NEW MEXICO HIGHLANDS UNIVERSITY®

School of Social Work

CSWE
SELF STUDY

MSW
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Las Vegas - Albuquerque - Roswell - Santa Fe - Farmington

Chapter 1

Program Mission and Goals

AS 1.0.1   The program submits its mission statement and describes how it is consistent   with the profession's purpose and values and the program's context.

Introduction and Statement of Context

Reflecting on thirty-five years of providing graduate and undergraduate social work education to New Mexico, the Highlands University School of Social Work welcomes the opportunity presented by the reaffirmation of accreditation process to undertake a comprehensive review of its present programs and to chart its future direction. The School is proud of its record of accomplishment, as exemplified by the recognition afforded to it by the North Central Association as an institution "of distinction," and also by the record of achievement of its graduates as direct service providers, social work educators and social service and mental health administrators and managers. With this acknowledgment, the School nonetheless appreciates the gravity of the responsibility it has to assess the quality of its programs and ensure that they reflect the interests of its broader constituency, including the diverse social work consumers and providers of New Mexico and the Southwest.

New Mexico is one of the first "minority-majority" states in the country, meaning that the Hispanic population now exceeds 46% of the total, with the combined Hispanic and Native American population exceeding 55%. Additionally, New Mexico leads the nation with the highest percentage of Spanish speakers—roughly 30% of the total population. Rather than demonstrating an aberration in terms of demographics within the United States at large, New Mexico contains urban and rural and urban centers whose diverse populations, including such additional groups as African American, and other population clusters, increasingly represent a microcosm of the United States in the twenty-first century.

The foregoing discussion must be understood with the additional qualification that great diversity exists within the population groups already identified. For example, one cannot speak of New Mexico's Hispanic population without noting the mixture of subgroups that exists within the larger population. For example, New Mexico contains native Hispanic persons whose presence in the region and cultural traditions date back more than 400 years. This subgroup is to be compared with the more recent arrival of Mexican American persons whose immigration increases yearly at unprecedented levels. Although both subgroups constitute a significant percentage of the consumers of health, mental health, child protective, and other human services statewide, the newer Mexican American populations additionally require specialized immigration and public assistance services that address basic human needs.

New Mexico's urban/rural population centers demonstrate profound cultural and socioeconomic diversity; extreme poverty and comparative affluence exist virtually side by side in the state. As only one example, two counties, Mora and Los Alamos, have been recognized at various times by the United States Census Bureau as presenting the lowest and highest per capita income respectively within the United States, despite the startling fact that Mora and Los Alamos Counties are geographically separated by less than 150 miles.

New Mexico's Native American populations reflect similarly profound diversity among its subpopulations. New Mexico's three Indian nations (Navajo, Jicarilla Apache, and Mescalero Apache) contrast culturally and socioeconomically with its 19 pueblos. The demographic representation at the School's program sites is itself different. Thus, the Las Vegas, Albuquerque/Rio Rancho, Santa Fe and Roswell program sites have a high percentage of Hispanic constituents. In contrast, the Farmington program site has a significant percentage of Native American constituents from regional Indian nations, most particularly the Navajo Nation.

With the foregoing demographic characteristics considered, several outstanding features must be identified with respect to the manner in which health and human services have been offered to the population groups previously identified. First, particularly in New Mexico's more rural communities, social workers and other care providers must all be prepared to offer a broad range of social work services, including clinical mental health services, income support, community organization and client advocacy services. In other words, the dire and varied needs of New Mexico's client populations require that health and human service practitioners must all be equipped with the knowledge and skills necessary to provide basic clinical, client advocacy, community organizing, program development and administrative services in a culturally, linguistically, and regionally competent manner. Put somewhat differently, it is generally true that among social workers and other behavioral health providers, practitioners must be able to satisfactorily address the urgent and divergent needs of urban and rural populations. Therefore, educational and professional training must be sensitive to this important reality.

Consistent with the needs of its multicultural and impoverished populations, and given the reality of the demand for services within New Mexico's urban and rural environments, health and human service agencies have become increasingly inclined to offer services through the use of multidisciplinary team approaches that unite social workers with medical professionals, counselors, and clinical psychologists. Therefore, it is urgent that social workers have a basic familiarity with the medical and psychological terminology and treatment modalities of allied health professions in order to be able to serve as fully functioning members of a multidisciplinary team.

Given the practice environment already described, the School has embraced its special responsibility to educate social workers with the breadth of knowledge and competencies in the micro, mezzo and macro spheres necessary to provide culturally and regionally competent services to their clients. This need explains the School's creation of graduate concentrations in clinical practice, government/non-profit practice and bilingual/bicultural clinical practice. It also explains the School's development of a bilingual concentration emphasizing clinical practice with the Spanish speaking clients of New Mexico. The School's responsibility to the constituents of its service areas has also led it to take strides in enhancing the diversity representation among its student community and faculty ranks at its program sites in Las Vegas, Albuquerque, Farmington, and Roswell.

The School's commitment to offer regionally relevant programs has directed its present planning to seek broader affiliation—including multidisciplinary collaborations—with other academic program units and the School's community agency partners. Toward this end, as already noted, the School has created graduate concentrations in government/non-profit practice and human resource management. In cooperation with the School of Business, the School has developed a graduate program allowing students to earn both the MSW and MBA degrees simultaneously. Each of these programs represents a specific response to the need in urban and rural New Mexico communities for social workers who are skilled administrators, program

designers and supervisors. Moreover, the School's obligation to address the educational needs of New Mexico's expansive rural communities has led it to seek the benefits and assume the challenges of distance education. Indeed, this step is central to the School's planning for programmatic and curricular development in the near future.

Consistent with the foregoing considerations, in 1996 the School adopted a mission statement that reflects its primary commitment to the diverse communities served by its educational programs. The mission, with modifications, has remained undiluted through several reviews by CSWE over the past fourteen years, including the Council's reaffirmation site visits in 1996 and 2004. During this time, the School has endeavored faithfully to apply the mission in its efforts to enhance classroom and field education programs, streamline administrative organization, employ technology in its classroom instruction, and extend course offerings to previously underserved New Mexico communities.

Steps Taken to Review and Revise Mission Statement and Goals

In initiating the preparatory work for the present self-study, the School has sought the participation of two consultants in helping to review and evaluate the link between the School's academic program offerings and the essential purposes of the social work profession, as required by AS 1.01. The School has benefitted from the advisory assistance provided by Dr. Kay Hoffman, a past president of the Council on Social Work Education and former dean of the University of Kentucky's social work program. Dr. Hoffman has been instrumental in lending advice and consultation to the planning and implementation of the program review associated with this self-study.

The preparatory phase of the self-study was initiated when the School's Curriculum Committee met with Dr. Hoffman during the fall of 2009 and spring of 2010 to plan the review process. The Curriculum Committee consists of the faculty chairs of each of the course sequences, including social policy, research, practice, human behavior in the social environment and the government and non-profit graduate concentration, together with the Director of Field Education. The MSW Program Coordinator also serves on the committee as a non-voting member *ex officio*, as does an additional off-campus site coordinator and a student member nominated by the Graduate Social Work Students Association.

In consultation with faculty members teaching in each of the aforementioned curricular areas, in 2009 and 2010 committee members undertook a comprehensive review of the School's mission statement and goals, as well as present undergraduate and graduate curricula. This review focused on the following tasks: (a) inventorying all present course syllabi in order to evaluate the degree and quality of linkage between the School's mission, goals, core competencies, practice behaviors and objectives outlined within individual social work courses; (b) evaluating and reporting on the degree and quality of linkage between foundational and advanced courses within each sequence; and (c) assessment of the overall social work programs in light of current CSWE Educational Policy and Accreditation Standards. The reports filed by Curriculum Committee members have been assembled and integrated into the present document. Additionally, the Curriculum Committee has created a reaffirmation of accreditation task group which has taken on the task of completing the programmatic review incorporated into this self-study. As noted earlier, the continuing relationship between the School and its students, alumni, field agency personnel and constituents has been strengthened recently by means of Web based

technology, an approach that enhances the ability of community constituents to play a direct, ongoing role in program planning.

In light of the foregoing, the present self-study document reflects the combined efforts of the school's stakeholders to identify objectively the collective strengths and areas of concern that now characterize the School's undergraduate and graduate programs. Moreover, it outlines the School's methodology for integrating course and program outcomes into programmatic change. In addition to the direct participation of faculty and course sequence chairs contributing to the construction of the document, draft copies have been submitted for review and approval by the Curriculum Committee, and copies of the document have been made available for review and comment by faculty and staff at all program sites. Finally, a draft copy of the document has been posted on the School's Web based information center for review and comment by members of the community advisory board, participants in distance education programs and other interested constituents.

Mission Statement's Consistency with the Profession's Purpose and Values and the School's Context

Consistency of Mission with Profession's Purpose and Values. CSWE's introductory statement to the EPAS sets forth the idea that:

> The purpose of the social work profession is to promote human and community well-being. Guided by a person-and-environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Consideration of the mission, as set forth below, reflects that its development has been entirely guided and inspired by CSWE's introductory statements quoted above. Indeed, the themes of promotion of client and community well-being, respect for diversity, the quest for social and economic justice, and the elimination of poverty, among others, are concepts directly embedded both in the School's mission, as highlighted below.

Consistency of Mission with Context. The School's context as already noted presents a vigorous environment in which the needs and opportunities associated with the social work practice setting, including the historical, political, economic, social, cultural, demographic and global factors presented demand that the School's mission statement, as presented below, address these factors in a manner that bears on the education of contemporary and future social workers and the practice of social work in New Mexico and the Southwest.

School of Social Work and University Mission Statements. Consistent with the social work purpose and values cited above, as well as the School's context, the School has adopted the following mission statement:

> The mission of the School of Social Work is to educate students to practice social work competently with the diverse, multicultural populations of New Mexico and the Southwest. This context of cultural and regional responsiveness informs the School's creation and implementation of all its educational programs. The School has a primary commitment to Hispanic and Native American people. Our curriculum grounds students in core professional social work values, skills and ethical principles, with a focus on promoting

4

an awareness and respect for cultural and gender differences and how poverty affects the well being of people in the region.

As noted, the School's mission derives from the School's context and the essential purpose and values of social work, as well as New Mexico Highlands University's institutional mission, which alludes to Highlands' status as a Hispanic Serving Institution ("HSI," a classification that extends to institutions at which at least 25% of the overall student enrollment is characterized as "Hispanic," with at least half of this student population falling below the federal poverty threshold) (Higher Education Act of 1965, 2004), and which avows its further responsibility to meet the program needs of regional Native American peoples. The University's institutional mission provides as follows:

> The vision of New Mexico Highlands University will provide an inspiring multicultural learning environment that promotes excellence, empowerment, transformation, and global understanding.
> The mission of New Mexico Highlands University is: Education through teaching, research, and service.
> The core values are: advancement of knowledge, student success, a diversity of ideas, accessible education, community, individual well-being, sustainable practices, and multiculturalism.
> New Mexico Highlands University's primary mission is to advance student knowledge and promote student success. In order to achieve this, all members of the university community will endeavor to promote a respectful and stimulating living and learning environment. To succeed in meeting and, more importantly, maintaining these goals, we will develop effective and efficient academic and administrative processes, systems, and structures that support continuous improvement.
> We realize that our responsibility as an institution of higher learning extends beyond the confines of the campus. To meet this responsibility, we will promote the educational, social, cultural, and economic advancement as well as the environmental sustainability of the region. Through these outreach activities, we seek to enhance the University's reputation and external support. Finally, if all of the goals and objectives are successfully met, student enrollment at NMHU will increase.

The School's and University's missions are consistent with the demographic characteristics of a community and region in which Hispanics and Native Americans comprise more than 55% of the overall population. Indeed, the School's mission acknowledges the special needs that these populations have as the dominant consumers of public health and human services in New Mexico. Additionally, the School's mission respects the standing of New Mexico's Hispanic and Native American populations as the poorest residents of the Southwest and United States as a whole.

With the aim of addressing the aforementioned needs, the School's mission is intended to foster the development of curricula that prepare social workers capable of providing competent public and private sector social work services to the most impoverished and oppressed populations in the region. The School's present mission is derived from a version first adopted in 1996. The 1996 version was reviewed by CSWE during the School's previous accreditation cycle, and highlight the School's primary obligation to these groups. Pursuant to then-existing Accreditation Standards 1.3 and 7.0, they were adopted in consultation with a series of community focus groups held statewide during 1996 and approved by the faculty. The mission statement's present version, as highlighted above, has been modified slightly on the basis of outcomes assessment and feedback from faculty members, students and community constituents. Specifically, the present version of the mission statement is intended to advance the social work professionalism of all program participants, in the spirit of CSWE's competency-based ideal that a social work graduate should "identify oneself as a professional social worker and conduct oneself accordingly" (EPAS 2.1.1) in the context of the environment in which the School delivers its program.

The School's implementation of its mission statement, including its development of programmatic goals and objectives, should be understood by reference to New Mexico's geographic and demographic characteristics. New Mexico is the fifth largest state in terms of land mass, yet in terms of its population it can be described as primarily a rural state with several urbanized population areas: Albuquerque (pop. 545,000), Las Cruces (pop. 97,000), Santa Fe (pop. 67,000), Rio Rancho (pop. 87,500) and Roswell (pop. 48,000). (U.S. Census Bureau, 2001). Additionally, New Mexico shares an extensive border with Mexico, a fact that helps to explain the increasing influx of Mexican nationals into the state. Recent federal free trade policy also helps to explain this northern migration, with the result that Mexican immigrants account for an ever-increasing number of consumers of public services in New Mexico and the Southwest (Martin & Midgley, 2003). This migration also adds to the dominance of Spanish-speaking peoples in a state whose already-existing Hispanic population has a rich cultural and historic heritage predating the arrival of the Pilgrims at Plymouth Rock. New Mexico's Native American communities share a legacy equal in richness and diversity to that of its Hispanic peoples. Native American groups represented in New Mexico include the Navajo, Mescalero Apache and Jicarilla Apache Nations, as well as nineteen Pueblos. These native peoples inhabit vast sovereign territories, and are also represented in increasing numbers among the state's urban populations.

The combined experience of New Mexico's Hispanic and Native American populations is characterized by a history of social injustice and discrimination, as well as severe economic deprivation. In the face of this record of oppression, the region's minority populations have maintained coping strategies that draw upon deeply rooted cultural beliefs, traditions, practices and values. Thus, religious institutions, extended family relationships, tribal kinship networks and other social structures continue to provide vital human and economic resources to peoples often beset by poverty and marginalization.

AS 1.0.2   *The program identifies its goals and demonstrates how they are derived from the program's mission.*

Issues Addressed by MSW Goals

In view of the foregoing considerations, the School's implementation of its mission has focused on the design of the MSW program and supportive goals intended primarily to address the social service needs of the underserved populations of the School's constituent communities. Particularly in the rural areas and Indian country served by the School, the need for social work practitioners in child welfare, school settings, mental health, substance abuse treatment and elder care, among other basic service areas, has been apparent. For this reason, the School's mission has been implemented with the intent of training advanced practitioners knowledgeable of the overlapping needs of impoverished rural and urban communities. In the development of the MSW program, the School's intent has been to develop social work practitioners and leaders who are able to improve the social service delivery systems in the rural communities served by the School. In particular, this requires that the School do justice to the simple truth that a rapidly changing global environment has a strong regional and local impact.

In New Mexico, social workers have attained a growing responsibility in recent years to provide clinical psychotherapeutic and counseling services, including the evaluation and treatment of psychosocial dysfunction, to the mentally ill—most particularly the poor mentally

ill. The need for social work clinicians and direct service providers skilled at an advanced level in culturally competent treatment methodologies is therefore apparent, and has justified the School's creation of MSW program concentrations in these areas, together with supportive course curricula and field education. Equally evident in New Mexico is the need for social workers to assume a leadership role in the implementation of social policies and services that are both culturally responsive and develop human and economic resources. This particular need has prompted the School to adopt a graduate program concentration addressing the areas of government, non-profit agency and macro-administrative practice, together with relevant course curricula addressing agency practice, resource acquisition and leadership and supervision.

MSW Goals. As outlined below, the School has established MSW program goals that link directly to the School's mission statement, as presented in the table below and as discussed more fully in this section. As discussed in Chapter 2, the competencies and practice behaviors established for the MSW program are identical in significant part to the competencies and behaviors defined by the EPAS. Additionally, linkages between goals, mission statement, competencies and practice behaviors are clearly demonstrated within the discussion contained in Chapter 2's narrative.

MSW Program Goals
(1) MSW graduates will incorporate core professional social work values, principles, and generalist practice skills into their public and private sector practice with the diverse and multicultural individuals, families, groups, organizations, and communities present in New Mexico
(2) MSW graduates will conduct themselves ethically by adherence to the ideals, values, and principles embedded in the NASW Code of Ethics, will attend to personal bias and differential power, and will attempt to follow the Code's guidance in resolving ethical dilemmas.
(3) MSW graduates will critically and comprehensively collect and appraise evidence and points of view from multiple sources in making informed professional decisions, will question assumptions about the special New Mexican populations they encounter in practice, and will communicate their professional judgments in a logical and clear manner.
(4) MSW graduates will demonstrate an awareness of and respect for cultural, language, country of origin, geographic, socio-economic, and gender differences, and will make efforts to practice competently with the diverse Hispanic and Native American, and tribal, rural and metropolitan area, individuals and communities present in New Mexico.
(5) MSW graduates will recognize discrimination and oppression due to racial or ethnic group membership, historical trauma, poverty, and other causes, will advocate for social and economic justice, and will work in generalist practice with individuals and communities to ameliorate poor and unfair conditions.
(6) MSW graduates will apply evidenced-based interventions where it is culturally and individually appropriate, will systematically assess client and community needs, and will evaluate their own and their agency's practices in order to assure quality service delivery.
(7) MSW graduates will synthesize theory into practice, will assess and attend to the social and societal contexts in which clients and client groups live and in which social work is practiced in New Mexico, and they will intervene within multiple systems, as indicated, in order to best meet client and community needs.

(8) MSW graduates will use insights gained through social work practice with individuals and communities, and through research, to propose, advocate for, and effectively change agency and governmental policies so as to promote social economic justice and well-being, to help powerless groups improve their resources and opportunities, and to improve service delivery to poor and other marginalized groups in New Mexico.
(9) MSW graduates will continue to assess and build their knowledge base regarding changing community needs and strengths, policy, and best social work practices, and will work collaboratively to respond to and effect systemic change.
(10) MSW graduates will apply knowledge, theory, values, and skills necessary to form relationships with members of the economically and culturally diverse populations present in New Mexico; they will assess needs, resources, strengths and systemic influences; they will identify, recommend, adapt, and implement interventions based on continuous assessment; and they will assess practice and agency outputs and client and client system outcomes, will make efforts to improve practice, as indicated, and will share and communicate their findings.

Relationship of MSW Goals to Mission Statement. MSW Goal 1's promotion of students' incorporation of social work values and principles in their professional practice is a direct application of a dominant theme of the mission statement. Moreover, MSW Goal 1 clearly identifies the expectation that students serve diverse and multicultural populations. This principle is at the forefront of the mission statement's philosophy.

MSW Goal 2 direct that students conduct themselves by adherence to the NASW Code of Ethics implements a central theme of the mission statement addressing the importance of students' observance of ethical principles. Similarly, Goal 2's anticipation that students are to attend to personal bias and differential power is a direct reflection of the mission statement's expression of the need for cultural and regional responsiveness in social work practice, as well as the overriding consideration that students must promote the well-being of all persons, including clients, served or affected by social work interventions.

MSW Goal 3 directs that students use critical thinking and comprehensive analysis in their selection of evidence informing social work practice. This echoes an important theme of the mission statement expressing the value that students should be educated to apply social work skills and awareness of clients and communities in their preparation for practice and the design of interventions.

MSW Goal 4's expectation that students are to demonstrate an awareness of and respect for cultural, language, country of origin, geographic, socioeconomic, and gender differences represents the implementation of the mission statement's ideology that students are to develop an awareness of and respect for cultural and gender differences as well as an appreciation for the impact of poverty and socioeconomic factors on client populations. As well, the mission statement's declaration that the School has a primary commitment to Hispanic and Native American people, the primary recipients and consumers of social work services regionally, is put into action through Goal 4's focus on students engagement in an effort to practice competently with Hispanic and Native American individuals, communities, and client systems.

MSW Goal 5 anticipates that students are to recognize discrimination and oppression based on race and ethnicity, and that they are to advocate for social and economic justice in a manner that effects change in social conditions. This goal therefore directly expresses the mission statement's provisions addressing cultural and regional responsiveness and the adoption of social work values and skills into students' social consciousness and practice repertoire. Goal 5 additionally places into practice the mission statement's expression of the importance of student awareness of the impact of poverty on regional populations.

MSW Goal 6 expresses the important and interrelated expectations that students will introduce evidence-based analysis into their development of culturally and regionally relevant social work interventions, that they will systematically conduct needs assessments to gauge the competence of their interventions, and that they will evaluate their own practice and their agency's practice in order to ensure the competence and effectiveness of social work interventions. This goal therefore directly conveys the mission statement's communication of the importance of educating students to practice social work competently with the diverse, multicultural populations of New Mexico and the Southwest. Additionally expressed in Goal 6 is the mission's communication of the need to integrate the context of culturally and regionally relevant practice into all of the School's educational programs.

MSW Goal 7's focus is on the preparation of students to integrate theory into their social work practice, and further include the consideration of social and societal contexts into their professional interventions. Furthermore, Goal 7 addresses the aim that students must work within multiple clients systems, as necessary in order to address client and community needs. The main points of MSW Goal 7 therefore execute the mission statement's central focus on competent and ethical social work practice, the design of culturally and regionally relevant social work interventions, and the further integration of an awareness of cultural and gender difference into interactions with a variety of clients systems.

MSW Goal 8 espouses the aspiration that students are to employ social work interventions and research to promote social and economic justice in order to enhance the well-being of their clients. Additionally, MSW Goal 8 expresses the aim that students be educated to improve the resources and opportunities of powerless groups in order to improve service delivery to poor and other marginalized client groups. This goal advances the mission statement's intent that the School's educational programs teach students to understand the impact of poverty on client well-being and further learn to integrate the practice of cultural and regional responsiveness into their practice with the divers, multicultural groups of New Mexico and the Southwest.

MSW Goal 9 captures the idea that students should integrate their knowledge base concerning community needs in order to work collaboratively to effect systemic change. This goal advances the mission statement's central theme of creating educational programs that introduce students to regionally and culturally appropriate interventions in an effort to promote the well-being of clients. Also address is the mission's emphasis on educating students in core professional social work values, skills and ethical principles.

MSW Goal 10's purpose is to promote the adoption by students of knowledge, theory, values and skills in order to form professional relationships with member of the economically and culturally diverse populations within students' practice region. As a related point, Goal 10 aspires that students be taught assess their practice and their interventions based on continuous outcome assessment. This goal therefore objectifies the teaching to students of evidence based social work strategies that are vitally necessary in order that students learn to implement and modify their social work interventions as called for by the specific practice context. The aims of MSW Goal 10 therefore advance the mission statement's essential emphasis on the design of educational programs and curricula that teach students to practice social work competently and adopt core professional social work values, skills and ethical principles in their ongoing practice. Additionally, MSW Goal 10 promotes the mission's primary focus on culturally and economically diverse populations and the understanding of how poverty impacts clients well-being.

Consistency of MSW Goals with AS 1.0.2 As a final statement of the School's purpose in adopting the above-presented mission statement and goals, the School has aimed to act in compliance with AS 1.02, which requires schools of social work to demonstrate how programmatic goals are derived from the program's mission. Moreover the school's mission and interconnected goals are entirely consistent with the aim of encouraging social work programs to explain in concrete terms how the School proposes to prepare its students for competent and ethical social work practice in a rapidly changing global environment, educate lifelong learners who can think critically about the world around them, and to develop social work leaders who are ready to practice within and improve the social service delivery systems in rural communities. In furtherance of the mission statement, the School has also established criteria which flow from the mission and make the School's aims more concrete and specific. Further, the School's identification of its goals demonstrates consistency with CSWE's operating definition of the term "goals," through which they are defined as "a limited number of statements which translate the program mission into major…directions." As already noted, the School has endeavored to link its goals directly to the core competencies set forth in the EPAS, presented above. In this respect, the School overall has aspired to reinforce the basic theme set forth in EP 2.1, by which "competency based education is an outcome performance approach to curriculum design."

References

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Tolson, E., Reid, W., & Garvin, C. (1994). *Generalist practice: a task centered approach*. NY: Columbia University Press.
U.S. Census Bureau. (2011). *Statistical abstract of the United States*. Washington: U.S. G.P.O.

Chapter 2

MSW Explicit Curriculum

AS M2.0.1   The program identifies its concentrations EP M 2.2 Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies, augmented by knowledge and practice behaviors specific to a concentration

Graduate Concentrations

The MSW program offers concentrations in Clinical Social Work Practice, Bilingual/Bicultural Clinical Social Work Practice and Government/Non-profit Management Social Work Practice. Each of these concentrations builds upon knowledge and practice behaviors developed during the foundation year. Advanced practice developed in each of the concentrations incorporates all of the core competencies developed in the foundation year, augmented by knowledge and practice behaviors specific to a concentration. The perspectives advanced in all concentrations, together with the coursework presented, are discussed in more detail in section AS M2.05.

Clinical Concentration. The clinical concentration within the curriculum of the NMHU School of Social Work focuses on student acquisition of knowledge, values and skills needed to apply social work theory and methods to the assessment, planning, treatment and prevention of psychosocial dysfunction and disability.

Bilingual/Bicultural Clinical Concentration. The Bilingual/Bicultural Concentration offered within the NMHU School of Social Work prepares graduate level students with clinical skills to work with the growing Spanish-speaking population in New Mexico and the Southwest.

Government/Non-profit Management Concentration. The government/non-profit (GNP) concentration educates students to prepare for practice as professional social workers in the rural communities of New Mexico and the Southwest. Toward this end, the concentration presents students with the mezzo- and macro-level skills, including technical writing competence, advocacy skills, program development and administrative and management abilities, necessary to succeed as program designers and administrators in the multicultural environments in which these skills are desperately needed.

AS M2.02   The program discusses how its mission and goals are consistent with advanced practice

The MSW program mission and goals are entirely consistent with advanced practice. The School's mission and MSW program goals are presented in their entirety in Chapter 1. The goals of the program are also consistent with the EPAS as well as with the advanced practice behaviors developed for each of the graduate concentrations. As noted, the alignment between program mission and goals and advanced practice is demonstrated in Chapter 1 and also in the narrative contained in succeeding sections of Chapter 2. The linkage between the goals and program competencies is presented in the table contained in section AS M2.03.

AS M2.03   The program identifies its program competencies consistent with EP 2.1.10 and EP M2.2

The School, upon recommendation of the Curriculum Committee and with the full participation of the faculty, has adopted the core competencies developed by CSWE in the 2008 EPAS. These competencies offer a solid base for the preparation of MSW students for both foundation level and advanced practice. This base is discussed in further detail in succeeding chapters. The table presented below highlights the linkage between MSW program goals and core competencies.

EPAS in Relation to MSW Program Goals

Competency	BSW Program Goals
EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly	(1) MSW graduates will incorporate core professional social work values, principles, and generalist practice skills into their public and private sector practice with the diverse and multicultural individuals, families, groups, organizations, and communities present in New Mexico
EP 2.1.2 Apply social work ethical principles to guide professional practice.	(2) MSW graduates will conduct themselves ethically by adherence to the ideals, values, and principles embedded in the NASW Code of Ethics, will attend to personal bias and differential power, and will attempt to follow the Code's guidance in resolving ethical dilemmas.
EP 2.1.3 Apply critical thinking to inform and communicate professional judgments	(3) MSW graduates will critically and comprehensively collect and appraise evidence and points of view from multiple sources in making informed professional decisions, will question assumptions about the special New Mexican populations they encounter in practice, and will communicate their professional judgments in a logical and clear manner.
EP 2.1.4 Engage diversity and difference in practice	(4) MSW graduates will demonstrate an awareness of and respect for cultural, language, country of origin, geographic, socio-economic, and gender differences, and will make efforts to practice competently with the diverse Hispanic and Native American, and tribal, rural and metropolitan area, individuals and communities present in New Mexico.
EP 2.1.5 Advance human rights and social and economic justice	(5) MSW graduates will recognize discrimination and oppression due to racial or ethnic group membership, historical trauma, poverty, and other causes, will advocate for social and economic justice, and will work in generalist practice with individuals and communities to ameliorate poor and unfair conditions.
EP 2.1.6 Engage in research-informed practice and practice-informed research	(6) MSW graduates will apply evidenced-based interventions where it is culturally and individually appropriate, will systematically assess client and community needs, and will evaluate their own and their agency's practices in order to assure quality service delivery.
EP 2.1.7 Apply knowledge of human	(7) MSW graduates will synthesize theory into practice, will assess and attend to the social and societal contexts in which clients and client groups live and in which

behavior and the social environment	social work is practiced in New Mexico, and they will intervene within multiple systems, as indicated, in order to best meet client and community needs.
EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services	(8) MSW graduates will use insights gained through social work practice with individuals and communities, and through research, to propose, advocate for, and effectively change agency and governmental policies so as to promote social economic justice and well-being, to help powerless groups improve their resources and opportunities, and to improve service delivery to poor and other marginalized groups in New Mexico.
EP 2.1.9 Respond to contexts that shape practice	(9) MSW graduates will continue to assess and build their knowledge base regarding changing community needs and strengths, policy, and best social work practices, and will work collaboratively to respond to and effect systemic change.
EP 2.1.10 (a)-(d) Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities	(10) MSW graduates will apply knowledge, theory, values, and skills necessary to form relationships with members of the economically and culturally diverse populations present in New Mexico; they will assess needs, resources, strengths and systemic influences; they will identify, recommend, adapt, and implement interventions based on continuous assessment; and they will assess practice and agency outputs and client and client system outcomes, will make efforts to improve practice, as indicated, and will share and communicate their findings.

AS M2.04 The program provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP2.1 through 2.1.10(d); EP M2.2]

Competencies and Practice Behaviors

For the foundation MSW program curriculum, the School has implemented the practice behaviors identified in the 2008 EPAS as the operational definitions of the ten core competencies. For the Clinical Concentration and the Bilingual/Bicultural Clinical Concentrations, the School adopted the advanced social work practice behaviors in clinical social work developed by CSWE. In the Bilingual/Bicultural Clinical Concentration, two additional advanced practice behaviors were added that focus on dual language and bicultural knowledge and skills. The Government/Non-Profit Management Concentration (GNP) developed its own advanced practice behaviors relevant to organizational and community practice. The following table sets forth competencies and related practice behaviors for the MSW foundation level and for each of the three MSW concentrations, Clinical, Bilingual/Bicultural Clinical and Government/Non-profit, together with the two additional practice behaviors added for the Bilingual/Bicultural Clinical Concentration.

MSW Competencies & Practice Behaviors for Foundation & Concentrations

Competency 1 - Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

1ST YEAR MSW FOUNDATION PRACTICE BEHAVIORS	2ND YEAR MSW CLINICAL & BILINGUAL/BICULTURAL CLINICAL ADVANCED PRACTICE BEHAVIORS *BILINGUAL/BICULTURAL SPECIFIC*	2ND YEAR MSW GOVERNMENT NON PROFIT MANAGEMENT ADVANCED PRACTICE BEHAVIORS
Social workers: a) advocate for client access to the services of social work; b) practice personal reflection and self-correction to assure continual professional development; c) attend to professional roles and boundaries; d) demonstrate professional demeanor in behavior, appearance, and communication; e) engage in career-long learning; f) use supervision and consultation.	Social workers: a) readily identify as social work professionals b) demonstrate professional use of self with client(s) c) understand and indentify professional strengths, limitations, and challenges d) develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.	Social workers: a) identify opportunities for social workers to participate in formulating, changing and evaluating policies at the agency, local, state, tribal and federal level that enhance the well-being and political and economic sustainability of communities, organizations and governmental units.

Competency 2 - Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Social workers: a) recognize and manage personal values in a way that allows professional values to guide practice; b) make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; c) tolerate ambiguity in resolving ethical conflicts; d) apply strategies of ethical reasoning to arrive at principled decisions.	Social workers: a) apply ethical decision-making skills to issues specific to clinical social work b) employ strategies of ethical reasoning to address the issue of technology in clinical practice and its effect on client rights c) identify and use knowledge of relationship dynamics, including power differentials d) recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.	Social workers: a) apply legal decision making systems and NASW ethical standards to the resolution of practice dilemmas in government and agency settings.

Competency 3 - Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social workers: a) distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; b) analyze models of assessment, prevention, intervention, and evaluation; c) demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Social workers: a) engage in reflective practice; b) identify and articulate clients' strengths and vulnerabilities; c) evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools-evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations; d) communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format.	Social workers: a) use the practicum experience, knowledge of scholarly research and understanding of planning and organizational theory to develop and implement health, mental health and human service programs at the agency level; b) apply knowledge of community needs assessment techniques in the creation and evaluation of methodologies for gauging social needs in communities; c) critique and apply knowledge relating to traditional community organization methods, including social action, social planning and locality , in the creation of community agency programs; d) critique and apply knowledge of economics and administrative,

		organizational and political processes in the creation of regionally sustainable health, mental health and human service programs.

Competency 4 - Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Social workers:	Social workers:	Social workers:
a) recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; b) gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; c) recognize and communicate their understanding of the importance of difference in shaping life experiences; d) view themselves as learners and engage those with whom they work as informants.	a) research and apply knowledge of diverse populations to enhance client well-being; b) work effectively with diverse populations; c) identify and use practitioner/client differences from a strengths perspective; d) ***Demonstrate cultural knowledge, appropriate language-use and clinical practice skills with Spanish-speaking clients in New Mexico.**	a) demonstrate knowledge of approaches to organizational, community and tribal assessment and intervention that are culturally and regionally appropriate for work with culturally diverse and socially, politically and economically marginalized populations; b) recognize the extent to which organizations and political systems and their operations may marginalize or exclude classes of persons; c) work as advocates for social inclusion and social cohesion in at-risk communities.

Competency 5 - Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Social workers:	Social workers:	Social worker:
a) understand the forms and mechanisms of oppression and discrimination; b) advocate for human rights and social and economic justice; and c) engage in practices that advance social and economic justice.	a) use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention; b) advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations; c) ***Engage in practices that advance social and economic justice in Spanish-speaking communities, including native-born and immigrant.**	a) engage in policy practice within agency, governmental and tribal settings to advance social and economic well-being and to deliver effective health and social services; b) engage in advocacy by taking action to address discriminatory patterns that underlie the development of policies and services at local, state, tribal and national governmental and within health and in agency settings.

Competency 6 - Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Social workers:	Social workers:	Social workers:
a) use practice experience to inform scientific inquiry; b) use research evidence to inform practice.	a) use the evidence based practice process in clinical assessment and intervention with clients; b) participate in the generation of new clinical knowledge, through research and practice; c) use research methodology to evaluate clinical practice effectiveness and/or outcomes.	a) use practice experience within agency and governmental settings to generate research questions and inform scientific inquiry; b) identify, critically appraise, integrate research-derived knowledge and apply this knowledge to practice within government and agency settings; c) apply research design knowledge, values, ethics and skills to the identification of population and community problems, needs, resources and strengths and to the evaluation of social programs and their outcomes; d) make culturally competent and ethical research decisions in critically assessing, planning, carrying out and interpreting quantitative and qualitative data collection with the Hispanic, Native American and other diverse populations of rural and urban New Mexico and the Southwest.

15

Competency 7 - Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Social workers:	Social workers:	Social workers:
a) utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; b) critique and apply knowledge to understand person and environment.	a) synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice; b) use bio-psycho-social-spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments; c) consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.	a) use conceptual theoretical frameworks in HBSE to guide the process of needs assessment and the design and creation of community based agencies and larger social and governmental institutions that promote social welfare and social justice; b) apply HBSE frameworks to manage and administer agencies in promoting the well-being of agency employees and clients.

Competency 8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Social workers:	Social workers:	Social workers:
a) analyze, formulate, and advocate for policies that advance social well-being; b) collaborate with colleagues and clients for effective policy action.	a) communicate to stakeholders the implication of policies and policy change in the lives of clients; b) use evidence-based practice and practiced –based evidence in advocacy for policies that advance social and economic well-being; c) advocate with and inform administrators and legislators to influence policies that impact clients and service.	a) demonstrate the ability to communicate both verbally and in writing various analytic methods for the assessment of federal, state, local and tribal government policies, structures, and their interrelationships; b) use practice, research and knowledge of federal and state laws and regulations in the creation of legally viable non-profit organizations for the delivery of health, mental health and human service programs; c) critique and apply knowledge of fiscal management techniques to develop sustainable budgets for non-profit organizations and government institutions that promote social welfare and social justice; d) understand and apply the methodologies of grant writing and resource development in order to respond to the needs of vulnerable populations, communities and tribes.

Competency 9 - Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Social workers:	Social workers:	Social workers:
a) continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; b) provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	a) assess the quality of clients' interactions within their social contexts b) develop intervention plans to accomplish systemic change; c) work collaboratively with others to effect systemic changes that is sustainable.	a) collaborate with private and public health and human service agencies to enhance service effectiveness and efficiency in a manner that promotes social welfare and social justice; **b)** apply management techniques within health and human service agencies and governmental and tribal institutions to effectively and efficiently deliver community-responsive programs and services.

Competency 10 - (a-d)-Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

(a) ENGAGEMENT	**(a) ENGAGEMENT**	**(a) ENGAGEMENT**
Social workers: 1. substantively and affectively prepare for action with individuals,	Social workers: 1. develop a culturally responsive therapeutic relationship;	Social workers: 1. through culturally and regionally competent community organizing

families, groups, organizations, and communities; 2. use empathy and other interpersonal skills; develop a mutually agreed-on focus of work and desired outcomes.	2. attend to the interpersonal dynamic and contextual factors that both strengthen and potentially threaten the therapeutic alliance; 3. establish a relationally based process that encourages client to be equal participants in the establishment of treatment goals and expected outcomes.	strategies prepare and plan to effectively connect and interact with communities, agencies and governmental institutions to promote social welfare and social justice; 2. collaborate with clients to identify, evaluate and select the appropriate evidence based practice interventions.
(b) ASSESSMENT Social workers 1. collect, organize, and interpret client data; 2. assess client strengths and limitations; 3. develop mutually agreed-on intervention goals and objectives; select appropriate intervention strategies.	**(b) ASSESSMENT** Social workers: 1. use multidimensional bio-psycho-social-spiritual assessment tools; 2. assess clients' readiness for change; 3. assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events; 4. select and modify appropriate intervention strategies based on continuous clinical assessment use differential and multiaxial diagnoses.	**(b) ASSESSMENT** Social workers: 1. develop and apply culturally and regionally competent assessment tools and approaches for work with communities, organizations and governmental institutions; 2. select and implement community organizational theories, models and research in agencies and governmental practice settings and across multiple systems of care in a culturally and regionally competent matter; 3. critique the validity and reliability of assessment tools used with clients representing the diverse cultures of New Mexico and the Southwest.
(c) INTERVENTION Social workers 1. initiate actions to achieve organizational goals; 2. implement prevention interventions that enhance client capacities; 3. help clients resolve problems; 4. negotiate, mediate, and advocate for clients; facilitate transitions and endings.	**(c) INTERVENTION** Social workers: 1. critically evaluate, select, and apply best practices and evidence-based-interventions; 2. demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed; 3. collaborate with other professional to coordinate treatment interventions.	**(c) INTERVENTION** Social workers: 1. identify and select evidence-based organizational and community intervention strategies; 2. apply culturally and regionally competent intervention strategies across all client-system levels, including agency, organizations, communities and government and tribal institutions.

