



**FACUNDO VALDEZ  
SCHOOL OF SOCIAL WORK**

**2023-2024**

**FIELD EDUCATION  
POLICY & PROCEDURE  
MANUAL**

The **2023/2024** edition of the Field Manual articulates the New Mexico Highlands University Facundo Valdez School of Social Work Field Education Policies and supersedes all previous versions. All policies in this manual are subject to final resolution by the Field Policy Committee as deemed appropriate by the Field Director/Coordinator.

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2023-2024 FIELD PRACTICUM CALENDAR						
SEMESTER SCHEDULE	FALL/SPRING PRACTICUMS		SPRING/SUMMER PRACTICUMS		SUMMER BLOCK PRACTICUMS	
	BSW or MSW 1st YR STUDENTS	MSW 2nd YR STUDENTS	BSW or MSW 1st YR STUDENTS	MSW 2nd YR STUDENTS	BSW or MSW 1st YR STUDENTS	MSW 2 <sup>ND</sup> YR STUDENTS
FALL 2023						
SEMESTER BEGINS	August 14	August 14				
FIELD SEMINAR BEGINS*	Week of August 14					
FIELD PRACTICUM BEGINS	Week of August 28	Week of Aug 14				
LEARNING CONTRACTS DUE TO FIELD OFFICE	F-September 15	F-September 1				
MID-TERM PHONE CONTACT OR VISIT	October 2-6	October 2-6				
MID-TERM GRADES DUE TO FIELD OFFICE	F-October 6	F-October 6				
FINAL AGENCY VISIT	December 4-8	December 4-8				
FINAL EVALUATIONS/ HOUR LOG DUE TO FIELD OFFICE	F-Dec 8	F-Dec 8				
SEMESTER ENDS	M-Dec 11 <b>REMINDER: fall/spring practicum students are not to remain in practicum during Winter Break unless prior approval has been given by Field Office</b>					
SPRING 2024						
SEMESTER BEGINS	T-Jan 16	T-Jan 16	T-Jan 16	T-Jan 16		
FIELD SEMINAR BEGINS*	Week of January 16 (BSW only)		Week of January 16			
FIELD PRACTICUM BEGINS	Week of January 16	Week of January 16	M-Jan 29	Week of January 16		
LEARNING CONTRACTS DUE TO FIELD OFFICE	F-Feb 2	F-Feb 2	F-Feb 16	F-Feb 2		
MID-TERM PHONE CONTACT OR VISIT	March 4-8	March 4-8	March 4-8	March 4-8		
MID-TERM GRADES DUE TO FIELD OFFICE	F-Mar 8	F-Mar 8	F-Mar 8	F-Mar 8		
FINAL AGENCY VISIT	May 6-10	May 6-10	May 6-10	May 6-10		
FINAL EVALS /HOUR LOG DUE TO FIELD OFFICE	F-May 10	F-May 10	F-May 10	F-May 10		
SEMESTER ENDS	M-May 13	M-May 13	M-May 13	M-May 13		
COMMENCEMENT-MAIN CAMPUS LAS VEGAS	S-May 11	S-May 11	S-May 11	S-May 11		
SUMMER 2024			<b>REMINDER:</b> spring/summer practicum students remain in practicum between semesters		<b>REMINDER:</b> Students choosing summer block practicum should be available to log in 40 hrs./wk. for ENTIRE placement cycle	
<b>PLEASE NOTE:</b> summer semester Field Practicum & Field Practicum Seminar classes begin the week of May 13. These classes start during intersession NOT at the beginning of regular summer session & may have earlier tuition deadlines.						
FIELD SEMINAR BEGINS*			Week of May 13 (BSW only)		Week of May 13	
FIELD PRACTICUM BEGINS			M-May 13	M-May 13	M-May 13	M-May 13
LEARNING CONTRACTS DUE TO FIELD OFFICE			F-May 31	F- May 31	F-May 31	F-May 31
MID-TERM PHONE CONTACT OR VISIT			June 20-21	June 20-21	June 20-21	June 20-21
MID-TERM GRADES DUE TO FIELD OFFICE BY FC			F-June 21	F-June 21	F-June 21	F-June 21
FINAL AGENCY VISIT			July 25-26	July 25-26	July 25-26	July 25-26
FINAL EVALS/HOUR LOG DUE TO FIELD OFFICE			F – July 26	F- July 26	F- July 26	F - July 26
SEMESTER ENDS			M-July 29	M-July 29	M-July 29	M-July 29

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

## SUMMARY OF SOCIAL WORK CODE OF ETHICS

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

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

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

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

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

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

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

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

### THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES TO CLIENTS

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

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

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

### THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES TO COLLEAGUES

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

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

### THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

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

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

### THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES AS A PROFESSIONAL

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

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

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

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

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

**POLICY 1.0**

**FIELD PRACTICUM ELIGIBILITY & APPROVAL PROCESS**

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

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

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

**PROCEDURE**

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

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

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

**ONLINE MSW STUDENTS**

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

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**POLICY 1.1**

**BACKGROUND, FINGERPRINT, MEDICAL CLEARANCES**

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

**PROCEDURE**

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



**POLICY 2.0**

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

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

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

**PROCEDURE**

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

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

Field Director/Coordinator will:

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

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**POLICY 2.1**

**SOCIAL WORK LICENSURE ELIGIBILITY**

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

**PROCEDURE**

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

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**POLICY 3.0**

**STUDENT SAFETY**

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

**PROCEDURE**

Students:

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



Agencies:

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

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

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

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### **POLICY 3.1**

#### **STUDENT PROFESSIONAL LIABILITY INSURANCE COVERAGE**

The School provides professional liability insurance coverage through CPH & Associates for all social work students approved to do a field practicum.

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

#### **PROCEDURE**

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

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

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### **POLICY 4.0**

#### **CONCURRENT FIELD PRACTICUM**

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

#### **PROCEDURE**

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

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### **POLICY 5.0**

#### **BLOCK FIELD PRACTICUM**

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

## **PROCEDURE**

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

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### **POLICY 6.0**

## **FIELD PRACTICUM EVALUATION & GRADING**

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

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

## **PROCEDURE**

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

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

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### **POLICY 6.1**

## **ATTENDANCE**

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

## **PROCEDURE**

Student must:

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

**POLICY 6.2**

**INCOMPLETE GRADE**

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

**PROCEDURE**

Student must:

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

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**POLICY 6.3**

**PROBLEM RESOLUTION**

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

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

**PROCEDURE**

If any problems or issues arise in the practicum setting:

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

If problems or issues are not resolved:

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

**POLICY 6.4**

**TERMINATION OF FIELD PRACTICUM**

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

**PROCEDURE**

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

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

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

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

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

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

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

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

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

Field Director/Coordinator;

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

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

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#### **POLICY 6.5**

### **PROFESSIONAL BEHAVIOR**

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

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

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

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**POLICY 7.0**

**HOLIDAY & ACADEMIC BREAKS WITHIN THE SEMESTER**

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

**PROCEDURE**

During academic semesters, students must:

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

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**POLICY 7.1**

**CONTINUITY OF CARE COVERAGE AND LIABILITY INSURANCE COVERAGE FOR WINTER BREAK**

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

**PROCEDURE**

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

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**POLICY 8.0**

**TRANSPORTATION REQUIREMENTS**

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

**PROCEDURE**

It is the student's responsibility to:

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

**POLICY 9**

**TRANSPORTING CLIENTS**

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

**PROCEDURE**

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

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**POLICY 10.0**

**STUDENT USE OF SOCIAL MEDIA**

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

**PROCEDURE**

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

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



**POLICY 11.0****CONCURRENT FIELD PRACTICUM**  
**HOURS & COURSE REQUIREMENTS**

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

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

**PROCEDURE**

BSW students must:

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

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

**POLICY 12.0****BLOCK FIELD PRACTICUM**  
**HOURS & COURSE REQUIREMENTS**

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

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

**PROCEDURE**

BSW students must:

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

<b>FIELD PRACTICUM CO-REQUISITE COURSES TO BE TAKEN DURING THE SUMMER SEMESTER</b>	
SOWK 4510	FIELD PRACTICUM SEMINAR I
SOWK 4520	FIELD PRACTICUM SEMINAR II
SOWK 4320	FIELD PRACTICUM I
SOWK 4340	FIELD PRACTICUM II
<hr/>	
<b>TOTAL</b>	
<b>FIELD PRACTICUM HOURS</b>	
<b>448. 0</b>	

## LEARNING CONTRACT REQUIREMENTS

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

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

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

## PROCEDURE

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

## LEARNING CONTRACT DUE DATES

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

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

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

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

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

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

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

- **third week** of the semester.

