

Eastern New Mexico University

Social Work Program

MSW Field Instruction Manual

A Handbook for MSW Students, Field Supervisors, Liaisons and
Faculty

Policies, Procedures, Forms and Tools

Revised January 2024



Explore. Experience. Excel.

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INTRODUCTION

The *MSW Field Instruction Manual* presents the goals and expectations, the roles and responsibilities, and the policies and procedures that form the basis of the ENMU MSW Field Education Program. This manual is intended to guide students, Field Liaisons, and Field Site Supervisors in establishing, coordinating, and providing field placements.

ENMU Master of Social Work Program

ENMU's Master of Social Work (MSW) program is a program following the standards and guidelines of the Council on Social Work Education (CSWE) that **may be completed in one to five years**. The program prepares students to be competent, caring, ethical, and effective Social Work clinicians. The program curriculum builds on the foundation of social work knowledge, skills, and values necessary for competent and ethical clinical Social Work practice.

Specialized Practice: ENMU's specialized practice builds on generalist practice education students receive either through their BSW degrees or the foundation courses taken in the MSW program. As outlined by the Council on Social Work Education (CSWE), "specialized practice integrates the nine social work competencies that manifest in holistic professional practice. Specialized practitioners extend and enhance social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention. In each area of specialized practice defined by the program, the program extends and enhances the nine social work competencies that are demonstrated in observable behaviors indicative of competence in specialized areas of professional practice. Specialized practitioners synthesize and use the knowledge and skills necessary for interprofessional collaborations based on scientific inquiry and best practices, consistent with social work values. They engage in both research and advocacy in their commitment to changing structural inequities and to informing and improving practice, policy, and service delivery." (CSWE- EPAS, 2022, p. 18)

ENMU's Social Work Program affirms the dignity and worth of all persons. Consequently, the program is committed to operating in all respects without discrimination on the basis of age, class, color, culture, ability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality, and the full spectrum of beliefs, sex, and sexual orientation.

MSW Program Mission Statement and Vision

Mission

Consistent with the mission of ENMU and the Council for Social Work Education Educational Policy and Accreditation Standards, the MSW Program's focus is to:

- Steep students in the Code of Ethics through classroom and field experiences
- Deliver a competency-based educational experience
- Prepare students for licensure and clinical practice

Vision

ENMU MSW graduates will become leaders in professional, competent, and ethical practice that meets the needs and enhances the well-being of the populations they serve. Acknowledging the diversity of client populations from a local to global perspective, ENMU MSW students will practice cultural

awareness and sensitivity. Provided with an education infused with the NASW Code of Ethics, graduates will adhere to the ethical principles of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

MSW Program Goals

1. Prepare students for clinical social work practice with individuals, families, groups, communities, and organizations within a multicultural, global society.
2. Prepare students to engage in culturally competent practice among the diverse populations and large geographic regions.
3. Promote a commitment to affirming diversity and working to advance human rights and social and economic justice.
4. Prepare students for social work clinical licensure and career long learning and development.

Core Competencies

Competency-based education is an outcome performance approach that was adopted by CSWE in its 2022 Educational Policies and Accreditation Standards. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The BSW Program prepares its graduates for effective generalist practice through mastery of the nine core competencies. They are:

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, economic, and environmental issues.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess with individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

MSW Description of Competencies & Practice Behaviors (CSWE 2022 EPAS)

CSWE's Educational Policy and Accreditation Standards (EPAS) of 2022 provide the following description of the characteristic knowledge, value, and skills of each core competency and related practice behaviors:

First Year Foundation Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental

justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. Use technology ethically and appropriately to facilitate practice outcomes; and
- d. Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means

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

Social workers:

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

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

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

Social workers:

- a. Apply research findings to inform and improve practice, policy, and programs; and
- b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

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

Social workers:

- a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

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

Social workers:

- a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

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

Social workers:

- a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. Select and use culturally responsive methods for evaluation of outcomes; and
- b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Second Year Specialized Competencies

Clinical Social Work

Competency 1: Demonstrate Ethical and Professional Behavior

Clinical social workers adhere to the highest standards of ethical conduct and professionalism in their practice. They demonstrate a commitment to ethical decision-making, integrity, and accountability in their interactions with clients, colleagues, and the broader community. This encompasses the ability to recognize ethical dilemmas, apply ethical principles to resolve them, and maintain professional boundaries while upholding confidentiality and respect for diversity.