The implementation of the operational definitions of competencies, i.e., practice behaviors, within specific curriculum content is demonstrated in the narrative contained in AS M2.06 and in the curriculum matrices contained in volume I A.

AS M2.05 The program provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and Field EP2.0.

Rationale for Formal Curriculum Design

MSW Program Development and Organization

The MSW Program's curriculum, both at the foundation and concentration level, continues to reflect the School's core commitment to respond to the social service needs of regional individuals, families, groups and communities. The skill-based curriculum provides students with more depth in the areas of practice, research, theory and policy. In addition, courses have been adopted at the foundation and concentration levels that better ensure the development of skills and knowledge necessary to work with these vulnerable populations. Because of the importance of promoting the application of social work values and ethics, a foundation course in social work law and ethics has been developed and implemented.

MSW course sequencing table outlines the current MSW curriculum, which is offered identically at all current MSW program sites. Prior to implementation, the curriculum was reviewed and approved by the School's Curriculum Committee and approved by the University's Academic Affairs Committee.

The School's Curriculum Committee has identified several themes upon which the MSW foundation curriculum is established. In so doing, the Committee has based its work on the prior discussions of faculty members serving on the Committee and its course sequence subcommittees. Committee and subcommittee meetings have served as forums for discussion and faculty consensus-building, with the result that the Curriculum Committee has been able to identify theoretical approaches that have clear empirical support and are therefore evidence-based, and that also guide and inform generalist practice approaches. Moreover, it is to be noted that the curricular themes developed for the MSW foundation level support and are consistent with those developed for the BSW program. With the acknowledgement that regional social work practice must serve diverse communities, the Curriculum Committee has further sought to target practice approaches that are minimally intrusive with clients, time-limited and cost-effective. This emphasis on evidence-based skill development is an integral part of the undergraduate curriculum.

With the foregoing in mind, the MSW Program bases its foundation on several complementary theoretical approaches, including the *Ethnocultural Perspective*, *Strengths Perspective*, *Problem-Solving Perspective*, *Systems Perspective* and *Ecological Perspective*. These perspectives are viewed as interrelated and providing a holistic conceptual foundation for the preparation of advanced social work practitioners at the graduate level. Each of these is discussed in succeeding sections, with relevant authorities referenced.

In addition to the themes mentioned above, a variety of related perspectives are offered to students within individual courses. These are identified within succeeding sections and also in individual course syllabi contained in Volume II. Additionally, the additional perspectives guiding the graduate concentrations, clinical practice, bilingual/bicultural practice and government/non-profit practice, are also identified within succeeding sections of this chapter. The integration of theoretical perspectives in the MSW Program's curriculum, together with the vertical and horizontal linkages between and among foundation and advanced courses, is depicted below.

MSW Course Sequencing
2011-12

<table>
<tr>
<td rowspan="2" style="writing-mode:vertical">COURSES REQUIRED OF ALL MSW 1ST YEAR STUDENTS</td>
<td>FALL
(SEMESTER 1)</td>
<td>SPRING
(SEMESTER 2)</td>
<td>SUMMER
(SEMESTER 3)</td>
</tr>
<tr>
<td>541 Social Policy & Services (3)
533 Law, Ethics & SW Practice (3)
565 Social Work Practice I (3)
585 HBSE I (3)
551 Field Practicum Seminar I (1)
532 Field Practicum I (3)
Total: 16</td>
<td>530 Evaluative Research (3)
534 Field Practicum II (3)
566 Social Work Practice II (3)
546 SW Practice with Diverse
      Populations (3)
586 HBSE II (3)
Total: 15</td>
<td></td>
</tr>
</table>

COURSES REQUIRED OF 2ND YEAR MSW STUDENTS (BY CONCENTRATION)

FALL (SEMESTER 3)	SPRING (SEMESTER 4)
CLINICAL PRACTICE	
665 Adv. Multicultural Practice I (3)	644 Group Work (3)
601 DSM for Clinicians (3)	666 Adv. Multicultural Practice II (3)
633 Adv. Clinical Research (3)	652 Clinical Supervision (3)
632 Field Practicum III (3)	634 Field Practicum IV (3)
*2 Elective Courses (4)	*2 Elective Courses (4)
Total: 16	Total: 16
GOVERNMENT NON-PROFIT MANAGEMENT	
664 Organizational Theory (3)	609 Political Economy (3)
651 Leadership & Supervision (3)	605 Public Budgeting (3)
630 Advanced Research (3)	642 Advanced Social Policy (3)
632 Field Practicum III (3)	634 Field Practicum IV (3)
*2 SW Elective Courses (4)	*2 SW Elective Courses (4)
Total: 16	Total: 16

BILINGUAL/BICULTURAL CLINICAL PRACTICE

FALL (SEMESTER 3)	SPRING (SEMESTER 4)	SUMMER (SEMESTER 5)
667 Advanced Bilingual Practice I (3)	668 Adv. Bilingual Practice II (3)	646 Group Work (Bilingual/Bicultural) (3)
631 Adv. Qualitative Research (3)	654 The Latino Family (3)	
615 Bilingual/Bicultural Immersion (4) For Social Work I	632 Bilingual/Bicultural Practicum I (3)	634 Bilingual/Bicultural Practicum II (3)
602 DSM (Bilingual) (3)	661 Field Seminar I (1)	662 Field Seminar II (1)
Total: 13	616 Bilingual/Bicultural Immersion for SW II (3)	Total: 7
	Total 13	

Elective courses are offered during Fall, Spring, and Summer semesters. **Effective: Fall 2011**

Ethnocultural Perspective. The ethnocultural perspective is a theoretical and practice paradigm that integrates the ethnic and cultural attributes and psycho-socio-historical experiences of population groups who identify themselves as members of an ethnic and/or cultural family; for example: African American, Hispanic (Mexican American, Puerto Rican, Cuban, New Mexican Hispanic, Central American) or Asian (Japanese, Korean, Chinese, Vietnamese, Pacific Island) persons. The paradigm is based on a concept of cultural competence—the ability to intervene across cultures—as defined by Valle (1986), Cross (1988) and Sergeeva (2003). Valle (p. 29) describes the ethnocultural perspective as follows:

> Cross cultural competence can best be conceptualized as the ability of the mental health practitioner and researcher to demonstrate a working understanding of: (1) the symbolic/linguistic systems; (2) the naturalistic interactional pattern; and (3) the values and beliefs held by a target ethnic minority population and the ability to incorporate these elements into any planned intervention with members of the ethnic group.

Cross (p. 1) defines "cultural competence" in the following terms:

> Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enable them to work effectively in cross-cultural situations. The word 'cultural' is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. The word 'competence' is used because it implies having the capacity to function effectively. A culturally competent system of care acknowledges and incorporates at all levels the importance of culture, the assessment of cross-cultural relations, vigilance towards the dynamics that result from cultural differences, the expansion of cultural knowledge, and the adaptation of services to meet culturally-unique needs.

With respect to social work in New Mexico and the Southwest, ethnocultural practice and cultural competence are based on (a) a foundation of knowledge about the socio-historical and cultural experiences of Hispanics, American Indians and other ethnic minorities, (b) the influence of culture, ethnicity, race, class and gender on behaviors and life styles and (c) the application of this knowledge in interventions with clients of diverse cultural backgrounds. The culturally competent social worker will also understand the function of languages, speech and communication patterns in the helping process. Similarly, the ethnoculturally appropriate practitioner will be aware of the impact of social policies on ethnic minority populations, their help-seeking behaviors and the responses of health and human service agencies. Implied in the ethnocultural practice approach is the ability to use ethnographic information in the competent planning, delivery and evaluation of social services to various ethnic groups.

The cultural competence-based curricular perspective suggests that practitioners must have knowledge of their clients' ethnocultural attributes in three specific areas identified by Valle (1986): (a) symbolic/linguistic characteristics, including written and spoken languages and traditional cultural identity symbols (such as ethnic ceremonies, celebrations, art and folklore), (b) interactional patterns existing between individuals and their social supports (including families, peers, community groups and natural helpers) and (c) the norms, value and belief systems of each ethnocultural group.

Valle (1986, p. 29) summarizes the ethnocultural paradigm as follows:

Within the cross cultural intervention context, the mainstream mental health clinician and researcher must be sufficiently grounded in the day-to-day meanings of the ethnic minority group member's symbolic, interactional and narrative belief system…These competencies are incomplete, if they are not linked to the actual behaviors of the members of ethnic minority groups in the context of their social environment.

Sergeeva (2003, p. 5) further highlights the relationship between ethnocultural factors and the marginalization of individuals and communities:

[I]t is especially important to identify the social activity of ethnoculturally marginal individuals....No matter what society's position is [it] is the marginal individuals that are separated from the commonly used sociocultural mechanisms of self-realization....Society, in turn regards such mechanisms as violating the accepted behavioral patterns.

The Strengths Perspective. The strengths perspective complements the ethnocultural or cultural competence paradigm by suggesting that the strengths, potential and capacity of client systems are important focal points for intervention. The symbolic/linguistic attributes, the interventional patterns of primary groups/natural social networks and the norms, values and belief systems of clients are viewed as integral strengths rather than deficits to be corrected.

For many years the body of literature and research that served as the foundation for interventions with ethnic minority populations was found to be ethnocentric, stereotypic, exclusionary, damaging and irrelevant to the reality experienced by people of color. The constructs or frameworks used to analyze and define the experiences of ethnic groups in relation to the continuum of health and illness were expressed in terms of cultural deficits (e.g., the "culture" of poverty), social and individual pathology, ethnocentric life styles, class status and aberrations relevant to minority and immigrant populations. As Montiel & Wong (1982) suggest, in the traditional medical model and derivative social work paradigms, "the social and individual pathology of minority groups is emphasized while neglecting their healthy adjustment as well as positive methods of coping with the problems of living in a racist environment."

The strengths perspective takes the opposite approach in that it is not based on a deficit or pathology perspective. Instead, Lee (2003, p. 386) notes:

The strengths perspective is based on two key assumptions: (1) all people and environments have abilities and resources that are not being used, are underused, or perhaps have been forgotten, and (2) all people are capable of continued growth and change.

Saleebey (1992, p. 169) argues that the strengths perspective is consonant with social work's fundamental values. Montiel & Wong (1982) add that it is consistent with the promotion of human worth and social justice:

Focusing and building on client strengths is not only a counterweight to the prevalent deficit model. It is an imperative of the several values that govern our work and the operation of a democratic and pluralistic society including distributive justice, equality, respect for the dignity of the individual, and the search for maximum autonomy within maximum community.

According to Miley, O'Melia, & Dubois (1995, p. 70),

> Strengths-oriented social workers believe that the strengths of client systems—individual, interpersonal, familial, organizational, and social—are resources to initiate, energize, and sustain change processes. Workers draw upon the resources available, both within client systems and in their environmental contexts, to promote more effective functioning.

The strengths perspective is, therefore, based on strategies of *empowerment* as a "process—organizational and community" enabling the gaining of environmental control and the attaining of aspirations (Hosenfeld, 1987, p. 469-83). Rappaport (1981) views empowerment as the process by which client systems, including people, communities and organizations, gain mastery over their own existence. The goals and processes of strengths-focused social work interventions incorporate basic principles of empowerment, including (a) enhancement of the "competence of human systems toward more adaptive social functioning" and (b) seeking "the responsiveness of social institutions by increasing the availability of societal opportunities and resources" (Miley, O'Melia, & Dubois, 1995, p. 70).

The Problem Solving Perspective. As interpreted by Kirst-Ashman & Hull (1993, p. 25), generalist practices stresses a problem solving approach with "problem" defined as "an intricate, unsettled question or a source of perplexity, distress or vexation." The problem solving perspective proposes that the function of social workers is "to assist clients to resolve problems in person-situation interactions…and to create healthy communities...by building a meaning, a purpose and sense of obligation for the community" (Specht, 1990, p. 345). Compton & Galaway (1994, p.10) suggest that the process of problem solving "involves the use of strengths brought by the client, the worker and the environment."

Problem solving, as a practice model, is a strengths-focused helping process through which client systems are empowered to find ethnoculturally responsive solutions to their problems through partnerships, resources, opportunities development and environmental enhancement. The problem solving model is applicable to direct services, group work and community organization and development.

As an empowering process that promotes competence within client systems, problem solving is based on the assumption that "clients have strengths, that environments hold potential resources, and that clients should participate as full partners in all aspects of change processes" (Germain & Gitterman, 1996, p. 6). Problem solving is conceived as a planned, systematic, cognitive and affective process based on social work values and ethics, and which follows six major steps or phases: (a) assessment; (b) planning; (c) intervention; (d) evaluation; (e) termination; and (f) follow-up (Kirst-Ashman & Hull, 1993, p. 25-37). These steps are viewed as applicable to the generalist continuum of intervention with all levels of systems—the micro, mezzo and macro.

The Systems Perspective. The systems paradigm provides a framework for the understanding of person-environment dynamics at the micro, mezzo and macro levels of social organizations. As defined by Olsen (1968),

> a social system is a model of a social organization that possesses a distinct total unit beyond its component parts, that is distinguished from its environment by a clearly defined boundary, and whose sub-units are at least partially interrelated within relatively stable patterns of social order.

Anderson and Carter (1990, p. 266-67) define a system as "an organized whole made up of components that interact in a way distinct with other entities and which endures over a period of time." The systems perspective or paradigm as applied in the School's social work curriculum is based on an ecosystems framework for the understanding of "human diversity and the relationship between humans and their environments" (Miley, O'Melia, & Dubois, 1995, p. 70).

Kozlowska & Hanney (2002, p. 285) add to this definition of the systems perspective by noting that it

> refers to the application of general systems theory to living systems.....[It] requires the [holding of] multiple perspectives in mind, considers each system level as both a part and a whole, and shifts the focus of attention between levels as required.

Human systems are defined as structural, bio-psycho-social and ethnocultural entities with intrinsic strengths and interaction among themselves and within their environments. The systems perspective views human entities or systems—individual, family, group, communities, agencies, organizations, institutions and cities—in dynamic interaction with each other and their environment. Problem solving within this ecosystem paradigm is focused on the interaction between individuals, families, groups, communities or organizations and their subsystems and environments. Within this context, social work practitioners are expected to focus on the promotion of growth by individual clients as well as on systemic issues impeding growth, such as inadequate housing, medical care and education, poverty, lack of services, and discrimination within socioeconomic and political environments.

Throughout the curriculum, students are taught that the assessment and design of client interventions must be relevant to the environmental conditions in which clients exist, and must be supported by empirically based theories and research. Students are taught the importance of the evaluation of practice and programs, and learn appropriate evaluative methods and skills. Content provided in each curricular area is related to the School's mission and to the competencies and practice behaviors derived from the mission.

The Ecological Perspective. Germain & Gitterman (1996, p.6) view culture as

> part of the environment, part of the person and...expressed through each person's values, norms, beliefs and language...[It enables] people to transcend limitations imposed by the environmental conditions.

Because the ethnocultural experience of people is "part of their person and their environment," the ecological perspective can be viewed as a complementary model. Indeed, is a very important paradigm in the implementation of NMHU's generalist curriculum given its consistency with NMHU's dedication to the multicultural populations of New Mexico.

The ecological perspective tends to integrate the treatment and reform traditions in social work practice by emphasizing the *person-in-situation*, which can also be described as the interaction and transaction between human systems, including individuals, families, groups, communities and organizations, and their environments. Compton & Galaway (1994, p.4) define the ecological perspective as a reciprocal transaction between individuals and environments that are "in a constant state of reciprocity," each shaping the other.

The School adopts Germain's and Gitterman's concept of the social work function by educating students to help clients (a) "mobilize and draw upon personal and environmental resources for effective coping" and (b) "influence social and physical environmental forces to be

responsive to people's needs" (1996, p. 26). When this model is applied to social work education in New Mexico, the School's programs emphasize the teaching of the socio-historical experiences of regional Hispanic and Native American communities, and the identification of ethnocultural attributes that these groups have relied upon to cope with oppression, poverty, discrimination and life transitions. Indeed, empowerment through group, neighborhood, community and tribal involvement and collective action in rural and urban environments are integral aspects of the ecological perspective. The ecological continuum of intervention includes teaching competent practice with individuals, families, groups, communities, tribes, organizations and political units, and is reflected in the School's program at the MSW foundation level.

Foundation Curriculum

The MSW foundation courses are designed to familiarize students with the knowledge, skills, and values of the social work profession and develop competencies in foundation practice. In the first semester, courses cover areas of practice and human behavior theories, law and ethics, social policy and services, as well as field practicum with the accompanying field seminar. The courses in the first semester of the foundation year of the MSW program are SW 565 (Social Work Practice I), SW 541 (Social Policy and Services), SW 533 (Law and Ethics), SW 585 (HBSE I), SW 551 (Field Seminar) and SW 532 (Field Practicum I).
The second semester courses continue the integration of knowledge, values and skills for the MSW foundation. The courses in the second semester of the foundation year of the MSW program are SW 566 (Social Work Practice II), SW 530 (Evaluative Research), SW 546 (Practice with Diverse Populations), SW 586 (HBSE II), and SW 534 (Field Practicum II).

530. Evaluative Research
The foundation research course introduces students to concepts of research for application in various human service contexts. The course covers elements of the research process, research design, statistical analysis, and the ethical issues in conducting research. Both qualitative and quantitative methods are presented, and issues relevant to research focusing on culturally diverse populations. Prerequisite: Evidence of having completed a statistics course within the past five years.

532. Field Practicum 1
This foundation practicum sequence is designed to help students apply foundation knowledge of social work skills, values and ethics to practice. By providing a series of supervised assignments and tasks, the practicum experience will expose students to a variety of social work roles. Students will apply generalist social work knowledge, skills and values to practice with individuals, couples, families, groups and communities.

533. Law and Ethics in Social Work Practice
This course examines areas of the law in which social work and the legal system intertwine. Major emphasis is placed on the operation of the legal system in New Mexico and the Southwest. The course introduces students to critical principles, guidelines, reasoning strategies and legal concepts necessary to make informed, effective practice decisions.

534. Field Practicum 2
This foundation practicum sequence is designed to help students apply foundation knowledge of social work skills, values and ethics to practice. By providing a series of supervised assignments

and tasks, the practicum experience will expose students to a variety of social work roles. Students will apply generalist social work knowledge, skills and values to practice with individuals, couples, families, groups and communities.

541. Social Policy and Services

This foundational policy course outlines the history of social welfare policy and the manner in which social services have been provided before and after the European conquest of New Mexico and the Southwest. It surveys contemporary social problems, and evaluates social legislation, policies, programs and political and social manifestations of racism, sexism and oppression. It also analyzes the impact of these on the diverse, historically vulnerable populations of the Southwest. It introduces students to advanced policy analysis and advocacy strategies that promote social justice.

546. Social Work with Diverse Populations: Issues of Race, Class, Age, Gender

This course surveys theoretical approaches and outlines practice techniques and interventions useful for competent social work with diverse clientele. Special emphasis is placed on practice with the diverse populations of New Mexico and the Southwest, especially among Hispanic and American Indian populations. This course provides a framework for understanding issues of diversity, oppression and social justice within the context of race, ethnicity, culture, gender, class, age, sexual orientation, spirituality and religion, and physical and mental disability.

551. Field Seminar

This seminar is required during the first semester. It provides students with an opportunity to integrate practice theory with field practicum experience. Instructors will assist students with their understanding and application of social work knowledge to specific programs, issues, and concerns that arise in the provision of social work services.

565. Social Work Practice 1

This course presents the foundation skills necessary for the provision of generalist social work services to individuals. The course develops the direct practice knowledge and skills necessary for ethical and competent engagement, problem identification, assessment, intervention design, implementation, and termination with diverse, vulnerable, and at risk clients. Emphasis is placed on generalist social work practice with Hispanic, American Indian and other oppressed groups of New Mexico and the Southwest.

566. Social Work Practice 2

This course focuses on a critical and comparative analysis of frameworks, theories and models of social work practice. The course examines the four forces in psychology as the building blocks of an integrative, multicultural, ecosystems approach to social work practice. Implications of each practice approach for work at the micro, mezzo, and macro level are examined. Emphasis is placed on the evaluation of the practice approaches for work with diverse populations, with emphasis on the Native American, Hispanic and other oppressed populations of New Mexico and the Southwest.

585. Human Behavior and the Social Environment 1

This two-semester course sequence critically examines traditional and alternative theoretical perspectives of human life course development and the environmental contexts within which development occurs. The sequence explores the interactions among individuals and between individuals and families, groups, organizations, and communities. Particular emphasis is placed on the influence of culture, race and ethnicity on human development and on the effects that

oppression and social and economic injustice have on human behavior, with special consideration given to the diverse populations of New Mexico and the Southwest.

586. Human Behavior and the Social Environment 2

This two-semester course sequence critically examines traditional and alternative theoretical perspectives of human life course development and the environmental contexts within which development occurs. The sequence explores the interactions among individuals and between individuals and families, groups, organizations, and communities. Particular emphasis is placed on the influence of culture, race and ethnicity on human development and on the effects that oppression and social and economic injustice have on human behavior, with special consideration given to the diverse populations of New Mexico and the Southwest. This is the second course of a two semester sequence

Concentration Curriculum: Formal Curriculum Design*.* The School offers three concentrations within the MSW program: Clinical Practice, Bilingual/Bicultural Clinical Practice and Government/Non-profit Management practice. In the design of the of each of the concentrations, all of the core competencies created for the foundation level and identified in this chapter are augmented by knowledge and advanced practice skills and behaviors specific to a concentration. These are identified in succeeding sections of this chapter.

Concentration Curriculum: Clinical Concentration. The clinical concentration within the curriculum of the NMHU School of Social Work focuses on student acquisition of knowledge, values and skills needed to apply social work theory and methods to the assessment, planning, treatment and prevention of psychosocial dysfunction and disability. The program promotes an emphasis on building positive therapeutic relationships through the use of the core conditions as well as a focus on social work values and principles: client self-determination, a strengths perspective, "starting where the client is", the person-in-environment perspective and sensitivity to diversity and cultural differences.

The courses utilize a combination of didactic content presentation, facilitated discussion to promote critical thinking, and small group experiential activities for the practice of skills. The program recognizes the importance of evidence-based practice and research-informed practice.

Graduates of the program are expected to be able to

1. Make informed practice decisions using the application of ethical principles and critical thinking.
2. Utilize knowledge and personal/professional values related to diversity and cultural differences.
3. Practice within a framework that is conscious of human rights and social and economic justice.
4. Integrate theory, personal and professional values and skills into effective implementation of the helping process (engagement, assessment, planning, intervention and evaluation) with client systems.

SW 665 (Advanced Multicultural Practice I) builds on the knowledge provided in the first year foundation practice courses. The course provides a focus on mental disorders from the perspective of etiology, epidemiology and treatment with individual clients and provides a combination of didactic methods with experiential learning through role playing, observation and the writing of progress notes. Attention is paid throughout the course to the importance of culturally sensitive application of treatment services with diverse populations. A signature assignment assesses student ability to conceptualize theory and apply it to individual hypothetical client situations. This course compliments the DSM IV course that places a focus on classification of mental disorders.

SW 666 (Advanced Multicultural Practice II) has a dual focus: clinical practice with families and clinical practice with children and adolescents. The course reviews major theoretical approaches for use with families and requires students to utilize theoretical knowledge in combination with social values and principles to apply the approaches in recorded role play assignments. The section on children and adolescents combines didactic presentations with a focus on techniques and methods that have strong evidence-based effectiveness that are also used in structured recorded role played assignments. Throughout the course, emphasis is placed on the need for cultural sensitivity in the application of theory to client systems. A signature assignment assesses student capability in applying family theory or theory related to interventions with children/ adolescents to client situations.

SW 652 (Clinical Supervision) promotes a knowledge base related to clinical supervision competencies, supervisory roles, models for provision of supervision, supervisory methods and the supervisor/worker relationship. It also provides students with the opportunity to use intervention skills and models in role played in-class scenarios and a required recorded role played intervention playing the role of a supervisor. The course is designed to prepare students to become effective supervisors and to be able to advocate for effective supervision when they are in the position of supervisee.

SW 601 (DSM for Clinicians)

This course compliments SW 665, but differs in that it does not focus on the etiology or treatment of mental disorders. The focus is on the classification of mental disorders from a descriptive, phenomenological approach. The goal is to enable the student to be able to formulate a diagnosis using the principles and guidelines as outlined in the DSM-IV-TR. It focuses on the diagnostic process and the basics of conducting a psychiatric assessment and mental status exam. It also focuses on how the classification system is used with the vulnerable populations in New Mexico. The course will be taught from a variety of perspectives including didactic, videos, an analysis of cases and practice in formulating a diagnosis.

SW 644 (Group Work)

This course focuses on the use of group work in clinical social work practice. The goal is to prepare students to conceptualize and develop groups from different theoretical perspectives and to be able to provide leadership in different types of groups. In order to do this the student will understand group process and how this group process is played out in the different cultures in New Mexico. The student will learn about the ethical and leadership perspectives of conducting groups and will learn about and be able to understand and incorporate some of the different theories of group practice that are represented in the literature. The class is knowledge based and experiential in that the students will be required to run mock groups which demonstrates their understanding of process, techniques that are required in group work. The signature assignment will require the student to formulate a group proposal.

SW 633 (Advanced Clinical Research)
The focus of this course is on the quantitative and qualitative skills needed to evaluate the effectiveness of practice and to critically assess the implications of research findings for practice. Particular emphasis is placed on bridging the gap between research and social work practice. Specific topics addressed include aspects of ethical research, quantitative and qualitative single-case designs, measurement validity, constructing quantitative and qualitative measurement instruments, reliability, trend analysis, statistical analysis, developing ethnographic questions, keeping field records, grounded theory and content analysis.
SW 632 and 634 (Field Practicum III and IV) provide experiential learning for students in community social work and human service agencies. The practicums are designed to provide opportunities for integrating knowledge and skills learned in the classroom in professionally supervised interventions with clients and client systems. Learning contracts are collaboratively formulated by students, agency supervisors and field practicum consultants and incorporate all competencies and practice behaviors. Field consultants meet with students and field supervisors twice a semester to monitor the effectiveness of the practicum and to assess student performance.

Concentration Curriculum: Bilingual/Bicultural Clinical Concentration. The Bilingual/Bicultural Concentration offered within the NMHU School of Social Work prepares graduate level students with clinical skills to work with the growing Spanish-speaking population in New Mexico and the Southwest. Currently, MSW-level social workers who are fully bilingual in English and Spanish continue to be in short supply. The purpose of the program is to increase the number of MSW-level social workers who can effectively serve monolingual Spanish-speaking clients who are either immigrants in the U.S. or are native-born New Mexicans. Heritage-language learners of Spanish are targeted for recruitment to this program. This means that the School is interested in recruiting students who grew up in Spanish-speaking households but who have not acquired language proficiency. In this way the program builds human and social capital among native- and foreign-born students who have an interest in working in their own communities. Basic conversational skills in Spanish are required for admission and in-person interviews are conducted with each applicant to assess language capacity and interest in the program.

The concentration is clinical in focus and closely mirrors the clinical concentration currently offered by School.   Therefore, in addition to the core Practice courses, courses in Qualitative Research, DSM, and Group Work are included in the curriculum. In lieu of electives normally offered in the clinical concentration, students take required courses to include Bilingual/Bicultural Immersion and The Latino Family. Students also take an extra semester of field practicum seminar to support their practicum experience in agency settings.

While the Bilingual/Bicultural Clinical curriculum closely mirrors the clinical concentration, course content is also designed to address the values, skills, and knowledge necessary to work with Spanish-speaking monolingual clients. This means that not only issues of language are addressed, but aspects of culture, nationality, identity, region, gender, social class, and the law-- as they relate to working with this population-- are also incorporated into course content. Individuals who are fully bilingual in English and Spanish and can incorporate Spanish language into the classroom are recruited to teach classes (clinical offerings, in particular) in this concentration. Spanish language is the focus for conversational purposes primarily. That is, the

program is not intended to teach biliteracy (reading and writing in Spanish). Reading materials and writing assignments are primarily in English, while conversationally students will move toward advanced skills intended to impact services for Spanish-speaking clients.

SW667. (Advanced Bilingual Practice I), as in SW665 (Advanced Multicultural Practice I), builds on course content from the first year foundation curriculum. The course focuses on psychosocial difficulties from the perspective of etiology, epidemiology and treatment with Spanish-speaking individual clients and client systems. Didactic methods, in addition to experiential learning through role playing, observation and the writing of progress notes are important components of this course. Practice theory which has been particularly effective with Spanish-speaking populations will be highlighted in this course. A signature assignment assesses student ability to conceptualize theory and apply it to individual hypothetical client situations in Spanish. This course complements the DSM IV course which focuses on the classification of mental disorders.

SW 668. (Advanced Bilingual Practice II) is similar to SW666 (Advanced Multicultural Practice) with a focus on working with Spanish-speaking clients. This course focuses on clinical practice with children and adolescents. The course reviews major theoretical approaches for use with children and adolescents within Spanish-speaking communities and requires students to apply this knowledge, in combination with social work values and principles, in recorded role play assignments conducted in Spanish. The course incorporates didactic presentations with a focus on techniques and methods that have evidence-based effectiveness in Spanish-speaking communities. A signature assignment assesses student capability in applying theory related to interventions with children/ adolescents in Spanish-speaking communities to client situations.

SW 602. (DSM for Bilingual/Bicultural)

This course complements SW 667, but differs in that it does not focus on the etiology or treatment of mental disorders. The focus is on the classification of mental disorders from a descriptive, phenomenological approach, with an emphasis on how the DSM is used with Spanish-speaking clients. Like SW601, the course focuses on the diagnostic process and the basics of conducting a psychiatric assessment and mental status exam, but with an eye toward working with Spanish-speaking monolingual clients. The course will work off the cultural formulation model as outlined in the DSM IV. This model supplements the biopsychosocial approach by highlighting the effect of culture (in this case-Latino culture) on clients' symptomology , explanatory models of illness, help seeking preferences and outcome expectations. Along with the cultural formulation model each disorder will be covered focusing the literature that describes some of the cultural issues of each disorder. The course will be taught from a variety of perspectives including didactic, videos, an analysis of cases and practice in formulating a diagnosis. Experiential, role play assignments will be conducted in Spanish.

SW 631. (Advanced Qualitative Research)

In this course students will learn about a range of qualitative research methods, with a focus on acquiring skills in the method of life story interviewing. The influence of scholarship in the humanities o qualitative research is an important component of this course and complements the quantitative research course offered at the foundation level. In this course students will develop skills in analyzing interdisciplinary texts that employ qualitative research methods. These texts and readings will introduce students to the socio-historical-political context of New Mexico and the diversity of its Hispanic/Latino populations. These broader perspectives, along with the lived experience of native Hispanic New Mexicans and Mexican nationals reflected in personal

narratives, serve as a backdrop to social work as it is practiced in New Mexico and U.S.-Mexico border region. The course is designed to familiarize students with a range of qualitative methods, become proficient in life story interviewing, and introduces bilingual social work students to important contextual issues when practicing social work with Hispanics and Latinos in New Mexico.

SW 615. (Bilingual/Bicultural Immersion for Social Work I)
The course addresses Spanish language development for students in this concentration. This language and cultural immersion course is the first of two classes which focuses on Spanish language skill development within a bilingual/bicultural social services work setting. It is designed to strengthen the student's prior academic and heritage language Spanish language skills. The course emphasizes the practical oral use of Spanish through a variety of interactive role play situations pertinent to the field of social work. Practice, interviewing, and assessment with local Hispanic/Latino and immigrant families will be emphasized. Language skills will be grammatically based, but embedded within functional/notional social work situations. Cultural nuances and regional Spanish vocabulary will be included as integral parts of the class.

SW 616. (Bilingual/Bicultural Immersion for Social Work II)
This course is a continuation of SW615 and builds on the skills and knowledge acquired in that course.

SW 644. (Group Work for Bilingual/Bicultural)
This course focuses on the use of group work in clinical social work practice with Spanish-speaking clients. The goal is to prepare students to conceptualize and develop groups from different theoretical perspectives and to be able to provide leadership in different types of groups. In order to do this the student will understand group process and how this group process is played out within Spanish-speaking client populations. As in SW644, the student will learn about the ethical and leadership perspectives of conducting groups and will learn about and be able to understand and incorporate some of the different theories of group practice that are represented in the literature. The class is knowledge based and experiential in that the students will be required to run mock groups in Spanish which demonstrate their understanding of process and techniques that are required in group work. The signature assignment will require the student to formulate a group proposal for an identified Spanish-speaking client population.

SW 661 and 662 (Field Seminar I and II)
These courses are designed to support field practicum for students in the Bilingual/Bicultural concentration. Seminars will be conducted with a group work format, and will support students as they navigate practicum experiences with Spanish-speaking clients. Field seminars will be facilitated by instructors who are fully bilingual in Spanish and English and can conduct the seminar primarily in Spanish.

SW 632 and 634 (Field Practicum III and IV) provide experiential learning for students in community social work and human service agencies with a primary emphasis on working with Spanish speaking clients. The practicums are designed to provide opportunities for integrating knowledge and skills learned in the classroom in professionally supervised interventions with Spanish speaking clients and client systems. Learning contracts are collaboratively formulated by students, agency supervisors and field practicum consultants and incorporate all competencies and practice behaviors relevant to the clinical concentration with additional bilingual/bicultural specific practice behaviors. Field consultants meet with students and field supervisors twice a semester to monitor the effectiveness of the practicum and to assess student performance.

Concentration Curriculum: Government/Non-Profit Management Concentration. In preparing to practice as professional social workers in the rural communities of New Mexico and the Southwest, students must have the mezzo- and macro-level skills, including technical writing competence, advocacy skills, program development and administrative and management abilities, to succeed in the multicultural environments in which these skills are desperately needed. With this critical point in mind, the essential purpose of the Government/Non-profit Concentration is to educate social workers to

a) Identify opportunities to participate in formulating, changing and evaluating policies at the agency, local, state, tribal and federal level that enhance the well being and political and economic sustainability of communities, organizations and governmental units;
b) Use the practicum experience, knowledge of scholarly research and understanding of planning and organizational theory to develop and implement health, mental health and human service programs at the agency level;
c) Apply knowledge of community needs assessment techniques in the creation and evaluation of methodologies for gauging social needs in communities;
d) Critique and apply knowledge relating to traditional community organization methods , including social action, social planning and locality development, in the creation of community agency programs;
e) Critique and apply knowledge of economics and administrative, organizational and political processes in the creation of regionally sustainable health, mental health and human service programs.

In fulfilling their roles as participants in governmental and not-for profit milieus, it is intended that social work students accomplish the following tasks in their education at the concentration level:

a) Demonstrate knowledge of approaches to organizational, community and tribal assessment and intervention that are culturally and regionally appropriate for work with culturally diverse and socially, politically and economically marginalized populations;
b) Recognize the extent to which organizations and political systems and their operations may marginalize or exclude classes of persons;
c) Work as advocates for social inclusion and social cohesion in at-risk communities.

In the course of their education, Students in the Government/Non-profit Management Concentration must, as assessed by the practice behaviors defined for the concentration, demonstrate the knowledge, ability, and professional preparation to accomplish the following ends:

a) Engage in policy practice within agency, governmental and tribal settings to advance social and economic well-being and to deliver effective in health and social services;
b) Engage in advocacy by taking action to address discriminatory patterns that underlie the development of policies and services at local, state, tribal and national governmental levels and within health and in agency settings.

In the delivery of classroom and field curriculum to students, the following courses are required to be completed by students successfully:

630. Advanced Research
This course teaches advanced research skills necessary for program evaluation. Topics covered include qualitative and quantitative research methods, research design, analysis of research reports, the use of statistical packages for data analysis for practice and program evaluation.

632. Field Practicum 3
The advanced field practicum sequence is designed to help students continue to develop a professional identity as a social work practitioner/administrator as well as to improve practice skills through experiential learning and supervision. Students in this concentration are expected to focus on "macro practice". This course will build on advanced practice skills learned in the foundation practice courses. Students must demonstrate the ability to engage in policy advocacy and development, program evaluation, budget development, and economic theory as it affects program planning and service delivery.

634. Field Practicum 4
The advanced field practicum sequence is designed to help students continue to develop a professional identity as a social work practitioner/administrator as well as improve upon practice skills through experiential learning and supervision. Students in this concentration are expected to focus on "macro practice". This course will build on advanced practice skills learned in the foundation practice courses. Students must demonstrate the ability to engage in policy advocacy and development, program evaluation, budget development, and economic theory as it affects program planning and service delivery.

642. Advanced Social Policy
This course examines the social policy planning, advocacy, and implementation process, as well as the professional social worker's policy role. The use of frameworks for policy analysis at the agency, community, political, and legislative levels is discussed. Strategies and techniques for skillful social change interventions in the policy arena are taught. The influences of such factors as oppression, racism, ageism, and homophobia on policy planning at the administrative and agency levels (and in both urban and rural areas) are also examined. Emphasis is placed on the impact of social policy and planning on Hispanics, Native Americans, and other diverse populations of New Mexico and the Southwest.

605. Public Budgeting
This course focuses on public budgeting principles and processes and policy-making process in federal, state and local government. Topics include the history of budgeting, budget reform, ethical considerations, budget development, analysis, and revenue, expenditure forecasting, and state and local financial management.

651. Leadership & Supervision
This course examines relevant theory pertaining to the purpose, function and role of the social worker as administrator and manager. Management theory, leadership styles, and working within a diverse workforce are presented with special emphasis on working within administrative environments in New Mexico and the Southwest.

664. Organizational Theory
This course provides an analysis of formal organizations and informal relationships among individuals and small groups. This course stresses the study of business organizations as a

system of authority and status, control and communication, decision-making centers and leadership positions. Current research and case studies are used for analysis.

609. Political Economy

This course reviews the government's effect on the economy, specifically reviewing the impact of the political process on government behavior; how government influences the behavior of private and public economics and the extent of government intervention in the allocation and distribution of economic resources.

AS M2.06 The program describes and explains how its curriculum content (relevant theories and conceptual frameworks, values and skills) implements the operational definition of each of its competencies.

The MSW curriculum has been structured by faculty so that students work towards achieving proficiency in the ten competencies during the course of their graduate study. In each course, course objectives are linked with relevant competencies; the competencies are operationalized through relevant practice behaviors that link with the specific knowledge, values, and skills addressed in the course. Competencies and practice behaviors are found across the entire MSW curriculum, since no one course carries the full weight of addressing a competency or practice behavior. This encourages integration of knowledge, values, and skills related to the competencies from a variety of perspectives. Each MSW course syllabus (Volume II) has a matrix which indicates which practice behaviors are addressed in the course. A more detailed MSW Foundation Curriculum Matrix (Appendix 2A) and Clinical, Bilingual/Bicultural Clinical, and Government Non-Profit Management Concentration matrices (Appendices 2B, C, D) are included in Volume I A. These matrices address specific course content linked with competencies and foundation or concentration advanced practice behaviors.

Within each course, specific knowledge, values, and skills may be introduced, dealt with in a more complex way, and/or applied. Students either take steps toward or demonstrate proficiency in designated practice behaviors related to specific EPs (2.1.1-2.1.10) within each course. Whether a student moves toward proficiency or actually demonstrates proficiency in these areas depends on where the course is situated within the overall MSW curriculum, the centrality of certain competencies (and related practice behaviors) to a specific course, course objectives, and assignments.

Assignments in each course have been created that link course content with competencies and specific practice behaviors. Course assignments may serve either as intermediate steps toward proficiency in certain practice behaviors related to a competency or as measures demonstrating proficiency (Signature Assignments). Assignments such as exams, presentations, exercises, discussions, etc. assist students in taking steps toward proficiency. Signature Assignments offer opportunities for students to demonstrate proficiency in identified competencies and practice behaviors.