## STEPS TO CREATING A LEARNING CONTRACT

### STEP 1

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

### STEP 2

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

### STEP 3

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

### STEP 4

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

### STEP 5

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

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

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

## POLICY 13.1

**BSW****COMPETENCIES & FIELD SPECIFIC PRACTICE BEHAVIORS**

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

**PROCEDURE**

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

<p><b>Competency 1. Demonstrate ethical &amp; professional behavior:</b>  <i>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</i></p>
a. Make ethical decisions by applying NASW Code of Ethics standards, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and other codes of ethics as appropriate to context.
b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
c. Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication.
d. Use technology ethically and appropriately to facilitate practice outcomes.
e. Use supervision and consultation to guide professional judgment and behavior.
<p><b>Competency 2: Engage Diversity and Difference in Practice:</b>  <i>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</i></p>
a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels.
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice:</b></p>

*Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:*

- a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- b. Engage in practices that advance social, economic, and environmental justice.

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

*Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:*

- a. Use practice experience and theory to inform scientific inquiry and research.
- b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

#### **Competency 5: Engage in Policy Practice:**

*Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:*

- a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- b. Assess how social welfare and economic policies impact the delivery of and access to social services.
- c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

*Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:*

- a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

*Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:*

- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- b. Apply knowledge of human behavior and the social environment and other multidisciplinary theoretical frameworks in the

analysis of assessment data from clients and constituencies.
c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the clients and constituencies.
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities:</b>
<i>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:</i>
a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
b. Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
c. Use inter-professional collaborations as appropriate to achieve beneficial practice outcomes.
d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
e. Facilitate effective transitions and endings that advance mutually agreed-on goals.
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</b>
<i>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:</i>
a. Select and use appropriate methods for evaluation of outcomes.
b. Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.



**POLICY 14.0**

**CONCURRENT FIELD PRACTICUM  
HOURS & COURSE REQUIREMENTS**

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

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

**PROCEDURE**

First year MSW students must:

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

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

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

**POLICY 15.0**

**BLOCK FIELD PRACTICUM  
HOURS & COURSE REQUIREMENTS**

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

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

**PROCEDURE**

First Year MSW students must:

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

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

FIELD PRACTICUM CO-REQUISITE COURSES TO BE TAKEN DURING THE SUMMER SEMESTER	
	<p>SOWK 5510 FIELD PRACTICUM SEMINAR I SOWK 5320 FIELD PRACTICUM I SOWK 5340 FIELD PRACTICUM II</p> <hr/> <p><b>TOTAL FIELD PRACTICUM HOURS 448.0</b></p>

**POLICY 16.0****LEARNING CONTRACT REQUIREMENTS**

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

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

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

**PROCEDURE**

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

**LEARNING CONTRACT DUE DATES**

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

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

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

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

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

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

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

- **third week** of the semester.

## STEPS TO CREATING A LEARNING CONTRACT

### STEP 1

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

### STEP 2

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

### STEP 3

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

### STEP 4

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

### STEP 5

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

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

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

**POLICY 16.1**

**FIRST YEAR MSW  
COMPETENCIES & FIELD SPECIFIC PRACTICE BEHAVIORS**

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

**PROCEDURE**

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

Competency and Behaviors
<p><b>Competency 1. Demonstrate ethical &amp; professional behavior:</b></p> <p><i>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</i></p>
a. Make ethical decisions by applying NASW Code of Ethics standards, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and other codes of ethics as appropriate to context.
b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
c. Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication.
d. Use technology ethically and appropriately to facilitate practice outcomes.
e. Use supervision and consultation to guide professional judgment and behavior.
<p><b>Competency 2: Engage Diversity and Difference in Practice:</b></p> <p><i>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</i></p>
a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels.
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

*Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:*

- a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- b. Engage in practices that advance social, economic, and environmental justice.

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

*Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:*

- a. Use practice experience and theory to inform scientific inquiry and research.
- b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice:**

*Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:*

- a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- b. Assess how social welfare and economic policies impact the delivery of and access to social services.
- c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

*Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:*

- a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

*Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:*

- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- b. Apply knowledge of human behavior and the social environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the clients and constituencies.

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

*Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:*

- a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- b. Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- c. Use inter-professional collaborations as appropriate to achieve beneficial practice outcomes.
- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

*Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:*

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



**POLICY 17.0**

**CONCURRENT FIELD PRACTICUM  
HOURS & COURSE REQUIREMENTS**

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

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

**PROCEDURE**

Second year MSW students must:

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

CONNCURRENT FIELD PRACTICUM COURSES		
FIRST SEMESTER		SECOND SEMESTER
<p style="text-align: center;">SOWK 6320 FIELD PRACTICUM III 3 CREDIT UNITS 240.0 HOURS</p>		<p style="text-align: center;">SOWK 6340 FIELD PRACTICUM IV 3 CREDIT UNITS 240.0 HOURS</p>
NO SEMINAR COURSE REQUIRED		NO SEMINAR COURSE REQUIRED

**POLICY 18.0**

**BLOCK FIELD PRACTICUM  
HOURS & COURSE REQUIREMENTS**

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

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

**PROCEDURE**

Second year/Advanced Standing MSW students must:

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

<b>FIELD PRACTICUM CO-REQUISITE COURSES TO BE TAKEN DURING SUMMER SEMESTER</b>	
SOWK 6320 FIELD PRACTICUM III	
SOWK 6340 FIELD PRACTICUM IV	
<hr/>	
<b>TOTAL FIELD PRACTICUM HOURS 480.0 NO SEMINAR COURSE REQUIRED</b>	

POLICY 19.0

## LEARNING CONTRACT REQUIREMENTS

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

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

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

## PROCEDURE

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

## LEARNING CONTRACT DUE DATES

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

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

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

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

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

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

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

- **second week** of the semester.

## STEPS TO CREATING A LEARNING CONTRACT

### STEP 1

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

### STEP 2

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

### STEP 3

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

### STEP 4

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

### STEP 5

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

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

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

**POLICY 19.1**

**CLINICAL**

**COMPETENCIES & FIELD SPECIFIC PRACTICE BEHAVIORS**

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

**PROCEDURE**

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

Competency and Behaviors
<p><b>Competency 1. Demonstrate ethical &amp; professional behavior:</b>  <i>Clinical social workers recognize the importance of relationship building and of maintaining professional roles, boundaries, behaviors and communication in their work with clients. They embrace the person-in-environment and strengths perspectives and abide by ethical and legal guidelines, seeking supervision and consultation when ethical dilemmas arise in social work practice. They ethically use technological tools, including interpreter services, in the practice setting. Social Workers:</i></p>
<p>a. Demonstrate the highest standard of personal and professional conduct by (i) consistently treating others with dignity and respect, (ii) being receptive to feedback and suggestions, (iii) engaging in self-reflection and correction, (iv) regulating emotions, and (v) conducting oneself in an appropriate, professional, mature and responsible manner.</p>
<p>b. Establish and maintain professional roles, boundaries, behaviors and communication through the effective use of supervision, in a manner consistent with culturally responsive clinical practice.</p>
<p>c. Develop, manage, and maintain therapeutic relationships with clients in the clinical setting using a person-in-environment and strengths perspective that recognizes diverse cultural contexts, with particular attention to underserved populations, including Hispanics and Native Americans, in the state and region.</p>
<p>d. Recognize personal biases and manage therapeutic relationship dynamics as they impact the delivery of appropriate and culturally responsive client services.</p>
<p>e. Demonstrate capacity to effectively manage ethical dilemmas in consultation with supervisors and through the application of the NASW Code of Ethics and ethical decision-making models, while recognizing legal statutes that also impact decision-making.</p>