Clinical social workers:

- a. demonstrates the ability to identify and analyze ethical dilemmas inherent in clinical practice, utilizing the NASW Code of Ethics, relevant professional codes of conduct, and critical thinking skills to make informed decisions that prioritize client welfare and autonomy;
- b. establish and maintain appropriate boundaries with clients, avoiding dual relationships and conflicts of interest that could compromise professional integrity or the therapeutic relationship;
- c. use technology ethically and appropriately to facilitate client interactions, documentation, transfer of client information, and practice outcomes; and
- d. engage in ongoing self-assessment and reflection, seeking supervision and consultation as needed to identify personal biases, values, and countertransference reactions that may impact ethical decision-making or professional relationships.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Clinical social workers are dedicated to promoting human rights and fostering social, economic, and environmental justice for individuals, families, and groups. This encompasses a commitment to identifying and addressing systemic barriers and injustices that contribute to oppression, inequality, and marginalization. Clinical social workers engage in advocacy, activism, and community organizing efforts

to promote social change, empower marginalized populations, and create more equitable and inclusive societies.

Clinical social workers:

- a. utilize critical analysis to identify intersecting forms of oppression based on factors such as race, ethnicity, gender identity, sexual orientation, socioeconomic status, disability, and geographic location, and consider how these intersecting identities influence experiences of injustice and inequality; and
- b. engage in advocacy and activism efforts to challenge discriminatory policies, practices, and structures; collaborating with individuals and organizations to promote systemic change.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Clinical social workers actively engage in anti-racism efforts and promote diversity, equity, and inclusion (ADEI) in their practice. They commit to challenging systemic racism, discrimination, and oppression, while fostering environments that honor and embrace the diversity of individuals and communities. Clinical social workers recognize the intersections of identity and power dynamics, and they work to dismantle barriers to equitable access to resources and opportunities for marginalized groups.

Clinical social workers:

- a. integrate culturally responsive and trauma-informed approaches into clinical practice, recognizing and valuing the unique experiences, perspectives, and strengths of individuals from diverse racial, ethnic, cultural, and identity backgrounds; and
- b. apply an anti-oppressive framework to clinical assessment, intervention, and advocacy, actively challenging discriminatory practices and address the impact of oppression on mental health and well-being.

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

Clinical social workers integrate practice-informed research and research-informed practice into their clinical work. This entails the ability to critically evaluate and apply research findings to inform evidence-based interventions and decision-making, while also contributing to the development of knowledge through practice-based research and evaluation. Clinical social workers engage in ongoing learning and collaboration with researchers to bridge the gap between research and practice, ultimately enhancing the effectiveness and quality of services provided to clients.

Clinical social workers:

- a. demonstrate the ability to critically evaluate research literature, including quantitative and qualitative studies, meta-analyses, and practice guidelines, to identify relevant findings applicable to clinical practice;
- b. collaborate with researchers, interdisciplinary teams, and community stakeholders with insights from clinical experience to inform research design and implementation; and
- c. integrate research findings into clinical assessment, intervention planning, and evaluation processes, selecting evidence-based interventions and strategies that align with the needs and preferences of clients.

Competency 5: Engage in Policy Practice

Clinical social workers engage in policy practice to advocate for social justice, promote systemic change, and address the structural factors that contribute to social and mental health disparities. This encompasses the ability to analyze social policies, advocate for policy reforms, and participate in policy development processes at the local, state, and national levels. Clinical social workers engage in policy

practice to advance the well-being of individuals, families, and groups, particularly those who are marginalized or disadvantaged.

Clinical social workers:

- a. analyze social policies and their impact on the clinical practice setting, utilizing a social justice and human rights framework; and
- b. identify areas for policy reform and advocacy by gathering evidence to support policy proposals and evaluating policy outcomes.

Competency 6: Engage with Individuals, Families, and Groups

Clinical social workers engage with individuals, families, and groups to provide culturally responsive, strengths-based interventions that promote well-being and address social and emotional challenges. This competency encompasses the ability to establish rapport to assess needs, collaborate in treatment planning, and facilitate therapeutic interventions tailored to the unique needs and circumstances of clients. Clinical social workers engage with clients across the lifespan and in various settings, fostering empowerment, resilience, and positive social connections.