Signature Assignments

Signature Assignments for various MSW courses at both the foundation and concentration levels were developed by members of the Curriculum Committee and other faculty members responsible for individual courses. Each Signature Assignment is clearly laid out in the master syllabus for the course, so that all instructors for the course use the same standardized assignment. A grading rubric for each Signature Assignment accompanies the assignment so

that the grade conveys students' levels of proficiency in specific competency areas. The grading rubric also ensures consistency of grading from instructor to instructor. These assignments occur toward the end of specified courses, where students can be expected to demonstrate their proficiency in certain practice behaviors related to a Competency. Signature Assignments address students' abilities to integrate and apply knowledge, values, and skills related to a Competency in a way that demonstrates proficiency in specified practice behaviors.

The information which follows is organized according to program competencies and practice behaviors; it briefly describes how each of the practice behaviors is implemented in selected courses. More detailed information about every MSW course can be found in the MSW Foundation Curriculum and the three concentration matrices in volume I A. These tables provide a description of course content for each course, assignments, course objectives, and units/weeks linked with each Competency and its related practice behaviors at either the MSW foundation or advanced concentration levels.

EP 2.1.1   *Identify oneself as a professional social worker and conduct oneself accordingly.*

Social work practitioners at both generalist and advanced levels identify with and represent social work as a profession. They do so by learning about and behaving in ways that reflect the six practice behaviors that operationalize this competency at the MSW foundation level; advanced practice behaviors for the three concentrations are also discussed in the narrative that follows. A number of MSW courses address one or more of the practice behaviors for EP 2.1.1.

2.1.1(a)   *Advocate for client access to social work services*

During the foundation year, the concept of advocacy and its importance for social work are explored in various ways. A number of courses emphasize the role of social worker as advocate in a range of settings, and help students develop advocacy knowledge, skills, and mindsets. The first practice course, SW 565, SW Practice I, examines social work's purpose and values in relation to social justice; students study system linkage roles such as advocate and broker, and learn how to develop resources, plan, and advocate for clients at various system levels. In Social Work Practice II, SW 566, students critically examine the linkage between social justice and advocacy practices and multiple social work practice theories. In Social Policy and Services, SW 541, students develop knowledge and skills for accessing community members, lawmakers, and media to communicate effectively for policy changes that improve wellbeing. The Law and Ethics course, SW 533, helps students develop professional communication and advocacy skills for use within the legal system. Field practicum courses (SW 532 and 534) allow students to further develop and apply advocacy knowledge and skills on behalf of clients; they become aware of client resource needs and issues and then use knowledge of client needs and agency and community resources in advocating for clients. Assignments in the Field Seminar (SW 551) allow students to reflect on and discuss various resource needs of clients and ways to develop advocacy knowledge and skills. In all concentrations, issues of social justice, needs of clients, and values of advocacy are foundational to the curriculum.

2.1.1(b)   Practice personal reflection and self-correction to assure continual professional development.

Practices of personal reflection and self-correction are integral to a number of practice courses at the foundation level. In SW 565, Social Work Practice I, students analyze the interaction between personal and professional values, challenges in embracing core social work values, connecting empathically with clients, and communicating core facilitative conditions. In Social Work Practice II (SW 566), students develop self-knowledge and skills as they critically self-reflect on biases and values in the use of theory-based practice. SW 530, Evaluative Research, offers students opportunities to apply personal reflection to practice experiences in the research context. The diversity course, SW 546, develops students' awareness of their social location, and personal and communal identities as they reflect critically on their life stories related to diversity. Field education courses (SW 532 and 534) and Field Seminar (SW 551) work together so students develop self-awareness of how their values, habitual styles, empathic blocks, and judgments may assist or impede client progress; they also have multiple opportunities to use this awareness in their practice with clients. In HBSE II, (SW 586), students self reflect on their own developmental pathways and integrate knowledge of life experiences with theoretical material.

2.1.1(c)   Identify and practice within professional roles and boundaries.

Both of the foundation year practice courses, SW 565 and 566, address this practice behavior. In Practice I students develop knowledge of social work roles and the importance of healthy professional boundaries and link this information with each of the social work process steps; as they practice interviewing skills they learn how to operationalize professional norms that guide the helping process in work at multiple system levels. In Practice II (SW 566) they critically examine social work roles and boundary issues related to multiple theory-based practice perspectives and case situations. The field practicum courses (SW 532 and 534) and Field Seminar (SW 551) provide opportunities to further develop knowledge and demonstrate skills related to boundary setting with clients, different social work roles, and professional norms. SW 533, Law and Ethics, also addresses professional social work roles in legal contexts.

2.1.1(d)   Demonstrate professional demeanor in behavior, appearance, and communication.

MSW students are expected to understand the need for professional demeanor and demonstrate it in various ways. The first foundation practice course, SW 565, helps students understand interviewing communication styles, speech patterns, focus, and ways of using self they develop skills in these areas. In SW 566, Practice II, students critically examine how to use themselves professionally as they implement multiple theory-based practice approaches. Students develop communication skills for legal settings through practice in the organization and presentation of social work testimony in court in the Law and Ethics course, SW 533. Field practicum courses (SW 532 and 534) and Field Seminar (SW 551) reinforce learning as students discuss agency and social work norms and demonstrate professional behavior, appearance, and communication in interactions with clients and staff.

2.1.1(e) Develop a commitment to engage in career long learning.

In every MSW course, emphasis is placed on reading relevant literature and becoming informed about historical and evolving issues in areas of practice, human behavior and the social environment, policy, and research. This discipline supports the development of a commitment to career long learning that becomes even more relevant as students do their field practicum courses. Various courses (SW 530, 533, 565, 566) emphasize developing habits of using research based information to inform practice at different levels and settings and contribute to students' continuing professional development. Field Practicum I and II (SW 532 and 534) and Field Seminar (SW 551) offer students opportunities to develop consistent patterns that support career long learning as they observe social workers in action, research literature pertinent to agency policy and practice, and attend staff meetings, trainings, and conferences which support professional social work identity and development.

2.1.1(f) Effectively use supervision and consultation.

This practice behavior is primarily applied in the field practicum courses at both the foundation and concentration levels where students practice using supervisory feedback to improve practice effectiveness. In addition, SW 565 helps students develop an understanding of confidentiality and how to use the services of their field consultants, field supervisors, and field director/coordinator.

Advanced practice behaviors are identified in each of the concentrations and are summarized in the table (MSW Competencies & Practice Behaviors for Foundation & Concentrations) found earlier in this chapter.

Clinical and Bilingual/Bicultural Concentrations advanced practice behaviors for EP 2.1.1

2.1.1(g)   Readily identify as social work professionals
2.1.1(h) Demonstrate professional use of self with clients
2.1.1(i)   Understand and identify professional strengths, limitations, and challenges
2.1.1(j)   Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives

Each of these advanced practice behaviors emphasize more complex levels of professional identification and self-awareness specific to clinical practice with clients. They are addressed in a number of courses in both concentrations: Field practicum courses (SW 632, 634) where students participate in trainings, identify with professional groups, cultivate abilities to self-observe, reflect and attend to client needs with empathy, develop insight about areas for growth, and develop contextually sensitive relationships with diverse clients; Bilingual/Bicultural students in their practicum courses (SW 632, 634) demonstrate Spanish language skills and bicultural sensitivity in these areas. In Advanced Multicultural (SW 665, 666) and Bilingual Practice courses (SW 667, 668), DSM and group work courses, students further develop knowledge and skills relevant to the concentration. In Bilingual Concentration Field Seminars (SW 661, 662) and Immersion courses (SW 615, 616) students explore case

situations requiring dual language skills, multiple social work roles, flexible use of self, and awareness of areas of growth.

Government Non-Profit Management Concentration advanced practice behaviors for EP 2.1.1

2.1.1(g) Identify opportunities for social workers to participate in formulating, changing and evaluating policies at the agency, local, state, tribal and federal level that enhance the well-being and political and economic sustainability of communities, organizations and governmental units.

This advanced practice behavior addresses ways that students manifest identification with the profession and act accordingly specific to the GNP Concentration. In Advanced Social Policy (SW 642) students demonstrate knowledge and skills related to policy making processes at various levels (local, state, federal). They relate organizational theory to practice in social welfare agencies in Organizational Theory (SW 664), and incorporate information on various styles of leadership into knowledge of management practice in SW 651, Leadership and Supervision. Field practicum courses (SW 632, 634) offer opportunities to work collaboratively to review, evaluate and formulate policy that better serves the agency and community.

EP 2.1.2 Apply social work ethical principles to guide professional practice.

Knowledge, values, and skills related to ethical conduct and ethical decision making are integral to the practice of social work. This competency is operationalized as students learn about and behave in ways that reflect the practice behaviors for this competency.

2.1.2(a) Recognize and manage personal values in a way that allows professional values to guide practice.

Developing awareness of both personal and professional social work values is woven throughout the curriculum, but is more explicitly addressed in a number of courses at the MSW foundation level and in the concentrations. Initially, in Social Work Practice I (SW 565) students explore their own values, beliefs and stereotypes related to social work practice and vulnerable groups; they also compare their values with those of the social work profession and learn how to manage that tension. They demonstrate knowledge and skills in assignments relating NASW Code of Ethics with cores values guiding the profession. Social Work Practice II (SW 566) has students critically self-reflect on the management of personal biases and values applied to theory based practice. In Law and Ethics (SW 533), students are challenged to further clarify personal values and values conflicts, as well as identify ethical decision making issues for practice and steps toward resolution. The diversity course, SW 546, enhances students' skills in listening to the voices and values of others, and builds further awareness of personal values in relation to race, class, gender, social class, sexual orientation, ethnicity, culture, nationality, age, etc. The field education courses (SW 532 and 534) and Field Seminar (SW 551) help students learn ways to let professional values guide their practice and manage the tension between personal and professional values.

2.1.2(b)   Make ethical decisions by applying standards of the NASW and other social work codes of ethics.

MSW students develop knowledge of issues and practices that contribute to both ethical and unethical research and review guidelines for ethical issues relevant to research in SW 530 (Evaluative Research); they develop culturally sensitive research skills relative to problem formulation, protection of human subjects, recruitment and retention of minority and vulnerable populations, and culturally sensitive measurement. The Law and Ethics course (SW 533) helps students develop knowledge and skills in applying the NASW Code of Ethics in resolve practice dilemmas and using legal and ethical guidelines and reasoning strategies to make informed practice decisions. Students in Social Work Practice I (SW 565) gain understanding of ethical codes, social workers' responsibilities, challenges in embracing professional codes, and ethical decision making strategies and practices; they practice communication about clients rights (informed consent, confidentiality and limits, etc.). In Social Work Practice II (SW 566) they examine the ethical bases of multiple practice theories and explore relevant case situations. Practicum courses (SW 532 and 534) and field seminar (SW 551) further extend and integrate students' knowledge and skills as they learn more about the complexities of ethical issues and standards in practice and apply decision-making standards congruent with the profession and practicum agency.

2.1.2(c)   Tolerate ambiguity in resolving ethical conflicts.

This practice behavior is primarily demonstrated in the field education courses (SW 532 and 534) and field seminar (SW 551). Social Work Practice I (SW 565) offers students opportunities to develop knowledge and skills related to complex and unclear case situations and focus on identifying and working toward resolution of ethical conflicts. Students focus on a problem solving process while also examining ethical issues in depth. The field education courses and field seminar, through ongoing supervision, consultation, and discussion, help students cultivate habits of patience and thoroughness in working with ambiguous practice situations and ethical conflicts in work with diverse clients. Knowledge of multiple perspectives related to ethical issues, both currently and historically, is also woven through SW 546, the diversity course.

2.1.2(d)   Apply strategies of ethical reasoning to arrive at principled decisions.

Students learn ethical decision making protocols in analyzing case situations that present ethical dilemmas and challenges in SW 565, Social Work Practice I. In Social Work Practice II (SW 566) students explore the contributions of various practice theories to ethical reasoning and decision making for practice. During the Law and Ethics course (SW 533), they develop knowledge of the ways in which codes of ethics inform decision making in social work, and use legal and ethical guidelines and reasoning strategies to inform their practice. Practicum courses (SW 532 and 534) and field seminar (SW 551) further extend and integrate knowledge of ethical guidelines and complexities as students apply decision making frameworks congruent with the profession and practicum agency.

Clinical and Bilingual Concentrations advanced practice behaviors for EP 2.1.2

2.1.2(e)   Apply ethical decision-making skills to issues specific to clinical social work;
2.1.2(f)   Employ strategies of ethical reasoning to address the issue of technology in clinical practice and its effect on client rights;
2.1.2(g)   Identify and use knowledge of relationship dynamics, including power differentials;
2.1.2(h) Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.

Issues of ethical decision making, managing biases, and working with relationship dynamics and power differentials are addressed in many advanced concentration level courses; courses build on the foundation and address advanced clinical practice behaviors. DSM courses (SW 601, 602) in each concentration help students develop knowledge and skills related to misuse/abuse of diagnosis, managing bias, ethical and relational issues in assessment, and culture bound syndromes; research courses specific to each concentration (SW 633, 631) explore ethical research with diverse and vulnerable populations. Practice courses in the Clinical Concentration (SW 665, 666, 644, 652) help students develop and apply knowledge of ethical, relational and power issues in practice with individuals, families, and groups as well as in clinical supervision relationships. Comparable Bilingual Concentration practice courses (SW 667, 668, 646, 654) focus on similar issues in work with Latino populations. In Bilingual Concentration Field Seminars (SW 661, 662) and Immersion courses (SW 615, 616) students explore case situations in these areas using dual language skills and bicultural knowledge. Practicum courses in both concentrations (SW 632, 634) give students opportunities to apply knowledge and skills related to ethical decision making, legal standards, managing biases and working with relational and power dynamics.

Government Non-Profit Management Concentration advanced practice behavior for EP 2.1.2

2.1.2(e)   Apply legal decision making systems and NASW ethical standards to the resolution of practice dilemmas in government and agency settings.

Courses in the GNP Concentration build on the foundation and address an advanced practice behavior in which students apply legal decision making frameworks and ethical standards to agency and community settings. In the Leadership and Supervision course (SW 651) students develop knowledge of different management styles and related legal and ethical issues. In Organizational Theory (SW 664) students explore effects of consistent and inconsistent policy administration, as well as legal and ethical implications of such. Field practicum courses (SW 632, 634) give students opportunities to apply knowledge of NASW Code of Ethics and legal codes to decision making in government and agency contexts.

EP 2.1.3. Apply critical thinking to inform and communicate professional judgments.

Social workers understand principles of reasoning, scientific inquiry, and critical thinking. They gather, synthesize and apply relevant information in their professional work.

The competency of critical thinking is addressed through various practice behaviors in every course in the MSW curriculum and is a basic building block for the curriculum.

2.1.3(a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

Every course in the MSW foundation addresses this practice behavior; individual courses focus on highlighting different sources of knowledge, as well as ways of evaluating and integrating them into social work practice. In SW 530, Evaluative Research, students develop knowledge of the scientific method and various ways of knowing, examine flaws in sources of knowledge, and learn about strengths and weaknesses of research designs. In the Law and Ethics course (SW 533) students acquire knowledge of multiple areas of substantive law, learn and apply basic legal research skills, apply NASW Code of Ethics to practice dilemmas, and learn legal and ethical guidelines and reasoning strategies for informed practice decisions. Students find, review, critique, and integrate information from different sources as they gain knowledge of social problems and the impact of policies and programs in Social Policy and Services (SW 541). In the diversity course (SW 546) they develop knowledge of interdisciplinary approaches in the area of multiculturalism/diversity and the contributions of qualitative and quantitative research to the field. The foundation practice courses (SW 565 and 566) familiarize students with research literature and practice wisdom, which they critically examine and integrate into case assessments. Both courses offer opportunities for students to relate various theories of practice and human behavior to work with clients. In SW 585 (HBSE I) students develop understanding of sources of knowledge and the historical and social contexts out of which dominant and alternative paradigms and HBSE theories arose; they examine these perspectives at various system levels. SW 586 (HBSE II) extends this process as students focus on the knowledge sources for developmental theories, life span and life course perspectives, and examine strengths and hazards associated with different dimensions and periods. Field practicum courses (SW 532 and 534) and field seminar (SW 551) give students opportunities to demonstrate awareness and skills in dealing with discrepancies between classroom knowledge and agency practice, and integrate knowledge of professional literature with practice wisdom.

2.1.3(b) Analyze models of assessment, prevention, intervention, and evaluation.

In SW 541 (Social Policy and Services) students assess efficacy and efficiency of governmental and other community programs as they analyze various policy models. They develop and apply knowledge of social work process, practice models and professional literature to case assessments in SW 565 (Social Work Practice I); in SW 566 (Social Work Practice II) they critically examine theory-based models of engagement, assessment, intervention, prevention and evaluation. In the two human behavior and the social environment courses (SW 585 and 586) students analyze multiple theoretical models useful in social work practice and in understanding dimensions of human behavior at various system levels and over the life course. In Law and Ethics (SW 533) students learn and apply legal/ethical decision making models, as well as do an analysis of legal research. Field practicum courses (SW 532 and 534) and field seminar (SW 551) help students develop awareness and critically analyze the ways in which theory is used to direct social work processes of engagement, assessment, intervention, prevention, and evaluation in the agency setting.

2.1.3(c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

      In numerous course assignments and activities throughout the MSW curriculum, students have opportunities to demonstrate effective oral and written communication. Sample courses noted in the MSW foundation curriculum matrix offer many examples. Presentations, exercises, role plays, and discussions are typical examples of oral communication found in courses such as SW 533, 541, 546, 565, 566, 585, 586, and 551. Written assignments such as psychosocial assessments (SW 565 and 566), theory-based interviewing (SW 566), practice contexts analysis (SW 551), policy analysis (SW 541), legal case analysis (SW 533), critical self-examination related to diversity (SW 546), HBSE theories related to a range of social systems and human life course development (SW 585 and 586) help students analyze, integrate, and apply theoretical material to social work practice.

Clinical and Bilingual Concentrations advanced practice behaviors for EP 2.1.3

2.1.3(d) Engage in reflective practice;
2.1.3(e) Identify and articulate clients' strengths and vulnerabilities.

      Courses at the concentration level build on foundation knowledge and skills and address advanced Clinical and Bilingual/Bicultural practice behaviors in the area of critical thinking. Students in Clinical Concentration practice courses such as Advanced Multicultural Practice, Group Work (SW 665, 666, 644) and field practicum courses demonstrate skills in self-reflecting and assessing process and dynamics with clients, connecting empathically, and working with emotion in therapeutic relationships; they also work with client system patterns, capacities and vulnerabilities in these courses.   In the Bilingual Concentration, practice and research courses (SW 667, 602, 631) help students develop similar skills in self-reflection and assessment related to clinical issues with Spanish-speaking populations; they further hone their dual language and bicultural skills in case presentations in Field Seminars (SW 661, 662).   In both concentrations, students demonstrate their abilities to apply self-reflection as they do in-depth assessments in field practicum experiences.

2.1.3(f) Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools;
2.1.3(g) Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations;
2.1.3(h) Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format.

      These practice behaviors are addressed in various assessment and advanced practice courses in both concentrations as students learn about and conduct multidimensional assessments and clinical interventions with diverse individuals, families, and groups; they integrate these areas with critical analysis and application of theoretical perspectives in the field practicum courses, as well as in field seminars specific to the Bilingual Concentration. Skills in developing, integrating, and using multiple sources of information and perspectives, as well as communicating effectively about these areas are demonstrated primarily in field education

settings and field seminars. The Bilingual Concentration emphasizes proficiency in communicating in Spanish and bicultural knowledge in these settings.

Government Non-Profit Management Concentration advanced practice behavior for EP 2.1.3

2.1.3(d) Use the practicum experience, knowledge of scholarly research and understanding of planning and organizational theory to develop and implement health, mental health and human service programs a the agency level;
2.1.3(e) Apply knowledge of community needs assessment techniques in the creation and evaluation of methodologies for gauging social needs in communities;
2.1.3(f) Critique and apply knowledge relating to traditional community organization methods, including social action, social planning and locality, in the creation of community agency programs
2.1.3(g) Critique and apply knowledge of economics and administrative, organizational and political processes in the creation of regionally sustainable health, mental health and human service programs.

Courses in this concentration address critical thinking through four specific advanced practice behaviors that integrate, critique, and apply multiple knowledge sources and methods to agency programs and communities. In Political Economy (SW 609) students develop knowledge of the interaction of capitalism and social welfare programs, and economic influences on client preferences for market and government services. Students in Advanced Research (SW 630) draw on multiple sources of knowledge for programmatic changes; they demonstrate skills in identifying community needs through secondary data collection and analysis, focus groups, and surveys. Advanced Social Policy (SW 642) helps students develop knowledge of needs for policy changes in social work settings, and make recommendations for change linked with various feasibility factors; they learn skills of using media, crafting messages, identifying allies and building coalitions in change campaigns. Understanding of leadership roles in internal and external environments, strengths and challenges of different types of organizational systems, and aspects of goal setting and policy creation by dominant coalitions are developed in Leadership and Supervision (SW 651) and Organizational Theory (SW 664). Field practicum courses (SW 632, 634) apply knowledge developed in the courses mentioned as students practice sound research and organization principles in agency/community change, and develop and use needs assessments for policy recommendations, community programs and collaborations; they demonstrate knowledge of the macro impact of economics on policy processes, organizations, and communities at city/county/state levels.

EP 2.1.4 Engage diversity and difference in practice.

Social workers recognize how diversity shapes life experience and understand the interrelationship of multiple factors in contributing to oppression or privilege. This competency is basic to the mission of the School of Social Work and is addressed through various practice behaviors in many courses in the MSW curriculum at both foundation and concentration levels.

2.1.4(a) Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create and enhance privilege and power.

Many courses in the MSW foundation focus on diversity and its relationship to oppression, power, and privilege. The social policy course (SW 541) examines the legacy of discrimination in the United States, structural causes of social problems, and the influence of diverse values competing to shape social welfare policy. Students develop understanding of the legal system's role in protecting the interests of the diverse, at-risk populations of New Mexico and the Southwest and addressing prevalent social problems, including racial and gender discrimination and poverty in SW 533, Law and Ethics. In the diversity course (SW 546), students learn about the dimensions of oppression and demonstrate knowledge of conceptual frameworks (matrix of domination, critical multiculturalism, social construction, privilege and oppression) in relation to diversity, and how a socio-historical-political approach informs contemporary experiences of oppression. In practice courses such as SW 565 students learn about culturally sensitive practices and values in working with vulnerable populations and develop skill in culturally sensitive and strengths focused assessment; in Social Work Practice II (SW 566) students critically analyze the ways in which multiple practice theories address oppression and marginalization and develop knowledge of practice approaches developed by marginalized groups. Both HBSE I and II (SW 585 and 586) give students opportunities to develop knowledge of how poverty, discrimination, invisibility, microaggressions, and structural inequalities influence human development at various system levels over the life course and influence developmental strengths and hazards. In field practicum (SW 532 and 534) students apply knowledge of diversity issues and oppression in work with clients, evaluating both how power imbalances affect clients' lives and problems and how the agency addresses these issues. In field seminar (SW 551) students discuss dimensions of oppression and do a written reflection on how these issues play out in the agency context.

2.1.4(b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

Students gain knowledge of their biases and address values conflicts and biases in Social Work Practice I (SW 565); they also examine how their personal values and stereotypes impact the helping relationship and process. Further self-awareness is developed in both SW 565 and 566 as students develop interviewing skills, receive feedback, and critically examine personal biases relative to the use of multiple theory-based practice approaches. They also explore the conscious use of self when working with diverse clients in various assignments. In SW 546, the diversity course, students learn how to identify their own biases, normalize the human experience of bias, and trace their life stories using a self-reflection process. Students in practicum courses (SW 532 and 534) and field seminar (SW 551) use supervisor, peer and faculty feedback to recognize bias and limit the influence of personal values and biases in work with diverse clients.

2.1.4(c)   Recognize and communicate their understanding of the importance of difference in shaping life experiences.

Social Work Practice I (SW 565) helps students develop knowledge of the strengths of diversity in client systems and how diversity both shapes life experiences and impacts the helping process. Social Work Practice II (SW 566) gives students experience in critically examining difference relative to theory based practice. Students recognize how differential treatment based on race, ethnicity, language, nativity, and socioeconomic status shape opportunity, behavior and outcomes in the context of social policy (SW 541). The diversity course (SW 546) aids students in understanding the impact of different sociopolitical and historical contexts and the intersection of differences (race, class, ethnicity, gender, sexual orientation, disability, nationality, legal status) in shaping people's experiences and views. Students develop knowledge of how diverse sociocultural locations and historical contexts of human groups shape worldviews and experiences at various system levels and across the life course in SW 585 and 586. They bring this knowledge into practicum courses (SW 532 and 534) as they develop skills in recognizing, understanding, and working with clients whose lives have been influenced by oppression and marginalization. Field Seminar (SW 551) gives students opportunities to learn how to recognize oppression and work more skillfully with these issues in social work practice settings.

2.1.4(d)   View themselves as learners and engage those with whom they work as informants.

Students develop knowledge and skills related to listening, creating a client centered environment, and understand client self-determination in the SW 565 practice course. They develop the attitude of learning from clients and practice interviewing skills that embody empathy and curiosity about clients' perspectives and experiences in SW 565 and 566. In SW 566 they also analyze multiple theory based practice approaches in terms of sensitivity to client life experiences and cultural values. The diversity course (SW 546) offers opportunities for students to conduct critical self-examination of their lives in relation to diversity and develop skills in listening to voices that express diverse life experiences. Practicum courses (SW 532 and 534) help students develop skills in collaborative work with clients and habits of learning from clients, supervisors, and other sources. In Field Seminar (SW 551), discussions and assignments help students learn how to develop collaborative, learning focused work with clients.

Clinical and Bilingual/Bicultural Clinical Concentrations advanced practice behaviors for EP 2.1.4.

2.1.4(e)   Research and apply knowledge of diverse populations to enhance client well-being;
2.1.4(f)   Work effectively with diverse populations;
2.1.4(g)   Identify and use practitioner/client differences from a strengths perspective.

Advanced practice behaviors reflecting knowledge of diverse populations, the development of contextual perspectives, and relevant advanced practice skills are important aspects of both concentrations. In the Clinical Concentration, many courses develop multicultural assessment and practice knowledge and skills (SW 601, 665, 666, 644); they examine cultural presentations of mental illness, alternative healing and group work approaches,

and the impact of oppression and historical trauma on client issues and treatment process. Knowledge of the influence of diversity in supervision and client care is addressed in SW 652. In practicum experiences (SW 632, 634) students apply multicultural knowledge and demonstrate advanced skills in diversity sensitive and strengths based practice. The Bilingual/Bicultural Clinical Concentration addresses many of the same areas, but focuses its assessment, practice, and research courses (SW 602, 667, 668, 654) on issues more integral to work with Latino populations and communities; students demonstrate knowledge of diversity in Spanish speaking populations, with emphasis on New Mexico and the Southwest border region in Bilingual/Bicultural Immersion courses (SW 615, 616) and field seminars (SW 661, 662). These courses, along with the Bilingual/Bicultural practicum courses, are arenas for demonstrating appropriate Spanish language skills, bicultural knowledge and culturally sensitive practices.

Bilingual/Bicultural Clinical Concentration advanced practice behavior for EP 2.1.4

2.1.4(e) Demonstrate cultural knowledge, appropriate language-use and clinical practice skills with Spanish-speaking clients in New Mexico.

This advanced practice behavior, unique to the Bilingual/Bicultural Clinical Concentration, is addressed in many courses in the concentration. In assessment courses such as DSM Bilingual (SW 602) students demonstrate regional cultural knowledge applied to clinical interventions with Spanish speaking client systems; courses in Advanced Bilingual Practice (SW 667, 668), Bilingual Group Work (SW 646), the Latino Family (SW 654), and Advanced Qualitative Research (SW 631) facilitate students' development as they apply cultural and socio-historical-political knowledge and Spanish language skills to clinical work in different modalities. Immersion courses (SW 615, 616) help students enhance Spanish conversational skills and attention to cultural cues in client work. In Field Seminars and field practicum courses students demonstrate cultural diversity knowledge and apply Spanish language skills in case discussions and in practice with clients.

Government Non-Profit Management Concentration advanced practice behaviors for EP 2.1.4.

2.1.4(e) Demonstrate knowledge of approaches to organizational, community and tribal assessment and intervention that are culturally and regionally appropriate for work with culturally diverse and socially, politically and economically marginalized populations;
2.1.4(f) Recognize the extent to which organizations and political systems and their operations may marginalize or exclude classes of persons;
2.1.4(g) Work as advocates for social inclusion and social cohesion in at-risk communities.

Advanced practice behaviors reflecting knowledge of culturally and regionally appropriate organizational, community, and tribal assessment and intervention, marginalization and exclusion of groups by organizational and political systems, and advocacy skills in at-risk communities are addressed in many courses within the GNP Concentration. In Political Economy (SW 609) students develop knowledge of the effects of inequality and poverty; they apply cultural and regional knowledge in macro level data collection and methods of research

analysis with vulnerable populations in Advanced Research (SW 630). Leadership and Supervision (SW 651) applies similar knowledge to leadership interactions with diverse employees. In Advanced Social Policy (SW 642) students use outreach and community organizing methods to include marginalized groups in the policy making process and amplify the power of community members' voices. In Field education courses (SW 632, 634) students demonstrate respect, appreciation and knowledge in developing diversity sensitive interventions with economically and socially marginalized populations; they apply intervention skills related to organizational and political exclusion and advocate for social inclusion and cohesion policies and programs.

EP 2.1.5   Advance human rights and social and economic justice.

Knowledge, values and skills related to human rights and social and economic justice are integral to the practice of social work. This competency is also basic to the mission of the School of Social Work and is addressed through various practice behaviors in many courses in the MSW foundation curriculum and all concentrations at the advanced level.

2.1.5(a)   Understand the forms and mechanisms of oppression and discrimination.

Law and Ethics (SW 533) addresses the legal system's role in protecting the interests of the diverse, at-risk populations of New Mexico and the Southwest. Social Policy (SW 541) addresses the legacy of discrimination in the United States. Diversity (SW 546) includes knowledge of the matrix of domination and structures of inequality. Social Work Practice I and II (SW 565 and SW 566) address oppression as maintained by the distribution of resources and examines the ways in which theories of practice can further oppress and marginalize people. In HBSE I and II (SW 585 and SW 586), students examine the ways in which poverty, discrimination, and structural inequalities influence human development at various system levels and over the life span. In the first field education course (SW 532), students review the field agency's stance on social and economic justice. In Field Seminar (SW 551) students participate in a social justice exercise related to the field agency.

2.1.5(b)   Advocate for human rights and social and economic justice.

Law and Ethics (SW 533) addresses the legal system's role in protecting the interests of the diverse, at-risk populations of New Mexico and the Southwest. Social Policy (SW 541) prepares students to access lawmakers and the media and to communicate in order to promote socially just policies. The Diversity course (SW 546) examines major social justice issues that clients face. Social Work Practice I (SW 565) examines social justice and advocacy as a core value of the profession. In fieldwork courses (SW 532 and SW 534), students review the field agency's stance on social and economic justice and incorporate classroom content on social justice into their field experience. In the Field Seminar Class (SW 551) students participate in a social justice exercise related to the field agency.

2.1.5(c)   Engage in practices that advance social and economic justice.

In Law and Ethics (SW 533) the students understand legal structures and operations and the social worker's role in the court system. In Social Policy (SW 542) students understand how to organize campaigns, build coalitions and the ways in which voting helps shape just social policy. In the diversity course (SW 546) students participate in a self-examination assignment to learn that the fight for social justice begins with self-awareness. In Social Work Practice I and II (SW 565 and SW 566), students examine power differentials in the professional relationship and critically examine ways to use theory to empower clients. In the fieldwork courses (SW 532 and SW 534), students first prepare to advocate for social and economic justice and then advocate for social justice in a manner consistent with field agency policy and practice. In the Field Seminar course (SW 551) students participate in a social justice exercise related to advocacy in the field setting.

Clinical and Bilingual Concentrations advanced practice behaviors for EP 2.1.5

2.1.5(d)   Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention;
2.1.5(e)   Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations.

These advanced practice behaviors emphasize more complex levels of knowledge of and clinical practice that addresses the effects of oppression, discrimination and historical trauma on clients. Students learn to advocate at multiple levels for mental health and health care parity. These practice behaviors are addressed in several courses in the Clinical and Bilingual concentrations. In the Field practicum courses (SW 632, 634), Clinical and Bilingual students integrate knowledge of oppression, stigma, historical trauma and human rights violation into treatment planning and intervention and work responsively with clients on these issues. In the Group Work course (SW 644, 646). Clinical and Bilingual concentration students examine social justice in relation to group work. The Bilingual concentration students demonstrate Spanish language skills as well as bicultural sensitivity in these areas. In Advanced Multicultural Practice I and II (SW 665, 666), the Clinical concentration students address cultural assessment, traditional healing, social justice, and gender issues in treatment. In Clinical Supervision (SW 652), Clinical concentration students examine how oppression can impact supervisor/supervisee and worker/client and the critical selection of supervisory models and approaches relative to issues of oppression and historical trauma and advocacy practice. Bilingual Concentration students address oppression, historical trauma, human rights issues and advocacy practice in Bilingual Practice (SW 667, 668), DSM and group work courses. In Bilingual Concentration Field Seminars (SW 661, 662) and Immersion courses (SW 615, 616), students explore case situations that involve oppression and historical trauma and advocacy practice with Spanish speaking populations.

Bilingual/Bicultural Clinical Concentration advanced practice behavior for EP 2.1.5

2.1.5(f) Engage in practices that advance social and economic justice in Spanish-speaking communities, including native-born and immigrant.

In the Bilingual/Bicultural Immersion courses (SW 615, 616), students develop conversational Spanish as a tool for advocacy and demonstrate a familiarity with social justice issues affecting Spanish-speaking clients and communities. In Advanced Qualitative Research (SW 631), students become aware of social injustice as a feature of Latino communities. In Advanced Bilingual Practice (SW 667, 668), students develop an awareness of historical and contemporary social and economic challenges impacting Spanish-speaking communites and become involved in efforts to advocate on behalf of Spanish-speaking clients and communities. In the Group Work (SW 646), The Latino Family (SW 654), the DSM Bilingual course (SW 602), the Field Seminars (SW 661, 662), and the Bilingual/Bicultural Practicum (SW 632, 634), students recognize micro/mezzo/macro system levels of oppression and appropriate micro/mezzo/macro interventions with Spanish-speaking clients.

Government Non-Profit Management Concentration advanced practice behaviors for EP 2.1.5

2.1.5(d)   Engage in policy practice within agency, governmental and tribal settings to advance social and economic well-being and to deliver effective health and social services;
2.1.5(e)   Engage in advocacy by taking action to address discriminatory patterns that underlie the development of policies and services at local, state, tribal and national governmental and within health and in social service agency settings.

Courses within the GNP Concentration address advanced practice behaviors reflecting policy practice and advocacy actions that advance social and economic well-being, address discriminatory patterns in policies and services, and the delivery of effective health and social services. Political Economy (SW 609) helps students develop knowledge of the effects of government actions and economic contexts on social justice and the role of the market economy as a mechanism of discrimination. Students recognize management practices that promote discrimination and learn alternatives that create equal access in SW 651, Leadership and Supervision. In Advanced Social Policy (SW 642) students use research findings, analysis and advocacy to identify disadvantage created by unequal access, opportunity and treatment, inform and shape policy recommendations, and develop skills in campaigning and coalition development for policy practice that supports social and economic justice. Field education (SW 632, 634) gives opportunities for students to integrate and apply knowledge developed in other courses to develop and implement socially just and ethical policy practice that enhance agency and community well-being, address discriminatory policies and practices and identify strategies for correction.

EP 2.1.6 Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research-based inquiry. Social workers evaluate and use evidenced-based research, evaluate their own practice, and draw upon qualitative and qualitative research findings to improve client services, service delivery and policy.

2.1.6(a) Use practice experience to inform scientific inquiry.

Students in the research class (SW 530) learn how to develop research questions. In Social Work Practice I and II (SW 565 and SW 566), students examine practice wisdom and the importance of the client's narrative while critically examining the ways in which practice wisdom informs practice theory. In the fieldwork courses (SW 532 and SW 534), students search the professional literature for best practices pertaining to assessment and treatment of clients at the field agency and then demonstrate their ability to integrate practice wisdom and evidence-based practice in agency-based assessment and treatment. In the Field Seminar (SW 551) students participate in an exercise to prepare to integrate practice wisdom and evidence-based practice into their field experience.

2.1.6(b) Use research evidence to inform practice.

Students in the research course (SW 530) examine the nature of evidence-based practice, including the link between theory and practice and steps for assessing evidence-based practice. In Law and Ethics (SW 533) students learn basic legal research skills, gain the ability to apply the NASW Code of Ethics in the resolution of practice dilemmas, and learn legal and ethical reasoning strategies to make informed practice decisions. In Social Policy (SW 541), students utilize scholarly research on the causes and correlates of social problems and on successful interventions to inform policy recommendations. In HBSE I and II (SW 585 and SW 586), students integrate professional literature that relates to HBSE theories. In Social Work Practice I and II (SW 565 and SW 566), students integrate scholarly research into a case assessment and critically examine the ways in which the effectiveness of theory-based practice approaches is assessed. In the fieldwork courses (SW 532 and SW 534), students search the professional literature for best practices pertaining to assessment and treatment of clients at the field agency and then demonstrate their ability to integrate practice wisdom and evidence-based practice in agency-based assessment and treatment. In the Field Seminar (SW 551) students search professional literature on best practices with client issues at the field agency.

Clinical and Bilingual/Bicultural Clinical Concentrations advanced practice behaviors for EP 2.1.6

2.1.6(c)   Use the evidence based practice process in clinical assessment and intervention with clients;
2.1.6(d)   Participate in the generation of new clinical knowledge, through research and practice;
2.1.6(e)   Use research methodology to evaluate clinical practice effectiveness and/or outcomes.

In the Advanced Practice Courses in the Clinical and Bilingual/Bicultural Clinical concentrations, (SW 665, 666, 667, 668), the Field Practicum courses (SW 632, 634), Research courses (SW 633, 631), Bilingual/Bicultural Field Seminar courses (SW 661, 662), Group Work courses (SW 644, 646), and DSM course (SW 602) Clinical and Bilingual/Bicultural Clinical concentration students develop evidence based practice skills with a focus on approaches that have demonstrated effectiveness with diverse population. They apply four aspects of EBP to develop an intervention, demonstrate knowledge of how to evaluate intervention effectiveness to meet accountability demands of field agency, write a research proposal, and add to the body of knowledge by learning how to integrate client needs and characteristics with best available knowledge. Bilingual Concentration students demonstrate Spanish language skills as well as bicultural sensitivity in these areas.

Government Non-Profit Management Concentration advanced practice behaviors for EP 2.1.6

2.1.6(c)   Use practice experience within agency and governmental settings to generate research questions and inform scientific inquiry;
2.1.6(d) Identify, critically appraise, integrate research-derived knowledge and apply this knowledge to practice within government and agency settings;
2.1.6(e)   Apply research design knowledge, values, ethics and skills to the identification of population and community problems, needs, resources and strengths and to the evaluation of social programs and their outcomes;
2.1.6(f)   Make culturally competent and ethical research decisions in critically assessing, planning, carrying out and interpreting quantitative and qualitative data collection with the Hispanic, Native American and other diverse populations of rural and urban New Mexico and the Southwest.