**Competency 2: Engage Diversity and Difference in Practice:**

*Clinical social workers demonstrate understanding of the ways in which diversity influences the human experience and the formation of identity. Practitioners in clinical social work are knowledgeable about and value diversity and difference. They recognize how diversity influences clients' help-seeking patterns, their attributions of illness, and their healing preferences. Clinical social workers develop their own cultural awareness and value the ways in which the therapeutic relationship can embrace client diversity. Social Workers:*

- a. Use and apply self-reflection and research knowledge of diverse populations, with a recognition of intersectionality and individual worldview difference, to enhance client well-being.
- b. Identify and respond to practitioner/client differences from a strengths perspective, with an emphasis on cultural humility.
- c. Understand and are mindful of oppression and privilege in the practitioner/client relationship.

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

*Clinical social workers have knowledge and skills to recognize & address oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers advocate at multiple levels to reduce the impact of oppression, discrimination and historical trauma on the client and client system. Social Workers:*

- a. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide engagement, assessment, treatment planning and intervention.
- b. Advocate at multiple levels to minimize personal and structural barriers to wellbeing in the areas of health, mental health, and economic security and to mitigate the effects of poverty.

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

*Clinical social workers use evidence-informed research to guide engagement, assessment, intervention and practice evaluation with clients. They use the knowledge they gain in their work with clients to inform the knowledge base of the profession. Social Workers:*

- a. Use the evidence-informed practice process, including review of current research literature, in clinical engagement, assessment, intervention and evaluation with clients from diverse backgrounds.
- b. Generate new clinical knowledge, through quantitative and qualitative descriptive, correlative and evaluative research.

**Competency 5: Engage in Policy Practice:**

*Clinical social workers understand that human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state, local and tribal levels. They understand their role in policy development and implementation in their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings. Clinical social workers utilize case knowledge from their work with individuals, families, groups, and communities to inform their understanding of the historical, social, cultural, economic, organizational, environmental, and global influences that impact social policy. Social workers:*

- a. Use evidence-based practice and practice wisdom to advocate for agency and government policies that advance social and economic well-being, and to advance the needs of client populations in New Mexico and the region.
- b. Inform and advocate with inter-disciplinary team members, social service administrators and legislators to influence policies that impact clients and services.

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

*Clinical social workers recognize the necessity of self-reflection and self-regulation in the engagement process with individual, families, groups, organization and communities. They critically select from multiple frameworks, theories and models to facilitate client engagement. Social Workers:*

- a. Use self-reflection and self-regulation, from a critical multicultural and strengths perspective, to inform an array of interpersonal skills in work with diverse client systems of various sizes and at various system levels.
- b. Attend to interpersonal dynamics, cultural differences, contextual factors, and client/worker power differentials that influence and impact effective engagement of client systems of various sizes and at various system levels.
- c. Consistently and skillfully demonstrate empathy, genuineness, and unconditional positive regard to establish rapport with diverse clients and client systems.

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

*Clinical social workers select from multiple evidence-informed frameworks and theories when assessing the client in their environment. They collaborate with diverse clients on the selection and use of culturally appropriate assessment tools that address sociocultural factors. Clinical social workers inform their assessment approach with their knowledge of the multi-dimensionality of human behavior in the social environment. Social Workers:*

- a. Use multidimensional bio-psycho-social-cultural-spiritual assessment tools to assess client strengths, coping skills, and social contexts.
- b. In collaboration with the client/client system, select appropriate theoretically grounded and culturally appropriate assessment and diagnostic tools/approaches.
- c. Critically utilize the DSM-5 from a social justice and strengths perspective.

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

*With a foundation in social justice and ethical practice, clinical social workers utilize a range of evidence-informed practice and human behavior theories to intervene with clients. They work collaboratively with their clients and colleagues to select appropriate practice approaches for a range of client concerns. Clinical social workers work on self-awareness and self-regulation when assisting clients in change efforts. Social Workers:*

- a. Critically select and apply appropriate culturally responsive approaches, along with evidence-informed tools and interventions, for a range of challenges faced by diverse clients and client systems.
- b. Work collaboratively with people, including clients, colleagues, and supervisors, to impact intrapersonal, interpersonal and systemic change that is culturally congruent and appropriate to context.

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

*Clinical social workers understand that evaluation is a central component of work with individuals, families, groups, organizations and communities. They use qualitative and quantitative methods to critically evaluate client progress and to evaluate the efficacy, integrity, and appropriateness of the method of intervention. Social workers:*

- a. Utilize the professional evaluative research literature to inform intervention strategies.
- b. Measure client treatment progress using qualitative and quantitative methods from a multi-cultural perspective.
- c. Use measurement of client progress and clinical supervision to evaluate outcomes for the purpose of continually improving best practice interventions for a range of client systems.



**POLICY 19.2**

**BILINGUAL/BICULTURAL CLINICAL  
COMPETENCIES & FIELD SPECIFIC PRACTICE BEHAVIORS**

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

**PROCEDURE**

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

Competency and Behaviors	
<b>Competency 1. Demonstrate ethical &amp; professional behavior:</b> <i>Clinical social workers recognize the importance of relationship building and of maintaining professional roles, boundaries, behaviors and communication in their work with clients. They embrace the person-in-environment and strengths perspectives and abide by ethical and legal guidelines, seeking supervision and consultation when ethical dilemmas arise in social work practice. They ethically use technological tools, including interpreter services, in the practice setting. Social Workers:</i>	
a. Demonstrate the highest standard of personal and professional conduct by (i) consistently treating others with dignity and respect, (ii) being receptive to feedback and suggestions, (iii) engaging in self-reflection and correction, (iv) regulating emotions, and (v) conducting oneself in an appropriate, professional, mature and responsible manner.	
b. Establish and maintain professional roles, boundaries, behaviors and communication through the effective use of supervision, in a manner consistent with culturally responsive clinical practice.	
c. Develop, manage, and maintain therapeutic relationships with clients in the clinical setting using a person-in-environment and strengths perspective that recognizes diverse cultural contexts, with particular attention to underserved populations, including Hispanics and Native Americans, in the state and region.	
d. Recognize personal biases and manage therapeutic relationship dynamics as they impact the delivery of appropriate and culturally responsive client services.	
e. Demonstrate capacity to effectively manage ethical dilemmas in consultation with supervisors and through the application of the NASW Code of Ethics and ethical decision-making models, while recognizing legal statutes that also impact decision-making.	

**Competency 2: Engage Diversity and Difference in Practice:**

*Clinical social workers demonstrate understanding of the ways in which diversity influences the human experience and the formation of identity. Practitioners in clinical social work are knowledgeable about and value diversity and difference. They recognize how diversity influences clients' help-seeking patterns, their attributions of illness, and their healing preferences. Clinical social workers develop their own cultural awareness and value the ways in which the therapeutic relationship can embrace client diversity. Social Workers:*

- a. Use and apply self-reflection and research knowledge of diverse populations, with a recognition of intersectionality and individual worldview difference, to enhance client well-being.
- b. Identify and respond to practitioner/client differences from a strengths perspective, with an emphasis on cultural humility.
- c. Understand and are mindful of oppression and privilege in the practitioner/client relationship.
- d. Integrate cultural knowledge of Hispanic populations with the utilization of Spanish language skills in engagement, assessment, intervention, evaluation, and advocacy.

