readiness for the social work profession.
- Deficits in interpersonal skills and communication that may interfere with professional social work practice.
- Inappropriate or disruptive behaviors interfering with classroom or practicum functions.

- Violation of the NASW Code of Ethics.

Students who are asked to leave a practicum placement, or who suddenly vacate a practicum placement, will be required to participate in a professional support meeting.

Ethical violations and behaviors with safety implications will be brought directly to the Dean. Examples of behaviors initiating this level of administrative intervention include smoking pot with teenage clients, posting racist, sexist, ableist or otherwise hateful comments in class forums or social media platforms, disclosure of confidential client information learned in an agency-based practicum placement, etc.

Examples of potentially problematic behaviors include, but are not limited to, the following:

- A pattern of engaging in class or practicum that is not as expected; those behaviors may include sleeping in class, repeated tardiness or absences, refusal to participate in Zoom (keeping camera turned off, not participating in discussions), etc.
- Failure to respect another person's request for physical or temporal boundaries (student consistently stands or sits too close to another person and does not respond to requests to grant more space, or refuses to honor a request by an instructor to end a conversation and revisit the topic at a scheduled meeting, etc.)
- Communication with classmates, faculty, staff, or field personnel that is hostile, intentionally inflammatory, annoying or offensive, or unnecessarily confrontational (in person, by telephone, or via electronic communications of any kind). This includes yelling at faculty, staff, or other students, or terminating conversations abruptly (hanging up on people)
- Unwillingness to engage in problem-solving processes and resolve issues (for example, refusing to meet with faculty, advisors, or staff to discuss ruptured field placements or other concerns)
- Repeatedly using class time to process personal history
- Regularly leaving the classroom or field practicum setting to manage strong feelings
- Inability or unwillingness to accept differences of opinion
- Displaying contempt for the contributions of others, overtly or through body language and facial expressions (rolling eyes, grimacing, sighing, placing one's head on the desk while another is sharing in class, etc.)
- Engaging in unproductive, hostile or accusatory dialogue via electronic media (trolling is considered a form of harassment)
- Inability to consistently demonstrate a nonjudgemental attitude
- Persistent and unmanaged physical agitation, including compulsively moving furniture, talking aloud to oneself, or responding to internal stimuli, verbal outbursts, etc.
- Use of racist, sexist, homophobic, ableist, or other discriminatory language, including in Zoom or electronic chat platforms, discussion posts, and other online platforms; discrimination or harassment related to race, religion, sexual orientation, gender, age, ability, etc. (refusal to use a person's preferred pronouns or name, etc.)
- Inability or unwillingness to demonstrate respect for clients' and others' rights of self-determination
- Failing to alter behavior when provided with positive feedback and clear requests for change
- Failure to maintain confidentiality
- Communicating a sense of entitlement to faculty or staff time; making unreasonable demands for immediate attention

- Failure to observe dress codes or standards of professional appearance (appearing shirtless in Zoom-based classes, wearing pajamas to practicum placement, etc.).
- Unethical behaviors (smoking pot with teenage clients, engaging in sexual relationships with clients of practicum settings, failing to disclose a conflict of interest with a practicum placement site, for instance, having a family member provide agency instruction, etc.)
- Demonstrated or repeated difficulty in forming and maintaining positive working relationships with agency instructors, advisors, mentors, field consultants, faculty or staff

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