Students in the GNP Concentration address four interrelated advanced practice behaviors as they engage in the process of research-informed practice and practice-informed research. In Advanced Research (SW 630) students generate research questions drawn from practicum experiences that relate to needs, service delivery, and program outputs and outcomes. They review and critique research on community needs and interventions and determine applicability to client population served, as well as assess community needs through quantitative and qualitative data collection and analysis, focus groups, and interviews. They demonstrate knowledge and skills related to ethical and culturally appropriate use of information throughout this process. The Political Economy course (SW 609) develops knowledge of agency funding and social welfare programs as functions of the macroeconomic environment and capital accumulation. In the Advanced Policy course (SW 642) students use various analyses of research, as well as forecasting and comparative policy analysis to propose policy solutions to address social problems. They develop organizational projects and research proposals in SW 651 and 664 as they integrate relevant research literature. In field education courses (SW 632, 634) students apply advanced knowledge and skills as they work with needs assessments and program evaluation, integrate best practices information and community/agency characteristics into their collaborative policy practice work, and maintain standards of ethical and culturally appropriate research as they intervene with regionally diverse and vulnerable populations.

EP 2.1.7 Apply knowledge of human behavior and the social environment

Social workers are knowledgeable about life course human behavior, and the ways in which social systems support and/or undermine health and well being.

2.1.7(a) Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

In Law and Ethics (SW 533), students apply ethical and legal guidelines and reasoning strategies necessary to make informed practice decisions. In Diversity (SW 546) students examine the matrix of domination, social construction of difference, critical multiculturalism, historical trauma, and multiple diversities. In HBSE I (SW 585), students demonstrate knowledge of human behavior theories at various system levels and demonstrate knowledge of conflict, social construction, diversity, psychodynamic, developmental, cognitive/behavioral, existential/humanistic and transpersonal perspectives and knowledge of multiple dimensions of the person and their environments. In HBSE II (SW 586), students demonstrate knowledge of HBSE developmental theories and multiple dimensions of interactions between persons and their environments over the life course. In Social Work Practice I and II (SW 565 and SW 566), students learn multidimensional frameworks for engagement, assessment, intervention, termination, and evaluation and examine the ways in which practice theory integrates human behavior theory to guide the social work practice process. In the Fieldwork courses (SW 532 and SW 534), students first discuss and then incorporate conceptual frameworks that guide practice at the field agency. In the Field Seminar (SW 551) students examine conceptual frameworks that guide agency practice.

2.1.7(b) Critique and apply knowledge to understand person and environment.

In Social Policy (SW 541), students investigate social structures that enhance or impinge upon individual and community well being. In Diversity (SW 546), students understand difference as a dynamic interaction between person and environment and identify structural and personal influences on experiences of privilege and oppression. In HBSE I (SW 585), students demonstrate ability to critically analyze various HBSE theories that address transactions between individuals and their environment. Students understand the importance of context and diversity factors. In Social Work Practice I and II (SW 565 and SW 565), students examine ways in which practice approaches integrate HBSE theory. In fieldwork courses (SW 532 and SW 534) and the Field Seminar course, students identify and demonstrate ability to address person-in-environment issues that affect field agency clients.

Clinical and Bilingual/Bicultural Clinical Concentrations advanced practice behaviors for EP 2.1.7

2.1.7(c)   Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice;
2.1.7(d)   Use bio-psycho-social-spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments;

2.1.7(e)   Consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.

In Advanced Practice Courses in the Clinical Concentration (SW 665, 666) and Bilingual/Bicultural Clinical Concentration (SW 667, 668), Field Practicum (SW 632, 634), Bilingual/Bicultural Field Seminar courses (SW 661, 662), Group Work courses (SW 644, 646), and the DSM course (SW 601, 602) Clinical and Bilingual/Bicultural Clinical concentration students demonstrate increased ability to apply theories about human behavior and the social environment in the implementation of system sensitive practice approaches. Students integrate knowledge of multiple life dimensions (biological, psychological, social and spiritual) with the DSM for comprehensive assessments. Students learn and demonstrate ability to utilize medical resources for diagnostic and medical consultations. Bilingual/Bicultural Clinical Concentration students demonstrate Spanish language skills as well as bicultural sensitivity in these areas. In the Field seminar courses (SW 661, 662), Bilingual/Bicultural Clinical Concentration students apply HBSE theory (developmental systems, person-in-environment) to therapeutic work on assigned cases as demonstrated in case presentations. In the Bilingual/Bicultural Clinical concentration Latino Family course (SW 654), students develop knowledge of multiaxial diagnostic processes applied to family systems as well as knowledge of comprehensive models of assessment for family intervention. Bilingual/Bicultural Clinical Concentration students demonstrate Spanish language skills as well as bicultural sensitivity in these areas.

Government Non-Profit Management Concentration advanced practice behaviors for EP 2.1.7

2.1.7(c)   Use conceptual theoretical frameworks in HBSE to guide the process of needs assessment and the design and creation of community based agencies and larger social and governmental institutions that promote social welfare and social justice;
2.1.7(d)   Apply HBSE frameworks to manage and administer agencies in promoting the well-being of agency employees and clients.

Advanced practice behaviors for the GNP Concentration build upon the human behavior and the social environment foundation courses and address theoretical and conceptual frameworks useful in work with community based agencies, social and governmental institutions, and communities. In Advanced Social Policy (SW 642) students develop knowledge of structural functional theory and causal analysis to guide environmental/societal (governmental) policy solutions to individual and community problems; Organizational Theory (SW 664) addresses governance structures, ecological theory, and the effects of Weber's theory of bureaucracy in social welfare organizations. Various leadership and management theories and perspectives are examined in Leadership and Supervision (SW 651). Students integrate and apply various theoretical perspectives in assessing and intervening to address client and community programming needs, and use management frameworks that assist in agency and employee development in field education courses (SW 632, 634).

EP 2.1.8 Engage in policy practice to advance social and economic well being and to deliver effective social work services.

Social workers understand the history of the development of social policies and services, understand the effects of social policy on people's lives and engage in policy practice.

2.1.8(a) Analyze, formulate, and advocate for policies that advance social well-being.

In Law and Ethics (SW 533), students demonstrate knowledge in a variety of areas of the law, including the U.S. Constitution, basic legal research skills, the ability to apply the NASW Code of Ethics in the resolution of practice dilemmas, and legal and ethical reasoning strategies to make informed practice decisions. In SW 541 (Social Policy), students employ a policy analysis model to weigh strengths and weaknesses of an existing policy and make and communicate informed judgments about it. Students also develop knowledge of social welfare policies at the local, state and federal level that impact client well being. In fieldwork courses (SW 532 and SW 534), students discuss agency policy and understand how agency policy connects to agency mission and programs. In the Field Seminar (SW 551) students examine agency policy manual and participate in an exercise to examine the link between agency policy and agency mission, programs, and services.

2.1.8(b) Collaborate with colleagues and clients for effective policy action.

In Law and Ethics (SW 533), students demonstrate an understanding of family law, criminal law, juvenile law, legal aspects of health care, education law, and legal and ethical issues governing social work practice and also examine the legal system's impact on contemporary social problems. In Social Policy (SW 541), students learn how to access and communicate with community allies and how to deliver a shared message promoting policy action. In the field education courses (SW 532 and SW 534), students understand and participate in agency policy action. In the Field Seminar course (SW 551) students examine the agency policy manual and participate in an exercise to examine the link between agency policy and agency mission, programs, and services.

Clinical and Bilingual/Bicultural Clinical Concentrations advanced practice behaviors for EP 2.1.8

2.1.8(c)   Communicate to stakeholders the implication of policies and policy change in the lives of clients;
2.1.8(d)   Use evidence-based practice and practiced –based evidence in advocacy for policies that advance social and economic well-being;
2.1.8(e)   Advocate with and inform administrators and legislators to influence policies that impact clients and service.

In the field education courses in the Clinical and Bilingual/Bicultural Clinical concentrations (SW 632, 634) students demonstrate the ability to communicate with clients, colleagues, and funding sources about the impact of policies on agency services. Students review professional literature and agency data to identify policies in need of change and to work with

supervisors to learn to effectively communicate for policy action. The Bilingual/Bicultural Clinical Concentration students demonstrate Spanish language skills as well as bicultural sensitivity in these areas.

Government Non-Profit Management Concentration advanced practice behaviors for EP 2.1.8

2.1.8(c) Demonstrate the ability to communicate both verbally and in writing various analytic methods for the assessment of federal, state, local and tribal government policies, structures, and their interrelationships;
2.1.8(d) Use practice, research and knowledge of federal and state laws and regulations in the creation of legally viable not-for-profit organizations for the delivery of health, mental health and human service programs;
2.1.8(e) Critique and apply knowledge of fiscal management techniques to develop sustainable budgets for not-for-profit organizations and government institutions that promote social welfare and social justice;
2.1.8(f) Understand and apply the methodologies of grant writing and resource development in order to respond to the needs of vulnerable populations, communities and tribes.

In Political Economy (SW 609) students develop knowledge of the interaction of economy, government policy, and social welfare, as well as skills in researching laws and regulations that influence program development. They use research to assess outcomes of policy and programs and communicate their findings in SW 630, Advanced Research. In Advanced Social Policy (SW 642) students develop skills in writing effective policy memos to advocate for policy change. Field education courses (SW 632, 634) are arenas where all of these practice behaviors are primarily addressed: students develop and apply knowledge of current research and laws that impact program development, create and disseminate policy summaries/briefs which analyze policy and structures impacting agency decisions, make recommendations on sound economical and sustainable budgets to promote social justice, and apply grant writing and resource development skills in response to community/agency needs.

EP 2.1.9 Respond to contexts that shape practice.

Social workers respond to the evolving nature of the practice context. Social workers use knowledge and skills to respond to contextual changes at every level of practice and to promote changes that improve the quality of social services.

2.1.9(a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

In Law and Ethics (SW 533), students use professional communication skills to organize and prepare a presentation of legal evidence and testimony in court. In Social Policy (SW541), students use research literature and knowledge of client experiences to assess needs and impacts of programs. In the diversity course (SW 546), students become familiar with current realities and changes in local contexts (ethnic, racial, cultural and social class). Students become aware of their own contexts through critical self-examination. Students become familiar with local

Hispanic and Native American cultures and contexts. In HBSE I and II (SW 585 and 586), students demonstrate knowledge of local, regional, and global sociocultural, political, and economic contexts in evaluating HBSE theories and information and develop awareness of technological changes and globalization trends that impact people in their environments. In Social Work Practice I and II (SW 565 and SW 566), students examine social trends that challenge existing practices and societal and technological trends affecting social work practice. In the education courses (SW 532 and SW 534), students examine the demographics of clients served by the agency, agency history and integrate knowledge of changing community contexts in work with clients. In the Field Seminar course (SW 551) students discuss how to examine client demographics and agency history in the community context.

2.1.9(b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

In Social Work Practice I (SW 565), students attend to person-in-environment strengths and challenges. In the field education courses and Field Seminar course (SW 532, SW 534 and SW 551), students examine funding sources of the agency and the ways in which the agency invites and uses client and community input. Students attend agency meetings and contribute ideas pertaining to implementation of change as a response to client/community input.

Clinical and Bilingual/Bicultural Clinical Concentrations advanced practice behaviors for EP 2.1.9

2.1.9(c)   Assess the quality of clients' interactions within their social contexts;
2.1.9(d) Develop intervention plans to accomplish systemic change;
2.1.9(e) Work collaboratively with others to effect systemic changes that are sustainable.

Students in the Clinical and Bilingual/Bicultural Clinical Concentrations address contexts that affect practice in multiple courses. In the Clinical Concentration Advanced Multicultural Practice courses (SW 665, 666) and the Bilingual/Bicultural Advanced Bilingual Practice courses (SW 667, 668), Group Work course (SW 644-Clinical, SW 646-Bilingual/Bicultural), the Bicultural/Bilingual DSM course (SW 602), Field Courses (SW 632, 634), the Bilingual/Bicultural Field Seminars (SW 661, 662) the Bilingual/Bicultural Immersion courses (SW 615, 616), and in the Bilingual/Bicultural Research course (SW 631), students consider the social, regional, cultural, political, historical, social class, legal, and regional contexts that impact the client's world and inform the assessment, treatment and evaluation process, including the use of the DSM, group and family work with diverse client systems. The Latino Family course (SW 654) addresses the application of the person-in-environment perspective as the basis for effective Spanish language work with engagement, assessment, treatment and evaluation with Latino families. The Bilingual/Bicultural Clinical Concentration students demonstrate Spanish language skills as well as bicultural sensitivity in these areas, exploring the social, regional, cultural, political, historical context of language and culture and the impact this has on the client's world and clinical treatment.

Government Non-Profit Management Concentration advanced practice behaviors for EP 2.1.9
2.1.9(c)   Collaborate with private and public health and human service agencies to enhance service effectiveness and efficiency in a manner that promotes social welfare and social justice;
2.1.9(d)   Apply management techniques within health and human service agencies and governmental and tribal institutions to effectively and efficiently deliver community-responsive programs and services.

In the GNP Concentration, students build on foundational knowledge about changing contexts in addressing advanced practice behaviors that focus on macro level systems and environments. In Organizational Theory (SW 664) they develop knowledge of the structure of agency environments, fields, populations, agents, and interactions; Leadership and Supervision (SW 651) helps students understand changing dynamics of internal and external elements of strategic planning. In SW 632 and 634, students apply contextual knowledge in developing outside agency partnerships, both public and private, that best serve client system/community needs and employ effective management techniques for community responsive service and enhanced agency/community functioning.

EP 2.1.10(a) – (d) Engage, access, intervenes and evaluate with individuals, families, groups, organizations and communities.

Social workers use the social work processes of engagement, assessment, intervention, evaluation and termination to assist individuals, families, group and communities. Social workers use evidence-based practices to help client achieve goals.

EP 2.1.10(a) – Engagement

2.1.10(a) i Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

In SW 541 (Social Policy) students learn how to access lawmakers and/or media to promote policy action. In Social Work Practice I and II (SW 565 and SW 566), students tune in to client strengths and vulnerabilities, learn about using supervision to prepare for action, search literature on evidence based approaches, critically examine in written and role-play assignments theory-based preparatory and engagement methods, and demonstrate use of core relational skills in written and role-play assignments. In field education courses (SW 532 and SW 532), students examine case files, shadow experienced social workers, and emotionally prepare for work with clients.

2.1.10(a) ii Use empathy and other interpersonal skills.

In Social Work Practice I and II (SW 565 and SW 566), students demonstrate in written and role-play assignments their critical understanding of the use of the core relational conditions as the basis of all practice with clients. In field education courses (SW 532, SW 534), students recognize and demonstrate ability to communicate the core relational skills of empathy, warmth, genuineness, authenticity and respect at their field work agency with colleagues and clients. In the Field Seminar course (SW 551), students discuss the use of the core relational skills at their agency.

2.1.10(a) iii Develop a mutually agreed-on focus of work and desired outcomes.

In Social Work Practice I and II (SW 565 and SW 566), students demonstrate an understanding of informed consent, the use of mutually agreed-upon goals, the identification of a clear timeframe for work and of mutually-agreed upon procedures for work with voluntary, involuntary, minors and incapacitated clients. In written and role-play assignments, students demonstrate ability to collaborate with clients in the process of defining a purpose and focus for work. In the field education courses (SW 532, SW 534), students become familiar with and then demonstrate the ability to use, under supervision, the treatment planning processes embraced by the field agency. In the Field Seminar course (SW 551), students discuss modes of agency treatment planning.

Clinical and Bilingual Concentrations advanced practice behaviors for EP 2.1.10 (a)

2.1.10(a) iv   Develop a culturally responsive therapeutic relationship;
2.1.10(a) v Attend to the interpersonal dynamic and contextual factors that both strengthen and potentially threaten the therapeutic alliance;
2.1.10(a) vi Establish a relationally based process that encourages client to be equal participants in the establishment of treatment goals and expected outcomes.

In the Advanced Practice Courses in the Clinical (SW 665, 666) and Bilingual/Bicultural Clinical (SW 667, 668) Concentrations, the Field Practicum courses (SW 632, 634), the Bilingual/Bicultural Field Seminar courses (SW 661, 662), the Bilingual/Bicultural Immersion course (SW 615, 616), Group Work courses (SW 644, 646), DSM courses (SW 601, 602), the Clinical Supervision course (SW 652), and the Latino Family course (SW 654), Clinical and Bilingual/Bicultural Clinical concentration, students demonstrate the ability to work across difference to build therapeutic relationships that are culturally and mutually responsive. Students learn about and demonstrate the ability to critically examine power differentials between social worker and client and work collaboratively to build therapeutic alliances. Bilingual/Bicultural Clinical Concentration students demonstrate Spanish language skills as well as bicultural sensitivity in these areas, exploring the social, regional, cultural, political, and historical client contexts in order to strengthen the therapeutic alliance.

Government Non-Profit Management Concentration advanced practice behaviors for EP 2.1.10(a)

2.1.10(a) iv   Through culturally and regionally competent community organizing strategies prepare and plan to effectively connect and interact with communities, agencies and governmental institutions to promote social welfare and social justice;
2.1.10(a) v   Collaborate with clients to identify, evaluate and select the appropriate evidence based practice interventions.

Students develop knowledge of campaigns, coalition building, and lobbying strategies as ways to effectively connect and interact with communities, agencies, and governmental institutions to promote social welfare and social justice in Advanced Social Policy (SW 642). They identify and assess client needs in the context of culturally and evidence-based engagement processes,

and apply appropriate organizing strategies that maximize community engagement and collaboration in field education courses (SW 632, 634). Students demonstrate knowledge of culturally and regionally appropriate community organizing strategies as they prepare to campaign effectively, build coalitions, and lobby.

EP 2.1.10(b)   Assessment

2.1.10(b) i Collect, organize, and interpret client data.

In HBSE I (SW 585), students prepare a cultural case analysis and a community observation/assessment utilizing multi-theoretical perspectives. In HBSE II (SW 586), students use scholarly literature to examine developmental hazards/challenges related to specific life periods and present a written developmental self-assessment integrating lived experience over multiple life periods with theoretical and multidimensional literature. In Social Work Practice I and II (SW 565 and SW 566), students assess intrapersonal, interpersonal and environmental, cognitive, emotional and behavioral individual, family and group dynamics. Students do written and role-play assignments demonstrating theory-based approaches to the collection and interpretation of client data.

2.1.10(b) ii Assess client strengths and limitations.

In HBSE I (SW 585), students demonstrate knowledge of community strengths and limitations in a community observation/assessment assignment. In HBSE II (SW 586), students demonstrate knowledge of strengths and limitations related to specific developmental challenges and in developmental self-assessments. In Social Work Practice I and II (SW 565 and SW 566), students develop a written assessment addressing client strengths and limitations. Students demonstrate in written and role-play assignments a theory-based understanding of a client-worker collaborative examination of client strengths, resilience and vulnerability. In the field education courses (SW 532, SW 534), students demonstrate the ability to identify and then work with client strengths and limitations. In the Field Seminar course (SW 551), students discuss methods of identifying and addressing client strengths and limitations.

2.1.10(b) iii Develop mutually agreed-on intervention goals and objectives.

In Social Work Practice I (SW 565), students develop a written assessment that includes goals, objectives and tasks. In Social Work Practice II (SW 566), students develop a theory-based assessment that addresses theoretically derived goals and objectives. In a social work practice role-play assignment, students demonstrate ability to work with client to develop goals and objectives. In field education courses (SW 532, SW 534), students observe the ways in which intervention plans are developed at the agency and then work with clients to develop mutually agreed-upon intervention plans that include goals and objectives. In the Field Seminar course (SW 551), students discuss methods of identifying and addressing client strengths and limitations.

2.1.10(b) iv Select appropriate intervention strategies.

In Social Work Practice I (SW 565), students write a case-based written assessment that details an intervention strategy. In Social Work Practice II (SW 566) students do a theory-based written assessment and a theory-based role-play interview, both of which examine appropriate intervention strategies. In field education courses (SW 532, SW 534), students observe the ways in which intervention plans are developed at the agency and then work with clients to develop mutually agreed-upon intervention plans that include goals and objectives. In the Field Seminar course (SW 551), students discuss methods of developing intervention plans that are consistent with agency goals.

Clinical and Bilingual/Bicultural Clinical Concentrations advanced practice behaviors for EP 2.1.10(b).

2.1.10(b) v   Use multidimensional bio-psycho-social-spiritual assessment tools;
2.1.10(b) vi   Assess clients' readiness for change;
2.2.10(b) vii   Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;
2.1.10(b) viii Select and modify appropriate intervention strategies based on continuous clinical assessment use differential and multiaxial diagnoses.

In Advanced Practice Courses in the Clinical (SW 665, 666) and Bilingual/Bicultural Clinical (SW 667, 668) concentrations, the Field Practice courses (SW 632, 634), the Bilingual/Bicultural Field Seminar courses (SW 661, 662), the Bilingual/Bicultural Immersion courses (SW 615, 616), the Group Work courses (SW 644, 646), the DSM courses (SW 601, 602), the Clinical Supervision course (SW 652), and the Latino Family course (SW 654) Clinical and Bilingual/Bicultural Clinical concentration students demonstrate knowledge of differential diagnoses, and demonstrate ability to perform assessments that address the interplay among the client's biological functioning, cognitive, emotional and developmental capacities, realities, social connectedness and support, spiritual beliefs and meaning systems. Students learn both the Western scientific assessment model and alternatives to the medical model and their effects on engagement, assessment, goal setting, endings and evaluation. Students in these concentrations demonstrate ability to assess intrapsychic, interpersonal and contextual factors that influence the client's readiness for change and the client's repertoire of problem-solving strategies. They demonstrate ability to select and modify intervention strategies based on a continuous assessment of the client's evolving intrapsychic, interpersonal and contextual realities. They demonstrate in role-play assignments their ability to select and modify appropriate treatment approaches based continuous assessment as part of the therapeutic process. Students in the Clinical and the Bilingual/Bicultural Clinical concentrations demonstrate ability to ability to accurately and collaboratively diagnose clients using the DSM mutiaxial system with particular attention to the critical challenges that cultural belief systems and cultural difference present to the processes of systematic diagnosis. In the Clinical and the Bilingual/Bicultural Clinical Concentration Group Work courses (SW 646, SW 644) students demonstrate knowledge of multiple group assessment dimensions (biological, psychological, social, spiritual), demonstrate ability to examine potential benefits and risks of group membership and learn assessment and screening issues related to various group models as used with diverse client populations. Clinical Concentration students in

the Clinical Supervision course (SW 652) demonstrate critical knowledge, values and skills in clinical supervision to facilitate use of comprehensive and culturally appropriate assessment models and tools. In the Bilingual/Bicultural Clinical Concentration Latino Family course (SW 654), students examine multiple assessment tools derived from a variety of models appropriate for use with Latino families. In the areas of multidimensional and continuous assessment of client coping strategies, client readiness for change and DSM based assessment, Bilingual/Bicultural Clinical Concentration students demonstrate Spanish language skills as well as bicultural sensitivity, exploring the social, regional, cultural, political, and historical client contexts.

Government Non-Profit Management Concentration advanced practice behaviors for EP 2.1.10(b).

2.1.10(b) v   Develop and apply culturally and regionally competent assessment tools and approaches for work with communities, organizations and governmental institutions;
2.1.10(b) vi   Select and implement community organizational theories, models and research in agencies and governmental practice settings and across multiple systems of care in a culturally and regionally competent matter;
2.1.10(b) vii Critique the validity and reliability of assessment tools used with clients representing the diverse cultures of New Mexico and the Southwest.

Students develop knowledge of the use of multiple assessment tools to identify community needs, problems, strengths, and resources and critically analyze cultural and regional biases in existing measurement tools and ways to address them in Advanced Research (SW 630). They develop knowledge of relevant theoretical models related to bureaucracy, life cycles and structures in Organizational Theory (SW 664). In field education courses (SW 632, 634) students apply knowledge of organizational and community assessment tools to assess needs of the organization/community, and use culturally relevant assessment tools and theoretical models in macro level assessment.

2.1.10(c) Intervention

2.1.10(c) i Initiate actions to achieve organizational goals.

In Social Work Practice I (SW 565), students understand that client goals are derived from agency goals as demonstrated in written assessment. In Social Work Practice II (SW 566) students demonstrate ability to critically examine client goals as related to organizational goals. In the field education courses (SW 532, SW 534), students observe the ways in which the agency mission/purpose is reflected in the assessment process with clients and then work with clients to achieve goals that are congruent with the goals of the agency. In the Field Seminar course (SW 551), students identify how the agency mission/purpose is reflected in assessment/intervention processes with clients.

2.1.10(c) ii   Implement prevention interventions that enhance client capacities.

In the field education courses (SW 532, SW 534)), students first observe the ways in which the agency implements prevention interventions and then initiate intervention plans with clients that focus on prevention. In the Field Seminar course (SW 551), students identify how the agency develops and implements prevention interventions.

2.1.10(c) iii   Help clients resolve problems.

  In Social Work Practice I (SW 565), students learn to implement person-in-environment change strategies including task-centered, cognitive and behavioral approaches. In Social Work Practice II (SW 566) students demonstrate in written and role-play interview assignments the ability to use person-in-environment, theory-based intervention strategies to help client resolve problems. In field education courses (SW 532, SW 534), students utilize human behavior theory and social work practice theory to develop strategies to help clients resolve problems. In the Field Seminar course (SW 551), students observe the ways in which the agency utilizes human behavior theory and social work practice theory in order to develop strategies to help clients resolve problems.

2.1.10(c) iv. Negotiate, mediate, and advocate for clients.

  In Social Work Practice I and II (SW 565 and SW 566) students learn advocacy as a core value of the profession as utilized in direct practice with individual, families, and groups and as demonstrated in a written and role-play interview assignments. Students learn to support the client's goals and voice within various systems to address client needs. In the field practicum (SW 534) students learn skills of negotiation, mediation and advocacy in work with agency clients. In Field Seminar course (SW 551), students discuss how to learn and also practice the skills of negotiation, mediation, and advocacy.

2.1.10(c) v   Facilitate transitions and endings.

  In Social Work Practice I and II (SW 565 and SW 566), students examine planned endings with various modalities and the importance of consolidation gains as a plan for maintenance of progress. Students learn theory-based approaches to transitions and endings. In field practicum courses (SW 532 and SW 534), students first observe and then apply knowledge gained to facilitate helpful transitions and endings for clients. In Field Seminar course (SW 551), students discuss the ways in which transitions and endings are implemented at the field agency.

Clinical and Bilingual/Bicultural Clinical Concentrations advanced practice behaviors for EP 2.1.10(c).

2.1.10(c) vi Critically evaluate, select, and apply best practices and evidence-based-interventions;
2.1.10(c) vii Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed;
2.1.10(c) viii Collaborate with other professional to coordinate treatment interventions.

  In Advanced Practice Courses in the Clinical (SW 665, 666) and Bilingual/Bicultural (SW 667, 668) concentrations, the Field Practice courses (SW 632, 634), the Bilingual/Bicultural Field Seminar courses (SW 661, 662), the Group Work courses (SW 644, 646), the Clinical Supervision course (SW 652), and the Latino Family course (SW 654) Clinical and Bilingual/Bicultural concentration students demonstrate knowledge of the literature on best practices and evidence-based research to develop goals and desired outcomes in collaboration

with clients. Students in both concentrations demonstrate knowledge of evidence based processes and critical thinking in use of group models and techniques appropriate to the population and group/individual goals. In role-play assignment, students in the Bilingual/Bicultural and Clinical concentrations focus on treatment approaches that exhibite effectiveness for specific clinical diagnoses and demonstrate knowledge of evidence-based interventions and best practices with families, groups and individuals. Students in both concentrations demonstrate a selective and critical use of increased knowledge and skills associated with a range of practice approaches, including psychodynamic, cognitive, behavioral, experiential, transpersonal and crisis models in accordance with assessment information, goals, and desired outcome. Students in the Bilingual/Bicultural and Clinical concentrations demonstrate ability to collaborate with agency colleagues and collateral contacts to coordinate treatment interventions that are client-centered and collaborative. In the Clinical Supervision course (SW 652), Clinical concentration students demonstrate knowledge of multiple supervisory models and theoretical approaches and demonstrate recognition of the positive impact of collaborative supervisor/supervisee relationships as demonstrated in experiential class exercises. In the Bilingual/Bicultural C Concentration Latino Family course (SW 654), students demonstrate knowledge of the integral importance of practice-based research in the use of clinical techniques, methods and strategies in work with Latino families. In selecting appropriate evidence-based interventions and collaborating with other professional for change, Bilingual/Bicultural Concentration students demonstrate Spanish language skills as well as bicultural sensitivity, as they explore social, regional, cultural, political, and historical client contexts.

Government Non-Profit Management Concentration advanced practice behaviors for EP 2.1.10(c).

2.1.10(c) vi Identify and select evidence-based organizational and community intervention strategies;
2.1.10(c) vii Apply culturally and regionally competent intervention strategies across all client-system levels, including agency, organizations, communities and government and tribal institutions.

The field practicum is the arena for addressing the GNP advanced practice behaviors focused on intervention. In SW 632, students demonstrate their understanding of the use of evidence-based models which may best serve the agency and community and develop sound decision-making processes for developing and providing regionally and culturally appropriate interventions. In SW 634 students implement decision making processes that lead to culturally appropriate interventions and apply evidence based models which have been adopted collaboratively with agency/community stakeholders.

2.1.10(d)   Evaluation

2.1.10(d) i Social workers critically analyze, monitor, and evaluate interventions.

Students in the Evaluative Research course (SW 530) examine the nature of evidence-based practice, including the link between theory and practice; they learn and utilize steps for assessing evidence-based practice. In Social Work Practice I and II (SW 565 and SW 566), students learn to evaluate client progress through goal attainment scaling, single case design, and

narrative inquiry. Students examine how practice wisdom can enhance evaluation strategies and how systematic evaluation studies can enhance practice. In field practicum courses (SW 532 and SW 534), students first observe and then apply knowledge of the ways in which the agency documents and measures effectiveness of client services. In the Field Seminar course (SW 551), students discuss the ways in which agencies measure and document the effectiveness of client services.

Clinical and Bilingual/Bicultural Clinical Concentrations advanced practice behaviors for EP 2.1.10(d).

2.1.10(d) ii   Contribute to the theoretical knowledge base of the social work profession through practice-based research;
2.1.10(d) iii   Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social- spiritual conditions

In Advanced Practice Courses in the Clinical (SW 665, 666) and Bilingual/Bicultural Clinical (SW 667, 668) concentrations, Field Practicum courses (SW 632, 634), the Bilingual/Bicultural Field Seminar courses (SW 661, 662), Group Work courses (SW 644, 646), Clinical Supervision course (SW 652), DSM courses (SW 601, SW 602) and the Latino Family course (SW 654) Clinical and Bilingual/Bicultural Clinical concentration students examine the literature for evidence- based treatments, participate in agency-based evaluation strategies that are focused on development of best practices, and demonstrate in experiential assignments and in the field knowledge and skills that promote best practice interventions for a range of bio-psycho-social–spiritual conditions and a range of modalities. Students in both concentrations continue to add to the body of knowledge drawn from clients' own lived experiences and work to integrate knowledge of client's own lived experiences with best available practices to offer client-appropriate interventions. In the Clinical Supervision course (SW 652), Clinical Concentration students demonstrate knowledge of strategies for the evaluation of the clinical supervision process and apply the results of this process to creation of best supervisory methods. In the Bilingual/Bicultural Clinical Concentration Latino Family course (SW 654), students demonstrate knowledge of the integral importance of practice-based research related to reflective clinical evaluation of process and outcomes with Latino family systems and the application of this knowledge to the clinical context. In the Bilingual/Bicultural Advanced Bilingual Research course (SW 631), students understand how knowledge gained through qualitative methods can be blended with quantitative methods to sharpen one's evaluative lens. In the Advanced Clinical Research course (SW 633), students meet accountability demands of the field agency by evaluating effectiveness of interventions. Bilingual/Bicultural Clinical Concentration students demonstrate Spanish language skills as well as bicultural sensitivity, exploring relevant client contexts as they critically and collaboratively analyze, monitor, and evaluate interventions and work to contribute to the theoretical knowledge base.

Government Non-Profit Management Concentration advanced practice behaviors for EP 2.1.10(d).

2.1.10(d) ii   Evaluate practice interventions through personal reflection, systematic inquiry and client feedback;
2.1.10(d) iii   Apply culturally and regionally competent quantitative and qualitative research skills to evaluate practice interventions in agency, governmental and tribal settings;
2.1.10(d) iv   Communicate and disseminate research results in a format appropriate to the target community, organization, government or tribe.

      In Advanced Research (SW 630) students develop knowledge of multiple sources of information for evaluating macro level practice interventions; they use program evaluation techniques such as logic modeling to determine the efficacy and efficiency of services and prepare and deliver summary reports of program evaluation, taking the target audience into consideration. Field education courses (SW 632, 634) give students opportunities to draw from multiple sources in the use of macro level practice evaluations and critically analyze biases. They apply culturally and regionally appropriate research skills to evaluate practice interventions for effectiveness and outcome in agency, government, and tribal settings; they demonstrate understanding of important decision making skills needed for this process. Students also develop understanding of the importance of communicating evaluation results to target groups as an aid in policy and intervention development, and demonstrate skills in disseminating evaluation results in formats appropriate to the target community, organization, government or tribe.

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Chapter 2

Explicit Curriculum: Field Education

AS 2.1.1   Field Education

The program discusses how its field education program connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-based practice.

The Field Education Manual and all forms referenced in this section can be accessed from online documents:
www.nmhu.edu/academics/graduate/socialworkgrad/fieldeducationformsmsw/index.aspx

It is important to note at the outset that the linkage established by the School's programs between field education and the classroom educational experience is grounded in the School's effort to lend support to field education as a signature pedagogy and the School's corresponding determination to identify student competencies and practice behaviors through the evaluation and assessment of evidence-based performance by students both in the classroom and in field.

The BSW field practicum courses: (SW432 & SW434) and the field seminar courses (SW451 & SW452) are taken during the same semesters. As articulated in the field policy manual, BSW students generally conduct a fall/spring field practicum, concurrently with the field practicum seminars and social work practice courses. Students also have the option of conducting a block practicum after successful completion of all the senior level courses. *Refer to Field Education Manual, Policies 10.0, 11.0.*

The MSW foundation field practicum courses include: (SW532 & SW534). The field seminar course (SW551) is taken during the same semester as the (SW532) field practicum course.
As articulated in the field policy manual, MSW foundation year students generally conduct a fall/spring field practicum, concurrently with the field practicum seminar and social work practice courses. Students also have the option of conducting a block practicum after successful completion of all the First Year MSW foundation level courses. *Refer to Field Education Manual, Policies 13.0, 14.0.*

The MSW concentration field practicum courses include (SW632 & SW634) and are coded for the specific concentration areas: Clinical, Bilingual/Bicultural Clinical, and Government Non Profit Management.
MSW Second Year/Advanced Standing Students generally conduct a fall/spring field practicum, concurrently with the social work practice courses (clinical concentrations only). Students also have the option of conducting a block practicum after successful completion of all the Second Year MSW courses. *Refer to Field Education Manual, Policies 16.0, 17.0.*

Further evidence of the integration of field education with classroom education is identified in succeeding sections of this document, including AS B2.1.2 and AS M2.1.2, each of which follows.

<u>Field Education Connected to Theoretical and Conceptual Classroom Contributions</u>

The Field Director (based on main campus), and 3 Field Coordinators, (based in Albuquerque, Roswell, Farmington), are actively involved in the field policy committee and meet several times a year. The practice faculty also plays an integral role in the field committee and is involved in the many facets of field program development. Input on field program development is solicited from field consultants and field seminar instructors throughout the year and at least 1-2 mandatory meetings are held yearly to educate everyone on the changes and updates in field practicum and to ensure that they have sufficient knowledge to educate the agency instructors and students as needed during their visits.

In Fall of 2010, the School implemented the Competencies and Practice Behaviors in field and elected to identify the practice behaviors that could easily be met in field practicum. Based on a meeting with Dr. Hoffman later that semester, we decided to allow for agencies to make the determination if they could provide opportunities to meet the practice behaviors. To avoid confusion, all students in a fall/spring concurrent practicum continued to meet only the identified practice behaviors. The new practicum students in spring and summer of 2010 were required to meet all practice behaviors.

Once the full set of competencies and practice behaviors was implemented in Spring 2011, we received feedback from our field practicum agencies that there were too many practice behaviors, making it difficult to meet all of them. Given the limited scope of services provided by a majority of our agencies, particularly those in rural settings, we elected to modify the practice behaviors and created 'field specific practice behaviors' for each classification.
Refer to Field Specific Practice Behaviors for each Classification---Appendices 2E.

To fully implement the use of the competencies in field practicum we 'progressed' the practice behaviors for the second semester of practicum. Initially, we discussed progressing the points earned for each practice behavior as the student advanced in skill level. We instead determined that 'progressing' the practice behaviors would be the best way to show improvement and mastery. We paid particular attention to ensuring that each field specific practice behavior could be traced back to the original set of practice behaviors to make certain that we held to the original content.

As of Fall 2011, all students in field practicum completed learning contracts with the 'field specific practice behaviors' for their classification as the foundation. The change was well received by agency instructors and continuing students and clearly guides the field practicum by anchoring the learning in the competencies and practice behaviors.

The field specific practice behaviors for each classification are also outlined in the Field Policy Manual. To provide a theoretical connection with classroom and field practicum, within each competency area courses are listed that contain content areas relevant to that competency. We also created examples of the 'application' of each practice behavior so that students understand how to integrate what they learn in the classroom with the field practicum experience. Students

also have the opportunity to use other academic settings—most notably the social work practice courses—to discuss theory and practice. *Refer to Field Education Manual, Policies 12.1, 15.1, 18.1, 18.2, 18.3.*

AS M2.1.2   The program discusses how its field education program provides advanced practice opportunities for students to demonstrate the program's competencies.

The field practicum courses are structured in the same way as classroom courses in that they are designed to grade students on a cumulative rating based on completion and implementation of the learning contract, mastery of the competencies and field specific practice behaviors, attendance, performance and behavior. *Refer to Field Education Manual, Policy 6.0.*

Students complete foundation year MSW field practicum in agencies that meet generalist practice opportunities. Students must have the opportunity to observe, learn, and implement the practice behaviors at a field agency that can support generalist learning at a first year MSW level, and just as importantly, set the foundation for the second year of the field practicum experience.

AS B2.1.2   The program discusses how its field education program provides generalist practice opportunities for students to demonstrate the core competencies.

Field Education: Integration of MSW Core Competencies.
The field practicum is an integral component of the graduate foundation social work curriculum. It engages each student in supervised social work practice and provides opportunities to apply social work skills, values and ethics in the field practicum setting.

Field content is supported by the graduate foundation curriculum which is taken concurrently with field practicum courses or before the block practicum placement during the summer semester. Through this strategy, the field education program provides ongoing generalist practice opportunities for students to demonstrate the BSW program's core competencies.