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

*Clinical social workers have knowledge and skills to recognize & address oppressive structural barriers, including those related to nationality, language, and immigration status, to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers advocate at multiple levels to reduce the impact of oppression, discrimination and historical trauma on the client and client system. Social Workers:*

- a. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide engagement, assessment, treatment planning, intervention, and advocacy.
- b. Advocate at multiple levels to minimize personal and structural barriers to wellbeing in the areas of health, mental health, and economic security and to mitigate the effects of poverty.
- c. Integrate macro level- and systems-directed interventions as an integral part of clinical social work with Hispanic populations; integrate the use of Spanish language skills in engagement, assessment, intervention, evaluation, and advocacy with Hispanic client systems.

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

*Clinical social workers use evidence-informed research to guide engagement, assessment, intervention and practice evaluation with clients. They use the knowledge they gain in their work with clients to inform the knowledge base of the profession. Social Workers:*

- a. Use the evidence-informed practice process, including review of current research literature, critically appraising its cultural relevance, in clinical engagement, assessment, intervention and evaluation with clients from diverse backgrounds.
- b. Generate new clinical knowledge about the life experiences of Spanish-speaking persons, through linguistically appropriate and culturally competent quantitative and qualitative research.

**Competency 5: Engage in Policy Practice:**

*Clinical social workers understand that human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state, local and tribal levels. They understand their role in policy development and implementation in their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings. Clinical social workers utilize case knowledge from their work with individuals, families, groups, communities, and institutions to inform their understanding of the historical, social, cultural, economic, organizational, environmental, political and global influences that impact social policy. Social workers:*

- a. Use evidence-based practice and practice wisdom to advocate for agency, institution, and government policies that advance social and economic well-being, and to advance the needs of client populations in New Mexico and the region, including Spanish-speaking populations.
- b. Inform and advocate with and inform inter-disciplinary team members, social service administrators and legislators to influence policies that impact clients and services.

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

*Clinical social workers recognize the necessity of self-reflection and self-regulation in the engagement process with individuals, families, groups, organizations and communities. They critically select from multiple frameworks, theories and models to facilitate client engagement. They demonstrate linguistic and cultural competence in their clinical work with clients. Social Workers:*

- a. Use self-reflection and self-regulation, from a critical multicultural and strengths perspective, to inform an array of interpersonal skills in work with diverse client systems of various sizes and at various system levels.
- b. Attend to interpersonal dynamics, cultural differences, contextual factors, and client/worker power differentials that influence and impact effective engagement of client systems of various sizes and at various system levels.
- c. Consistently and skillfully demonstrate empathy, genuineness, and unconditional positive regard to establish rapport with diverse clients and client systems.

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

*Clinical social workers select from multiple evidence-informed frameworks and theories when assessing the client in their environment, including their social and community support. They collaborate with diverse clients on the selection and use of culturally and linguistically appropriate assessment tools that address sociocultural factors. Clinical social workers inform their assessment approach with their knowledge of the multi-dimensionality of human behavior in the social environment. Social Workers:*

- a. Use multidimensional bio-psycho-social-cultural-spiritual assessment tools to assess client strengths, coping skills, and social contexts.
- b. In collaboration with the client/client system, select appropriate theoretically grounded and culturally appropriate assessment and diagnostic tools/approaches.
- c. Critically utilize the DSM-5 from a social justice and strengths perspective.

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

*With a foundation in social justice and ethical practice, clinical social workers utilize a range of evidence-informed practice and human behavior theories to intervene with clients. They work collaboratively with their clients and colleagues to select appropriate practice approaches for a range of client concerns. Clinical social workers work on self-awareness and self-regulation when assisting clients in change efforts. Social Workers:*

- a. Critically select and apply appropriate culturally responsive approaches, along with evidence-informed tools and interventions, for a range of challenges faced by diverse clients and client systems.
- b. Work collaboratively with people, including clients, colleagues, and supervisors, to impact intrapersonal, interpersonal and systemic change that is culturally congruent and appropriate to context.

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

*Clinical social workers understand that evaluation is a central component of work with individuals, families, groups, organizations and communities. They use linguistically and culturally appropriate qualitative and quantitative methods to critically evaluate client progress and to evaluate the efficacy, integrity, and appropriateness of the method of intervention. Social workers:*

- a. Utilize the professional evaluative research literature to inform intervention strategies.
- b. Measure client treatment progress using qualitative and quantitative methods from a multi-cultural perspective.
- c. Use measurement of client progress and clinical supervision to evaluate outcomes for the purpose of continually improving best practice interventions for a range of client systems.

**POLICY 19.3**

**LEADERSHIP & ADMINISTRATION**

**COMPETENCIES & FIELD SPECIFIC PRACTICE BEHAVIORS**

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

**PROCEDURE**

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

<b>Competency and Behaviors</b>
<p><b>Competency 1. Demonstrate ethical &amp; professional behavior:</b>  <i>Social work leaders and administrators recognize and respond to legal and ethical issues that arise in management, administration, community organization and policy practice. They participate in inter-disciplinary teams and understand the roles and value the contributions of other professionals, including social workers. Social workers:</i></p>
<p>a. Demonstrate the highest standard of personal and professional conduct by (i) consistently treating others with dignity and respect, (ii) being receptive to feedback and suggestions, (iii) engaging in self-reflection and correction, (iv) regulating emotions, and (v) conducting oneself in an appropriate, professional, mature and responsible manner.</p>
<p>b. Establish and maintain professional roles, boundaries, behaviors and communication through the effective use of supervision, in a manner consistent with advanced macro practice.</p>
<p>c. Examine and propose policies at the agency, local, state, tribal and federal levels that enhance the social and economic wellbeing of organizations and communities of the Southwest.</p>
<p>d. Apply statutory and administrative law and the NASW Code of Ethics to the resolution of practice dilemmas in agency and community settings.</p>
<p>e. Consult with agency team-members, managers, and community stakeholders to promote legal, ethical and culturally competent practice at the organizational and community level.</p>

**Competency 2: Engage Diversity and Difference in Practice:**

*Social work leaders and administrators respect difference and attend to the ways in which differential treatment and oppression, and inequality of resources and opportunity, impact vulnerable populations. They work with and on behalf of client groups and communities to improve organizational practices and social policies so as to reduce inequities and improve social welfare and social justice. They respect, value, engage, and help promote cultural and community strengths. Social workers:*

- a. Establish effective and collaborative working relationships with members of diverse groups and communities, especially identified vulnerable populations.
- b. Recognize and address the ways organizations and political systems may marginalize or exclude particular groups.
- c. Implement methods of organizational, community and policy assessment and intervention that are culturally and regionally appropriate for socially, politically, and economically vulnerable populations.

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

*Social work leaders and administrators recognize and address inequalities of power, resources and opportunity in organizations, social service systems, and communities. They apply social work skills, including relationship-building, assessment, communication, intervention, and advocacy to advance social, economic, and environmental justice for vulnerable communities. Social workers:*

- a. Promote community engagement and advocate for social inclusion and social cohesion, with a specific focus on vulnerable communities.
- b. Engage in advocacy to prevent and reduce discrimination in policies and services at local, state, tribal and national governmental levels and within social service organizations and systems.

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

*Social work leaders and administrators critically evaluate available research evidence on problems, needs, and program and policy outputs and outcomes, and apply conclusions to practice, program, and policy decisions. They identify emerging research needs in their agencies and communities, and collect and analyze data to evaluate programs and policy, and to inform program development and policy decisions. Social workers:*

- a. Use agency and government practice experience, existing research knowledge, and identified strengths and needs of the populations of New Mexico and the Southwest to generate research questions.
- b. Conduct culturally competent, regionally appropriate, and ethical research to identify population and community strengths, challenges, resources, and needs and to evaluate agency services, social policies, and their outcomes.
- c. Apply research-derived knowledge to decision-making in agency and government settings.