Clinical social workers:

- a. establish a trusting and collaborative relationship with individuals, families, and groups, creating a safe and supportive therapeutic relationship; and
- b. integrate cultural responsiveness into clinical practice, recognizing and incorporating the cultural values, beliefs, and identities of clients.

Competency 7: Assess Individuals, Families, and Groups

Clinical social workers conduct comprehensive assessments of individuals, families, and groups to understand their strengths, needs, and circumstances. This competency encompasses the ability to gather and analyze relevant information, apply assessment tools and frameworks, and formulate accurate and culturally responsive assessments that inform intervention planning and promote positive outcomes. Clinical social workers employ a biopsychosocial perspective and consider the impact of environmental, cultural, and systemic factors on clients' well-being.

Clinical social workers:

- a. conduct thorough clinical assessment, utilizing a strengths-based approach, of individuals, families, and groups, gathering information on biological, psychological, social, and environmental factors that influence functioning and well-being; and
- b. engage clients and, when appropriate, utilize interprofessional collaboration in the assessment process to foster a collaborative understanding of clients' needs and strengths.

Competency 8: Intervene with Individuals, Families, and Groups

Clinical social workers demonstrate proficiency in designing and implementing interventions tailored to the unique needs and circumstances of individuals, families, and groups. This encompasses the ability to assess client strengths and challenges, develop collaborative treatment plans, and deliver evidence-based interventions that promote positive outcomes. Clinical social workers engage in therapeutic relationships characterized by empathy, respect, and cultural humility, empowering clients to navigate life's challenges and achieve their goals.

Clinical social workers:

- a. implements therapeutic interventions and practices informed by current research and best practices, selecting interventions that are appropriate to the client's needs, preferences, and cultural background; and
- b. include clients in collaborative problem-solving processes, helping them to identify and explore alternative solutions, set achievable goals, and develop action plans to address challenges and achieve desired outcomes.

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

Clinical social workers evaluate the effectiveness of interventions and treatment plans with individuals, families, and groups. This encompasses the ability to systematically assess client progress, gather feedback, and utilize outcome measures to determine the impact of interventions on client well-being and functioning. Clinical social workers engage in ongoing reflection and evaluation to inform decision-making, improve service delivery, and promote positive outcomes for clients.

Clinical social workers:

- a. systematically evaluate client progress and measure changes in symptoms, functioning, and other relevant outcomes over the course of clinical intervention; and
- b. involve clients in collaborative evaluation processes, discussing treatment goals, progress, and challenges, and include them in decision-making regarding adjustments to clinical intervention.

Clinical Military Social Work

Competency 1: Demonstrate Ethical and Professional Behavior

Clinical military social workers adhere to the highest standards of ethical conduct and professionalism in their practice within military contexts. They demonstrate a commitment to ethical decision-making, integrity, and accountability in their interactions with service members, veterans, their families, and military organizations. This competency encompasses the ability to navigate the unique ethical challenges and complexities inherent in military settings while upholding confidentiality, respecting chain of command, and advocating for the well-being and rights of military-affiliated individuals.

Clinical Military social workers:

- a. demonstrate the ability to navigate complex ethical dilemmas inherent in military settings, utilizing ethical decision-making frameworks relevant to the social work profession and military culture to resolve dilemmas in a manner that prioritizes the welfare and rights of clients;
- b. uphold confidentiality and privacy rights of service members, veterans, and their families, in accordance with relevant legal and ethical standards, while also navigating exceptions to confidentiality within the military context, such as mandatory reporting requirements and concerns related to operational security;
- c. use technology ethically and appropriately to facilitate client interactions, documentation, transfer of client information, and practice outcomes; and
- d. operate with integrity, engages in ongoing self-reflection and professional development through supervision to enhance ethical competence and effectiveness in military social work practice.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Clinical military social workers promote human rights and foster social, economic, and environmental justice within military communities. This entails a commitment to addressing systemic barriers and inequalities that impact service members, veterans, their families, and civilian populations affected by military operations. Clinical military social workers advocate for equitable access to resources, mental

health services, and support networks, while also addressing the social determinants of health and promoting environmental sustainability within military contexts.