The framework for the (SW 532, SW 534) field practicum is anchored in the competencies and field specific practice behaviors. The field specific practice behaviors for Field Practicum I (SW532) are further advanced in Field Practicum II (SW534). Field specific practice behaviors for both (SW532 & SW534) are fulfilled in the Block Field Practicum. Students in (SW532) are helped to make the transition from student to intern by demonstrating the ability to request feedback in supervision, the student intern role and other contextual issues. Student generally takes the role of observer and learner during the first semester of practicum. Students in (SW534) are required to play a more active role and demonstrate competence in the field setting by taking the role of active participant in the agency setting and demonstrating effective use of supervision. All field students are expected to grow in self-awareness by gaining openness to feedback through the evaluative process. Students are also expected to take increasing responsibility for their own learning and for the effectiveness of their work by initiating the development of the learning contract with the agency instructor.
Students are exposed to a range of essential skills that can be applied to different problems across a variety of settings and client groups, including Hispanic, Native American and other diverse

individuals, families, small groups and the rural/urban communities of New Mexico and the Southwest. The array of skills developed in this sequence include those related to advocacy, establishing roles and boundaries, effective use of supervision, application of professional values, critical thinking in work with clients, effective oral and written communication, recognizing and managing personal biases, recognizing issues of oppression and discrimination and how they factor into clients' lives, integrating relevant research into field practicum, integrating theoretical classroom content into practicum, demonstrating awareness of policy that is relevant to agency, integrating knowledge of changing community contexts that improves services, understanding and demonstrating knowledge of engagement, assessment, intervention, and evaluation in work with clients.

The field practicum courses are structured in the same way as classroom courses in that they are designed to grade students on a cumulative rating based on completion and implementation of the learning contract, mastery of the competencies and field specific practice behaviors, attendance, performance and behavior. *Refer to Field Education Manual, Policy 6.0.*

This course sequence is supplemented by the required field seminar (SW551), in which students have an opportunity to integrate social work practice and theoretical perspectives with the field practicum. An emphasis is placed on the use of applied knowledge in the resolution of practice situations arising in the field setting. Through this approach, the field education program provides ongoing practice opportunities for students to demonstrate the MSW program's competencies.

The weekly or bi-weekly, (depending on the program site), field practicum seminar enables students to process experiences in their agency placements—linking knowledge, skills and values acquired in previous social work foundation courses to experiences and activities in the field. Development and demonstration of professional social work identity through oral and written communication is central to field seminar. Students in seminar discuss experiences working with diverse clients and the elements of culturally competent social work practice. Block field practicum seminar students meet several times throughout the semester and cover the same content and meet the same course requirements as students who take field practicum concurrently.

Students are also required to complete activity logs that provide an account of their respective practicum experiences for each week of practicum. In an effort to further incorporate and ensure mastery of the 10 competencies, the activity logs are designed to cover all 10 competency areas by requiring that student's complete exercises in the field practicum setting that directly correlate with the competencies. In the second semester of practicum, students must reference the first semester activity logs and complete exercises that further advance the application and mastery of the practice behaviors. The activity log exercises effectively operationalize the 10 competencies and provide a strong link to classroom content as students must rely on classroom learning in order to complete the weekly exercises. *Refer to online activity logs.*

Additionally, in the field seminar, students discuss professional identity at the field agency by integrating the NASW code of ethics, critically reflecting upon and engaging difference, critically reflecting upon the ways in which changing contexts affect social work practice, understanding their role in social justice, understanding how practice informs research

and research informs practice, preparing for and participating in engagement, assessment, intervention and evaluation through the development of an acceptable learning contract.

Although students learn to develop their learning contracts in field practicum seminar, they are not graded on the completion of the learning contract. They are graded on attendance, participation and presentation of the practice activity exercises and weekly completion and timely submission of logs and assignments. *(SW551) Field Practicum Seminar Syllabi located in Volume II.*

At the conclusion of Field Practicum, students are expected to be prepared academically, experientially and psychologically for competent and ethical professional social work practice, and this is demonstrated by the evidence-based evaluative process that takes place within each academic course and in all aspects of the field education program.

The School offers three program concentrations: Clinical, Bilingual/Bicultural Clinical, Government Non Profit Management (GNP). Students in the second year of practicum are placed in agencies that clearly demonstrate the ability to support learning experiences in the concentration areas.

The 632. Field Practicum III, **(Clinical Concentration)** course is the first of a two semester sequence field practicum course within the concentration. Students complete a total of *240* hours at a community agency during the semester. Students in this concentration are expected to select an agency that complements their program concentration, that is, agencies working directly with individuals, families and groups within a clinical setting. The field practicum provides an opportunity to evaluate the student's level of competence as it relates to the integration of knowledge, skills and practice behaviors related to the concentration. Students develop a learning contract that addresses specific practice activities that measure the degree of mastery of the practice behaviors and competencies as it relates to the skills and knowledge expected of an advanced social work practitioner in the first semester of a second year practicum.

The 634. Field Practicum IV (Clinical Concentration) course is the second of the two semester sequence field practicum course within the concentration and continues to build on the activities of SW 632. Students complete an additional *240* hours at the community agency and continue to address and complete the practice activities required in the second semester learning contract. Students are expected to demonstrate classroom knowledge in their field practicum, specifically assessment, treatment planning, development of a professional sense of self, ability to identify treatment ethical issues and learn and integrate advanced clinical knowledge to practice under the supervision of a licensed practitioner. The students' learning contracts for the two sequence practicum courses incorporate the foundation and advanced clinical practice behaviors. At the conclusion of (SW 632 & SW 634) students are evaluated on their performance in meeting foundation and concentration practice behaviors identified as field specific practice behaviors.

The 632. Field Practicum III, (Bilingual/Bicultural Clinical Concentration) course is the first of two semester sequence field practicum course designed for students in the bilingual/bicultural clinical concentration. The course requires *240* hours and is similar in content to the clinical concentration field practicum but with a focus on working with Spanish speaking populations. Students in this concentration are expected to select an agency that primarily serves Spanish speaking clients. Students in this concentration also take (SW661) Spanish Field Practicum Seminar I concurrently with their field practicum. The seminar immerses students in the Spanish language and each student is required to present specific case material in Spanish. Specifically, this course addresses professional language delivery and application of social work knowledge to the specific context of serving Spanish-speaking clients at their field practicum agencies. The practice behaviors and competencies specific to this concentration provide for the integration of classroom knowledge to specific skills in working with Spanish speakers in a clinical setting. Students learning contracts incorporate the skills in conducting assessments and clinical interventions in Spanish. In addition to meeting and demonstrating competence in clinical practice, students in this concentration must also demonstrate language and cultural competence working with Spanish speaking clients. Students in this concentration must conduct a concurrent practicum during the Spring/Summer semesters.

The 634. Field Practicum IV (Bilingual/Bicultural Clinical Concentration) course is the second of a two semester sequence field practicum course designed for students in the bilingual/bicultural clinical concentration. Course content is consistent with SW 634 in the clinical concentration; however, students in the bilingual/bicultural concentration also take (SW662) Spanish Field Practicum Seminar II concurrently. Students complete an additional *240* hours at the community agency and continue to address and complete the practice activities required in the second semester learning contract. Students must demonstrate mastering of the clinical concentration practice behaviors and competencies related to clinical social work practice. In addition, students must also demonstrate mastery of language/Spanish and cultural competence as it relates to working with Spanish speaking clients (individual, families and groups) in a clinical setting. The student's learning contracts for the two sequence field practicum courses incorporate the foundation and advanced clinical practice behaviors. At the conclusion of (SW632 & SW634) students are evaluated on their performance in meeting foundation and concentration practice behaviors identified as field specific practice behaviors.

SW 632. Field Practicum III (Government Non-Profit Management Concentration) course is the first of a two semester sequence field practicum course within the concentration. Students complete *240* hours at the community agency and address and complete the practice activities required in the first semester learning contract. Students in this concentration are expected to develop learning contracts that specifically focus on "macro" practice. The practice behaviors developed for this concentration include policy development, use of research data for policy and administration decision making, use of self in a supervisory setting and use of supervision in providing leadership and direction for agency effectiveness. Students must demonstrate the integration of classroom knowledge to be able to engage in policy advocacy and development, program evaluation, budget development, and economic theory as it affects program planning and service delivery.

SW 634. Field Practicum IV (Government Non-Profit Management Concentration) course is the second of the two semester sequence field practicum courses. Students in this concentration continue to implement and attain mastery of the specific "macro" practice behaviors. The expectation at the conclusion of the two practicum courses is the mastery of foundation and concentration specific "macro" practice behaviors. The student's learning contracts for the two sequence field practicum courses incorporate the foundation and advanced GNP practice behaviors. At the conclusion of (SW 632 & SW 634) students are evaluated on their performance in meeting foundation and concentration practice behaviors identified as field specific practice behaviors.

AS 2.1.3 The program discusses how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

BSW Program Field Education Hours
        BSW students are required 1 full academic year (448 clock hours) of field practicum experience, consistent with Accreditation Standard 2.1.3. These hours commence with each student's selection of a field practicum site and upon the written approval of the Field Director/Coordinator. All students complete a field hours recording form for each semester of practicum that must be signed weekly by the agency instructor. *Refer to Field Education Manual, Policy 6.1 and online Field Hours Recording Forms.*

The 3 types of practicum options are:
- **Concurrent- Fall/Spring Practicum**
  BSW students begin their practicum during the third week of the first semester. This delayed entry allows for field seminar instructors to further prepare students for the practicum experience by providing guidelines and direction on the learning contract and activity logs, facilitating discussions about field practicum concerns, and setting the foundation as to expectations and requirements of the School once they begin the practicum.
  They complete 208 clock hours, 16 hours a week in the fall semester, and then resume their placements during the first week of the spring semester and complete an additional 240 field hours, 16 hours a week.
- **Concurrent- Spring/Summer Practicum**
  All requirements are the same as for students in a fall/spring practicum except that field practicum begins in spring rather than fall. Given that many of our students are non-traditional, this option allows for them to maintain employment in the summer while completing the practicum requirements for two days a week, 16 hours a week.
- **Block -Summer Practicum**
  BSW students are also afforded the opportunity to complete a *block placement*, which is completed during a summer session, five days a week 40 hours a week, for approximately 11-12 weeks. Approval is granted based upon a student's ability to demonstrate prior completion of all required coursework and the consistency of the block placement with the School's mission statement, all applicable agency requirements and the student's own educational needs. *Refer to Field Education Manual, Policies 4.0, 5.0, 10.0, 11.0.*

MSW Program Field Hours
Total Required Hours. MSW students are required to complete 2 full years of field practicum, for a total of (928 clock hours), in compliance with Accreditation Standard 2.1.3. These hours commence with each student's selection of a field practicum site and upon the written approval of the Field Director/Coordinator. All students complete a field hours recording form for each semester of practicum that must be signed weekly by the agency instructor. *Refer online to Field Education Manual, Policy 6.1 and online Field Hours Recording Forms.*

The 3 types of practicum options are:
- **Concurrent- Fall/Spring Practicum**
  First year (foundation level) MSW students are required to complete 448 field hours during the academic year, and, as with BSW students, enter their practicum site during the third week of the first semester. This delayed entry allows for field seminar instructors to further prepare students for the practicum experience by providing guidelines and direction on the learning contract and activity logs, facilitating discussions about field practicum concerns, and setting the foundation as to expectations and requirements of the School once they begin the practicum. They complete 208 clock hours, 16 hours a week in the fall semester, and then resume their placements during the first week of the spring semester and complete an additional 240 field hours, 16 hours a week.
  Second year students and those in the Advanced Standing program must complete 480 field hours during the concentration year, and begin the field practicum during the first week of the first semester. They complete 240 hours in the fall semester, and then resume their placements during the first week of the spring semester and complete an additional 240 field hours, 16 hours a week.
- **Concurrent- Spring/Summer Practicum**
  All requirements are the same as for students in a fall/spring practicum except that practicum begins in spring rather than fall. Given that many of our students are non-traditional, this option allows for them to maintain employment in the summer while completing the practicum requirements for two days a week, 16 hours a week.
- **Block –Summer Practicum**
  MSW students are also afforded the opportunity to complete a *block placement*, which is completed during a summer session, five days a week, 40 hours a week, for approximately 12 weeks. Approval is granted based upon a student's ability to demonstrate prior completion of all required coursework and the consistency of the block placement with the School's mission statement, all applicable agency requirements and the student's own educational needs. *Refer to Field Education Manual, Policies 4.0, 5.0, 13.0, 14.0, 16.0, 17.0.*

AS 2.1.4   The program discusses how its field education program admits only those students who have met the program's specified criteria for field education.

Specified Criteria for Field Education
Administrative Criteria
As a precondition to placement in field practicum, all students at the undergraduate and graduate levels must submit a resume and a Field Practicum Application that includes

Felony/Misdemeanor/Disciplinary Disclosure Forms within the specified time frames. *Refer to online Student Field Practicum Application.*

Students who have a background history are required to provide relevant court documentation that clearly outlines the disposition of the charges. As part of the practicum approval process, students must disclose the background history to the proposed agency instructor. The Field Director/Coordinator will confirm with the proposed instructor that the background was disclosed and whether the agency can accept the student. *Refer to online Field Education Manual, Policies 1.0, 1.1, 2.0.*

Additionally, field policies require that students complete 2 personal interviews with prospective field agencies and provide documentation of these interviews to the Field Director/Coordinator. *Refer to online Agency Interview Form.*

Students must obtain written approval and provide a copy to agency instructor prior to beginning the field practicum**.** *Refer to Field Education Manual, Policy 1.0. Refer to Appendices 2F Field Practicum Approval Form.*

Academic Criteria

BSW Students. Undergraduate students must satisfy certain specific academic and core course requirements prior to eligibility for, or concurrently with, field practicum. These requirements include the following:

- BSW Students must be in their senior year of the undergraduate program;
- BSW Students must have successfully completed all University core curriculum requirements;
- BSW Students must have successfully completed all 300 level coursework with a grade of 'C' or higher;
- Fall Semester BSW Students must be registered for Generalist Social Work Practice II (SW 465) and Field Seminar I (SW 451) concurrently with field practicum;
- Spring Semester BSW Students must be registered for Generalist Practice III (SW 466) and Field Seminar II (SW 452) concurrently with field practicum;
- Block BSW students must complete all required courses prior to entry into field.

MSW Students. Foundation and concentration year graduate students must satisfy the following academic and core course requirements prior to eligibility for, or concurrently with, field practicum:

- Fall Semester Foundation Year MSW students must be registered for Social Work Practice I (SW 565) and Field Seminar I (SW 551) concurrently with field practicum;
- Spring Semester Foundation Year MSW students must be registered for Social Work Practice II (SW 566) concurrently with field practicum;
- Foundation Year MSW students cannot register for second year practicum until all 500 level courses have been successfully completed;
- Fall Semester Second Year/Advanced Standing MSW students must be registered for Social Work Practice Courses (665 or 667) concurrently with field practicum ;
- Spring Semester Second Year/Advanced Standing MSW students must be concurrently registered for Social Work Practice Courses (666 or 668), concurrently with field practicum ;
- Concentration year students, (except for Bilingual), are not required to complete field seminar courses.
- All block placement MSW students must complete all required courses prior to entry into field.

AS 2.1.5 The program discusses how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field consultant contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

Policies, Criteria and Procedures for Selecting Field Agencies

The University and School mission statements and program competencies and practice behaviors drive all decision making concerning the eligibility of community agencies and instructors for hosting field practica. Some of the core issues connected with this selection process are outlined in this self-study's discussions of curricular issues.

As identified in the *Field Manual*, the basic preconditions for the School's approval of field agencies are that (a) each agency must have been in operation within the School's geographical community for 1 year or longer, (b) each agency must be able to meet the School's field practicum requirements and (c) each agency must demonstrate the ability to provide educational experiences that complement and support the School's mission and curricular requirements, in accordance with Accreditation Standards 1 and 2. The approval of potential field sites is facilitated by the Field Director/Coordinator's personal visit to each agency. These visits accomplish the aims of (a) assessing the physical environment of each site, (b) evaluating the suitability of each setting for student learning and socialization with agency staff, (c) ensuring each agency's ability to provide the necessary breadth and depth of student experiences claimed in the Agency Field Practicum Application, (d) identifying the role of social work staff within each agency and the level of cross-disciplinary contacts available to students and (e) confirming each agency's commitment to student training.

Policies and criteria outlining the approval process for potential field agencies are specified in the field manual. These criteria are also identified in the Agency Field Practicum Application, Agency Instructor Application and Agency Memorandum of Agreement. *Refer to Field Education Manual, Policy 22.0 and to online Agency Field Practicum Application, Agency Instructor Application ad Agency Memorandum of Agreement.*

Placement and Monitoring of Students

Field Placement. In an effort to facilitate the placement process, Field Fair is held annually at every program site during which agencies present information concerning their functions and practicum opportunities to prospective students. By attending *Field Fair*, students also have an opportunity to consider the geographical areas and populations they wish to work with, as represented by the agency personnel in attendance. Moreover, they have a chance to meet agency representatives and prospective agency instructors, and, if possible, to complete field interviews with them. As noted earlier, at least 2 interviews with prospective agencies must be completed by all students prior to obtaining written final approval of the placement from the Field Director/Coordinator.

The School adopted the Intern Placement Tracking (IPT) web based system by Alcea Software. Once students submit a field practicum application, they are given a code that allows them to access information on potential field agency sites in all of our catchment areas. This system allows us to maintain a centralized field practicum student data base that keeps field information on every student in our Program, including: contact information, agency and agency

instructor assignment, field consultant assignment. The system also allows for us to communicate with agencies, students, agency instructors and field consultants regarding any school updates, changes and expectations of the School. This web based program has helped organize the field program and provides a professional, streamlined process to monitoring and placing our students and eventually we will develop its use to full potential. ***www.runipt.com***

Monitoring Students and maintaining Field Consultant contacts with practicum settings.
Monitoring of student performance in field is primarily the responsibility of the agency instructor, who is required by field policy to provide supervision for 1 hour per week during the academic year a student is placed with the agency (or an equivalent amount of time during block placements). This supervisory time is intended to allow students the opportunity to discuss their cases, (as applicable), receive feedback concerning the field performance and ask questions concerning professional and ethical issues. The role of the agency instructor is defined more fully in: *Refer to Field Education Manual, Policy 23.2.*

In addition to the agency instructor, each student placed in field is assigned a *field consultant*, who acts as a liaison between the School, the field agency and the agency instructor. With the exception of a few full-time faculty members who also act as field consultants, the school sub-contracts its field consultant responsibilities to community social work practitioners. Pursuant to field policy, each field consultant must be a licensed MSW with a minimum of 2 years social work practice experience. The use of community social workers allows for active involvement in our Program as many of the consultants bring valuable experience and insight to Program development. They are also active in new agency recruitment as they have daily involvement with other community agencies. Depending on our program site location, the consultants tend to live in the communities in which they are providing consulting services. This allows for frequent involvement, confidence building with community agencies, and quick availability to our students that live a good distance from the Program site. The consultant is required by field policy to meet with the student and the agency instructor on-site a minimum of 2 times during the academic semester: at the commencement of the semester for the purpose of approving the student's learning contract; and at the end of the semester to again review the student's progress and assign a final grade. Additionally, the field consultant makes mid-term and on-site visits as needed for consultation on matters of field policy or academic/behavioral issues at the request of any of the parties. Periodic telephone and E-mail contacts are made at the discretion of the field consultant in order to maintain continuous supplemental supervision of the field placement.

In addition to the services provided by the agency instructor and consultant, student progress is also monitored and reported to the Field Director/Coordinator by field seminar instructors. Field seminar provides the opportunity for students to discuss their progress and present practice dilemmas in a classroom setting. Students also have the opportunity to use other academic settings—most notably their social work practice courses—to discuss professional and ethical issues arising during the field practicum. *Refer to Field Education Manual, Policy 20.0.*

Academic and behavioral issues that arise in field are required by field policy to be resolved mutually by the joint efforts of the student, agency instructor and field consultant. Where possible, the *Field Manual* emphasizes informal dispute resolution; however, a formal mechanism for the resolution of academic or behavioral problems in the field setting is also provided for. *Refer to Field Education Manual, Policies: 6.3, 6.4.*

Evaluation of Student Learning and Agency Effectiveness
Student Learning congruent with Program's Competencies.

The mechanism for evaluating student learning in field education is defined in the *Field Manual* and commences with the construction of a learning contract. *Refer to Field Education Manual, Policy 6.0.*
The framework for each learning contract is defined according to the student's educational level, program of study and, in the graduate program, the student's concentration. Learning contracts are initiated by the students in consultation with their agency instructors and consultants. Students are required to develop learning contracts that incorporate the School's core competencies and field specific practice behaviors. Sample learning contracts for each classification are available online.

The specific content requirements of learning contracts are identified in the Field Manual. *Refer to Field Education Manual, Policies 12.1, 15.1, 18.1, 18.2, 18.3.*

Additionally, students must develop agency specific practice activities that advance their personal aims relative to the field experience. BSW and foundation year MSW students are required to complete the learning contract and obtain approval from the agency instructor and field consultant by the 5th week of the first semester; concentration year MSW and block placement students are required to accomplish the same steps by the 3rd week. Students who fail to accomplish these tasks are required to withdraw from field practicum, and are not permitted to reenroll the following semester. *Refer to Field Education Manual, Policies 12.0, 15.0, 18.0.*

Student progress in field practicum is evaluated according to 3 specific criteria: (a) the student's completion and successful execution of the learning contract (b) the student's attendance record in field and (c) the student's compliance with behavioral standards, including the *NASW Code of Ethics*, the School's Uniform Academic/Behavioral Code and the *Field Manual*. As with other academic courses, student performance in field is a cumulative letter grade based on a 500-point scale for each semester of field practicum. *Refer to online Field practicum evaluation forms for each classification.*

The agency instructor evaluates student performance and recommends a midterm and final semester grade to the field consultant who recommends a grade to the Field Director/Coordinator who is the instructor of record. Students in field practicum must receive at least a "C" in order to progress to the next semester. Students receiving a grade of "D" or "F" are not allowed to continue in practicum and, depending on the circumstances, and consistent with policies outlined in the *Field Manual* and Academic/Behavioral Code, may not be permitted to continue in the social work program. *Refer to Field Education Manual, Policy 6.0.*

Agency Effectiveness Congruent with the Program's Competencies.

The essential criteria that prospective agencies must meet are defined in *Field Education Manual, Policy 22.0.*

These are enforced as outlined in preceding sections of this report. The field consultant is the principal agent available during the course of each academic semester to provide feedback to the School reflecting each agency's performance in assisting students' achievement of their educational objectives and learning contracts.

A major component of the evaluative process for gauging agency effectiveness is the field practicum agency evaluation survey, which is attached and discussed in more detail in this self-study's report on assessment, contained in Chapter 4. The agency evaluation survey is completed by each student at the end of every academic year or at the end of a summer block practicum, and is intended to provide feedback to the School regarding (a) the student's perception of his or her agency's overall suitability as a field placement, (b) the assistance provided by all field personnel in the satisfaction of educational objectives, (c) the field experience's consistency with the themes addressed in the School's mission statement, (d) the quality of field instruction, (e) the agency's capacity to help the student integrate classroom learning and (f) the specific opportunities provided for practice with the diverse populations of New Mexico and the Southwest. The data obtained through the field evaluation are the main source of information relied upon by the School in order to determine whether a continuing partnership should be maintained with each participating agency.

The Field Director/Coordinator also rely on the Field Consultants to report any concerns they have about the field agencies they visit as well as input from the field seminar or other course instructors that may result from student feedback in classes.

AS 2.1.6 The program discusses how its field education program specifies the credentials and practice experience of its agency instructors necessary to design field learning opportunities for students to demonstrate program competencies. Agency instructors for the baccalaureate program hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Agency instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which an agency instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

Agency Instructor Approval. Pursuant to the School's form Memorandum of Agency Agreement each prospective field agency must be able to offer the services of an agency instructor who is qualified, experienced and has demonstrable knowledge in a relevant field of social work practice. Qualifications for agency instructors are as set forth in the *Field Manual. Refer to Field Education Manual, Policy 23.0.*

As identified in the field manual, the basic preconditions for the School's approval of agency instructors are that:

At minimum, these qualifications include (a) expertise in an area of practice consistent with the School's curriculum, (b) at least 6 months experience with the agency hosting the field practicum student and (c) the ability to model and coach students by identifying and assisting their educational needs.

Agency Instructors ordinarily are expected to be employees of the host agency. If they have earned a BSW from a CSWE-accredited school, have a current bachelors level social work license and have at least 2 years post-BSW experience, they may serve as agency instructors for BSW level students, which means that they are obliged to provide the principal professional supervision of students placed at the field agency. Agency instructors at the MSW level must possess the MSW degree from a CSWE-accredited school, be licensed at the master's level and have at least 2-years post-MSW social work experience. Agency instructors who have not met any of the aforementioned criteria may serve as *co*-agency instructors, however they must work in tandem with the agency instructor who meets the requirements for primary agency instruction. In situations in which an agency does not have a licensed social worker on-site, the School may

consider providing field supervision through the services of an off-site individual meeting the criteria for primary agency instructors; on occasion this person may be a member of the School's faculty.

The policies governing the use of faculty agency supervisors are outlined in the *Field Manual* and are most often invoked when a field agency is located in a rural area, has limited access to resources, serves poor and underserved areas or meets other criteria designated by the Field Director/Coordinator. It is to be noted that the provision of faculty agency instructors has been an invaluable means of providing students educational access to grassroots community organizing interventions. *Refer to Field Education Manual, Policy 23.3.*

AS 2.1.7 The program discusses how its field education program provides orientation, agency instructor training, and continuing dialog with field education settings and agency instructors.

Agency Instructor Orientation and Training

Formal orientation for agency instructors occurs during the School's Field Orientation held at the commencement of each academic year at each program site and every semester that a cohort group of students begins practicum. The purpose of the orientation is to assist returning and new agency instructors to understand and implement the *Field Manual* with particular regard for the requirements and expectations imposed on students and agencies. Participants are provided with current policy updates, documents, forms and other handouts containing pertinent information for agency field instruction. This last year, extensive training in the use of the Competencies and Practice behaviors in the learning contracts and evaluations was done with agency instructors at all program sites. Agency instructors are also invited to attend the School's annual *Field Fair* held at their respective program site. In addition, on an as-needed basis, the Field Director/Coordinator and Field Consultants are available to respond to agency instructors' questions regarding any aspect of field education. In an effort to provide clear direction in the development of practice activities to agency and field seminar instructors and field consultants, the School developed *BSW/First Year MSW Sample Practice Activities.* We decided that if we were going to require that the agency instructors help students create practice activities for the practice behaviors, we would create examples in order for them to see the application and explanation of each practice behavior. These Sample Practice Activities have been well received and have helped us as a field program to fully implement and ground the competencies and practice behaviors in the field learning. *BSW/First Year MSW Sample Practice Activities— Appendices 2G.*

Continuing Dialog With Agencies and Agency Instructors

Field Director/Coordinator often visit established agencies throughout the year in an effort to provide support and demonstrate appreciation for their efforts. The Field Director/Coordinator and field consultants maintain communication with agency instructors through several methods: First, all field forms, field evaluations and field practicum policy and procedures are readily accessible online for all agency instructors to download as needed. This step not only facilitates convenient access to this information, but also provides significant cost-savings benefit to the School. Second, as previously noted, the *Field Manual* requires several mandatory meetings between agency instructors, students and field consultants. Evidence that these meetings have taken place is documented on a contact form which remains a part of each student's academic file. *Refer to online Field Consultant Contact Form.*

Third, as noted elsewhere in this self-study, the School has increasingly relied successfully on internet resources, including *Facebook*, for the purpose of facilitating the maintenance of ongoing dialog with students and agencies, many of whom work many hundreds of miles from the School's main campus in Las Vegas.

This mode of communication has resulted in agencies increasingly relying on our *Facebook* page to post job listings, workshops, open houses for our students and agencies to readily access.

The School is also in the process of developing an Agency Instructor Training Manual to provide agency instructors access to materials relevant to their teaching and supervision needs.

AS 2.1.8 The program discusses how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Policies Regarding Employment Based Field Placement
Definition of Employment Based Field Placement. The School defines an employment based practicum as a field placement created at an agency that already employs the student on a full- or part-time basis and financially compensates the student in the form of a salary.

Requirements of Employment Based Field Placements. Policies regarding employment based field placements are set forth in the field manual.

Refer to Field Education Manual, Field Policy 21.2.

They require among other things that a student is to be considered for a practicum placement at an employment site only upon a demonstration that the practicum is able to provide educational opportunities consistent with (a) CSWE Educational Policies and Accreditation Standards and (b) the Field Program's practice behaviors.

It is the responsibility of any agency considering hosting an employee/student in a field practicum to demonstrate to the School that the agency is able to meet the educational needs of the student. The agency must also be able to provide the student with the opportunity to perform duties and practicum-related responsibilities that are not normally financially compensated as part of the student's job description.

Not all employment situations qualify as practicum sites. As required by the *Field Manual*, the agency must be approved by the School through the adoption of a Memorandum of Agency Agreement prior to the request for approval of the field placement. If the agency is approved as a field practicum site, a student ordinarily will qualify to complete a field practicum for a single year during the student's academic career with the School.

The agency considering an employment based field practicum must specify that the practice activities established for the placement are to be educational and different in kind from any job responsibilities. These must be appropriate for the student's educational level and program of study. Moreover, field instruction must take place in a different unit or program and be overseen by a qualified field instructor other than the student's regular supervisor. A waiver of this policy is normally granted for a student who has served in an employment position less than 6 months with the agency and that the current employment position meets the educational requirements.

Additionally, any work- and practicum-related requirements an agency wishes to add to those imposed by the School must be identified by the agency at the time the request for approval of the practicum site is made. Finally, a student considering an employment based field practicum

must meet with the Field Director/Coordinator in order to assess the consistency of the proposed placement with the School's educational interests. Requests for employment based field practica are subject to the prior approval of the Field Director/Coordinator.

Refer to online Practicum in Place of Employment form.

Chapter 3

MSW Implicit Curriculum

AS 3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and differences are practiced.

New Mexico Highlands University (NMHU) is recognized as a Hispanic Serving Institution and is a member of the Hispanic Association of Colleges and Universities (HACU). The university has strived to promote a diverse student learning environment by ensuring that its student body is ethnically diverse. During the 2010-11 academic year, the student body composition was 31% White, 49% Hispanic, 5% African American, 6.5% Native American and 1% Asian Pacific Islander. The number of Hispanic students mirrors the overall state population which is 46.3% Hispanic according to the 2010 census.

The university has made significant efforts to promote itself as a welcoming university open to all ethnic groups. The university has an open enrollment policy for all undergraduate students.

During the 2010-11 academic year there were a total of 129 international students enrolled in the university representing 34 countries, a demonstration of the commitment by the administration to ensure the campus community promotes and respects cultural and ethnic differences and embraces the importance diversity plays in promoting student learning. The university' non-discrimination polices in hiring, promotion and student admissions help promote an awareness and model for the community and society at large in ensuring that respect for ethnic diversity is an essential value in creating a democratic society.

As of 2010 there were 144 full-time tenured/tenure track faculty, 38 or 26% are Hispanic and 65% white. While the ethnic distribution of faculty could improve to better represent its student body, under the leadership of the President and Vice President, two of the five academic deans are Hispanic and both university Vice President's are Hispanic. In addition, of the 488 full-time university staff, 280, or 57%, are Hispanic. A further analysis of the university staff demographics shows that of the 36% of the total Hispanic staff hold professional and/or administrative positions.

Ten years ago, the university recognized that its campus location in rural northern New Mexico (Las Vegas, NM) was not accessible to a majority of state residents and therefore impeded the ability of the university to compete with other four year educational institutions. In an effort to promote access to higher education among the diverse communities in the state, the university expanded to open five distinct off campus centers in key geographic areas in Northern New Mexico. In its commitment to serve a diverse student body the university opened five off campus centers, each serving a unique geographic and demographic community. The five centers and their geographic location are:

Farmington, New Mexico (Northwest four-corners area)
Albuquerque/Rio Rancho (Central New Mexico)
Roswell (Southeastern, New Mexico)
Raton (North Central, New Mexico)
Santa Fe (Northern New Mexico)

The university offers undergraduate and graduate degree completion programs in education, business and social work at three of the five centers. These three professional degree programs are offered at the centers in Rio Rancho, Farmington and Santa Fe. The center in Raton only offers programs in education and business and some classes in liberal arts. No social work classes are offered.

The center located in Farmington is offered in partnership with San Juan College (SJC), a 2 year community college. All classes are offered on the SJC campus. Located within 35 miles of the Navajo reservation, the demographic of this community affords Navajo and Hopi Indians the opportunity to pursue a four year degree at NMHU. Each of the three professional schools hires its own full time and adjunct faculty and the center is under the supervision of a center director.

The center located in Santa Fe is in partnership with Santa Fe Community College. Again, all classes are offered on the SFCC campus. The location of this center affords residents in north central New Mexico the opportunity to pursue a four year degree within their own community. The Santa Fe area is predominately Hispanic, however there are 8 Indian pueblos located in close proximity within 25 miles of the center. A full time center director oversees all of the classes offered by the schools of business, education and social work. Although both undergraduate and graduate classes are offered in business and education, the school of social work only offers undergraduate classes.

The Rio Rancho and Raton centers are the only two centers not located within the campus of a community college. Rio Rancho, located 9 miles from downtown Albuquerque, offers the same degree programs as the other two centers. As a free standing center, the university has hired administrative staff to complement each of the discipline's faculty resources.

The program located in Roswell, New Mexico only offers the MSW program. No other discipline offers courses/programs in this part of the state. Located on the campus of Eastern New Mexico University-Roswell, a two year community college, classes are offered via ITV from Roswell to Clovis, and Hobbs, New Mexico. The social work program opened in 2002 at the invitation of Eastern New Mexico University, the Children Youth and Families Department and the local NASW chapter as a result of the shortage of licensed social workers within the catchment area. Initially, from 2002-2006 the school also offered the BSW program, however, in 2006 Eastern New Mexico University received CSWE accreditation for a BSW program and NMHU school of social work closed the BSW program so as not to compete with ENMU as agreed to at the time of ENMU implemented its social work program in their catchment area.

The social work programs in Farmington and Roswell are part-time. Social work students complete the MSW program in three academic years. The university's commitment to providing a learning environment that is accessible and affordable to the residents of these five communities and surrounding areas ensures that students from rural parts of the state can pursue a four degree without within their native community. Students attending the Rio Rancho/Albuquerque centers are given the opportunity to choose to attend one of three state four year educational institutions for degree completion in one of the four academic disciplines. The vision the university has followed in expanding into five distinct communities in the state is testament to its commitment to serve the rural populations of New Mexico while maintaining its commitment to diversity.

Commitment to Diversity within the School of Social Work

The School continues to be committed to diversity as is reflected in its curriculum, student body, field agencies and faculty. The school has maintained a vision of ensuring that its programs provide students with academic and applied experiences that reflect and reinforce the community and state context as described in Chapter I.

In 2002 the School along with the chairman of the University Board of Regents lobbied the state legislature for funding to implement a bilingual/bicultural program concentration. The funding was approved and in 2004 the School developed and implemented the bilingual/bicultural clinical concentration. The School responded to a need to develop graduate curricula that would train social workers to work directly with Spanish speaking individuals and families. Like other states and communities who have experienced an increase in Mexican and Latin American immigrants whose primarily language is Spanish, the school accepted the increase of these individuals as a challenge that requires the need to have bilingual and culturally aware and sensitive social work practitioners to work directly with these populations. The Bilingual/Bicultural concentration prepares students to be become culturally and linguistically competent to work with Spanish Speaking individuals.

Through a program offered within the concentration, a student exchange with La Escuela de Trabajo Social in Chihuahua, Mexico, took place from 2007-10 which provided all of the students in the concentration with a field practicum immersion whereby student from the university conducted a one week immersion practicum in Chihuahua and students from Chihuahua spent a week in field practicum agencies in the community of Las Vegas. In 2011 travel to Mexico did not occur as it was considered too dangerous given the tension that exists in Mexico's battle with illegal drugs. As an alternative students in the concentration spent one week in a field practicum immersion in El Paso, Texas. Students had the opportunity to work directly with the Border Patrol, community health clinic and a mental and substance abuse agency that served Mexican immigrants. Both of these field practicum immersions provided students with the opportunity to immerse themselves in the culture and language of the individuals that they will eventually be working with as practicing social workers.

In 2009 the school implemented a Continuing Education program in response to the state's social work licensing requirements and the need to promote ongoing multicultural training opportunities for licensed social workers. New Mexico is the only state that requires social workers to demonstrate knowledge and competency of the dominant ethnic cultures in the state, Hispanic and Native American, in order to acquire their social work license. Any licensed social worker who moves into New Mexico must complete 15 hours of cultural competency training in order obtain full licensure to practice. In addition, all licensed social workers must complete 3 of 15 required Continuing Education Units in cultural related training per year. Graduates from the school meet the cultural competency licensing requirement and therefore are eligible for licensure upon graduation. The Board of Social Work Examiners has approved 12 credit units/4 classes in the graduate curriculum and 9 credit units/3 classes in the undergraduate curriculum as meeting the cultural competency licensing requirement.

The CE program offered a total of 30 individual workshops during 2010-11. The topics focused on a variety of subjects in the areas of mental health, substance abuse, aging, GLBT, and other subjects appropriate for practitioners in the state. A brief sampling of some of the workshops include:

2/04/11   Valuing Culture & Demonstrating Sensitivity in the Work Place
2/25/11   Cultural Sensitivity: The Myth of Cultural Competency
3/18/11   Feminist Multicultural Counseling
5/06/11   Working with Gay & Lesbians Adults in Treatment
6/17/11   Native American Culture: What you need to know
9/30/11   Cross Cultural Healing: Indigenous Teachings
10/28/11   Cultural Competency in Clinical Supervision

In addition, the CE program was also developed to provide affordable and accessible CEU workshops for social workers. This program is intended as a way for the School to be responsive to the needs of the community and the profession. This program has helped in bringing down the barriers and perceptions the community has of academia by inviting practitioners to participate as trainees or trainers.   A $10.00 per credit unit is the basic charge for each workshop. Presenters are selected from among the faculty and community practitioners who have demonstrated expertise in a specific area. Most of the workshops have been offered at Las Vegas, Rio Rancho, Santa Fe, Albuquerque, Roswell and Farmington utilizing the university/school facilities in these communities. Due to the rural nature of the state, as with the university centers, the workshops are offered within a geographic area that is accessible by many social workers and therefore affordable. During these hard economic times it is important to support and provide lifelong learning to members of our profession.

Another program implemented within the school that also promotes diversity is the recently adopted certificate program in substance abuse. The certificate program was developed in 2010 as part of the school Community Clinical Treatment Program. In November 2006 the School was awarded funding to provide counseling services for all first time DWI offenders by the county of Bernalillo, (Albuquerque). The funds were awarded to the school in a non-competitive award.

The School was selected by the county based on its commitment to multiculturalism, bilingualism and expertise in bilingual social work practice. The program serves as a field practicum site for all of the students in the substance abuse certificate program. An average of 9 students per year are admitted into the program. In 2009, the program received accreditation by the Matrix Institute at the University of California Los Angeles. The diversity of the clients served by this program has led to the implementation of counseling/therapy groups specifically for Spanish Speakers and a women's group. Recognizing that the issue of alcohol abuse differs between men and women and recognizing the importance of ensuring that the services are linguistically appropriate, this program reinforces the School's commitment to diversity and the need to provide community based services that can be integrated into the academic programs.

Diversity among students and faculty within the School

An important aspect of putting the school's mission statement into action is the School's commitment to having a diverse faculty, students and a curriculum that complements the area served by school and the setting where the majority of the graduating students will be practicing. The school values the importance of ethnic identity and language differences and considers these differences as strengths that influence the school's mission and curriculum.