**Competency 5: Engage in Policy Practice:**

*Social work leaders and administrators identify and assess government policies at the organizational and federal, state, local and tribal levels that influence clients and communities. They work with agency and community partners to generate research-informed policy proposals and to advocate for improved and new policies that will promote social justice, social welfare, and the delivery of social services.*

*Social workers:*

- a. Advocate to advance social justice and social and economic well-being and to deliver effective health and social services, within both agency and government settings.
- b. Effectively communicate analysis of social needs and of federal, state, local, and tribal government policies, programs, budgets, and structures to stakeholders and decision-makers.
- c. Engage in community outreach, planning, and development, including promoting the growth of community agency programs, and community intervention.

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

*Social work leaders and administrators engage and build collaborative relationships with community members and leaders of public and private organizations to design services and policies to address the identified needs of communities, including vulnerable populations. Social workers:*

- a. Collaborate with private and public health and human service leaders to develop programs and enhance service effectiveness and efficiency.
- b. Engage and partner with communities, agencies, and governments to promote social welfare and social justice, in a culturally and regionally appropriate manner.

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

*Social work leaders and administrators assess organization and community needs, priorities, and resources with community partners to develop mutually identified services and policies, with particular attention to social, political, economic, and other environmental factors. Social workers:*

- a. Assess and apply best practices for community needs assessment, with particular attention to social, political, economic, and other environmental factors.
- b. Develop and monitor budgets for nonprofit and government organizations in order to determine community and organizational capacity.
- c. Identify existing resources and alternative sources of funding, including grants, donations, and agency and government appropriations.
- d. Complete grant applications for resources that will be used to assess and respond to the needs of vulnerable populations.
- e. Assess communities and organizations using culturally competent tools and techniques.

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

*Social workers intervene with individuals, families, groups, organizations, and communities through nonprofit, community and government organizations. They apply evidence-based leadership, management and administrative theories and techniques to improve the quality of life for vulnerable populations and promote community development. Social workers:*

- a. Implement community based interventions using theory and evidence based techniques to promote the wellbeing of vulnerable individuals, families, groups, organizations, and communities.
- b. Develop program and community intervention plans using a HBSE framework.
- c. Administer public and private human services using evidence based management theories and techniques to promote the wellbeing of employees and maintain high quality standards of practice.
- d. Apply effective and efficient intervention techniques that are selected in consultation with community members and are culturally appropriate.

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

*Social work leaders and administrators use best research practices to evaluate program interventions, implementation and outcomes at the agency, community, and governmental level to inform practice and programmatic improvements. Social workers:*

- a. Use culturally and regionally competent research methods to evaluate the implementation and effectiveness of social policy and interventions and social work programs and organizations.
- b. Communicate research results in a format appropriate to the community, agency, or federal, state, local or tribal government entity evaluated.
- c. Recommend and make programmatic and policy improvements based on evaluation results.

**POLICY 20.0**

**FIELD DIRECTOR/COORDINATOR**

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

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

**PROCEDURE**

The Field Director/Coordinator is responsible for:

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



**POLICY 21.0****FIELD CONSULTANT**

**The Field Consultant is a licensed social worker that functions as liaison between the School, Student, and Agency Instructor(s). Field Consultant must hold a MSW degree, current Social Work License and have (2) years post-MSW social work experience.**

**PROCEDURE**

The responsibilities of the Field Consultant may include the following:

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

**POLICY 22.0**

**AGENCY APPROVAL PROCESS**

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

**PROCEDURE**

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

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

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**POLICY 22.1**

**EXTENSION OF PRACTICUM AT SAME SITE**

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

**PROCEDURE**

To request an extension of field practicum, students must meet with their respective field coordinator first, and only move forward with extension of field practicum application upon coordinator approval. The agency and student complete paperwork that clearly states that:

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

**CRITERIA**

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

**POLICY 22.2**

**EMPLOYER BASED FIELD PRACTICUM**

**Employer-based practicum is defined as a field practicum placement with an approved agency that also employs the student on a full or part-time basis and financially compensates the student in the form of a salary.**

**If not approved for practicum in place of employment, the student will work with the Field Director/Coordinator to determine which placement is in the best educational interest of the student.**

**The student can only be approved to complete one practicum in place of employment during their academic career at NMHU School of Social Work, and only after approval from the Field Director/Coordinator.**

**PROCEDURE**

It is the responsibility of the Agency to meet the field practicum agency requirements referred to in Policy 21.0. In addition, the agency must:

- recognize that the student's primary objective for the placement is educational;
- stipulate, in advance, requirements of the student beyond those set forth by the School of Social Work. Such requirements are not part of the learning contract and will not be enforced by the School nor considered in grading;
- provide a written schedule detailing what days and times will be allocated for employment, and what days and times will be reserved for practicum, and stipulate that no deviations will be made to this schedule without prior approval from the NMHU School of Social work;
- provide the educational opportunities set forth by the Council on Social Work Education to fulfill field practicum competencies and practice behaviors;
- demonstrate to the School of Social Work that the agency can meet the educational needs of the student. The agency must be able to afford the student the opportunity to perform duties/activities that are not normally financially compensated as part of the student's work requirements and or job description; these differences in duties/activities must be stipulated in writing.
- recognize that the learning contract developed between the student, Field Consultant and the Agency Instructor must be the central point of reference during the student's placement;
- provide field practicum experience in a different unit and field instruction by a qualified Agency Instructor other than the student's current or past employment supervisor;
- stipulate in writing that the student will not be provided with a salary for the completion of field practicum duties; any financial compensation must have prior approval from Field Director/Coordinator;
- agree not to alter the field assignments or practicum arrangements without prior approval from Field Director/Coordinator.

**CRITERIA**

To request a practicum in place of employment, students must meet with their respective field coordinator first, and only move forward with an application upon coordinator approval. To be approved for employer based field practicum, the application must demonstrate new opportunities for learning. The proposed agency instructor must be someone who has not supervised the student previously. If the student is a president/CEO, board member, administrator, owner or manager, they may NOT complete a practicum in their place of employment.

**POLICY 23.0**

**AGENCY RESPONSIBILITIES**

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

**PROCEDURE**

The Field Practicum Agency must:

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

**POLICY 24.0**

**AGENCY INSTRUCTOR QUALIFICATIONS & REQUIREMENTS**

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

**PROCEDURE**

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

**POLICY 24.1**

**REQUIREMENT OF ON-SITE FIELD SUPERVISION**

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

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

**PROCEDURE**

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

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

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**POLICY 24.2**

**AGENCY INSTRUCTOR RESPONSIBILITIES**

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

**PROCEDURE**

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

- assisting the student in formulating the learning contract practice activities and completing documents and evaluations required by agency and the School of Social Work;
- developing a strong sense of identification with the profession of social work through discussion, role modeling, and provision of actual social work tasks;
- understanding and referencing the NASW Code of Ethics, and its relevance to the practicum and the field of social work;
- identifying and developing the linkages between classroom and field instruction;
- understanding field education, its values and philosophy from a social work perspective;
- developing the practice of regularly analyzing and assessing professional identity and performance, self-awareness, and the disciplined use of self necessary for professional social work relationships;
- establishing appropriate practicum assignments, regular on-going supervision and

consultation, making arrangements for supervision when absent, and allowing for other tasks as appropriate;

- developing skills in assessment, planning, intervention and evaluation in working with individuals, families, groups, communities, and organizations;
- learning about the similarities and differences in priorities and values of other humanitarian professions and disciplines;
- establishing individual social work field instruction, and is available as needed. Group supervision and can take place with a maximum of four (4) students;
- consulting with co-agency instructor (if applicable), and recommending mid-term and final grades to the field consultant.