Clinical Military social workers:

- a. apply social justice principles and understand the impact of systemic inequalities on service members, veterans, their families, and communities affected by military operations;
- b. advocate to address disparities in access to mental health services utilizing diversity and inclusion initiatives; and
- c. advocates for environmental justice and sustainability within military operations and promoting the health and well-being of military personnel, communities, and ecosystems.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Clinical military social workers commit to advancing anti-racism, diversity, equity, and inclusion (ADEI) within military contexts. This encompasses the ability to recognize and address systemic racism, discrimination, and inequities within military organizations, while fostering a culture of inclusion and belonging for service members, veterans, their families, and civilian populations affected by military operations. Clinical military social workers advocate for policies and practices that promote diversity, equity, and social justice, and strive to create environments that honor and celebrate the unique identities and experiences of all individuals.

Clinical Military social workers:

- a. demonstrate a comprehensive understanding of anti-racism, diversity, equity, and inclusion (ADEI) principles, including the recognition of privilege, power dynamics, and the impact of systemic oppression on military-affiliated populations; and
- b. integrate cultural responsiveness into military social work practice, recognizing and respecting the diverse identities, backgrounds, and experiences of service members, veterans, and their families.

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

Clinical military social workers integrate practice-informed research and research-informed practice to enhance the effectiveness of their interventions and services within military contexts. This involves the ability to critically evaluate research findings, apply evidence-based interventions, and contribute to the development of knowledge through practice-based research and evaluation. Clinical military social workers engage in ongoing learning and collaboration with researchers to bridge the gap between research and practice, ultimately improving outcomes for service members, veterans, their families, and civilian populations affected by military operations.

Clinical Military social workers:

- a. critically evaluate research literature relevant to military social work practice to inform evidence-based interventions and decision-making;
- b. collaborate with researchers, interdisciplinary teams, and stakeholders with insights from military experience to inform research design and implementation in the clinical setting; and
- c. integrate research findings into clinical practice that with the unique needs and circumstances of military-affiliated populations.

Competency 5: Engage in Policy Practice

Clinical military social workers engage in policy practice to advocate for social justice, promote systemic change, and address the unique needs of service members, veterans, their families, and civilian populations affected by military operations. This entails the ability to analyze military policies, advocate

for policy reforms, and participate in policy development processes at the local, state, national, and international levels. Clinical military social workers leverage their expertise to influence policy decisions, improve access to services and resources, and advocate for the rights and well-being of military-affiliated populations.

Clinical Military social workers:

- a. analyze military policies, regulations, and legislative initiatives, identifying their impact on service members, veterans, and their families; and
- b. integrate a culturally responsive and intersectional approach to policy advocacy, recognizing and addressing the unique needs and experiences of diverse military-affiliated populations.

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

Clinical military social workers engage with individuals, families, groups, organizations, and communities to provide culturally responsive, strengths-based interventions and support services within military contexts. This competency encompasses the ability to establish rapport in order to assess needs, collaborate in treatment planning, and facilitate therapeutic interventions tailored to the unique needs and circumstances of clients. Clinical military social workers engage with diverse stakeholders, including service members, veterans, their families, military leadership, and community organizations, to promote resilience, well-being, and readiness within military communities.

Clinical Military social workers:

- a. apply social work theory to engage with clients as well as collaborate with military and civilian stakeholders; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice in a military setting.

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

Clinical military social workers conduct comprehensive assessments of individuals, families, groups, organizations, and communities within military contexts. This encompasses the ability to gather and analyze relevant information, apply assessment tools and frameworks, and formulate accurate and culturally responsive assessments that inform intervention planning and promote positive outcomes. Clinical military social workers employ a biopsychosocial perspective and consider the impact of environmental, cultural, and systemic factors on the well-being of military-affiliated populations.

Clinical Military social workers:

- a. conduct culturally responsive assessments of individuals, families, groups, organizations, and communities, applying social work theoretical frameworks to clients and constituencies in the military setting; and
- b. utilize a strengths-based approach to assessment, identifying and building upon the strengths, resources, and resilience factors of military-affiliated individuals, families, groups, organizations, and communities.

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

Clinical military social workers provide culturally competent, evidence-based interventions and support services to individuals, families, groups, organizations, and communities within military contexts. This encompasses the ability to assess needs, develop collaborative intervention plans, and deliver interventions that address social, emotional, and behavioral challenges while promoting resilience and well-being across various levels of intervention. Clinical military social workers engage with diverse

stakeholders to facilitate positive change, enhance functioning, and promote cohesion within military communities and systems.