Faculty/Staff

The School follows the university employment practices and adheres to established Affirmative Action requirements in all hiring decisions (Refer to Appendix 3A). As of 2011-12 the school has a total of fifteen full time faculty; 11 tenured and four are full-time retain term faculty, seven are located at the main campus and eight are located at the Albuquerque center. In addition, the main campus has full-time visiting professor. The term "retained-term" is for those faculty who do not have a Ph.D., as required for tenure but who have the practice experience that will help complement the tenured faculty and curriculum. The retained term status ensures that the faculty member has all the rights of a tenure track faculty member with the same responsibilities but is not required to be tenured. Termination of employment must be for cause and the employee is given a one year advance notice of intent not to renew his/her contract. This practice has promoted and ensured stability of having a cadre of full time faculty to deliver the curriculum. The ethnic distribution of ALL full time faculty at the main campus and Albuquerque center is as follows:

	Main Campus	Albuquerque
Hispanic	4	2
White	3	5
African American		1

The School has a total of 16 FTE faculty; 11 tenured, and five full-time non-tenured (4W, 1H). 7 female (4 tenured) and 9 males (7 tenured). All of the faculty teach BSW and MSW courses. In addition, the Farmington program has one full time faculty member, a .50 FTE faculty who is also the field/program coordinator. The program in Roswell has a .50 faculty member that also has responsibility as field education coordinator.

Achieving a diverse faculty is of paramount importance to the school. During the current academic year 2011-12, the school is actively recruiting to fill two tenure track positions to be located at the Albuquerque program. One is to replace one of the full time retain term positions and the other is a new positions to help meet the increased student enrollments.

In addition to the full time faculty, the school's Director of Field Education located at the main campus is a Hispanic female who has held this position for 16 years. The field coordinator located at the Albuquerque center is a Hispanic male who has been in this position for 10 years.

Complementing the diverse faculty and administrative staff are the full time academic advisor located at the Albuquerque center, she is a Native American female and has been with the school for over 8 years. The School's Admissions Coordinator is also Hispanic/male and the school's coordinator of continuing education is Hispanic Female. The School Dean also is Hispanic. All four clerical personnel at the main campus and Albuquerque are Hispanic/female. Of 22 faculty and administrative staff working for the school at the main campus and Albuquerque, 14/67% are Hispanic. This ethnic distribution is well representative of a state that as of 2010 is considered to be a minority/majority state.

Student Diversity

Tables 1 & 2 display the ethnicity of all Full-time and Part-time MSW students enrolled for Fall semester 2011

Table 1   Full-time MSW Students Enrolled Fall 2011

	Main Campus	Albuquerque				
White	19	61				
Hispanic	29	67				
Native American	1	7				
African American	3	6				
Other	12	11				
Totals	64	152				

The full-time MSW program is only offered at the main campus and Albuquerque center.

Table 2   Part-time MSW students Enrolled Fall 2011

	Main Campus	Albuquerque	Farmington	Roswell		
White	3	22	13	20		
Hispanic	6	22	4	17		
Native American	0	0	16	0		
African American	1	1	0	4		
Other	1	1	2	0		
Totals	11	46	35	41		

The total number of MSW students N = 349,52.7% are ethnic minority, Hispanics comprise 38.7% of all enrolled students. The location of the MSW programs in these four communities provides minority students access to higher education. There are not four year academic institutions in the Farmington and Roswell area.

Diversity in the Curriculum
        The School's mission statement guides the school's curriculum. The graduate curriculum addressing Hispanic and Native American cultures is infused throughout most of the first year and concentration courses.
        The schools explicit curriculum requires SW 546 SW Practice with Diverse Populations of all two year graduate students. This course has been specifically designed to focus on Hispanic and Native American cultures in New Mexico and the southwest.
        The graduate curriculum through its bilingual/bicultural concentration specifically addresses language and culture vis –a-vis Hispanic. In addition, the school utilizes Special Topics (SW 635 series) for the purposes of developing and offering courses that will compliment and supplement the curriculum. For example SW 635 Social Work Practice with GLBT has been offered for the past three years. In addition, SW 635 Spanish for Social Workers has also been offered as an elective available to all graduate students. In addition, spring semester 2012, a course entitled Navajo for Social Workers will be offered at the Farmington

center. The clinical concentration curriculum focuses specifically on working with Hispanic and Native American populations and the content is infused throughout the concentration courses. A strength of the school is its curriculum that focuses on Hispanic and Native American populations. In addition, two faculty members participated in the Gero-Ed initiative in 2009-10 to infuse gerontology content in the undergraduate and graduate curriculums.

The school revised its course evaluations in 2010-11 and required students to complete the on-line Student Course Evaluations. The survey is comprised of 15 items using a four-point response. The evaluation asks students to rate their educational experience in five areas: 1) Classroom environment 2) Professor characteristics 3) course content 4) Grading and Assignments 5) Impact course had on student's learning. The classroom environment specifically addresses four items:

1. The extent to which the professor allows student an equal opportunity to participate in class.
2. The professor's ability to promote a learning environment where the student feels safe to express her/is views and opinions.
3. Extent to which professor acknowledge student's strengths.
4. Extent to which professor treated you as a valuable person.

A detailed discussion is included in Chapter IV (Assessment). Students complete the on-line evaluation for each course at the end of each semester in order to access their course grade(s). The School is the only program within the university that has developed its own on line course evaluations.

Diversity in Field Education

All students have an opportunity to experience working with the two predominaant minority ethnic groups in New Mexico. Since the adoption of the School's mission statement in 1998, focusing on Hispanic and Native American populations, the School only approves community agencies that provide students the opportunity to work with diverse clientele. In 1998, the school terminated all agreements with private practice agencies that <u>did not</u> serve a diverse clientele. To date, the School will only consider community agencies that demonstrate servicing a diverse clientele and that will provide students the opportunity to experience working with these populations. In addition to servicing a diverse clientele in the selection of field practicum agencies, the School also promotes the need to have diverse field practicum placements settings. For example, according to the 2009 Annual CSWE report, the School provides students the opportunity to conduct their field practicum in health, mental health, schools, substance abuse and other critical fields of practice. All of the placement agencies are community based public/nonprofit or government agencies. A partial list of the populations served by these agencies include: children and families, aging, GLBT, monolingual/Spanish speakers, public school, medical/hospital based and health care providers. As discussed earlier, the student exchange program with Chihuahua, Mexico as part of the bilingual concentration reinforced the School's commitment to its mission and the importance of providing en vivo practice experiences for students.

The school's five center locations provide students the opportunity to experience working with rural and urban populations.

Commitment to Diversity within the Implicit Curriculum

The School has made great strides in bringing to life its mission statement and providing opportunities for its student body to experience various activities and events that focus on promoting diversity. A key example of the school and university commitment to Hispanic culture is the support in securing funding and implementing the bilingual/bicultural clinical concentration and the student exchange/field practicum experience with Chihuahua, Mexico. In addition, from 2005-2010, the school sponsored a "Latina Colloquium" in celebration of National Women's month (March). Organized as part of the bilingual program, this yearly initiative provided an opportunity for students to gain exposure to leading Hispanic/Latina women in New Mexico who have been role models to others in their respective fields. Other initiatives have included students working with the elderly population to help clean their yards and homes to ensure a safe environment.

Three years ago a faculty member at the Albuquerque program began a "Spanish Conversation Group" for faculty, staff and students to practice their Spanish speaking skills. The group meets twice per week during the lunch hour. The School is in the process of planning a regional multi-cultural substance abuse conference scheduled for May 2012. The theme of the conference is working with Hispanic and Native American families in a diverse society. For the past seven years the school has participated in the NASW legislative day, providing students an opportunity to observe and lobby the New Mexico legislature. This experience affords students the opportunity to observe the legislative process in action. In the past two years, NASW/New Mexico has allowed 15 students to participate free of charge in the annual state NASW conference.

Research Activities

Faculty actively engaged in research activities that focus on diverse populations and have involved the participation of our students. Dr. Rey Martinez is actively working on two research grants; one funded by the National Institutes of Health, Center of Minority Health evaluating the health and developmental impact of methamphetamine exposure of New Mexico children taken into protective custody. The second funded research involves the UNM Center for Rural & Community Behavioral Health and focuses on evaluating the efficacy of the Total Community Approach to substance abuse assessment in Northern New Mexico. In addition, one funded research actively funded by Gulf Coast Addiction Technology Center is to provide substance abuse training and workforce development. This activity has been integrated in the School's Continuing Education Program and the Community Clinical Treatment Program/substance Abuse Certificate Program. In 2010 Dr. Martinez along with two other faculty members (Drs. Rodriguez and Baca) and twenty-two BSW and 2 MSW students participated in a 3 day Latino Student Social Work Conference sponsored by the University of Chicago, Jane Adams SSW. Students presented their research studies on methamphetamine along with Dr. Martinez, who mentored this group throughout the academic year culminating in a formal conference presentation.

Dr. Mark Dyke has been actively involved in community survey research, working with state and community based agencies. His work has included evaluation of the statewide Citizen Review Board, conducting a statewide survey of the state loan forgiveness program, and conducting a county survey for Torrance County of bilingual therapist assessment survey. The

university and School encourage faculty research and publications and support faculty involvement with community agencies and organizations.

Resources
The school provides opportunities for MSW students to apply for child welfare stipends under Title IVE. On average, a total of 20 MSW students receive stipends per year in the amount of $10,000. In addition, the school funds 6 Graduate Assistantships per year located throughout the program locations.   The assistantships provide a hourly salary and include partial or full tuition payment. The GA positions duties include assisting research faculty to carry out research and/or to teach undergraduate research classes under the supervision of the research faculty.

AS 3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

The School has undertaken various activities that model respect for diversity. As discussed in AS 3.1.1 the implementation of the bilingual program, the School's Continuing Education program and workshops focus on cultural diversity, the School's ethnically diverse student body and faculty, faculty research activities and publications all are factors that promote an awareness of and respect for cultural, ethnic and gender and age differences. All of the faculty strive to create a safe and open classroom environment that supports and affords students, to an opportunity openly to discuss and share their views on given subjects. Course assignments that focus on diversity and individual differences are infused throughout the curriculum. The specific course assignments are described in detail in Chapter 2 and outlined in the Curriculum Matrix, These assignments reinforce and promote a respect for diversity and difference. In 2009, students were involved in a fund raiser for Haiti Relief Project, raising over $2,500.
During the spring semester 2011, 75 of the 84 first year and 90 of the 116 second year MSW students completed the Field Practicum Evaluation on line form. Students were asked to reflect on the opportunity their practicum placement afforded in working with diverse populations. 90% of the students responded "a lot", and "a great amount of opportunity to work with diverse populations in terms of ethnicity, gender, age, sexual orientation and disability. Ninety-two percent had the opportunity to work with Hispanics, 72% with Native Americans, 65% with African Americans and 53% with other diverse populations such as Chinese, Vietnamese, Nigerians and East Asian. Overall students rated their opportunity to work with diverse populations between excellent and very good. This data reflects the school's diligence in recruiting field practicum agencies that serve diverse populations and through the field experiences offered compliment the school curriculum.

AS 3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

The School has made significant progress in promoting a diverse learning environment and continues to affirm the values and commitment to diversity in all facets of the School and university. While progress in the area have been positive, the School recognizes the need and importance for due diligence in making sure that it continues to improve and recognizes the importance of promoting a learning environment that is supportive, open and academically relevant to the communities that students will be working in upon completion of their program.

During spring, 2012 the program in Farmington will be implementing a special topics course on Navajo for Social Workers. Given the number of Navajo speakers in this part of the state the School can improve upon its commitment to this cultural group and infuse content into the curriculum that reflects Native Americans.

Student involvement in school committees, curriculum and school policy has decreased in the past three years. Students at the main campus and Albuquerque center had an active student association up until three years ago. Since then, a formal association has ceased to be active and it has been very difficult to get students to participate in a formal association. The School utilizes *FACEBOOK* as a medium for communicating with students throughout all program locations. A relatively new medium, the School foresees a need to prioritize getting more student involvement in school policy and school committees. Students have been very passive in volunteering to participate in any formal association. A concerted effort needs to be made to include student participation from all sites that will have ongoing input and provide feedback on various operations of the School and university.

Student involvement consists of ethnically diverse representatives from all program locations, and from over 12 distinct rural and urban communities. The participation of this broad base will help promote sharing of experiences and knowledge among the broader student body. Coordination of all students to participate in a student organization from each site has been a challenge. The use of ITV, distance learning technology, will be explored to help bring students together.

Another mechanism that will be explored to promote and improve diverse identities is to have each program location develop course electives that will complement the curriculum and more importantly reflect the community and population. Given the diverse populations in the state, each geographic area served by the school program is unique. Elective courses can be a mechanism of having each program develop curricula that are relevant to their respective indigenous community.

Another plan is to conduct a statewide assessment of community agencies to help identify skills and knowledge they see as necessary among practicing social workers. The results of such assessment would help inform the school's curriculum and/or would be topic areas for providing continuing education opportunities. Each site is unique and different and will continue to ensure these diverse communities inform our school curriculum, School policy and future programmatic direction.

AS M 3.2 STUDENT DEVELOPMENT

EP 3.2 The program identifies the criteria it uses for admission. The criteria to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.

Admission to the MSW program requires an application to the School and to the university Office of Graduate Studies; acceptance to both is required. All applications for admission into any of the program sites/locations are submitted directly to the school at the main campus. Applicants must have a conferred bachelors degree from an accredited university and a minimum of a 3.0 GPA in their major program of study. Students who have less than a 3.0 GPA but not less than 2.7 may be considered for "Provisional Admission." These criteria are posted in the university Graduate Catalog and website.

Application materials required for consideration of admission include; a) Completed Application to the school and to the Office of Graduate Studies; b) Official transcripts from each post secondary institution c) Three professional references d) completion of a liberal arts courses e) employment history f) volunteer history g) a research or statistics course completed within five year from the anticipated date of enrollment and h) Personal Narrative Statement. These criteria are outlined in the graduate catalog and university/school webpage at www.nmhu.edu/socialwork.

AS 3.2.2   The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admissions.

Applications are submitted to the school's admissions office; Coordinator of Admissions and Recruitment. Once all of the required information is submitted an application is deemed to be complete and ready for review. The Coordinator will review each application for the two year program and consult with the Associate Dean and faculty as necessary to determine appropriateness for admission. The GPA is computed for all applicants, evidence of having taken a recent course in statistics, letters of reference and completed application summarizing the work and volunteer experience. In addition, completion of the narrative statement is reviewed for the quality of response and grammer. Upon review and rating of these materials, a letter is sent out by the school dean or associate dean notifying candidates of their admission or rejection. Students may be admitted on Provisional status is their GPA is less than 3.0 but not below 2.7 in their major. Students admitted under this status must demonstrate completion of their first semester courses with a passing grade of 3.5 or higher. Failure to meet this requirement may lead to the student's disenrollment from the program.

M 3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from a Baccalaureate social work programs accredited by CSWE, those recognized through it international Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

To be eligible to apply for admission to Advanced Standing, applicants must have completed a BSW degree from a CSWE accredited institution within five years from the date of anticipated enrollment. In addition, candidates must have a minimum of an overall 3.0 GPA in their BSW courses and complete an application along with a narrative statement demonstrating the student's understanding of a specific questions pertaining to the program concentration. Student applying to the advanced standing clinical concentration are interviewed by the bilingual faculty to determine language proficiency and cultural awareness. The number of students admitted to Advanced Standing is limited to an average of 30 per year. An admissions committee comprised of full time faculty from the main campus and the Albuquerque center review all applications and make recommendations to the Dean.

AS 3.2.4   The program describes its policies and procedures concerning the transfer of credits

   The school accepts student transfer of credits only from other accredited social work programs. The maximum number of credits accepted for transfer is 30 credit units or the equivalent of one academic year. Students must complete one full academic year at the university and must complete the second year MSW curriculum. Students may request to transfer less than one full academic year. Unlike other university graduate programs that only accept a maximum of 9 credit units, the school has been approved to accept transfer of one full academic year based on the number of credit units for degree completion. Transfer of credit is only accepted for successfully completed with a grade of B or higher.

This policy is found in the university/school web page and in the graduate catalog.

AS 3.2.5   The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

   No academic credit is given for life experiences or previous work experience. The policy is documented in the graduate application for admission and the Field Education Manual.

AS 3.2.6   The program describes its academic and professional advising policies and procedures. Professional advising is provided by the social work program faculty, staff or both

All full time faculty are required to provide academic and professional advisement. Student are assigned a faculty adviser upon admission. While faculty at the main campus and Albuquerque center provide all of the student advisement, students at the centers are advised by the program coordinators.

   The school requires all newly admitted students and faculty at each program location to attend an orientation. Students are provided with information on School's Uniform Academic/Behavioral Policy and Disciplinary Code, (Appendix 3B) academic expectations, field practicum processes and requirements, curriculum and course matrix/models for full-time and part-time attendance. Students also are asked to complete the Program of Study/Concentration as required by the university office of the registrar. The school's Uniform Code is given to all social work students and they are requested to sign a form stating that they have received a copy of the Code. The code specific to school outlines the academic and behavioral expectations for all students in the program.

AS 3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

   The University and school informs all MSW students of the evaluation criteria for academic performance are outline in the university graduate catalog, student handbook and university web page. In addition, grading policies are also reviewed and discussed during the mandatory student orientation for all newly admitted MSW students. All graduates students must earn a 3.0 cumulative GPA per semester in order to remain in good academic standing. For all courses the student must earn a grade of B or higher however, a grade of C is acceptable provided that the student maintains a cumulative 3.0 GPA during each semester and must also complete all the course work with a cumulative 3.0 GPA for degree completion. Failure to have a 3.0 GPA will require students to re-take any course where he/she earned less that a grade of B.

Students can appeal any course grade or action taken by the school that affects their academic standing. To appeal a course grade the student must complete a "Grade Appeal Form" and he/she must state the reasons for the appeal. Students are asked to meet with the faculty member in question and attempt to resolve it. If there is not agreement, the petition is forwarded to the Dean for review. The Dean, working with the faculty member may either accept or reject. If the petition is rejected by the Dean, the student may appeal the Dean's decision and petition the University Academic Affairs Committee. The committee decision is final. Students have up to one full year to petition any course grade.

The Field Education admission and performance expectations are outlined in detail in the Field Manual. The field manual is very explicit in defining the academic and behavioral expectations. Students may appeal any decision/grade in field practicum. The process for grade appeal is made to the Field Education Director who may or may not forward the appeal to the Field Advisory Committee. The committee's/Director recommendation is forwarded to the Dean who may accept or reject the appeal. As with any other course grade appeal, the student may appeal the school/Dean decision to the university Academic Affairs Committee.
Students are also informed of performance expectations and performance in course on the course syllabus. Specifically, grading criteria, attendance, participation and plagiarism are outlined.

AS 3.2.8   The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

The School adheres to the university policies for terminating students from the program. BSW students may be terminated for academic non performance i.e., failure to maintain a cumulative 2.5 GPA in two consecutive semesters, or may be terminated due for failure to meet the behavioral expectations as defined in the NASW Code of Ethics or the School's Uniform Code or the behavioral expectations as outlined in the Field Policy Manual.
Academic policies are addressed in detail in the university undergraduate catalog, school field policy manual and course specific syllabi. Professional performance is expected of all students. Specifically, as outlined in the field education manual, and the student handbook, students may be terminated due to behavioral misconduct. For example, failure to comply with the Uniform Behavioral Code and NASW Code of Ethics may be reason(s) for termination. These policies are included in the appendix.

AS 3.2.9   The program describes its policies and procedures specifying students rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

The school encourages students to participate in the school's Curriculum committee. A student representative is a member of the committee. Currently, a student is participating on the Faculty Search and Screen committee to fill two tenure track positions for the Albuquerque center.   In the past two years, this committee has been focused on completing the self study and therefore, curricular decisions have been limited to compliance with the EPAS. Student input in course evaluations is given serious consideration for post tenure review and promotion. During 2009-10 a faculty member received negative course evaluations by students and as a result was referred to the University Faculty Affairs Committee for post tenure review.

Input from students in encouraged and solicited. For example, the Dean, Associate Dean and Field Director visit each site a minimum of twice per academic year. During these visits they meet with all of the on-site faculty, field consultants and student body. The purpose is to solicit input into school and field policy, maintain open lines of communication and ensure that both faculty and students feel supported by the main campus and the school administration. Each program coordinator meets with students as necessary.

During the 2010-11 academic year the school opened its own FACEBOOK account as a means of affording students the opportunity for ongoing input and dialogue among students, alumni and other interested groups and individuals. Although it has been successful, this medium is not intended to replace face to face dialogue with the students or limit direct access to the school administration.

Student input in relocating the BSW and MSW programs from their previous location in Rio Rancho to Albuquerque was determined from the results of a student survey. The university approved the School's relocation of the social work program after the school surveyed its student body and determined that 90% of the students preferred to have the program relocate to Albuquerque where most of the students reside. Since the relocation in 2008-09, student enrollments have increased.

AS 3.2.10   The program demonstrates how it provides opportunities and encourages student to organize in their interests.

Over the years the School has had a graduate student association at the main campus and at Albuquerque/Rancho center. Unfortunately, over the past three years interest among students in participating in such organization has decreased. During the time the organization existed, students organized fund raisers, holiday food drives and also sponsored a speaker's luncheon series. A faculty member acted as the organization's sponsor, however, due to the lack of interest in a formal organization, the association has not been functional in the past three years. Several attempts by the School have been made to reinstitute the organization. The School has assigned graduate assistants to help organize the students, and faculty have encouraged students to organize, however this effort has not been too successful in providing a long sustaining and viable process for forming a student organization.

The School will continue to work with students providing an opportunity to organize and will continue to encourage students to organize and have a more formalized process for student input/governance. While an organization provides a formal forum/body for students to meet and share ideas as a group, input from individual students is encouraged. A strength of the School is the student's accessibility to the faculty, Associate Dean and Dean. Students have been very diligent to communicate with the Dean in person and via e-mail. This practice is encouraged and students have come to expect to be able to meet with the appropriate administrative staff.
As mentioned earlier in this section, the School dean, associate dean, field director/coordinators and the center directors meet with students on a regular basis.

EP 3.3 FACULTY

AS3.3.1   The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE accredited program and at least two years of social work practice experience.

Refer to Appendix 3C Faculty Bibliographies. All full-time and part-time faculty identify themselves as professional social workers. Faculty who teach practice or field education are required to be licensed social workers in accordance with the state social work examiners board, hence, all faculty who teach practice have an MSW and are licensed social workers. All but one full time faculty members are licensed however the unlicensed individual does have an MSW degree.

The following narrative provides a brief summary of the competence and expertise of the faculty in relation to core competencies as demonstrated by experience and service. Examples of demonstrated competence with **EP 2.1.1**, **(professional identity)** include: Dr. J. Harrington, Professor James, Barnas, Arguello and Dyke are all active members of NM- NASW Chapter. The Dean is the current chair of the state Social Work Examiners Board and has been for the past three years. This is his second term and he is appointed by the governor. The dean and two other faculty members are members of the New Mexico Behavioral Health Collaborative focusing in the development of training curricula for social work practitioners in multicultural mental health and substance abuse.

Additionally, one faculty member, Professor Andrew Israel has two published books on law, ethics and behavioral health and has provided training to licensed social workers, attorneys and other behavioral health professions in legal and ethical issues in practice as part of the school's CEU program. **E2.1.2, (ethics).**

Faculty expertise and compliance with competency **2.1.3, (critical thinking)** is documented by the number of faculty involved in community presentations and research activities. As a teaching university, this competency is further measured by the written and verbal feedback on student assignments by faculty. The faculty's role is to challenge students to think critically in class, demonstrating faculty effectiveness in promoting critical thinking. Effectiveness is reflected in the course evaluations. Meeting competency **2.1.4 (diversity)** is a strength as evidenced by the School's mission, faculty, student body and diversity of field practicum agencies. Dr. Cristina Duran has conducted training and lectures on such topics as Mexicanizing New Mexico, Race and Barack Obama, Interdisciplinary research on Mexican Immigrant communities in New Mexico to name a few. Dr. Dolores Ortega conference presentations have included Embracing non-traditional Healing Techniques in Behavioral Health, "La Educacion de los Jovenes Rurales: Encontrando la maera de mantener su cultura e idioma. "While not all diversity interests focus on Hispanics, Dr. J. Harrington's interest and experience in low birth weight and race, specifically among African Americans, has been presented at over three annual NASW conferences and workshops. Dr. Arguello's participation in the Taos Valle Acequia Association for over 15 years provides a culturally rich experience on water and the impact and importance of this resource to Northern New Mexico farming communities. He infuses this content and experience in his class(es) on diversity. The work by

these faculty address both 2.1.4 diversity and **2.1.5 (social justice)** as these activities help empower unique groups.

Meeting competency **2.1.6 (research informs practice)** is evidenced by the faculty research activities as discussed in 3.1.1 Research Activities. Competency **2.1.7, (applying knowledge of HBSE)** is an area that can best be described as a product of faculty involvement with community agencies, and presentations. The research conducted by Drs. Dyke and Martinez is an example of how research is used to inform practice, as their research activities are applied research projects used to improve practice. Competence with HBSE is an ongoing by-product of the faculty's involvement with numerous community based agencies, through their presentations. Dr. Martinez is provides child & family therapy and is clinical consultant to a community based counseling agency; Dr. Duran's membership in the Asian Family Services and Enlace Communitario provide the experience and knowledge of human behavior contextual issues among two distinct, diverse populations. The list of similar examples is quite extensive and are included in each faculty member's biography.

Policy advocacy has been a yearly activity by a few members of the faculty and students. Participation in the NASW Legislative Day or SLADE (Student Legislative Advocacy Day). Faculty and students from all program locations participate in policy advocacy and state, county and city elected officials routinely are invited as class guest speakers. Key faculty members are active in policy advocacy; Dr. Arguello has addressed the legislature on issues related to Acequias and as a policy instructor shares his knowledge of this process with his students. He also presented to the NM Legislature on "legal ambiguities and issues for NM Land Grants. The policy faculty: Drs. Harrington, Barnstone and Arguello have all incorporated analysis of current social policy into the policy courses **2.1.8 (policy advocacy)**. The numerous examples of the faculty's response to context competency **2.1.9 (responding to context that shape practice)** is evidenced by the involvement of individual members in NASW, CSWE, the social work licensing board, issues related to acequias, memberships with ALSWE, and various other community based agencies and professional organizations. The involvement through research, and presentations help reinforce and document the faculty's response to the school's context that helps shape their practice via-a-vis teaching.

Competency 2.1.10 (engage, assess, intervene and evaluate with individuals, families, organizations and communities.) Our faculty are actively engaged through their involvement in community agencies, organizations and research. The Community Clinical Treatment Program is a clinic that is actively engaged with families, individuals and groups. Faculty involved with this clinic through the substance abuse certificate program supervise students as part of the processes. Professor Israel's two textbooks on social work law and ethics discuss ethical dilemmas is various contexts. The challenges presented by cross-cultural practice and its impact on ethical issues are also presented in these books and ethnic differences and how it affects ethical issues. The adjunct faculty at all locations are social work practitioners who bring years of experience. The diverse practice experience of these faculty compliment the school's curriculum and help provide current knowledge with working with individuals families, and communities.

AS 3.3.2   The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size, number of students; and the faculty teaching, scholarly and service responsibilities. To carry out the ongoing functions of the program the fulltime equivalent faculty-to-student-ratio is usually 1:25 for BASW programs and 1:12 for MSW programs.

In accordance to university policy and the Faculty Collective Bargaining Agreement, the full–time faculty teaching load is 12 credit units = 1.0 FTE per semester or .25 for each course. Tables 4A – 4D are the actual MSW teaching loads for Fall 2010 for all full-time and part-time faculty by program location. Full time faculty at the main campus and Albuquerque center teach both BSW and MSW courses. The tables provide the MSW courses being taught by all faculty. The percentage of FTE has been adjusted accordingly. (.25 = one course).

FALL 2011
MSW FACULTY TEACHING ASSIGNMENTS BY PROGRAM LOCATION

TABLE 4A   ALBUQUERQUE CAMPUS

INSTRUCTOR	INSTRUCTOR CLASSIFICATION	COURSE TITLE	FACULTY FTE
Acevedo, M.	Part-Time Instructor (Adjunct)	SW 602 DSM (Bilingual Conc.)	0.25
Aguirre, K.	Part-Time Instructor (Adjunct)	SW Field Practicum I	0.25
Barnas, K.	Full-Time/Retained Faculty	SW 533 Law & Ethics in SW (2) SW 535 Case Management SW 651 Leadership & Supervision	1.0
Barnstone, J.	Full-Time/Visiting Faculty	SW 541 Social Policy: Hist, Struc & Ana SW 630 Advanced Agency Research SW 633 Advanced Clinical Research	0.75
Chavez, F.	Part-Time Instructor (Adjunct)	SW 551 Field Practicum Seminar 1 SW 532 Field Practicum I	0.50
Crouse, A.	Part-Time Instructor (Adjunct)	SW 551 Field Practicum Seminar 1	0.50
Dantis, J.	Part-Time Instructor (Adjunct)	SW 637 Substance Abuse Field Seminar 1	0.25
Duran, C.	Full-Time/Tenure Faculty	SW 585 HBSE 1 (2) SW 631 Advanced Qualitative Research (Bilingual Concentration)	0.50
Dyke, J. M.	Full-Time/Tenure Faculty	SW 633 Advanced Clinical Research (2) SW 604 Mindfulness & SW	0.75
Giles, K.	Part-Time Instructor (Adjunct)	SW 551 Field Practicum Seminar 1 SW 532 Field Practicum I	0.50
Harris, S.	Part-Time Instructor (Adjunct)	SW 615 Bilingual/Bicultural Immersion for SW I	0.25
Harrington, J.	Full-Time/Tenure Faculty	SW 541 Social Policy: Hist, Struct & Ana (3)	0.25
Hausner, A.	Part-Time Instructor (Adjunct)	SW 532 Field Practicum I	0.25
James, S.	Full-Time/Retained Faculty	SW 565 SW Practice 1 (3) SW 665 Adv Multicultural Pract. I SW 601 DSM for Clinicians	1.25
Kriechman, A.	Part-Time Instructor (Adjunct)	SW 613 Psychopharmacology (2) SW 610 Crisis Intervention SW 606 Brief Time-Effect Psychotherapy	0.75

Madrid, J.	Part-Time Instructor (Adjunct)	SW 585 HBSE 1	0.50
		SW 691 Child Welfare Pract. & Services	
*Mercer, G.	Full-Time/Retained Faculty	SW 565 SW Practice 1	0.75
		SW 665 Adv Multicultural Pract. I (2)	
		SW 667 Adv Bilingual Pract. I	
Mims-Dowling, M.	Part-Time Instructor (Adjunct)	SW 551 Field Practicum Seminar 1	0.50
		SW 532 Field Practicum I	
Mungula-Wellman, M.	Part-Time Instructor (Adjunct)	SW 585 HBSE 1	0.25
Ramirez, G.	Part-Time Instructor (Adjunct)	SW 532 Field Practicum I	0.25
Romo, S.	Part-Time Instructor (Adjunct)	SW 533 Law & Ethics in SW (2)	0.50
Salvador, M.	Part-Time Instructor (Adjunct)	SW 647 Resource Acquis & Grant Writing	0.25
*Sisneros, J.	Full-Time/Tenure Faculty	SW 601 DSM for Clinicians (2)	0.75
		SW 644 Group Work	
Trujillo, P.	Part-Time Instructor (Adjunct)	SW 635 ST: SW in School Settings	0.25
Full-time faculty = ***bold**		**TOTAL FTE**	**12.00**

Total MSW FTE faculty = 12.0
Total FTE MSW Students = 160
Total PT MSW students 45 x 0.400 = 18 (Part-time is 6 credit units or less or 40% of a FTE SW student)
FTE students 160 + 18 = 178 FTE students   FTE Faculty 12   ratio 14.8:1FTE
The ratio of FTE faculty to FTE students exceeds the ratio of 12:1 by 2.8 students. The school has experienced an increase in the student enrollments in the fall 2010-11 when the program moved from Rancho to Albuquerque. As stated earlier, the school is actively recruiting to fill two tenure track faculty positions for fall 2012. If the enrollments continue at the same levels, additional faculty positions will be considered. At this time, the addition of one FTE position will reduce the ratio to 13.6 : 1.

TABLE 4B   **LAS VEGAS CAMPUS**

INSTRUCTOR	INSTRUCTOR CLASSIFICATION	COURSE TITLE	FACULTY FTE
Baca, Gilbert	Part-Time Instructor (Adjunct)	SW 532 Field Practicum I	0.25
*Baker, J.	**Full**-Time/Tenured Faculty	SW 585 HBSE 1	0.50
		SW 604 Mindfulness & SW	
Chavez, A.	Part-Time Instructor (Adjunct)	SW 532 Field Practicum I	0.25
Davidson-Arellano, E.	Part-Time Instructor (Adjunct)	SW 532 Field Practicum I	0.25
*Gorman, J.	Full-Time/Tenured Faculty	SW 565 SW Practice 1	0.75
		SW 645 Grief & Loss	
		SW 532 Field Practicum I	
*Israel, A.	Full-Time/Tenured Faculty	SW 533 Law & Ethics in SW Pract.	0.75
		SW 541 Soc. Policy: Hist, Struct. & Ana	
		SW 647 Resource Acquis & Grant Writing	
Lujan, L.	Part-Time Instructor (Adjunct)	SW 532 Field Practicum I	0.25
*Martinez, R.	Full-Time/Tenured Faculty	SW 633 Adv. Clinical Research (2)	0.50
		SW 633 Adv. Clinical Research (2)	
*Ortega, D.	Full-Time/Tenured Faculty	SW 601 DSM for Clinicians (2)	0.50
*Rodriguez, M.	Full-Time/Tenured Faculty	SW 535 ST:Aging & The Hispanic Family	0.75
		SW 665 Adv Multicultural Pract. I (2)	
*Sanchez, I.	Full-Time/Visiting Faculty	SW 551 Field Practicum Seminar 1	0.25
Silva, J.	Part-Time Instructor (Adjunct)	SW 532 Field Practicum I	0.25

Trujillo, J.	Part-Time Instructor (Adjunct)	SW 532 Field Practicum I	0.25
Full faculty = *bold		**TOTAL FTE**	**6.00**

Total MSW FTE faculty = 6.00
Total FTE MSW Students = 56
Total PT MSW students 8 x 0.400 = 3 (Part-time is 6 credit units or less or 40% of a FTE SW student course load)
FTE students 56 + 3 = 59 FTE students   FTE Faculty 6.00   ratio 10.6: 1
The FTE faculty to FTE students is less than the standard of 10:1

TABLE 4C   FARMINGTON CAMPUS

INSTRUCTOR	INSTRUCTOR CLASSIFICATION	COURSE TITLE	FACULTY FTE
Castenell, M.	Part-Time Instructor (Adjunct)	SW 608 Diag & Trmnt PTSD	0.25
Cooper, D.	Part-Time Instructor (Adjunct)	SW 541 Social Policy: Hist, Struct & Ana	0.25
*Eldridge, F.	Full-Time/Visiting Faculty	SW 551 Field Seminar 1 SW 565 SW Practice 1	0.50
Lindgren, K.	Part-Time Instructor (Adjunct)	SW 585 HBSE 1	0.25
McKeon, W.	Part-Time Instructor (Adjunct)	SW 665 Adv Multicultural Pract. I SW 532 Field Practicum I	0.50
Ramey, L.	Part-Time Instructor (Adjunct)	SW 601 DSM for Clinicians	0.25
Stacey, C.	Part-Time Instructor (Adjunct)	SW 623 Couples Therapy	0.25
*Stern, C.	Full-Time/Visiting Faculty	SW 633 Adv. Clinical Research	0.25
Full-time = *bold		**TOTALFTE**	**2.50**

Total MSW FTE faculty = 2.50
Total PT MSW students 32 x 0.400 = 12.8 (Part-time is 6 credit units or less or 40% of a FTE SW student course load. The MSW program is a Part-time program)
 FTE Faculty 2.50 FTE students = 12.8   ratio 5: 1
The FTE faculty to FTE students is less than the standard of 12:1

TABLE 4D   ROSWELL CENTER

INSTRUCTOR	INSTRUCTOR CLASSIFICATION	COURSE TITLE	FACULTY FTE
Carrillo, C.	Part-Time Instructor (Adjunct)	SW 665 Adv Multicultural Pract. I	0.25
Cogan, D.	Part-Time Instructor (Adjunct)	SW 633 Adv. Clinical Research	0.25
Hanway, Ann	Part-Time Instructor (Adjunct)	SW 532 Field Practicum I	0.25
Holt, R.	Part-Time Instructor (Adjunct)	SW 633 Adv. Clinical Research	0.25
Martinez, D.	Part-Time Instructor (Adjunct)	SW 565 SW Practice 1	0.25
Phillips, R.	Part-Time Instructor (Adjunct)	SW 613 Psychopharmacology SW 648 Addictions & Sub. Abuse	0.50
Smith, Sheila	Part-Time Instructor (Adjunct)	SW 532 Field Practicum I	0.25
Stephenson, Sheila	Part-Time Instructor (Adjunct)	SW 532 Field Practicum I	0.25
Tattershall, M.	Part-Time Instructor (Adjunct)	SW 541 Social Policy: Hist, Struct. & Ana	0.25
*Thompson, M.	Part-Time Instructor	SW 551 Field Practicum Seminar 1 SW 585 HBSE 1	0.50
Whited, S.	Part-Time Instructor (Adjunct)	SW 665 Adv Multicultural Pract. I	0.25
		TOTAL FTE	**3.25**

Total MSW FTE faculty = 3.25

Total PT MSW students 43 x 0.400 = 17 (Part-time is 6 credit units or less or 40% of a FTE SW student course load. The MSW program is a Part-time program)
FTE Faculty 3.25 FTE students = 17.2 ratio 5.3 : 1
The FTE faculty to FTE students is less than the standard of 12:1

The faculty/student ratios at the main campus, Farmington and Roswell are well below the 12:1 standard. The school may consider moving full-time faculty positions from the main campus to the Albuquerque program to help meet the increases in student enrollments standard as positions are vacated or if the enrollments continue to decrease at the main campus. Moving of faculty positions may be considered to meet the increased enrollments at the Albuquerque center if new positions are not funded.

M3.3.3   *The master's social work program identifies no fewer than six full-time faculty with a master's degrees in social work from a CSWE accredited program and whose principal assignment is to the master's program. The majority of the full-time masters social work faculty has a master's degree in social work and a doctoral degree preferably in social work*

As discussed in AS 3.3.2 above, all full-time social work faculty teach at the BSW and MSW levels and all but one faculty member have an MSW one faculty member lacks an MSW but holds a DSW. Every effort is made to hire part-time faculty who have an MSW degree. All faculty who teach practice or are field consultants must have an MSW and be licensed to practice social work in accordance with the New Mexico Social Work Practice Act.

AS 3.3.4   *The program describes its faculty workload policy and discusses how the policy supports the achievement of the institutional priorities and the program's mission and goals*

The university workload policy requires full time faculty to teach 12 credit units per semester. Teaching four classes per semester is considered 1.0 FTE.   Unlike R-1 universities that emphasize research and scholarship as part of the teaching load, New Mexico Highlands University is a "teaching" institution and emphasis on teaching is the highest priority. Although research is strongly encouraged, faculty are given opportunities to pursue scholarly research interests, however, teaching remains the cornerstone for excellence at the university. Within the School of Social Work, all full-time faculty teach 12 units or four (4) classes per semester.   Field supervision/consulting is performed by part-time/adjunct faculty, and community social work practitioners. Only one tenured FT faculty member supervises students in field practicum as part of their regular teaching load. All other faculty teach four classes. In order to reduce the number of class preparations, most of the faculty teach at least two sections of the same course, having only three class preps per semester. Some faculty have two separate preps per semester.
As the university has expanded to five off campus centers/locations, the university has supported funding for hiring part-time faculty. The school is currently recruiting to fill two tenure track faculty positions at the Albuquerque center for academic year 2012-13. One of the tenure track positions is held by a full-time non-tenure track visiting professor; this will result in a net increase of FTE = 1.0.
Ideally, all program locations should have a compliment of full-time faculty however, university funding has been reduced in the past five years and new faculty positions have not been funded. The schools of Education and Business that offer degree programs at the five off campus centers have chosen to deliver many of their classes via distance/ITV. This is the only

medium available that affords the school to deliver the program and ensure access to the MSW program within the catchment area.