## **DUAL SUPERVISION - AGENCY AND CO-AGENCY INSTRUCTORS**

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

### **The co- Agency Instructor must be willing to:**

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



**POLICY 24.3**

**CONTINUING EDUCATION UNITS (CEU) ELIGIBILITY**

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

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

**PROCEDURE**

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

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

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

**CEU ALLOCATION FOR SUPERVISION OF CONCURRENT PRACTICUM STUDENT**

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

**CEU ALLOCATION FOR SUPERVISION OF SUMMER BLOCK PRACTICUM STUDENT**

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



**POLICY 25.0**

**PAID STIPEND OPPORTUNITIES**

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

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

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

**NMHU/CYFD Stipend Opportunity**

**Children Youth & Families Department-Title IV- E Stipend**

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

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

**Anyone interested in a CYFD Stipend must:**

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

## **DISABILITY**

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

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## **NON-DISCRIMINATION**

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

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## **EEO/AFFIRMATIVE ACTION**

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

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

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

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## **SEXUAL HARASSMENT**

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

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

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

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

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

## BSW COMPETENCIES & PRACTICE BEHAVIORS

Competency and Behaviors
<p><b>Competency 1. Demonstrate ethical &amp; professional behavior:</b>  <i>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</i></p>
a. Make ethical decisions by applying NASW Code of Ethics standards, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and other codes of ethics as appropriate to context.
b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
c. Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication.
d. Use technology ethically and appropriately to facilitate practice outcomes.
e. Use supervision and consultation to guide professional judgment and behavior.
<p><b>Competency 2: Engage Diversity and Difference in Practice:</b>  <i>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</i></p>
d. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels.
e. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
f. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice:</b>  <i>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:</i></p>
c. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
d. Engage in practices that advance social, economic, and environmental justice.
<p><b>Competency 4: Engage in Practice-informed Research and Research-informed Practice:</b>  <i>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a</i></p>

*science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:*

d. Use practice experience and theory to inform scientific inquiry and research.

e. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

f. Use and translate research evidence to inform and improve practice, policy, and service delivery.

#### **Competency 5: Engage in Policy Practice:**

*Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:*

d. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

e. Assess how social welfare and economic policies impact the delivery of and access to social services.

f. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

*Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:*

c. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

d. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

*Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:*

e. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

f. Apply knowledge of human behavior and the social environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

g. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

h. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the clients and constituencies.
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities:</b> <i>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:</i>
f. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
g. Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
h. Use inter-professional collaborations as appropriate to achieve beneficial practice outcomes.
i. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
j. Facilitate effective transitions and endings that advance mutually agreed-on goals.
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</b> <i>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:</i>
e. Select and use appropriate methods for evaluation of outcomes.
f. Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
g. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
h. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.



## MSW FIRST YEAR COMPETENCIES & PRACTICE BEHAVIORS

Competency and Behaviors
<p><b>Competency 1. Demonstrate ethical &amp; professional behavior:</b>  <i>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</i></p>
a. Make ethical decisions by applying NASW Code of Ethics standards, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and other codes of ethics as appropriate to context.
b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
c. Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication.
d. Use technology ethically and appropriately to facilitate practice outcomes.
e. Use supervision and consultation to guide professional judgment and behavior.
<p><b>Competency 2: Engage Diversity and Difference in Practice:</b>  <i>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</i></p>
a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels.
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice:</b>  <i>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:</i></p>
a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
b. Engage in practices that advance social, economic, and environmental justice.
<p><b>Competency 4: Engage in Practice-informed Research and Research-informed Practice:</b>  <i>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a</i></p>

*science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:*

a. Use practice experience and theory to inform scientific inquiry and research.

b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

#### **Competency 5: Engage in Policy Practice:**

*Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:*

a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

b. Assess how social welfare and economic policies impact the delivery of and access to social services.

c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

*Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:*

a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

*Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:*

a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

b. Apply knowledge of human behavior and the social environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the clients and constituencies.
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities:</b> <i>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:</i>
a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
b. Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
c. Use inter-professional collaborations as appropriate to achieve beneficial practice outcomes.
d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
e. Facilitate effective transitions and endings that advance mutually agreed-on goals.
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</b> <i>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:</i>
a. Select and use appropriate methods for evaluation of outcomes.
b. Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.



## CLINICAL PRACTICE COMPETENCIES & PRACTICE BEHAVIORS

Competency and Behaviors
<p><b>Competency 1. Demonstrate ethical &amp; professional behavior:</b>  <i>Clinical social workers recognize the importance of relationship building and of maintaining professional roles, boundaries, behaviors and communication in their work with clients. They embrace the person-in-environment and strengths perspectives and abide by ethical and legal guidelines, seeking supervision and consultation when ethical dilemmas arise in social work practice. They ethically use technological tools, including interpreter services, in the practice setting. Social Workers:</i></p>
a. Demonstrate the highest standard of personal and professional conduct by (i) consistently treating others with dignity and respect, (ii) being receptive to feedback and suggestions, (iii) engaging in self-reflection and correction, (iv) regulating emotions, and (v) conducting oneself in an appropriate, professional, mature and responsible manner.
b. Establish and maintain professional roles, boundaries, behaviors and communication through the effective use of supervision, in a manner consistent with culturally responsive clinical practice.
c. Develop, manage, and maintain therapeutic relationships with clients in the clinical setting using a person-in-environment and strengths perspective that recognizes diverse cultural contexts, with particular attention to underserved populations, including Hispanics and Native Americans, in the state and region.
d. Recognize personal biases and manage therapeutic relationship dynamics as they impact the delivery of appropriate and culturally responsive client services.
e. Demonstrate capacity to effectively manage ethical dilemmas in consultation with supervisors and through the application of the NASW Code of Ethics and ethical decision-making models, while recognizing legal statutes that also impact decision-making.
<p><b>Competency 2: Engage Diversity and Difference in Practice:</b>  <i>Clinical social workers demonstrate understanding of the ways in which diversity influences the human experience and the formation of identity. Practitioners in clinical social work are knowledgeable about and value diversity and difference. They recognize how diversity influences clients' help-seeking patterns, their attributions of illness, and their healing preferences. Clinical social workers develop their own cultural awareness and value the ways in which the therapeutic relationship can embrace client diversity. Social Workers:</i></p>
a. Use and apply self-reflection and research knowledge of diverse populations, with a recognition of intersectionality and individual worldview difference, to enhance client well-being.
b. Identify and respond to practitioner/client differences from a strengths perspective, with an emphasis on cultural humility.
c. Understand and are mindful of oppression and privilege in the practitioner/client relationship.
<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice:</b>  <i>Clinical social workers have knowledge and skills to recognize &amp; address oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers advocate at multiple levels to reduce the impact of oppression, discrimination and historical trauma on the client and client system. Social Workers:</i></p>
a. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide engagement, assessment, treatment planning and intervention.
b. Advocate at multiple levels to minimize personal and structural barriers to wellbeing in the areas of health, mental health, and economic security and to mitigate the effects of poverty.

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

*Clinical social workers use evidence-informed research to guide engagement, assessment, intervention and practice evaluation with clients. They use the knowledge they gain in their work with clients to inform the knowledge base of the profession. Social Workers:*

a. Use the evidence-informed practice process, including review of current research literature, in clinical engagement, assessment, intervention and evaluation with clients from diverse backgrounds.

b. Generate new clinical knowledge, through quantitative and qualitative descriptive, correlative and evaluative research.

**Competency 5: Engage in Policy Practice:**

*Clinical social workers understand that human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state, local and tribal levels. They understand their role in policy development and implementation in their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings. Clinical social workers utilize case knowledge from their work with individuals, families, groups, and communities to inform their understanding of the historical, social, cultural, economic, organizational, environmental, and global influences that impact social policy. Social workers:*

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

b. Inform and advocate with inter-disciplinary team members, social service administrators and legislators to influence policies that impact clients and services.