Clinical Military social workers:

- a. implement evidence-based intervention plans that are responsive to client goals, preferences, and cultural backgrounds;
- b. provide crisis intervention and trauma-informed care to individuals, families, and groups experiencing acute stressors or trauma-related challenges; and
- c. engage with military-affiliated communities to identify their needs, strengths, and priorities, to develop community-based solutions that promote empowerment, resilience, and social inclusion.

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

Clinical military social workers evaluate the effectiveness of interventions and services provided to individuals, families, groups, organizations, and communities within military contexts. This entails the ability to systematically assess client progress, gather feedback, and utilize outcome measures to determine the impact of interventions on client well-being and functioning. Clinical military social workers engage in ongoing reflection and evaluation to inform decision-making, improve service delivery, and promote positive outcomes for military-affiliated populations across various levels of intervention.

Clinical Military social workers:

- a. utilize culturally responsive measures and assessment tools to systematically evaluate client progress and measure changes in symptoms, functioning, and other relevant outcomes across multiple levels of intervention; and
- b. involve clients in collaborative evaluation processes to inform adjustments to practice.

Advanced Practice with Children, Youth, and Families

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers specializing in advanced practice with children, youth, and families uphold the highest standards of ethical conduct and professionalism. This encompasses the ability to navigate complex ethical dilemmas, maintain professional boundaries, and advocate for the rights and well-being of children, youth, and families. Advanced practitioners demonstrate ethical decision-making, integrity, and accountability in their interactions with clients, colleagues, and other stakeholders, while also adhering to relevant laws, regulations, and professional codes of ethics.

Social workers practicing with Children, Youth and Families:

- a. utilize ethical decision-making frameworks to navigate complex ethical dilemmas related to child welfare systems;
- b. use technology ethically and appropriately to facilitate client interactions, documentation, transfer of client information, and practice outcomes; and
- c. engage in ongoing professional development activities, along with supervision, to enhance professional competence in advanced practice with children, youth, and families.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers specializing in advanced practice with children, youth, and families are dedicated to promoting human rights and fostering social, economic, and environmental justice. This entails a commitment to advocating for the rights and well-being of children, youth, and families, addressing systemic barriers and inequalities that impact their lives, and promoting equitable access to resources and opportunities. Advanced practitioners engage in advocacy, policy reform, and community organizing efforts to challenge oppression, discrimination, and injustice, while also promoting sustainable and equitable environments for future generations.

Social workers practicing with Children, Youth and Families:

- a. critically analyze the impact of systemic inequalities on children, youth, and families; and
- b. advocate for the rights and best interests of children, youth, and families promoting positive social determinants of health.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers specializing in advanced practice with children, youth, and families are committed to promoting anti-racism, diversity, equity, and inclusion (ADEI) in their professional practice. This involves actively challenging racism, discrimination, and systemic inequalities, while also fostering environments that celebrate diversity, respect differences, and promote equitable opportunities for all children, youth, and families. Advanced practitioners integrate ADEI principles into all aspects of their practice, including assessment, intervention, advocacy, and collaboration with diverse stakeholders.

Social workers practicing with Children, Youth and Families:

- a. apply principles of anti-racism, diversity, equity, and inclusion (ADEI) to practice with children, youth, and families; and
- b. integrate cultural responsiveness into practice with children, youth, and families recognizing and respecting their diverse identities, backgrounds, and experiences.

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

Social workers specializing in advanced practice with children, youth, and families demonstrate proficiency in integrating practice-informed research and research-informed practice to enhance the effectiveness of their interventions and services. This involves the ability to critically evaluate research findings, apply evidence-based interventions, and contribute to the development of knowledge through practice-based research and evaluation.

Social workers practicing with Children, Youth and Families:

- a. critically evaluate research literature relevant to practice with children, youth, and families to inform evidence-based practice;
- b. conduct practice-based research to assess the effectiveness of interventions, identify areas for improvement, and contribute to the evidence base for practice with children, youth, and families; and
- c. integrate research findings into practice for strategies that align with the unique needs and circumstances of children, youth, and families.