Although additional faculty resources would complement the current faculty, the school has been able to continue with its mission and goals. The ability to be able to serve a broader and ethnically diverse student body has afforded the school and university an opportunity to meet its mission and program goals.

AS 3.3.5   Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship exchanges with external constituencies such as practitioners and agencies and through other professionally relevant creative activities that support the achievement of the institutional priorities and the programs mission and goals.

As documented in the Faculty Biographies, professional development among the faculty and participation with external constituencies is strongly encouraged. As discussed under section 3.1.1 Research Activities and 3.3.1. faculty involvement with community based agencies through research activities and personal and professional interests varies. Because all of the social work faculty are licensed social worker, as part of the CEU licensure requirements all must have documented 15 CEU hours per year. This requirement must include 3 CEU's specifically in culturally relevant content. These workshops provide the knowledge that helps supports the program mission and goals.

As part of the graduate bilingual/bicultural concentration, faculty have accompanied students to Chihuahua, Mexico as part of the student exchange program for the field practicum immersion. Faculty have also presented CEU workshops and at state conferences reinforcing the role of faculty engaging with the practice community.

AS 3.3.6   The program describes how its faculty models the behavior and values of the profession in the program's educational environment.

Modeling of the behavior and values of the profession by the faculty occurs on a daily basis in the classroom**.** Respect for ethnic and gender difference, the importance of human interaction and establishing relationships, treating individuals with dignity and promoting social justice are values that each faculty member espouses and models as she/he interacts and works with the student body. Faculty are cognizant of the importance to "set an example" for professional conduct and role modeling for our students. The full-time faculty involvement in the community, attendance of and presentation at conferences are aspects of modeling positive behavior. The role that adjunct/part-time faculty play in modeling professional conduct is crucial for our students to observe and learn from professional social work practitioners.

Involving students in various research projects by our research faculty is part of the learning and modeling process. Students are asked to work with the research faculty and participate in on-going data collection as part of the learning process. Mentoring of these students occurs on a regular basis.

As a "teaching university" modeling of professional behavior and reinforcing the professions values occurs in day to day interactions with students. Faculty are keenly aware of capitalizing on "teaching moments" where they can use their interaction with a student as a learning opportunity to further their professional identity as a future social worker. Participation at the NASW conference and Student Advocacy Legislative Day also provide opportunities for mentoring and modeling.

EP 3.4   Administrative Structure

AS 3.4.1   The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

The School of Social Work is one of four freestanding independent units of the university and one of three professional schools within the university.   The Dean of the School reports directly to the Vice President for Academic Affairs and is a member of the President's Administrative Cabinet.   The administrative structure has served to promote autonomy and achieve the schools' goals and mission.   The following are the key positions/personnel that are involved in the school's administration:

1. Dean as Administrator (office located at the Albuquerque center)
2. Associate Dean (main campus)
3. Director, Field Education (main campus)
4. Coordinator, Admissions and Recruitment (main campus)
5. Coordinator, Continuing Education (main campus)
6. Coordinator, Field Education (Albuquerque center)
7. Program/Coordinator, Field Education (Farmington Program)
8. Program/Coordinator, Field Education (Roswell)

In addition, faculty and administrative staff are active participants in the administration of the school. The organizational charts for the school and university are located in Appendix 3F.

AS 3.4.2   The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

The School has complete autonomy to change and modify its academic curriculum. All curriculum decisions are made by the school's Curriculum Committee comprised of faculty and site coordinators. Any and all changes to the curriculum, to include changing course syllabi, textbooks, adding new electives or offering courses as "special topics" must be reviewed and approved by the Curriculum Committee (AA). Any substantive changes made to the curriculum i.e., new courses, concentrations, changes in academic policy, must also be approved by the university Academic Affairs Committee and the Vice President for Academic Affairs (VPAA). The School has been able to gain the support of the AA committee and the VPAA, to develop a curriculum that meets EPAS and addresses the School's mission.

AS3.4.3   The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion and tenure of program personnel.

The policies governing recruitment, hiring, retention, promotion and tenure are governed by the University Handbook and the Faculty Collective Bargaining Agreement (CBA). The CBA outlines specific procedures and timelines that must be adhered in all of these processes.

   a.   Procedures for hiring of tenured faculty begins with the appointment of a faculty search committee.
   b.   The Dean charges the committee to recruit, interview and recommend the top candidate(s) for the position. (The Dean in consultation with the VPAA may or may not accept the committee's recommendations after interviewing the final candidate(s).)

Tenure & Promotion

Non-tenured faculty are required to be reviewed by their peers once per year leading up to tenure. Only Tenured faculty are allowed to evaluate their peers for tenure and promotion. If the faculty member receives favorable evaluations from his/her peers and if the independent evaluation by the Dean is also positive, the individual member will be recommended for tenure to the VPAA. The VPAA can support or reject the recommendation. The VPAA will then forward his/her recommendations along with the recommendations of peers and school dean to the university president for final approval.

Annual Faculty Evaluations

In accordance with the CBA all full-time tenured, tenure track and retained term faculty are evaluated by their peers once per academic year. Faculty are required to develop an annual faculty development plan outlining the specific activities they wish to accomplish during the academic year. These activities are the basis for their evaluation along with feedback on student course evaluations. The three areas reviewed are research, teaching and service. If a member receives the majority of negative evaluations she/he will automatically be referred to the university Faculty Affairs Committee for Tenure review.
Appointment and hiring of temporary, part-time faculty are made by the Associate Dean and Dean in consultation with members of the faculty who teach the course(s) for which the individual is being considered to teach.

M3.4.4 The program identifies the program director.

Dr. Alfredo A. Garcia is the Dean of the School of Social Work. He earned his MSW from the University of Michigan and doctorate in social work from the University of Denver. He was appointed to his current position in 1996-2002. In 2004 he was reappointed to the position after having served as the Director of the Rio Rancho Center.

M3.4.4 (a)(b)   The program describes the MSW program Director's leadership ability through teaching, scholarship, curriculum development, administrative experience and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE accredited program with a doctoral degree preferred.

The school dean also serves and the MSW program director. As stated above, Dr. Garcia holds a MSW and Ph.D, in social work. Prior to his appointment he held numerous administrative positions in mental health, health care and substance abuse. He has held numerous positions in state government to include: Social Services Director for Children Youth & Families Department, State Director of Mental Health and Substance Abuse, Hospital Administration, New Mexico State Psychiatric Hospital; Director Inpatient Psychiatric Services, University of New Mexico Hospital.

Dr. Garcia is currently the Chair of the New Mexico Board of Social Work Examiners, serving a second 3 year term in this position. He also served as a member of the CSWE Board of Directors 2001-2003.

Up until three years ago, he taught one course per semester which included Advanced Research Leadership & Supervision (a course her developed), and Social Policy. He has also served as a member of the university president search and screen committee and chaired the search of the Dean, School of Education. His interest and background in administration and his commitment to promoting Hispanic culture and language were instrumental in the school's development of the Government non-Profit Management concentration and the concentration in Bilingual/bicultural clinical practice.

M3.4.4 (c)   The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required by the CSWE at the Master's level. The program demonstrates this time is sufficient.

The Dean position is 100% administrative position, approximately 50% of the time is devoted to the MSW program. In addition to the MSW oversight, the Dean also oversees all of the administrative functions of the off campus social work programs and visits each site a minimum of twice per year. This time is sufficient to meet the needs of the program.

AS 3.4.5: The program identifies the field education director.

The Director of Field Education is Julia D. Lucero, MSW. Ms. Lucero received her MSW from NMHU-School of Social Work and when she assumed this position she had more than two years minimum post MSW work experience.

B 3.4.5 (a & b)   The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work. The field director has a master's degree in social work from a CSWE accredited institution and at least 2 years post baccalaureate or postmaster's social work practice experience.

The Field Director has been the director since 1996. Her extensive knowledge of community resources and her long tenure in the position have contributed to the stability and continuity of the program. Prior to her appointment she worked for 8 years with the Department of Children Youth and Families as an Adult Protective services social worker and supervisor. During 2002-2005 she taught in the BSW program. The teaching experience she brought to her role as director helped create the field seminars courses required of undergraduate and first year/semester graduate students. In addition, due to her knowledge and experience she has the respect of the faculty and field instructors. Having earned her social work degree from New Mexico Highlands University and having been a agency instructor prior to her appointment, she has made significant contributions to field education. Her experience and knowledge of the various communities are strengths have allowed her to assume a leadership role in directing and improving the field education curriculum. As a member of the school's Curriculum Committee she is an active participant in developing the School's curriculum in ensuring the integration of classroom knowledge in field education.

M3.4.5 9 (c)   The program describes the procedures for determining the field directors assigned time to provide educational and administrative leadership for the field education. To carry out the administrative function of the field at least 50% assigned time is required for baccalaureate programs program's. The program demonstrates this time is sufficient.

The director of field education is 100% time assigned to oversee the school's field education program. This time is equally shared between the BSW and MSW programs.   In addition to the director, the program at the Albuquerque center also has a full time Field Education coordinator who is devoted 100% to the field education program at the center. The programs in Roswell and Farmington each have individuals who are assigned .25 FTE as Field Education coordinators for their respective part-time programs. The FTE field directors/coordinators for all programs is 2.5 FTE. All field education coordinators have an MSW degree and have at least 2 years post master's experience. Each field education office is supported by an administrative assistant.

The field education program at each program location is responsible for approving all student field placements, agencies as field practicum sites, providing ongoing training to the agency instructors and field consultants who oversee and supervise field placement students.

The Field Director provides oversight of all field education policies and participates in the annual agency instructor training at each site. In addition to these duties, the Field Director also oversees the school Title IVE student stipend program.

EP 3.5   Resources

3.5.1   The program describes the procedures for budget development and administration it uses to achieve its mission and goals.   The program submits the budget form to demonstrate sufficient and stable financial support that permits program planning and faculty development.

The university Board of Regents approves all annual operating budgets.   During the past six years the university budget has been decreased due to a decrease in state funding. However, the school's budget has remained flat, with no substantive increases and more importantly no funding decreases.

The development of the annual operating budget occurs during the month of April. Any requests for increased funding must support and compliment the university Strategic Plan. Each professional school is required to develop its own strategic plan and ensure any new programs that require additional funding are part of the plan. The school dean in consultation with the center coordinators, faculty and staff, develops the budget and submits it to the Vice President for Finance and the Vice President for Academic Affairs.   Upon submission of the budget, the Dean meets with the two Vice Presidents and reviews previous year's expenditures. If funding is available, the Dean considers any new program initiatives or new personnel/staff or faculty. The Dean oversees the expenditures of all operating budgets.

In addition to state funding, the school also utilizes Title IVE funds to support 45% of the school's expenses. The high percentage of federal funds supporting the school's programs is an issue that the university is well aware of and will address as the economy and funding to the university increases. The university is prepared to seek state funding to continue should Title IVE funds be reduced to a level where programs will be adversely affected. While the over-dependence on federal funding is not ideal for ensuring long term support for a program, the percentage of state funding required to match Title IVE funds has ensured that level of state funding support to the school is sufficient to match the Title IVE funding as required, hence no budget decreases have been made to the School's operating budget.

Although the overall budget from state funds has remained constant over the past five years, it has not affected the School's program planning and faculty development activities. (Refer to Budget Form, Appendix 3E)

3.5.2   The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

Approximately 80% of the School operating budget is for personnel costs.   While the budget has not been increased, the School has been able to improve its programs. For example, although the School suspended its student exchange/practicum immersion with Chihuahua, Mexico (discussed under 3.1), funding has continued to support students in the bilingual program to travel to El Paso, Texas as an alternative. The university's continued support of the School's mission and programs is evidenced by the additional funding allocated by the university for moving the social work program from Rio Rancho to Albuquerque. In 2008 the school moved half of its faculty and classes to Albuquerque. In 2009, the university increased funding for leasing additional office and classroom space to move all of the social work program from Rio Rancho to Albuquerque.

During these austere financial times, many academic unit's budgets have experienced decreases. As a result, some have expanded the use of distance technology to deliver their respective curriculum. The School has not had to embrace distance education/ITV as a medium for delivering its programs, instead the university has maintained the same level of funding for part-time faculty to deliver the curriculum face to face. The school is in the process of recruiting to fill two tenure track faculty positions at the Albuquerque center. Given the austere funding to the university, the school is fortunate to be able to hire new faculty.

Funding for student recruitment, as well as funding to support faculty attend once at state workshops and conferences have continued. Although out of state travel has been curtailed, in-state travel is supported and is ongoing.

As discussed previously the School receives funding from county government to operate the Community Clinical Treatment Program. The county has approved the School's request to use a portion of these funds to host and sponsor a regional multicultural substance abuse conference. The planning for this conference is underway, and it will be held in May, 2012. The university continues to fund and support faculty sabbaticals and funds for specific faculty research activities.

3.5.3   *The program demonstrates sufficient support staff, other personnel and technological resources to support itself.*

The School has sufficient support staff to deliver all of its programs. The following is the distribution of support staff by program location:

Main Campus   1.0 FTE Administrative Assistant assigned to Director, Field Education
1.0 FTE Coordinator, Admissions & Recruitment
1.0 FTE Coordinator, Continuing Education
1.0 FTE Secretary/Receptionist
4.0 FTE

Albuquerque   1.0 FTE Administrative Assistant - Field Education
1.0 FTE   Administrative Assistant – Dean and Faculty
1.0 FTE Academic Advisor
1.0 FTE Evening Coordinator
4.0 FTE

Roswell   **1.0 FTE** Administrative Assistant

Farmington   **1.0** FTE   Administrative Assistant assigned to program coordinator and
faculty

The number of support staff is sufficient to manage the program. In addition to the support staff the Farmington center also has a 1 FTE administrative assistant that works for the Center director and provides back up support for social work, education and business administrative assistants.   All off campus centers, with the exception of the program in Roswell have university administrative personnel to support the three professional schools.

In addition to these administrative staff, other school administrative personnel include:

Dean   The dean's office in located at the Albuquerque Center and the Dean oversees the day to day administration of the program as well as provide oversight of all off campus centers.

Associate Dean The associate dean receives 50% release time for administrative duties. This position is located at the main campus and provides day to day administration of the program in addition to being the BSW coordinator.

Field Education This position is located at the main campus. 100% of this position is for
Director   program. Administration of the BSW and MSW field practicum.

Field Coordinator A full-time field education coordinator position is located at the
Albuquerque Albuquerque campus and is responsible for BSW and MSW field practicum placements, administrative oversight of field consultants, and field placement agencies.

The staff at the Roswell program also includes a .50 FTE MSW Field/ Program Education Coordinator who oversees the administration of the field practicum and overall program administration. As a part-time MSW program the administrative staff are sufficient to meet the program and academic needs.
The program in Farmington also has a 1.0 FTE staff position assigned at .25 field education and .25 administration. The individual, Ms. Faith Eldridge, also teaches two courses per semester in addition to the administrative duties.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and /or electronic assess and other informational and educational resources necessary for achieving its mission and goals.

Thomas C. Donnelly Library provides research resources to our main campus as well as the clientele at our various centers. Our online resources are available remotely to meet the research needs of our faculty and students no matter where they reside. Cooperative agreements with academic institutions' libraries in other cities enable NMHU students to have access to library resources and services. *(Refer to Cooperative Agreement Appendix 3F).*

(1) Holdings
  The main collection of resources at New Mexico Highlands University is located at the Thomas C. Donnelly Library on the main campus in Las Vegas. The secondary collection is located at the NMHU Rio Rancho campus. Items with call number HV-social and public welfare total more than 2,900 volumes at Las Vegas and 240 volumes at Rio Rancho. Related resources under call numbers BF-psychology, KF-health law, RA-public medicine, RC-internal medicine, and RJ-pediatrics total over 7,500 volumes at the Las Vegas campus and over 350 at Rio Rancho. More than 275 electronic books under the subject headings of social work, social welfare, public health, and counseling are available online to all students.

Donnelly is a full repository for state documents in print and a 40% repository of print federal documents. In addition, we have full-text access to 70% of federal documents and over 50% of state documents which are available through the Internet.

The library currently subscribes to 40 social work journals in print and print + online formats at the main campus and 10 journals at the Rio Rancho campus, at a cost of $22,244 for the current fiscal year. Through various full-text and index databases, we provide online access to 1,220 journals on social welfare and social work, 530 journals on sociology and social history, 560 journals on psychology, 750 journals on public health, and 360 general social science journals, for a total of 3,420 titles online relevant to social work.

The library subscribes to 3 electronic databases specific to social work: EBSCO's PsycArticles, PsycInfo, and SocIndex. Other relevant databases are EBSCO's Academic Search Premier, CINAHL, and WilsonWeb; JSTOR Arts and Sciences I, II, III; ProQuest Research Library, and ScienceDirect. On and off-campus students have unlimited online access.

(2) Staffing

We do not have designated library staff for social work faculty and students. However, in addition to the library director, the library employs 5 full-time equivalent (FTE) professional librarians with MLS degrees, who provide research assistance on a regular basis. Eight library associates with Bachelor's degrees and 3 support personnel (technicians and clerks) comprise the remainder of the library staff. Social work patrons interact with library staff in a variety of areas: research assistance, library instruction, interlibrary loan, collection development and acquisitions, and instruction in the use of electronic resources. The reference desk is staffed all hours that the library is open, and we have recently implemented an online helpdesk, which is available during regular library hours.

(3) Budget for social work resources

	2010-11	*2011-12*	*2012-13*
Books	$ 5,216	$ 5,390	$ 5,390
Periodicals	$22,769	$22,244	$22,244
Online databases*	$17,695	$20,290	$20,290
Annual Totals	$45,680	$47,924	$47,924

* PsycArticles, PsycInfo, SocIndex

The library uses the Clapp/Jordan academic library collection formula as a general model to maintain an appropriate rate of collection development in fields pertinent to the curriculum. In recent years there has been a trend towards providing more online resources.

Every two years, we have been fortunate to receive additional funds for book and audio-visual purchases from the State of New Mexico's educational GO Bond. The bond in 2008 enabled us to allocate $5,750 for social work purchases over and above our regular book budget.

(4) Circulation data

In fiscal year 2010/2011 the main campus library circulated more than 900 titles relevant to social work; Rio Rancho circulated approximately 80 titles. *Refer to Appendix 3G.*

(5) Equipment

In Donnelly Library there are 52 public computers, 3 photocopiers, 1 scanner, and 1 printer available to social work students and faculty. The Rio Rancho library has 7 computers, 1 printer, and 1 photocopier. Students have access to Microsoft Office products, the Internet, and Blackboard on all computers.

(6) Circulation policy

Patrons must present a valid NMHU identification card to borrow items. NMHU faculty and graduate students may checkout a maximum of 30 items for the semester; undergraduates, 20 items. Books that have been checked out may be recalled by another patron. Library Passport Certificates grant borrowing privileges at libraries belonging to the New Mexico Consortium of Academic Libraries. Students enrolled at external sites are granted full library services at the external site institution's library. Further details on circulation policies and procedures are available upon request.

(7) Online services

The Internet and email are available from all library computers. Library resources are accessible online from the Donnelly Library homepage at http://donnelly.nmhu.edu. These resources are the library's online catalogue LIBROS, which includes access to the catalogues of all member institution libraries of the New Mexico Consortium of Academic Libraries; full-text and index databases; document delivery services, non-fee Interlibrary Loan service through ILLiad; and electronic course reserves. To keep abreast of electronic resource needs for social work students and faculty, we regularly offer database trials and review monthly database usage statistics.

(8) Reference

Reference staff is available to provide service to our social work clientele all hours that Donnelly Library is open. Donnelly has extended hours during the weeks of midterms and final exams. Donnelly Library is regularly open:

Mon-Thu	7:30 a.m. – 10:00 p.m.
Friday	7:30 a.m. – 5:00 p.m.
Saturday	1:00 p.m. – 5:00 p.m.
Sunday	1:00 p.m. – 10:00 p.m.

The Rio Rancho Library has reference staff for a majority of the hours that the library is open, except for 8:00 a.m. -10:00 a.m. Mondays through Fridays and 7:00 p.m. - 10:00 p.m. on Monday evenings. When faculty and students are in need of assistance, they may also contact the main library's information desk. The Rio Rancho Library is regularly open:

Mon-Fri	8:00 a.m. – 10:00 p.m.
Saturday	8:00 a.m. – 5:00 p.m.
Sunday	Closed

To better assist off-campus students, we now have an online reference helpdesk which is staffed during library hours. Electronic reference service is also offered through the "E-mail a Librarian" link on the homepage which connects patrons to the library email address, libinfo@nmhu.edu.

(9) (10) Social work liaison

A librarian at the Las Vegas campus and the librarian at Rio Rancho are assigned the collection development responsibilities for social work at the respective campuses. These librarians are not formally designated liaisons to the School of Social Work, but they are the primary staff members responsible for seeing to faculty acquisition or instruction needs.

The Rio Rancho librarian, as Head of External Programs Division, is responsible for the Satellite Programs which entails providing distance education instruction to social work students.

(11) Faculty input

An elected social work faculty member serves on the Faculty Senate Library Committee, a group that facilitates communication between faculty and the librarians. Individual social work professors are encouraged to recommend books, audio-visual materials, journals, and electronic databases for purchase by the library. Recommendations are made to the collection development librarian and also through any of the other librarians and reference staff. Faculty requests are given high priority. Social work faculty is given the opportunity to review items selected for withdrawal from the collection.

(12) New acquisitions

Library staff will notify faculty when newly purchased social work material is ready for check-out. This generally occurs about once a month. Professors also receive notification when items they have requested for purchase are placed on hold at the Circulation desk.

(13) Usage statistics

We track monthly usage of all the electronic databases. Database usage for FY 2010/2011 was high for the social work databases: 13,248 searches in SocIndex; 17,226 searches in PsycArticles; and 7,794 searches in the PsycInfo database. In the past fiscal year, over 900 print titles relevant to social work were checked out from the main campus library; Rio Rancho circulated approximately 80 titles. *(See attachment C for circulation details)*.

(14) Instruction

Every semester librarians teach 3 undergraduate sections and 1 advanced section of the Library Research Course. It is one-credit hour, 5-week class in which students learn how to do effective research, perform successful searches, learn how to use library services, discuss scholarly publication and plagiarism, learn the components of a literature review, and create bibliographies. In the 2010/2011 fall and spring semesters, 61 students enrolled in the Library Research Course.

In addition, faculty is encouraged to request one-time instruction for specific classes. The number of individual instructions have increased due to our outreach and to the fact that

faculty have been supportive of our goals. During FY 2010/2011, librarians at Donnelly Library (not including Rio Rancho) gave 46 library instruction sessions to 624 students in all. Instructions to social work classes at Donnelly totaled 4, with 63 participants.

(15) Social Work collection location

	Main campus	Rio Rancho campus	External sites
Books	7,500	350	N/A*
Journals	40	10	N/A*
E-Books	275	275	275
E-Journals	3,420	3,420	3,420

*Numbers unavailable at external library sites. These libraries join in partnership with us to provide services to NMHU faculty and students.

(16) Library semester hours*

Thomas C. Donnelly		Rio Rancho	
Mon-Thu	7:30 a.m. – 10:00 p.m.	Mon-Fri	8:00 a.m. – 10:00 p.m.
Friday	7:30 a.m. – 5:00 p.m.	Saturday	8:00 a.m. – 5:00 p.m.
Saturday	1:00 p.m. – 5:00 p.m.	Sunday	Closed
Sunday	1:00 p.m. – 10:00 p.m.		

*We have extended hours during midterm and final exam weeks. *(For the full calendar year, please see attachment D)*. There has been little demand for extended hours. Electronic resources are available 24/7.

(17) Assessment surveys

The biannual assessment of library services is conducted during the fall and spring semesters. The main campus and Rio Rancho libraries' assessment surveys are made available via print and/or electronically. Library Assessment Reports are accessible through the university's Online Documents webpage. In our most recent assessment, nearly two-thirds of respondents consider library services to be good or excellent.

In addition, the Public Services staff responds to comments submitted via the suggestion boxes on all three floors of Donnelly Library and the online form on the library's website.

(18)
  (a) Strengths
- Interlibrary loan service, which we recently upgraded to ILLiad.
- Electronic resources (journals, books, article databases, e-reserves).
- Use of consortia for expanding resources and cost effectiveness. Belonging to the NMLA Consortium, in particular, greatly increases resource-sharing and gives patrons and staff access to New Mexico libraries' catalogues.
- Library instruction serves more students every year.
- A standing advisory committee, the Faculty Library Committee, with a social work faculty as a regular member.
- The legislative GO Bond for libraries helps with inflationary increases.

(b) Areas of concern
- Additional funding for staffing and travel to better support external sites.
- Finding additional ways to support our off-campus students. Because our print material is only accessible to on-campus students, we need to purchase more electronic resources.
- Enhancing services by keeping up with technological changes.
- Maintaining accuracy and timeliness of library's webpage and OPAC.
- Flat budgets have reduced our ability to expand our collections and services.

(c) Projections
- Continue updating and enlarging the audio-visual collection.
- Build the existing e-book and e-journal collections. The trend is towards online format for the purpose of reaching out to the external site clientele.
- Subscribe to additional specialized databases that support the subject area of social work.
- Increase staffing at the external sites, which are growing at an extreme rate. The predominant increase in Highland's enrollment is occurring in the Albuquerque/ Rio Rancho area.
- Continue working with faculty to maintain a quality collection.
- Review the use of Illuminate, Blackboard, and ITV technologies to provide instruction to distance-education students; having received requests for online classes from the School of Social Work and other departments, we plan to offer two sections of the Library Research course in an online format beginning in the fall semester of 2012.

(d) Assessment plan
We plan to continue assessing the social work collection by utilizing the following evaluation tools: World Cat, Millennium software, *Choice* magazine, the ILLiad collection development component, and R.R. Bowker RCL Analysis program in conjunction with Books-In-Print, which has been successful in the past for comparing our collection to ACRL standards. In our opinion, all of the above have been extremely helpful in maintaining an assessment plan for a quality collection.

3.5.5   *The program describes and demonstrates sufficient office and classroom space and/or computer mediated access to achieve its mission and goals.*

The School has sufficient office, classroom and computer labs to meet the School's mission and goals. The office and classroom space at each site is as follows:

Main Campus: The school is located in the Lora Shields building. Remodeled in 2009, the building houses the School of Social Work and the Department of Behavioral Sciences. There are 14 classrooms and one of two computer labs in the building is specifically dedicated for use by the school. Each faculty member and staff member have their own private office and there are sufficient vacant offices for use by visiting faculty and graduate assistants. Additionally, there is one classroom with ITV technology for use for faculty/staff meetings and for ITV classes if necessary.

Albuquerque: The program in Albuquerque occupies leased office space at 5041 Indian School Rd. NE. The total square footage is 10,500 ft. and accommodates seven (7) classrooms, one computer lab and 17 faculty and staff offices. Four of the seven classrooms are equipped with ITV equipment and are used for faculty meetings and for delivery of ITV classes as necessary.

Santa Fe/SFCC: The program is located on the campus of the Santa Fe Community College. As of 2011, the college dedicated 5 classrooms to be used by the University for its programs. Additional classrooms on their campus are available if necessary.   New Mexico Highlands students have complete access to SFCC computer labs, library services and sports complex. There is sufficient office space for all of the part-time faculty teaching at this campus.

Farmington: the social work program is housed two blocks from the campus of San Juan College (SJC). The school utilizes the classrooms at SJC. As NMHU students, they have access to all student services offered by SJC to include: library, computer labs, recreational facilities etc. The university is considering expanded space for better accommodate the faculty and staff.

AS 3.5.6   *The program describes its access to assistive technology, including materials and alternative formats (e.g. Braille, large print, books on tape, assistive learning systems).*

Students with a documented disability are eligible to receive appropriate and reasonable academic accommodations or auxiliary aids in accordance with the Americans with Disabilities Act, ADA amendments of 2008, the Vocational Rehabilitation Act of 1974 and all laws governing accessibility. Accessibility Services also adheres to the professional code of conduct promulgated by the Association of Higher Education and Disability (AHEAD). The university office of disability services oversees compliance with all rules and regulations for all university students at all program locations.

The Office of Disability Services oversees all requests for accommodations and provides assistive services as appropriate.

The process for students to access these services begins at the time of application for admission and requests that applicants declare if they intend to seek academic accommodations. Upon admission, a student must complete a request for accommodations to the University Office of Disabilities (ODS) who will determine the specific accommodation. The range of accommodations may include: in class note takers, Assistive Technology equipment for visually impaired, sign language etc., determined by the ODS as reasonable.

Once a determination is made, the student's faculty members are informed of the specific accommodations. All student accommodations are honored and addressed regardless of program location.

If a student requires specific computer software or any special equipment, the ODS will coordinate with the university IT department for installing the necessary equipment at the specific location where the student is attending.

Chapter Four

MSW Assessment

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies.

The purpose of the MSW program assessment is to determine if individual students have developed the knowledge, values and skills necessary to meet the competencies and their respective practice behaviors as defined by CSWE's Educational Policy and Accreditation Standards (2008). In this section we will describe the 1) three measures used to assess student learning; 2) benchmarks for each measure and how they were determined; 3) procedures for collecting data and a description of data analysis; and 4) evidence of ongoing data collection and use of data to improve curriculum.

Program Measures and Data Analysis
In order to collect the data needed to evaluate the extent to which our students' learning meets the EPAS and practice behaviors, we have implemented three measures. The first is the Field Practicum Evaluation, which is completed by the agency instructor and field consultant and assesses student learning at the practicum site. This measurement tool encompasses all ten Competencies and utilizes the 31 practice behaviors recommended by CSWE EPAS's (2008) as indicators. The second measure is Signature Assignments, which are comprehensive embedded assignments developed by faculty to test a student's knowledge related to course material and ability to apply that knowledge in a classroom setting. Third, we developed a Self-Efficacy Scale for the MSW foundation year and additional Self-Efficacy Scales for each of the concentrations (i.e. Clinical, Bilingual, and Government Non Profit Management). The Self-Efficacy Scale was designed to tell us how confident students feel regarding their knowledge and ability to meet the practice behaviors and consequently the competencies. What follows is a detailed description of each measure.

Program Measures

Field Instructor Evaluation of Student Learning in Practicum Setting:
The Field Practicum assessment instrument was designed to correlate directly with CSWE's core competencies, which are operationally defined through the practice behaviors. The evaluation tool is sectioned into ten competency sections. Field instructors score students on each practice behavior, and then compute the average of the practice behaviors to arrive at the mean score for each competency. Each practice behavior is weighted equally and is scored using a five-point Likert scale. In the event the student did not have an opportunity to practice a particular behavior they receive a zero, but are not penalized and the zero is not added into the competency score. The ten core competency scores are averaged to arrive at a summative grade. Students are evaluated twice each semester, during midterm week and again during finals week. In order to increase inter-rater reliability Field Director/Coordinators met with agency instructors and field consultants on numerous occasions to train them on the use of the instrument. Data

reported in the results section were gathered for the fall 2010 and spring 2011 semesters. See Appendices for copies of the Field Practicum Evaluation forms for MSW 1st year (Appendix 4 A), and the 2nd year Clinical (Appendix 4 B), Bilingual/Bicultural Clinical (Appendix 4 C), and Government Non-Profit Management (4 D).

Practice Performance

> 0 - N/O—no opportunity to observe/demonstrate practice behavior
>
> 1 = NO Progress-fails to meet basic requirements of practice behavior
>
> 2 = INSUFFICIENT PROGRESS-Rarely meets basic requirements of practice behavior
>
> 3 = PROGRESS-sometimes meets basic requirements of practice behavior
>
> 4 = PROFICIENCY=consistently meets basic requirements of practice behavior
>
> 5 = ADVANCED PROFICIENCY=always meets and exceeds basic requirements of practice behavior

Signature Assignments

We have chosen to use Signature Assignments as a second measure of students' learning. Faculty from each sequence reviewed curriculum to determine which of the CSWE competencies and practice behaviors were covered by course content. Based on the connection between curriculum and practice behaviors, faculty developed a Signature Assignment for those core courses where mastery of skill and knowledge were expected. All students completed the same Signature Assignment in required classes, across all sections at all campuses. For example, all sections of sw566 Social Work Practice 11, completed the same assignment. This embedded measure provides students an opportunity to demonstrate their learning in the context of a class. Many but not all of the items on the grading rubrics are directly related to practice behaviors. Signature assignments are graded utilizing a traditional 100 to150 point scale, which is transformed into a percentage (i.e. 84%, 7%, 94 %, etc.). Scores between 90 and 100 = an A, 80 to 89=B, 70 to 79= C, and so on.

In order to bolster the consistency of instructor's grading practices faculty collaborated on the creation of rubrics and engaged in discussion regarding the use of the rubric during faculty week, Curriculum Committee meetings and via email. We recognize that increasing the reliability of instructors' grading practices is an ongoing process. We intend to hold formal discussions regarding the use of rubrics during faculty development week, and research instructors are designing a study to measure the reliability of grading practices. Research faculty will conduct this study during the spring 2012 semester. Copies of a sample Signature Assignment and grading rubric can be found in the Appendix 4 E.

Self-Efficacy Scale

The Self-Efficacy Scale is completed by students at the conclusion of their foundational year and again at the end of their concentration year. The Self-Efficacy Scale consists of one demographic item (primary campus) and 39 items blocked into ten competencies taken directly from CSWE's EPAS and practice behaviors. The instrument uses a four-point scale with response categories ranging from Not Confident to Somewhat Confident to Confident to Very Confident. All students completing the first year of the MSW program are invited to compete the electronic survey during class time. In instances involving instructors not comfortable with or without easy access to electronic surveys, students are given the option to complete a paper version of the survey. Regardless of the delivery method used to complete the survey, students were informed that their answers were both confidential and anonymous and that data will be reported in aggregate form. Seventy-four first year MSW students from the Las Vegas, Albuquerque and Roswell Campuses completed the Self-Efficacy measure. These same procedures are repeated for MSW students completing their concentration year. See appendices for copies of Self-Efficacy Scales for MSW first year (Appendix 4F), Clinical Concentration (Appendix 4G), Bilingual/Bicultural Clinical (Appendix 4H) and Government Non-Profit Management (Appendix 4I).

Program Benchmarks

Field Practicum Evaluations: The Field Practicum Evaluation form covers the ten competencies delineated by CSWE (2008) and is comprised of 31 items taken directly from CSWE practice behaviors. The instrument uses a five-point scale, with an additional score of zero used to indicate No Opportunity. The five-point scale ranges from: No Progress =1; Insufficient Progress=2; Progress=3; Proficiency=4; and Advanced Proficiency=5. During midterm and finals week, agency instructors and supervisors meet with students to complete the evaluation and provide them with feedback regarding their performance. The benchmark for all ten core competencies is set at 4, which indicates Proficiency. We selected this benchmark because Social Work students work with vulnerable populations and it is incumbent upon them to meet a high standard (Proficient) of knowledge and skill.

Signature Assignments: These course-specific assignments are embedded comprehensive examinations of a student's learning. Signature Assignments are graded by faculty at the end of the semester. A rubric was developed for each assignment in order to improve inter-grader reliability. Signature Assignments are graded by instructors using a standardized scoring rubric. In order to pass the State of New Mexico LMSW licensing exam students must score a 70% or higher. We have adopted a slightly higher score of 80% as a benchmark for these capstone-like assignments. The benchmark is in line with traditional grading procedures, in which a score of 80% represents a B.

Self-Efficacy Scale: This instrument covers the ten competencies and is composed of 39 items taken directly from CSWE's practice behaviors. The Self-Efficacy Scale is given to MSW students at the conclusion of their first year, and again at the conclusion of their concentration year. The concentration year Self-Efficacy scales have items based on CSWE's EPAS and practice behaviors and additional advanced practice behaviors designed by sequence chairs and faculty teaching courses within the sequence. The instrument uses a four-point Likert-like scale.

Not Confident=1, Somewhat Confident =2, Confident = 3, and Very Confident = 4. Using the four-point scale we set the benchmark at 3, which indicates the student feels Confident to perform the practice behavior. Table 2 presents the benchmark for individual student scores for each of the three measures described above.

Table 2   Benchmarks set for Field Evaluation, Signature Assignment and Self-Efficacy scale.

	Below Benchmark			Benchmark or Above	
Field Evaluation	No Progress	Insufficient Progress	Progress	Proficiency	Advanced Proficiency
Signature Assignment	50-59	60-69	70 - 79	80 – 89%	90 – 100 %
Self-Efficacy		Not Confidential	Somewhat Confident	Confident	Very Confident

Additional Quantitative Data

Student evaluation of Field Practicum

During the spring 2011 semester MSW students were invited to evaluate their field agencies, instructors, and consultants as well as their perception of learning in the field setting. Our purpose for conducting this assessment was to give students a voice, and to gather information that can be used to develop and strengthen our practicum setting. A total of 75 MSW first year students, and 90 MSW second year students completed the Field Practicum Evaluation Form. The evaluation form consists of six demographic items, six items related to the Agency instructor, four items regarding field agency setting, four items related to the field consultant, five items asking students about their opportunity to work with diverse populations at the field agency, and six items asking them to rate the NMHU field placement program. In addition, students were provided with an opportunity to make comments regarding the agency, the instruction and supervision received, and field experiences over all. A copy of the Field Evaluation Practicum Form and samples of student comments can be found under Appendix 4J.

Course Evaluations

In addition to the three measures described, we revised the end of semester classroom evaluations to assess student's perceptions of the classroom learning environment, professor characteristics, course content, grading/examinations, impact of learning on students and extent to which competencies and practice behaviors were achieved in the course. Results of the spring 2011 Course Evaluations will be presented after the results of the other three measures because the items although informed by CSWE's EPAS are not directly related to practice behaviors. A copy of the Classroom Evaluation survey can be found under Appendix 4K.

Additional Qualitative Data

The Field Practicum Evaluation, Self-Efficacy Scale and the Classroom Evaluation include an invitation for students to comment on their educational process. While the Field Practicum Evaluation is confidential, the Self-Efficacy Scale and Classroom evaluation offers students a format for making comments anonymously. These comments have not been formally analyzed; however, they are made available to each instructor and sequence chairs and inform curriculum revision and program improvement. The comment section of the also gives individual instructors a chance to receive feedback on their teaching performance and to make corrections as needed to improve the quality of the service they deliver. In addition, during the spring 2011 semester students were asked to rate their practicum experience through the on-line Student Evaluation Field Practicum Form. Ninety-nine out of a possible 165 students completing the form made comments. Results are presented in Table 16. A sampling of student's comments can be found in Appendix 4L.

Data Analysis Plan

Three types of data were analyzed to determine the extent to which student learning met the benchmark for core competencies. The analysis of data collected via the Field Practicum Evaluations involved the calculation of mean scores for each practice behavior, followed by the calculation for the mean score for each competency. In addition, the number of students falling below the benchmark compared to the total number of students included in the field evaluations was calculated (that is, a percentage of students falling below the benchmark was calculated). Similar calculations were performed on data collected via Signature Assignments, with the additional mathematical conversion of a percentage score, such as 84% to a five point scale.