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

*Clinical social workers recognize the necessity of self-reflection and self-regulation in the engagement process with individual, families, groups, organization and communities. They critically select from multiple frameworks, theories and models to facilitate client engagement. Social Workers:*

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

b. Attend to interpersonal dynamics, cultural differences, contextual factors, and client/worker power differentials that influence and impact effective engagement of client systems of various sizes and at various system levels.

c. Consistently and skillfully demonstrate empathy, genuineness, and unconditional positive regard to establish rapport with diverse clients and client systems.

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

*Clinical social workers select from multiple evidence-informed frameworks and theories when assessing the client in their environment. They collaborate with diverse clients on the selection and use of culturally appropriate assessment tools that address sociocultural factors. Clinical social workers inform their assessment approach with their knowledge of the multi-dimensionality of human behavior in the social environment. Social Workers:*

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

b. In collaboration with the client/client system, select appropriate theoretically grounded and culturally appropriate assessment and diagnostic tools/approaches.

c. Critically utilize the DSM-5 from a social justice and strengths perspective.

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

*With a foundation in social justice and ethical practice, clinical social workers utilize a range of evidence-informed practice and human behavior theories to intervene with clients. They work collaboratively with their clients and colleagues to select appropriate practice approaches for a range of client concerns. Clinical social workers work on self-awareness and self-regulation when assisting clients in change efforts. Social Workers:*

- a. Critically select and apply appropriate culturally responsive approaches, along with evidence-informed tools and interventions, for a range of challenges faced by diverse clients and client systems.
- b. Work collaboratively with people, including clients, colleagues, and supervisors, to impact intrapersonal, interpersonal and systemic change that is culturally congruent and appropriate to context.

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

*Clinical social workers understand that evaluation is a central component of work with individuals, families, groups, organizations and communities. They use qualitative and quantitative methods to critically evaluate client progress and to evaluate the efficacy, integrity, and appropriateness of the method of intervention. Social workers:*

- a. Utilize the professional evaluative research literature to inform intervention strategies.
- b. Measure client treatment progress using qualitative and quantitative methods from a multi-cultural perspective.
- c. Use measurement of client progress and clinical supervision to evaluate outcomes for the purpose of continually improving best practice interventions for a range of client systems.

## BILINGUAL/BICULTURAL CLINICAL PRACTICE COMPETENCIES & PRACTICE BEHAVIORS

Competency and Behaviors
<p><b>Competency 1. Demonstrate ethical &amp; professional behavior:</b>  <i>Clinical social workers recognize the importance of relationship building and of maintaining professional roles, boundaries, behaviors and communication in their work with clients. They embrace the person-in-environment and strengths perspectives and abide by ethical and legal guidelines, seeking supervision and consultation when ethical dilemmas arise in social work practice. They ethically use technological tools, including interpreter services, in the practice setting. Social Workers:</i></p>
a. Demonstrate the highest standard of personal and professional conduct by (i) consistently treating others with dignity and respect, (ii) being receptive to feedback and suggestions, (iii) engaging in self-reflection and correction, (iv) regulating emotions, and (v) conducting oneself in an appropriate, professional, mature and responsible manner.
b. Establish and maintain professional roles, boundaries, behaviors and communication through the effective use of supervision, in a manner consistent with culturally responsive clinical practice.
c. Develop, manage, and maintain therapeutic relationships with clients in the clinical setting using a person-in-environment and strengths perspective that recognizes diverse cultural contexts, with particular attention to underserved populations, including Hispanics and Native Americans, in the state and region.
d. Recognize personal biases and manage therapeutic relationship dynamics as they impact the delivery of appropriate and culturally responsive client services.
e. Demonstrate capacity to effectively manage ethical dilemmas in consultation with supervisors and through the application of the NASW Code of Ethics and ethical decision-making models, while recognizing legal statutes that also impact decision-making.
<p><b>Competency 2: Engage Diversity and Difference in Practice:</b>  <i>Clinical social workers demonstrate understanding of the ways in which diversity influences the human experience and the formation of identity. Practitioners in clinical social work are knowledgeable about and value diversity and difference. They recognize how diversity influences clients' help-seeking patterns, their attributions of illness, and their healing preferences. Clinical social workers develop their own cultural awareness and value the ways in which the therapeutic relationship can embrace client diversity. Social Workers:</i></p>
a. Use and apply self-reflection and research knowledge of diverse populations, with a recognition of intersectionality and individual worldview difference, to enhance client well-being.
b. Identify and respond to practitioner/client differences from a strengths perspective, with an emphasis on cultural humility.
c. Understand and are mindful of oppression and privilege in the practitioner/client relationship.
d. Integrate cultural knowledge of Hispanic populations with the utilization of Spanish language skills in engagement, assessment, intervention, evaluation, and advocacy.
<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice:</b>  <i>Clinical social workers have knowledge and skills to recognize &amp; address oppressive structural barriers, including those related to nationality, language, and immigration status, to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers advocate at multiple levels to reduce the impact of oppression, discrimination and historical trauma on the client and client system. Social Workers:</i></p>

a. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide engagement, assessment, treatment planning, intervention, and advocacy.
b. Advocate at multiple levels to minimize personal and structural barriers to wellbeing in the areas of health, mental health, and economic security and to mitigate the effects of poverty.
c. Integrate macro level- and systems-directed interventions as an integral part of clinical social work with Hispanic populations; integrate the use of Spanish language skills in engagement, assessment, intervention, evaluation, and advocacy with Hispanic client systems.
<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice:</b> <i>Clinical social workers use evidence-informed research to guide engagement, assessment, intervention and practice evaluation with clients. They use the knowledge they gain in their work with clients to inform the knowledge base of the profession. Social Workers:</i>
a. Use the evidence-informed practice process, including review of current research literature, critically appraising its cultural relevance, in clinical engagement, assessment, intervention and evaluation with clients from diverse backgrounds.
b. Generate new clinical knowledge about the life experiences of Spanish-speaking persons, through linguistically appropriate and culturally competent quantitative and qualitative research.
<b>Competency 5: Engage in Policy Practice:</b> <i>Clinical social workers understand that human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state, local and tribal levels. They understand their role in policy development and implementation in their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings. Clinical social workers utilize case knowledge from their work with individuals, families, groups, communities, and institutions to inform their understanding of the historical, social, cultural, economic, organizational, environmental, political and global influences that impact social policy. Social workers:</i>
a. Use evidence-based practice and practice wisdom to advocate for agency, institution, and government policies that advance social and economic well-being, and to advance the needs of client populations in New Mexico and the region, including Spanish-speaking populations.
b. Inform and advocate with and inform inter-disciplinary team members, social service administrators and legislators to influence policies that impact clients and services.
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities:</b> <i>Clinical social workers recognize the necessity of self-reflection and self-regulation in the engagement process with individuals, families, groups, organizations and communities. They critically select from multiple frameworks, theories and models to facilitate client engagement. They demonstrate linguistic and cultural competence in their clinical work with clients. Social Workers:</i>
a. Use self-reflection and self-regulation, from a critical multicultural and strengths perspective, to inform an array of interpersonal skills in work with diverse client systems of various sizes and at various system levels.
b. Attend to interpersonal dynamics, cultural differences, contextual factors, and client/worker power differentials that influence and impact effective engagement of client systems of various sizes and at various system levels.
c. Consistently and skillfully demonstrate empathy, genuineness, and unconditional positive regard to establish rapport with diverse clients and client systems.