Competency 5: Engage in Policy Practice

Social workers specializing in advanced practice with children, youth, and families demonstrate proficiency in engaging in policy practice to advocate for social justice, promote systemic change, and address the unique needs of children, youth, and families. This involves the ability to analyze social policies, advocate for policy reforms, and participate in policy development processes. Advanced

practitioners leverage their expertise to influence policy decisions, improve access to services and resources, and advocate for the rights and well-being of children, youth, and families.

Social workers practicing with Children, Youth and Families:

- a. analyze social policies and legislation relevant to children, youth, and families and identify their impact on child and family well-being; and
- b. advocate for policy reforms that promote social justice, equity, and access to resources for children, youth, and families.

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

Social workers specializing in advanced practice with children, youth, and families demonstrate proficiency in engaging with individuals, families, groups, organizations, and communities to provide comprehensive and culturally responsive services. This involves the ability to establish rapport, assess needs, collaborate in treatment planning, and facilitate interventions that address social, emotional, and behavioral challenges within diverse contexts. Advanced practitioners recognize the interconnectedness of individuals with their families, communities, and larger systems, and engage with multiple levels of intervention to promote holistic well-being and resilience.

Social workers practicing with Children, Youth and Families:

- a. apply social work theory to engage with children, youth, families as well as community stakeholders; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with children, youth, and families.

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

Social workers specializing in advanced practice with children, youth, and families demonstrate proficiency in conducting comprehensive assessments of individuals, families, groups, organizations, and communities to identify strengths, needs, and contextual factors that impact well-being. This involves the ability to utilize a variety of assessment methods, apply a strengths-based and culturally responsive approach, and consider the interconnectedness of individuals with their families, communities, and larger systems. Advanced practitioners critically analyze assessment data to inform intervention planning, promote resilience, and address social, emotional, and behavioral challenges within diverse contexts.

Social workers practicing with Children, Youth and Families:

- a. integrate culturally responsive assessment practices, recognizing and respecting the diverse cultural backgrounds, identities, and experiences of children, youth, and families; and
- b. engage clients in a strengths-based assessment process to foster a collaborative understanding of their needs and strengths.

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

Social workers specializing in advanced practice with children, youth, and families demonstrate proficiency in providing comprehensive interventions and support services to individuals, families, groups, organizations, and communities. This involves the ability to assess needs, develop collaborative intervention plans, and deliver evidence-based interventions that address social, emotional, and behavioral challenges within diverse contexts. Advanced practitioners recognize the interconnectedness of individuals with their families, communities, and larger systems, and intervene at multiple levels to promote resilience, well-being, and social justice.

Social workers practicing with Children, Youth and Families:

- a. collaborate with clients in development of evidence-based interventions that are responsive to client goals, preferences, and cultural values;
- b. utilize trauma-informed and strengths-based approaches to provide crisis intervention and stabilization services to children, youth, and families experiencing acute stressors or trauma-related challenges;
- c. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients; and
- d. collaborate effectively with colleagues, interdisciplinary teams, and community partners to provide comprehensive and coordinated services to children, youth, and families.

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

Social workers specializing in advanced practice with children, youth, and families demonstrate proficiency in evaluating the effectiveness of interventions and services provided to individuals, families, groups, organizations, and communities. This entails the ability to systematically assess client progress, gather feedback, and utilize outcome measures to determine the impact of interventions on client well-being and functioning. Advanced practitioners engage in ongoing evaluation to inform decision-making, improve service delivery, and promote positive outcomes for children, youth, and families across various levels of intervention.

Social workers practicing with Children, Youth and Families:

- a. utilize culturally responsive measures to systematically evaluate client progress and measure other outcomes related to child welfare systems; and
- b. participate in program evaluation and quality improvement efforts within organizations serving children, youth, and families to enhance service delivery and client outcomes.

MSW Curriculum

The Full MSW Program is a 58 credit hour program. Taken at full-time student status, the program can be completed in two academic years. The Advanced Standing MSW Program is a 28 credit hour program, taken at full-time student status, the program can be completed in one academic year. Part time completion of the MSW is permitted, but coursework must be completed within five years. MSW courses are offered on-line and in the classroom with a web-component to accommodate on-campus and distance students. Program students are expected to possess a certain degree of technological proficiency to navigate the distance education platforms. Program students must receive a "B" or higher to pass a social work course.