Scores collected through the Self-Efficacy scale also received similar analysis, with the additional conversion of data from a four-point scale to a five-point scale. Please note that we did not use the transformed scores in determining the number/percentage of students falling below a benchmark. Scores from the three measures were also weighted. We believe that measures of student learning involving instructor assessment are more valid measures of student learning than is the student's own assessment of their self-efficacy, which may be influenced by mood, personality, general self-esteem and self-efficacy. For this reason, Field Evaluation and Signature Assignment scores contributed 40% respectively to the mean score for the competency, and the Self-Efficacy scores contributed 20%. Presentations of the MSW 1st year students for each competency are presented in tabular form in the body of this report. Results for the concentration year (Clinical, Bilingual, Government Non-Profit Management, & Bilingual Clinical) are discussed in the body of the report and can be found in the appendices.

Limitations of our analysis plan

Our analysis plan has several limitations. We consider these limitations as opportunities for growth, which can be ameliorated to some extent during future data collection. Although we have three measures of student learning on all competencies, we have three measures on 71% of the practice behaviors. This limitation is improved by the fact that our Field Evaluations and Self-Efficacy measures examine all practice behaviors. Another limitation is our use of Signature Assignment scores to indicate student learning on more than one practice behavior.

Although the Signature Assignments were designed to test student learning on practice behaviors, we did not organize the scoring rubrics so that we could collect scores pertaining to single practice behaviors. In other words, we are using an aggregate score as if it were a score pertaining to the specific practice behavior. While this is seen as an obvious weakness, the scores we report on Signature Assignments are consistent with student scores on Field Evaluation and Self-Efficacy instruments, as illustrated by data reported in Tables 3 through 15. A similar weakness can be found with the Field Evaluations scores on competency 10. These four areas (engagement, assessment, intervention, and evaluation) were scored in aggregate, rather than on specific practice behaviors. We reported summary scores for the areas, rather than individual practice behaviors. The limitations reported in refinement of the field education instruments and the development of field specific practice behaviors for all classifications implemented in Fall 2011.

4.0.2: The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

In this standard, procedures for data collection are described and the results of data analysis of Field Practicum Evaluations, Signature Assignments and Self-Efficacy Scale are presented in table format along with a brief narrative. In addition, we describe the procedures and discuss the results for the Student Evaluation Field Practicum Form, and the Classroom evaluations, both of which gather information regarding student's perception of the implicit and explicit learning environment. Lastly, we discuss the organizational review mechanism through which data is presented to faculty and informs programmatic change.

Evidence of Ongoing Data Collection

Dating back to the Fall of 2005, the NMHU School of Social Work has embraced the notion that data can help us to understand our current status in the areas of instruction, student, learning, student's perception of the learning environment and instructor's perception of the learning environment, and data can be used to help guide our efforts toward improvement. Some of our efforts include: 1) students surveyed to gather information regarding types of elective classes needed, preference for day, night and weekend classes, preference regarding instructional site, and general needs assessment; 2) student and faculty evaluation of our use of Interactive Television to provide instruction; 3) alumni and community members surveyed regarding the types of CEU workshops that would most benefit their practice. 4) In addition, in 2009, NMHU students and faculty in collaboration with numerous agencies conducted the New Mexico Human Service Labor study. The purpose of this study was to examine the current state of social work and human services in New Mexico. Results were presented to the Interim Legislative Health and Human Services Committee.

In addition to the above mentioned data collection activities, we collect data through the Classroom Evaluations at the end of each semester, Field Practicum Evaluations at the end of each semester, Signature Assignment grades at the end of each semester on specified courses, and Self-efficacy Scales for MSW students completing their first year and MSW students graduating from the program. This schedule will be followed into the foreseeable future.

Summary of Program Assessment Data

       The data reported in this section was collected between the Fall 2010 semester and Spring 2011 semester and analyzed according to the plan described in ES 4.0.1. During the Fall 2010 semester our student body consisted of 96 MSW first year students enrolled in classes and field practicum, and 128 second year MSW students enrolled in classes and field practicum. Included in this evaluation are Field Practicum Evaluations on 84 students for Fall 2010 and 81 students for Spring 2011. We have not included 100% of the evaluations due to missing data and field evaluations not completed correctly. In a very few cases instructors only graded competencies instead of practice behaviors. The number of Signature Assignment grades included in this evaluation range from 91 to 108. This fluctuation is due to a very few instructors not sending in their grades and in rare cases students not completing the course. In the event that the student did not complete the course, their Signature Assignment grade is not included because in the event they retake the course they will have to once again complete the Signature Assignment. Participation in our Self-efficacy scale is voluntary. Seventy-seven first year MSW students out of 96 (80%) completed the Self-Efficacy scale. Of the 128 students attending concentration year classes, 56 (47%) completed the Self-Efficacy scale.

<u>Summary of Results</u>

First Year Master of Social Work Student Learning and Self-Efficacy
- MSW mean scores on student learning exceeded the benchmark of 4.0 on all 10 competencies.
- The average percentage of students meeting or exceeding the benchmark for each of the ten competencies is 92%, which means 8% of students fell below the benchmark of 4.0.
- MSW first year students (N=74) feel *most confident* in their ability to:
    1. Engage diversity and difference in practice (M= 4.45)
    2. Identify oneself as a professional social worker and conduct oneself accordingly (M=4.39)
    3. Apply critical thinking and communicate professional judgments (M= 4.31)
    4. Advance human rights and social and economic justice (M=4.23)
    5. Apply social work ethical principles to guide practice (M= 4.20)
- MSW first year students (N=74) feel *least confident* in their ability to:
    1. Engage in research-informed practice and practice-informed research (3.75)
    2. Respond to contexts that shape practice (M= 3.88)
    3. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (M=3.89)
    4. Evaluate with individuals, families, groups, organizations, and communities (M=3.90)
- MSW first year, student learning (Field Practicum + Signature Assignment) on Core competencies (best to poorest) mean scores:
    1. Engage diversity and difference in practice (4.59)

2. Identify oneself as a professional social worker and conduct oneself accordingly (4.55)
3. Apply critical thinking to inform and communicate professional judgment (4.52)
4. Engage with Individuals, families, groups, organizations and communities (4.52)
5. Apply knowledge of human behavior and the social environment (4.49)
6. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (4.48).
7. Respond to contexts that shape practice (4.49)
8. Advance human rights and social and economic justice (4.45)
9. Apply social work ethical principles to guide practice (4.45)
10. Assess with individuals, families, groups, organizations, and communities (4.41)
11. Intervene with individuals, families, groups, organizations, and communities (4.38)
12. Evaluate with individuals, families, groups, organizations, and communities (4.31)
13. Engage in research-informed practice and practice-informed research (4.10)

Concentration Year Master of Social Work Student Learning and Self-Efficacy

- All Competency Mean scores were above the benchmark of 4.0
- The average percentage of students meeting or exceeding the benchmark for all ten competencies is 92%, which means 8% of students fell below the benchmark of 4.0.
- MSW first year students (N=74) feel *most confident* in their ability to:
    1. Apply social work ethical principles to guide practice (4.41)
    2. Advance human rights and social and economic justice (4.32)
    3. Engage diversity and difference in practice (4.29)
    4. Engage with Individuals, families, groups, organizations and communities (4.26)
    5. Respond to contexts that shape practice (4.12)
    6. Assess with individuals, families, groups, organizations, and communities (4.07)

- MSW first year students (N=74) feel *least confident* in their ability to:
    1. Apply knowledge of human behavior and the social environment (4.06)
    2. Evaluate with individuals, families, groups, organizations, and communities (4.05)
    3. Identify oneself as a professional social worker and conduct oneself accordingly (4.05)
    4. Intervene with individuals, families, groups, organizations, and communities (4.05)
    5. Apply critical thinking to inform and communicate professional judgment (3.99)
    6. Engage in research-informed practice and practice-informed research (3.83)
    7. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (3.74).

- Concentration year student learning (Field Practicum + Signature Assignment) on Core competencies best to poorest mean scores:
  1. Engage diversity and difference in practice (4.61)
  2. Engage with Individuals, families, groups, organizations and communities (4.60)
  3. Apply social work ethical principles to guide practice (4.59)
  4. Respond to contexts that shape practice (4.54)
  5. Apply knowledge of human behavior and the social environment (4.51)
  6. Assess with individuals, families, groups, organizations, and communities (5.51)
  7. Apply critical thinking to inform and communicate professional judgment (4.49)
  8. Identify oneself as a professional social worker and conduct oneself accordingly (4.48)
  9. Intervene with individuals, families, groups, organizations, and communities (4.47)
  10. Advance human rights and social and economic justice (4.45)
  11. Evaluate with individuals, families, groups, organizations, and communities (4.33)
  12. Engage in research-informed practice and practice-informed research (4.32)
  13. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (4.17).

Results by Competencies and Practice Behaviors

Tables 3 through 15 present the results of MSW first year student learning as evaluated through Field Evaluations, Signature Assignments, and student self-report concerning Self-Efficacy.
Each table presents: the mean score and number of students falling below the benchmark for each practice behavior, followed by the mean score for combined practice behaviors for each of the three measures. Next, the table presents the total number of student scores falling below the benchmark (4.0) as compared to the total number of scores for the competency. This information is followed by a row presenting the percentage of students falling below the benchmark for each measure. Lastly we present the mean score for the Competency and the percentage of students meeting or exceeding the benchmark. As discussed in the Data Analysis Plan section, Field Evaluation and Signature Assignment scores each contribute 40% to the Competency mean score, while the Self-Efficacy scores contributes 20%. Data is presented in this manner for Tables 3 through 15. All data presented in these tables pertains to MSW first year students. Only students completing their first year were invited to complete the self-efficacy scale. Data pertaining to students in their concentration year are discussed in the highlights and presented in tabular form in the appendices. An asterisk in the table indicates data was not collected.

EP 2.1.1   Identify oneself as a professional social worker and conduct oneself accordingly.

As can be seen in Table 3. Students scores well above the benchmark on Field evaluation, Signature assignments and Self-efficacy. Advocating for client access to the services of social work and demonstrating professional demeanor in behavior, appearance, and communication, and using supervision and consultation were through the Field Evaluation and not Signature assignments, which are classroom assignments. Approximately 95% of all scores were above the benchmark.

Table 3   Identify Oneself as a Professional Social Worker and Conduct Oneself Accordingly

Practice Behaviors	Field Evaluation		Signature Assignment			Self- Efficacy	
	Mean Fall Spring	Students below / Total	Class	Mean	Students Below / Total	Mean	Students below benchmark / Total
a. advocate for client access to the services of social work;	4.58 4.59	7/84 3/81	*	*	*	4.14	9/74
b. practice personal reflection and self-correction to assure continual professional development;	4.52 4.68	6/84 2/79	546 566 586	4.70 4.55 4.54	3/95 10/91 4/98	*	*
c. attend to professional roles and boundaries;	4.59 4.7	4/84 4/80	566	4.55	10/91	4.31	6/74
d. demonstrate professional demeanor in behavior, appearance, and communication;	4.66 4.72	3/84 2/80	*	*	*	4.66	3/74
e. engage in career long learning;	4.58 4.68	5/84 1/80	533	4.57	3/95	4.55	4/74
f. use supervision and consultation.	4.64 4.76	4/84 1/80	*	*		4.28	5/74
Competency mean scores	4.64		4.58			4.39	
Scores Below Benchmark — below	42		30			27	
Scores Below Benchmark — total	984		470			370	
%	4.27%		6.38%			7.30%	

Results for Competency 2.1.1	Benchmark	Mean Score	Percent above Benchmark
	4	4.57	95%

Five Point Scale: 1= poor performance or low confidence; 5 = excellent performance and high confidence.

EP 2.1.2 Apply Social Work Ethical Principles to Guide Practice.

NMHU curriculum focuses a great deal of instruction on ethical principles. This effort is reflected in the high scores students received on this competency. The mean score for this competency is 4.49. Student's scored their own confidence level as high on all practice behaviors

Table 4   **Apply Social Work Ethical Principles to Guide Practice**

Practice Behaviors		Field Evaluation		Signature Assignment			Self-Efficacy	
		Mean Fall Spring	Students Below Benchmark	Class	Mean	Students Below Benchmark	Mean	Students Below Benchmark
a. recognize and manage personal values in a way that allows professional values to guide practice		4.44 4.69	4/84 1/81	566	4.55	10/91	4.36	3/74
b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and as applicable, of the International Federation of Social Workers…		4.51 4.56	4/84 1/80	530 566	4.61 4.55	5/94 10/91	4.25	3/74
c. tolerate ambiguity in resolving ethical conflicts		4.39 4.57	5/84 3/79	*	*		4.01	9/74
d. apply strategies of ethical reasoning to arrive at principled decisions		4.62 4.63	4/84 1/80	*	*		4.20	5/74
Competency mean scores		4.55		4.57			4.21	
Scores Below Benchmark	below	23		25			20	
	total	656		276			296	
	%	3.51%		9.06%			6.76%	

Results for Competency 2.1.2	Benchmark	Mean Score	Percent above Benchmark
	4	4.49	95%

Five Point Scale: 1= poor performance or low confidence; 5 = excellent performance and high confidence.

EP 2.1.3 Apply Critical Thinking to Inform and Communicate Professional Judgments.

The ability to think critically, use multiple sources of knowledge, and communicate is critical to serving the populations of New Mexico. Mean scores are well above the benchmark of 4, and only a handful of students received scores below the benchmark. Students evaluated their confidence levels as high in this area and more than 92% of all scores were above the benchmark.

Table 5   Apply Critical Thinking to Inform and Communicate Professional Judgments

Practice Behaviors		*Field Evaluation*		*Signature Assignment*			*Self- Efficacy*	
		Mean Fall Spring	*Students Below Benchmark*	*Class*	*Mean*	*Students Below Benchmark*	*Mean*	*Students Below Benchmark*
a.	*distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;*	4.57 4.5	4/84 0/79	530 541 546 566 586	4.64 4.53 4.70 4.55 4.54	5/94 14/110 3/95 10/91 4/98	4.48	4/74
b.	*analyze models of assessment, prevention, intervention, and evaluation;*	4.20 4.25	15/84 0/79	541 566 586	4.53 4.55 4.54	14/110 10/91 4/98	4.01	15/74
c.	*demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.*	4.53 4.62	6/84 3/81	541 546 566 586	4.53 4.70 4.55 4.54	14/110 3/95 10/91 4/98	4.45	5/74
Competency mean scores		4.45		4.57			4.31	
Scores Below Benchmark	below	28		95			24	
	total	491		1181			222	
	%	5.7%		8.04%			10.81%	

Results for Competency 2.1.3	*The Benchmark is:*	*Mean Score*	*Percent above Benchmark*
	4.0	4.47	92%

Five Point Scale: 1= poor performance or low confidence, 5 = excellent performance and high confidence.

EP 2.1.4 Engage Diversity and Difference in Practice.

New Mexico is a state of great diversity with a rich cultural heritage. Social workers are expected to work with a variety of cultures, oppressed and marginalized peoples. Agency instructors and classroom instructors scored student's learning high on this competency with a mean score of 4.62. Students scored their confidence level as very high on this competency. All mean scores are well above the benchmark, with only 3% of the scores falling below the

Table 6   **Engage Diversity and Difference in Practice**

Practice Behaviors		*Field Evaluation*		*Signature Assignment*			*Self- Efficacy*	
		Mean *Fall* *Spring*	*Students Below Benchmark*	*Class*	*Mean*	*Students Below Benchmark*	*Mean*	*Students Below Benchmark*
a.	*recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;*	*4.68* *4.75*	*2/84* *0/79*	*546* *586*	*4.70* *4.54*	*3/95* *4/98*	*4.26*	*6/74*
b.	*gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;*	*4.53* *4.64*	*3/84* *1/82*	*546* *586*	*4.70* *4.54*	*3/95* *4/98*	*4.44*	*3/74*
c.	*recognize and communicate their understanding of the importance of difference in shaping life experiences;*	*4.70* *4.67*	*2/84* *0/80*	*546* *566* *586*	*4.70* *4.55* *4.54*	*3/95* *10/91* *4/98*	*4.53*	*2/74*
d.	*view themselves as learners and engage those with whom they work as informants.*	*4.57* *4.77*	*1/84* *1/82*	*546*	*4.70*	*3/95*	*4.55*	*2/74*
Competency mean scores		*4.66*		*4.62*			*4.45*	
Scores Below Benchmark	*below*	*10*		*34*			*13*	
	total	*659*		*765*			*296*	
	%	*1.52%*		*4.44*			*4.39%*	
Results for Competency 2.1.4		*4*			*4.59*		*97%*	

Five Point Scale: 1= poor performance or low confidence; 5 = excellent performance and high confidence.

EP 2.1.5   Advance Human Rights and Social and Economic Justice.

Our students are strong advocates for human rights and social justice. Scores on this competency bear this out. Student self-assessment of confidence is in line with their instructor's assessment of their ability on this competency. The mean score for this competency is 4.45, with 94% of the scores meeting or exceeding the benchmark.

Table 7   Advance Human Rights and Social and Economic Justice

Practice Behaviors	*Field Evaluation*		*Signature Assignment*			*Self- Efficacy*	
	Mean Fall Spring	*Students Below Benchmark*	*Class*	*Mean*	*Students Below Benchmark*	*Mean*	*Students Below Benchmark*
a. understand the forms and mechanisms of oppression and discrimination;	*4.38* *4.67*	*3/84* *0/80*	*546* *565* *566* *586*	*4.70* *4.45* *4.55* *4.54*	*3/95* *18/108* *10/91* *4/98*	*4.26*	*3/74*
b. advocate for human rights and social and economic justice;	*4.34* *4.46*	*1/84* *3/82*	***	***	***	*4.19*	*10/74*
c. engage in practice that advance social and economic justice.	*4.33* *4.51*	*2/84* *4/82*	*546*	*4.70*	*3/95*	*4.24*	*8/74*
Competency mean scores	*4.45*		*4.58*			*4.23*	
Scores Below Benchmark *below*	*13*		*38*			*21*	
total	*496*		*487*			*222*	
%	*2.62%*		*7.80*			*9.46%*	

Results for Competency 2.1.5	*Benchmark*	*Mean Score*	*Percent above Benchmark*
	4	*4.45*	*94%*

Five Point Scale: 1= poor performance or low confidence; 5 = excellent performance and high confidence.

EP 2.1.6   Engage in Research-Informed Practice and Practice-Informed Research.

Students find research to be a challenging subject. Classes involve a great deal of learning to read research and apply it to practice. The majority of students express informally that research is intimidating and they are not comfortable with numbers. Student's lack of confidence in this area is reflected in their lower scores on the Self-Efficacy measure. On average instructors in the field practicum and classroom score students above the benchmark, but these scores are also lower than most other competencies. Student confidence in this area is an area requiring improvement. The mean score for all measures combined is 4.10, which is above the benchmark of 4.0, but when compared to the other competencies it is at the bottom. The majority of scores below the benchmark derive from the Self-Efficacy measure.

Table 8   Engage in Research-Informed Practice and Practice-Informed Research

Practice Behaviors		*Field Evaluation*		*Signature Assignment*			*Self- Efficacy*	
		Mean *Fall* *Spring*	*Students Below Benchmark*	*Class*	*Mean*	*Students Below Benchmark*	*Mean*	*Students Below Benchmark*
a. *use practice experience to inform scientific inquiry;*		*4.27* *4.5*	*3/84* *0/81*	*530* *565* *566*	*4.61* *4.45* *4.55*	*5/94* *18/108* *10/91*	*3.69*	*20/74*
b. *use research evidence to inform practice.*		*4.29* *4.31*	*3/84* *5/82*	*530* *541*	*4.61* *4.53*	*5/94* *14/110*	*3.81*	*16/74*
Competency mean scores		*4.37*		*4.55*			*3.75*	
Scores Below Benchmark	*below*	*11*		*52*			*36*	
	total	*329*		*497*			*148*	
	%	*3.34%*		*10.46%*			*24%*	
Results for Competency 2.1.6		*Benchmark*			*Mean Score*	*Percent above Benchmark*		
		4			*4.10*	*90%*		

Five Point Scale: 1= poor performance or low confidence; 5 = excellent performance and high confidence.

EP 2.1.7   Apply Knowledge of Human Behavior and the Social Environment.

The mean scores on this competency is 4.49, which is well above the benchmark of 4.0. Student learning on this competency received higher scores than did the Field Evaluations, and students scored their sense of self-efficacy high on their ability to critique and apply knowledge to understand person in the environment.

Table 9   Apply Knowledge of Human Behavior and the Social Environment

Practice Behaviors		Field Evaluation		Signature Assignment			Self-Efficacy	
		Mean Fall Spring	Students Below Benchmark	class	Mean	Students Below Benchmark	Mean	Students Below Benchmark
a. utilize conceptual frameworks to guide the processes of assessment, intervention, evaluation;		4.35 4.0	2/84 0/81	546 565 566 586	4.70 4.45 4.55 4.54	3/95 18/108 10/91 4/98	3.98	11/74
b. critique and apply knowledge to understand person and environment.		4.6 4.70	3/84 0/81	546 566 586	4.70 4.55 4.54	3/95 10/91 4/98	4.28	5/74
Competency mean scores		4.42		4.57			4.30	
Scores Below Benchmark	below	5		52			16	
	total	330		676			148	
	%	1.52%		7.69%			10.81%	

Results for Competency 2.1.7	Benchmark	Mean Score	Percent above Benchmark
	4	4.49	93%

Five Point Scale: 1= poor performance or low confidence; 5 = excellent performance and high confidence.

EP 2.1.8 *Engage in Policy Practice to Advance Social and Economic Well-Being and to Deliver Effective Social Work Services.*

Agency instructors and classroom instructors scored student learning well above the benchmark for this competency's practice behaviors. However, students rated themselves comparatively low on a. ***analyze, formulate, and advocate for policies that advance social well-being,*** indicating this is an area needing improvement. The mean score for this competency is 4.48, which is well above the benchmark of 4.0.

Table 10   Engage in Policy Practice to Advance Social and Economic Well-Being and to Deliver Effective Social Work Services

Practice Behaviors		Field Evaluation		Signature Assignment			Self-Efficacy	
		Mean Fall Spring	*Students Below Benchmark*	*Class*	*Mean*	*Students Below Benchmark*	*Mean*	*Students Below Benchmark*
a. *analyze, formulate, and advocate for policies that advance social well-being;*		4.6	6/84	541	4.53	14/110	3.76	20/74
b. *collaborate with colleagues and clients for effective policy action.*		4.25 4.47	3/84 3/75	*	*		3.99	13/74
Competency mean scores		*4.44*		*4.53*			*3.89*	
Scores Below Benchmark	*below*	*12*		*14*			*33*	
	total	*243*		*110*			*148*	
	%	*4.92%*		*12.73*			*22%*	

Results for Competency 2.1.8	Benchmark	Mean Score	Percent above Benchmark
	4	*4.48*	*89%*

Five Point Scale: 1= poor performance or low confidence; 5 = excellent performance and high confidence.

EP 2.1.9 Respond to Contexts That Shape Practice.

While instructor's assessed student learning on the competency to be high, ranging from 4.39 to 4.57, students assessed their confidence levels as relatively low (mean = 3.88). The aggregate mean is 4.49, which is above the 4.0 benchmark with 10% of the students falling below the benchmark. The mean scores on this competency are above the benchmark and the majority of scores falling below the benchmark are due to student's scoring their self-efficacy low. For this reason student's confidence to meet this core area merits attention.

Table 11   **Respond to Contexts That Shape Practice.**

Practice Behaviors		*Field Evaluation*		*Signature Assignment*			*Self-Efficacy*	
		Mean Fall Spring	*Students Below Benchmark*	*Class*	*Mean*	*Students Below Benchmark*	*Mean*	*Students Below Benchmark*
a.	*continuously discover, appraise, and attend to changing locales, population, scientific technological developments, and emerging societal trends to provide relevant services;*	*4.65 4.64*	*3/84 3/78*	*541 546 566 586*	*4.53 4.70 4.55 4.54*	*14/110 3/95 10/91 4/98*	*3.76*	*20/74*
b.	*provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.*	*4.25 4.0*	*3/84 0/81*	***	***		*3.99*	*13/74*
Competency mean scores		*4.39*		*4.57*			*3.88*	
Scores Below Benchmark	*below*	*9*		*31*			*33*	
	total	*327*		*394*			*148*	
	%	*2.75%*		*7.86*			*23%*	

Results for Competency 2.1.9	*Benchmark*	*Mean Score*	*Percent above Benchmark*
	4	*4.49*	*90%*

Five Point Scale: 1= poor performance or low confidence; 5 = excellent performance and high confidence.

EP 2.1.10 Engage, assess, intervene, and evaluate with Individuals, Families, Groups, Organizations, and Communities.

This competency is divided into four areas (engage, assess, intervene, evaluation), with each area having its own practice behaviors. Field evaluation scores are currently collected by area. The Field Evaluation tool used by the agency instructor to assess students lists the practice under each area as an operational definition, for this reason practice behaviors inform the aggregate score. Field staff chose to collapse these practice behaviors due to the excessive amount of time and effort that would be required by field agency supervisors, who are volunteers, to score each of the practice behaviors.

The next three tables present the results for each of the areas listed for EP 2.2.10. While the aggregate mean score for this area of 2.1.10 (a) is above the benchmark, the number and percentage of students below the benchmark is higher than the other competencies. Approximately 11% of scores are below the benchmark. This competency is an area meriting attention.

EP 2.1.10(a) Engage, with Individuals, Families, Groups, Organizations, and Communities.

Student learning and Self-Efficacy scored high on the Engagement aspect of 2.1.10. The mean score for this competency is 4.52, which ranks it third best. A significant number (n=15) of students did not feel confident about their ability to prepare for action with clients. This is an area needing improvement.

Table 12   Engage, with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors		*Field Evaluation*		*Signature Assignment*			*Self- Efficacy*	
		Mean Fall Spring	*Students Below Benchmark*	*Class*	*Mean*	*Students Below Benchmark*	*Mean*	*Students Below Benchmark*
a. **Substantively and affectively prepare for action with individuals,** b. **Families, groups, organizations, and communities**		4.74 4.79	2/84 3/82	541 565 566	4.53 4.45 4.55	14/110 18/108 10/91	3.79	15/74
c. **Use empathy and other interpersonal skills**				566	4.55	10/91	4.63	0/74
d. **Develop mutually agreed upon focus of work and desired outcomes**				565	4.45	18/108	4.19	8/74
Competency mean scores		4.76		4.51			4.20	
Scores Below Benchmark	below	5		70			23	
	total	166		508			222	
	%	3.01%		13.78%			10.36%	

Results for Competency 2.1.10(a) Engage	*Benchmark*	*Mean Score*	*Percent above Benchmark*
	4	4.52	89%

Five Point Scale: 1= poor performance or low confidence; 5 = excellent performance and high confidence.

EP 2.1.10(b) Assess with Individuals, Families, Groups, Organizations, and Communities.

MSW students scored high in Field Practicum Evaluation and Signature assignments and relatively high on Self efficacy. A high percentage (10%) of students scored below the 4.0 benchmark on a. Collect, organize, and interpret client data. This is an area of the competency in need of improvement. This deficiency is addressed during MSW student's concentration year in SW 633 Advanced Clinical Research.

Table 13   Assess with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors	*Instructor Evaluation of student in field*		*Instructor Evaluation of student in classroom*			*Student self-evaluation Self-Efficacy*	
	Mean Fall Spring	*Students Below Benchmark*	*Class*	*Mean*	*Students Below Benchmark*	*Mean*	*Students Below Benchmark*
a. *Collect, organize, and interpret client data*	*4.47* *4.6*	*2/84* *1/83*	*565* *566* *586*	*4.45* *4.55* *4.54*	*18/108* *10/91* *4/98*	*3.98*	*13/74*
b. *Assess client strengths and limitations*			*565* *566* *586*	*4.45* *4.55* *4.54*	*18/108* *10/91* *4/98*	***	***
c. *Develop mutually agreed upon intervention goals and objectives*			*565* *566*	*4.45* *4.55*	*18/108* *10/91*	*4.09*	*8/74*
Competency mean scores	*4.53*		*4.51*			*4.04*	
Scores Below Benchmark *below*	*3*		*92*			*21*	
total	*167*		*885*			*148*	
%	*1.80%*		*10.39%*			*14.19*	

Results for Competency 2.1.10(b) Assessment	*Benchmark*	*Mean Score*	*Percent above Benchmark*
	4	*4.41*	*90%*

Five Point Scale: 1= poor performance or low confidence; 5 = excellent performance and high confidence.

EP 2.1.10(c) Intervene with Individuals, Families, Groups, Organizations, and Communities.

Results demonstrate that a student learning is above the benchmark of 4.0, however our need for additional assessment data in the area of Signature Assignments will be considered as we move into the fall 2011 semester. The percentage of student scores below the benchmark is 11%, which makes this an area needing improvement.

Table 14   Intervene with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors	*Field Evaluation*		*Signature Assignment*			*Student self-evaluation Self-Efficacy*	
	Mean *Fall* *Spring*	*Students Below Benchmark*	*Class*	*Mean*	*Students Below Benchmark*	*Mean*	*Students Below Benchmark*
a. *Initiate actions to achieve organizational goals*	*4.41* *4.63*	*3/84* *2/83*	*566*	*4.55*	*10/91*	*4.08*	*8*
b. *Implement prevention interventions that enhance client capacities*			*565* *566*	*4.45* *4.55*	*18/108* *10/91*	*4.04*	*8*
c. *Help clients resolve problems*			*	*	*	*4.13*	*9*
d. *Negotiate, mediate, and advocate for clients*			*	*	*	*4.18*	*10*
e. *Facilitate transitions and endings*			*	*	*	*3.93*	*14*
Competency mean scores	*4.52*		*4.52*			*4.07*	
Scores Below Benchmark — *below*	*5*		*38*			*49*	
total	*167*		*290*			*370*	
%	*2.99%*		*13.10%*			*13.24%*	

Results for Competency 2.1.10(c) Intervene	*Benchmark*	*Mean Score*	*Percent above Benchmark*
	4	*4.38*	*89%*

Five Point Scale: 1= poor performance or low confidence; 5 = excellent performance and high confidence.

EP 2.1.10 (d) Evaluate with Individuals, Families, Groups, Organizations, and Communities.

Results suggest that the majority (90%) of student's learning met or exceeded the benchmark of 4.0 on this area of competency 10. We are in need of a Signature Assignment to measure student learning on this practice behavior.

Table 15   Evaluate with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors		*Field Evaluation*		*Signature Assignment*			*Self- Efficacy*	
		Mean Fall Spring	*Students Below Benchmark*	*Class*	*Mean*	*Students Below Benchmark*	*Mean*	*Students Below Benchmark*
a. *Critically analyze, monitor, and evaluate interventions*		*4.40* *4.61*	*3/84* *2/83*	*	*	*	*3.9*	*15/74*
Competency mean scores		*4.5*						*3.9*
Scores Below Benchmark	*below*	*5*			***			*15*
	total	*167*			***			*74*
					*			
	%	*2.99%*						*20.27%*

Results for Competency 2.1.10 Evaluation	*Benchmark*	*Mean Score*	*Percent above Benchmark*
	4	*4.31*	*90%*

Explicit and Implicit Curriculum

Student Evaluation Field Practicum

During the spring 2011 semester 75 first year students and 65 second year Clinical practice students, 9 Bilingual clinical practice students and 12 Government not-for profit students completed the Student Evaluation Field Practicum Form online. Participation in this evaluation was voluntary, anonymous and confidential. The twenty-six items all used five-point Likert like scale. A score of five represented labels such as, *to a great extent*, *always,* and *more than four times*, lower scores denoted labels such as, *not at all, never,* or *very poor.* See appendices for a copy of the instrument.

The Student Evaluation Field Practicum form assessed five areas: 1) students experience with their agency instructor; 2) students assessment of the field agency setting; 3) students opportunity to work with diverse populations at the field agency; 4) students' assessment of the NMHU field placement program, and 5) student's overall field practicum experience. Results by item can be found in the appendices. Table 16 presents the percentage of scores for each category for MSW first and second year students combined. While the instrument used a variety of Likert Like labels for items, we have simplified the five-point scale on Table 16 to read from Excellent to Very Poor. See Appendix 4J for a copy of the instrument.

Table 16   MSW First and Second Year Field Evaluation Results Spring 2011

Count

		Response Types					
		Excellent	Very Good	Fair	Poor	Very Poor	Total
5 factors on survey	Experience with agency instructor	53%	31%	12%	3%	1%	100%
	Assessment of field agency setting	18%	38%	14%	25%	5%	100%
	Support from field consultant	22%	43%	23%	7%	5%	100%
	Work with diverse populations	56%	22%	5%	12%	5%	100%
	Engaging in practice behaviors	56%	37%	5%	2%	1%	100%

Students were asked to reflect upon their opportunity to work with diverse populations at their field agency. The results suggest that the majority (78 %) of MSW had between 'a lot' and a great amount of opportunity to work with diverse populations in terms of ethnicity, gender, age, sexual orientation, and disability. Of those students with an opportunity to work with diverse populations, ninety-two percent of MSW students had an opportunity to work with Hispanic individuals, while 72% had an opportunity to work with American Indians, 65% had an opportunity to work with African Americans, and 53 percent had an opportunity to work with other diverse ethnicities, such as Chinese, Vietnamese, East Asian, and Nigerians. Students rated their opportunity to work with diverse populations as between "excellent" and "Very good." Out of the 75 Second year MSW students (in the various concentrations) completing the field assessment, 88% rated their opportunity to work with diverse populations between, to *a great extent* and *a lot*.

Student comments regarding their opportunity to work with diverse populations at their field agency, also suggest they value the experience. A complete list of student comments can be found under Appendix 4L. The following represents a sample of student comments:

- I learned quite a lot about diverse population and myself.
- The skills and knowledge present in the clinical staff is stellar and the services provided meet the needs of an oppressed and multi-cultural population.
- Encouraged to work with various populations and discuss in supervision; group and individual
- Most suitable for Bilingual student/and/or Bilingual concentration, as population demographics have slowly sifted over last ten years to serving more than 80% monolingual Spanish speaking clients...yeah!
- The agency served a wide variety of clients and when applying concepts of cultural diversity in interventions learned in my coursework, the setting proved to be a great educational setting.
- I feel this is a very good opportunity for first year MSW students to learn about a large client population with severe mental illnesses and to directly serve them, in a psychosocial rehab setting and by shadowing case managers and doing detailed rehab assessments.

In addition, students identified the following racial or ethnic groups that their field placement provided an opportunity to work with: Hispanic, Native American, Lesbians, Asian, Hawaiian, Japanese, Chinese, Latino (a) immigrants & undocumented immigrants, Islanders, Vietnamese, professionals from all over the world, Nigerian, East Indian, Mexican, middle-eastern, clients who were identified with multiple racial or ethnic groups, Russian, Asian American population, with all ethnicities

Course Evaluation
Beginning in the Fall 09 semester and continuing into the Spring 2011semester, we have invited students to evaluate their learning environment. The evaluation is designed to gather data on both the explicit and implicit classroom and includes items examining five educational areas: 1) Class Room Environment: 2) Professor Characteristics; 3) Course Content; 4) Grading/Examinations; and 5) Impact on Student.
The Course Evaluation survey is composed of 13 positively worded items using a four-point response set: Excellent, Good, Average, and Poor. The 14th item provided students with an opportunity to make comments on any aspect of the class. A copy of the instrument can be found in the Appendices.
Table 17 presents the scores collected for the Spring 2011 semester. It compares the mean scores for five educational areas. The sample size N represents the number of responses for each area, not the number of participants, and reflects the number of items on the survey multiplied times the number of students completing the item, times the number of courses for which the student completed the survey. Some educational areas have higher number of responses because the Educational Area has a greater number of items. Results suggest that students believe the School of Social Work is doing a *Good* to *Excellent* job in all five

Educational areas. The median scores of 1 indicate a higher proportion of Excellent scores than scores of Good, Average and Poor combined.

Table 17   Mean and Median Scores for Educational Areas Spring 2011

Report

Scores

Educational Areas	Mean	N	Std. Deviation	Median
Classroom Environment	1.4657	2362	.75103	1.0000
Professor Characteristics	1.6334	4713	.83869	1.0000
Course Content	1.6711	3500	.84163	1.0000
Grading/Examinations	1.6375	1164	.81527	1.0000
Impact on Student	1.5779	1168	.82636	1.0000
CSWE Competencies & Practice Behaviors	1.6106	1166	.80408	1.0000
Total	1.6085	14073	.82228	1.0000

1=Excellent 2= Good 3=Average   4=Poor

The complete Fall and Spring Classroom evaluation reports can be found on the NMHU School of Social Work website.

Qualitative Data Summary

A great deal of data is collected informally through faculty meetings with students, field instructors, agency representatives, and constituents. In addition, the Field Practicum Evaluation, the Classroom Evaluation and the Self-Efficacy instruments all include qualitative items, providing students with a confidential (Field Evaluations) and anonymous (Classroom Evaluations, Self-Efficacy Instrument) venue for make comments regarding their education. These comments have been reported to faculty informally and will be the subject of qualitative analysis during the Fall 2011 semester.

Organizational Review Mechanism

Program assessment data is routinely generated to meet the needs of faculty and Dean. During the fall 2005 semester research faculty and students developed a needs assessment survey to determine the needs of students attending the Rio Rancho and Albuquerque campus. Result of this survey led to the NMHU offering more social work classes at the Albuquerque site and fewer at the Rio Rancho site. In 2008 we conducted a survey to gather student and faculty attitudes toward offering instruction through Interactive Television. We found students in distant sites appreciated the use of ITV, while the majority of students at main campus, Albuquerque and Rio Rancho sites preferred the traditional face to face instruction. Subsequent to this survey the School of Social Work's use of ITV has dropped significantly. In addition, assessment data collected through the Course Evaluations, Signature Grade assignments, Field Evaluations and Self-Efficacy scales is presented to faculty and the Dean attending the Curriculum Committee and during Faculty Development Week. These venues afford faculty an opportunity to review and revise the data collection instruments if needed, review the data that applies to their particular school site and sequence and discuss possible uses of the data.

4.0.3   The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

The consensus among faculty is that reflection on CSWE's EPAS and the collection of data regarding students' learning has made us more mindful of our curriculum and instructional methodologies. While some of the implications for the findings were presented in standard 4.0.2, this section will further explore the implications of the assessment data, how the data suggests area of improvement and/or affirms that our curriculum and program are working to achieve student learning. As noted under 4.0.1 limitation of Analysis Plan, the field practicum evaluation tools were revised and implemented in Fall 2011. Field Specific Practice behaviors were created for every classification. For the most part, the changes have been well received and refinement of the instruments will be an ongoing process and data will be presented and reviewed by the School's Curriculum Committee.

4.0.4   The program describes how it makes its constituencies aware of its assessment outcomes.

Program assessment outcome data are distributed and discussed with the Curriculum committee and all faculty members during Faculty Development Week, Faculty Meetings and Faculty Work Groups. The structure for reviewing program assessment data and making programmatic changes have been discussed previously in this chapter. In addition, program assessment data is available to sequence and statewide centers as needed. The School of Social Work's webpage is under development and plans are underway to make assessment data available to constituencies, alumni, faculty, and current students through the Schools website.

The Field Director and Field Coordinators hold yearly appreciation luncheon for all agency instructors at all program sites. During this meeting field assessment data is shared. The long range plan for use of this data is to work consciously as a field committee to identify field practicum sites that are not meeting the minimum standards and work with them individually to try to create more opportunities for implementation of the competencies. By sharing the data, it prompts agency instructors to recognize areas for improvement and work toward that end.

In addition, the Dean shares program assessment findings with the President of the University, Vice President of Academic Affairs, Board of Regents.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self study.

Program assessment findings are described in AS 4.0.2 and the findings are presented in Tables 3 through 15. Samples of the Field Evaluation, Signature Assignment Scoring Rubrics, Self-Efficacy scales and Course Evaluation survey are appended at the end of this chapter.