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

*Clinical social workers select from multiple evidence-informed frameworks and theories when assessing the client in their environment, including their social and community support. They collaborate with diverse clients on the selection and use of culturally and linguistically appropriate assessment tools that address sociocultural factors. Clinical social workers inform their assessment approach with their knowledge of the multi-dimensionality of human behavior in the social environment. Social Workers:*

- a. Use multidimensional bio-psycho-social-cultural-spiritual assessment tools to assess client strengths, coping skills, and social contexts.
- b. In collaboration with the client/client system, select appropriate theoretically grounded and culturally appropriate assessment and diagnostic tools/approaches.
- c. Critically utilize the DSM-5 from a social justice and strengths perspective.

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

*With a foundation in social justice and ethical practice, clinical social workers utilize a range of evidence-informed practice and human behavior theories to intervene with clients. They work collaboratively with their clients and colleagues to select appropriate practice approaches for a range of client concerns. Clinical social workers work on self-awareness and self-regulation when assisting clients in change efforts. Social Workers:*

- a. Critically select and apply appropriate culturally responsive approaches, along with evidence-informed tools and interventions, for a range of challenges faced by diverse clients and client systems.
- b. Work collaboratively with people, including clients, colleagues, and supervisors, to impact intrapersonal, interpersonal and systemic change that is culturally congruent and appropriate to context.

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

*Clinical social workers understand that evaluation is a central component of work with individuals, families, groups, organizations and communities. They use linguistically and culturally appropriate qualitative and quantitative methods to critically evaluate client progress and to evaluate the efficacy, integrity, and appropriateness of the method of intervention. Social workers:*

- a. Utilize the professional evaluative research literature to inform intervention strategies.
- b. Measure client treatment progress using qualitative and quantitative methods from a multi-cultural perspective.
- c. Use measurement of client progress and clinical supervision to evaluate outcomes for the purpose of continually improving best practice interventions for a range of client systems.

## LEADERSHIP & ADMINISTRATION COMPETENCIES & PRACTICE BEHAVIORS

Competency and Behaviors
<b>Competency 1. Demonstrate ethical &amp; professional behavior:</b> <i>Social work leaders and administrators recognize and respond to legal and ethical issues that arise in management, administration, community organization and policy practice. They participate in inter-disciplinary teams and understand the roles and value the contributions of other professionals, including social workers. Social workers:</i>
a. Demonstrate the highest standard of personal and professional conduct by (i) consistently treating others with dignity and respect, (ii) being receptive to feedback and suggestions, (iii) engaging in self-reflection and correction, (iv) regulating emotions, and (v) conducting oneself in an appropriate, professional, mature and responsible manner.
b. Establish and maintain professional roles, boundaries, behaviors and communication through the effective use of supervision, in a manner consistent with advanced macro practice.
c. Examine and propose policies at the agency, local, state, tribal and federal levels that enhance the social and economic wellbeing of organizations and communities of the Southwest.
d. Apply statutory and administrative law and the NASW Code of Ethics to the resolution of practice dilemmas in agency and community settings.
e. Consult with agency team-members, managers, and community stakeholders to promote legal, ethical and culturally competent practice at the organizational and community level.
<b>Competency 2: Engage Diversity and Difference in Practice:</b> <i>Social work leaders and administrators respect difference and attend to the ways in which differential treatment and oppression, and inequality of resources and opportunity, impact vulnerable populations. They work with and on behalf of client groups and communities to improve organizational practices and social policies so as to reduce inequities and improve social welfare and social justice. They respect, value, engage, and help promote cultural and community strengths. Social workers:</i>
a. Establish effective and collaborative working relationships with members of diverse groups and communities, especially identified vulnerable populations.
b. Recognize and address the ways organizations and political systems may marginalize or exclude particular groups.
c. Implement methods of organizational, community and policy assessment and intervention that are culturally and regionally appropriate for socially, politically, and economically vulnerable populations.
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice:</b> <i>Social work leaders and administrators recognize and address inequalities of power, resources and opportunity in organizations, social service systems, and communities. They apply social work skills, including relationship-building, assessment, communication, intervention, and advocacy to advance social, economic, and environmental justice for vulnerable communities. Social workers:</i>
a. Promote community engagement and advocate for social inclusion and social cohesion, with a specific focus on vulnerable communities.
b. Engage in advocacy to prevent and reduce discrimination in policies and services at local, state, tribal and national governmental levels and within social service organizations and systems.
<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice:</b> <i>Social work leaders and administrators critically evaluate available research evidence on problems, needs, and program and policy outputs and outcomes, and apply conclusions to practice, program, and policy decisions. They identify emerging research needs in their agencies and communities, and collect and analyze data to evaluate programs and policy, and to inform program development and policy decisions. Social workers:</i>
a. Use agency and government practice experience, existing research knowledge, and identified strengths and needs of the populations of New Mexico and the Southwest to generate research questions.



b. Conduct culturally competent, regionally appropriate, and ethical research to identify population and community strengths, challenges, resources, and needs and to evaluate agency services, social policies, and their outcomes.
c. Apply research-derived knowledge to decision-making in agency and government settings.
<b>Competency 5: Engage in Policy Practice:</b> <i>Social work leaders and administrators identify and assess government policies at the organizational and federal, state, local and tribal levels that influence clients and communities. They work with agency and community partners to generate research-informed policy proposals and to advocate for improved and new policies that will promote social justice, social welfare, and the delivery of social services.</i> <i>Social workers:</i>
a. Advocate to advance social justice and social and economic well-being and to deliver effective health and social services, within both agency and government settings.
b. Effectively communicate analysis of social needs and of federal, state, local, and tribal government policies, programs, budgets, and structures to stakeholders and decision-makers.
c. Engage in community outreach, planning, and development, including promoting the growth of community agency programs, and community intervention.
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities:</b> <i>Social work leaders and administrators engage and build collaborative relationships with community members and leaders of public and private organizations to design services and policies to address the identified needs of communities, including vulnerable populations. Social workers:</i>
a. Collaborate with private and public health and human service leaders to develop programs and enhance service effectiveness and efficiency.
b. Engage and partner with communities, agencies, and governments to promote social welfare and social justice, in a culturally and regionally appropriate manner.
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities:</b> <i>Social work leaders and administrators assess organization and community needs, priorities, and resources with community partners to develop mutually identified services and policies, with particular attention to social, political, economic, and other environmental factors. Social workers:</i>
a. Assess and apply best practices for community needs assessment, with particular attention to social, political, economic, and other environmental factors.
b. Develop and monitor budgets for nonprofit and government organizations in order to determine community and organizational capacity.
c. Identify existing resources and alternative sources of funding, including grants, donations, and agency and government appropriations.
d. Complete grant applications for resources that will be used to assess and respond to the needs of vulnerable populations.
e. Assess communities and organizations using culturally competent tools and techniques.
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities:</b> <i>Social workers intervene with individuals, families, groups, organizations, and communities through nonprofit, community and government organizations. They apply evidence-based leadership, management and administrative theories and techniques to improve the quality of life for vulnerable populations and promote community development. Social workers:</i>
a. Implement community based interventions using theory and evidence based techniques to promote the wellbeing of vulnerable individuals, families, groups, organizations, and communities.
b. Develop program and community intervention plans using a HBSE framework.
c. Administer public and private human services using evidence based management theories and techniques to promote the wellbeing of employees and maintain high quality standards of practice.
d. Apply effective and efficient intervention techniques that are selected in consultation with community members and are culturally appropriate.
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</b> <i>Social work leaders and administrators use best research practices to evaluate program interventions, implementation and outcomes at the agency, community, and governmental level to inform practice and</i>



*programmatic improvements. Social workers:*

a. Use culturally and regionally competent research methods to evaluate the implementation and effectiveness of social policy and interventions and social work programs and organizations.

b. Communicate research results in a format appropriate to the community, agency, or federal, state, local or tribal government entity evaluated.

c. Recommend and make programmatic and policy improvements based on evaluation results.

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