Foundation Courses

SOWK 511 Generalist Social Work Practice with Individuals, Families, and Groups (3)

SOWK 521 Human Behavior in the Social Environment: Individuals and Families (3)

SOWK 531 Social Work Research I (3)

SOWK 588 Foundation Field Education/Seminar I (3)

SOWK 513 Generalist Social Work Practice with Organizations and Communities (3)

SOWK 522 Human Behavior in the Social Environment: Social Systems (3)

SOWK 536 Human Diversity and Social Justice (3)

SOWK 589 Foundation Field Education/Seminar II (3)

SOWK 533 Social Welfare Policy and Services (3)

SOWK 541 Social Work in Behavioral Health (3)

Advanced Courses

SOWK 545 Seminar in Brief Treatment (3)

SOWK 515 Theories and Perspectives (3)
SOWK 519 MSW Capstone (3)
SOWK 543 Current Diagnostic Trends- DSM-V and the Strengths Perspective (3)
SOWK 597 Advanced Social Work Field Education (3)
SOWK 561 Military Culture for Social Workers (3)
SOWK 551 Family Assessment and Intervention (3)
SOWK 571 Practice with Children, Youth, and Families (3)
SOWK 598 Advanced Field Education/Seminar II (3)
SOWK 517 Evaluation of Social Work Practice (3)
SOWK 563 Practice with Military Populations (3)
SOWK 553 Advanced Social Work Practice in Groups (3)
SOWK 573 Social Work and Child Welfare: Professional Culture and Leadership (3)
SOWK 565 Social Work Practice in Stress, Trauma, and Crisis with Military Personnel (3)
SOWK 555 Psychotherapy with Adults (3)
SOWK 575 Research-Informed Practice in an Agency Setting (3)

(Eastern New Mexico University, 2024-2026 Graduate Catalog)

Field Placement Policies and Procedures

Purpose of Field Education

Field education is an integral part of social work education at ENMU and it is structured to prepare students to become competent social work practitioners. Field Education has been identified as the signature pedagogy of social work education. As the signature pedagogy, field education is the central form of instruction and learning that socializes social work students to perform the role of practitioner. “The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students’ access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.” (CSWE-EPAS, 2022, p. 20).

MSW Field Placement

The field education component of ENMU’s MSW Program curriculum consists of supervised social work practice at an approved field setting. Field education provides students the opportunities to develop and

demonstrate the social work core and specialized competencies. In field placement students perform learning activities to develop and demonstrate the core competencies. Students in the foundation year of the program will be placed in agencies and focus on developing the core competencies for generalist practice. They are required to complete 450 clock hours between two semesters. In the specialization year, students will be placed in an agency of their area of specialization and in addition to the core competencies, will also focus on developing the competencies for their chosen specialization. They will be required to complete 450 clock hours between two semesters. If students are in the advanced standing program, their BSW field hours will count towards the total 900 clock hours needed for the MSW degree. Field seminar courses are integrated into the field class. Field seminar courses provide students the opportunity to broaden their knowledge about social work practice and gain consultation on practice and field placement issues.

Field courses are as follows:

Foundation Year:	SOWK 588 Foundation Field Education/Seminar I (3) SOWK 589 Foundation Field Education/Seminar II (3)
Concentration Year:	SOWK 597 Advanced Social Work Field Education (3) SOWK 598 Advanced Field Education/Seminar II (3)

Field placements are available in a variety of governmental, non-profit, and private agencies throughout the United States. Students will work with clients from various cultural, ethnic, racial, social, and age groups. Types of field placements include the following programs: protective services, foster care, adoptions, school, health, juvenile justice, aging, hospice, mental health, behavioral health, corrections, rehabilitation, group care, residential treatment, nursing homes, youth, medical, and family services. Students in their concentration year of field will be placed in agencies that focus on their chosen specialization. These agencies may include, but are not limited to, private and non-profit clinical practice, military bases, social service agencies that specialize in work with children, youth, and families, the Veteran's Administration, medical facilities, rehabilitation, behavioral health and hospice. Field placement takes place under the instruction of an MSW practitioner who has graduated from a CSWE accredited social work program. Students are also assigned to a faculty field liaison that oversees their field learning experience.

Field Placement Team

A field placement is the result of the collaborative efforts of the Field Director, Field Liaison, Site Supervisor, Field Agency, and Field Student. These relationships are crucial in carrying out an effective Field Education Program and providing a valuable learning experience for students. The university encourages frequent and open communication among all participants in this educational partnership. *(Please note that currently the Field Director also functions in the role of one of the Field Liaisons.)*

Field Director

The Field Director has responsibility for administration and coordination of the field education program. The Field Director's roles and responsibilities include the following:

- Creates and updates the *MSW Field Instruction Manual*.
- Recruits and approves agency field sites and site supervisors.
- Ensures students meet requirements for participation in field education.
- Approves student placements.
- Oversees the Field Education Program, including the Child Welfare Scholar Program placements, and ensures the quality of the curriculum, program, and placements.

- Serves as a field liaison in selected student field placements.
- Facilitates discussions and student learning in field seminar classes.
- Ensures field sites comply with CSWE standards and the field education policies.
- Collaborates with field agencies to develop and improve field education opportunities.
- Provides prompt attention to and resolution of reported problems regarding students, liaisons, supervisors, or field agencies.
- Provides support and guidance to field liaisons.
- Develops and maintains relationships with field agencies and supervisors.
- Provides site supervisor orientations and trainings.
- Represents the Field Education Program in administrative matters.
- Communicates and consults with the MSW Program Director on problems that require intervention.
- Maintains records of field sites, student forms, and assessment data.
- Collects assessment data and analyzes the findings on student outcomes.
- Communicates field assessment findings with administration, faculty, students and field agency constituents and seeks input for improvements in the field education program.
- Uses assessment results and reviews to affirm or make changes in the Field Education Program.

Field Liaisons

Faculty and staff, who are assigned as Field Liaisons, work with the Field Director to maintain field placement sites and oversee assigned student placements and activities. They serve as a bridge between the practice community and the university and insure a valuable learning experience for students. The Field Liaison's duties include the following:

- Interprets the MSW curriculum to individual Site Supervisors.
- Assists students and Site Supervisors in developing appropriate learning plans.
- Acts as a resource for students and Site Supervisors regarding the integration of theoretical and experiential based learning and supervision of students.
- Serves as a Faculty Field Instructor for students placed at field sites without social work educated Site Supervisors.
- Makes initial contacts with Site Supervisors within the first three weeks of placement and makes at least one additional phone or email contact during the semester.
- Conducts the midterm and final evaluations with students and Site Supervisors during the semester. Site visits can be in person face-to-face or through zoom video conferencing.
- Makes additional contacts and site visits as needs arise.
- Consults with the Field Director on a regular basis, especially when problems arise.
- Mediates any issues that arise between, or among, students, supervisors, agencies, and the university.
- Conducts seminar classes as assigned.
- Reviews student journals and facilitates discussions that promote student self reflection and integration of theoretical knowledge, research-based knowledge, and practice-based wisdom.
- Maintains records related to students' field placements, e.g., orientation checklists, learning contracts, evaluations, time sheets, practicum logs, documentation of contacts, etc.
- Communicates frequently with assigned field students.
- Serves as a mentor to students demonstrating effective social work skills.
- Documents contacts with students and Site Supervisors.
- Evaluates students' progress and assigns students' grades for field placement course.
- Monitors and assesses the educational experience provided by the field agency and reports this to the Field Director.
- Reports to the Field Director about any students having difficulty with the field placement or problems with professional misconduct, sexual harassment, safety, or ethical violations.

Field Agency

A Field Agency is an agency or field setting which has entered into an agreement with ENMU to provide a field placement for MSW students. The Field Education Program has partnered with a variety of field placement agencies and settings to offer a broad range of generalist and specialized practice opportunities. ENMU has field placement sites across the United States representing practice in family services, family reunification project, child advocacy, protective services, placement services, juvenile justice, treatment foster care, residential treatment, group care, detention center parenting project, school social work, rehabilitation facilities and programs, nursing homes, hospice, home care, adult protective services, community elder care, hospitals, community health centers, community mental health centers, psychiatric acute care, and domestic violence services.

Most field settings offer a variety of learning opportunities which involve students in a broad spectrum of social work activities and practices. If a particular agency setting employs a narrow range of interventions, the Site Supervisors or Field Liaison will make arrangements for students to gain experiences at various levels of practice in a community or agency setting.

Field Agencies agree to:

- Provide a Site Supervisors with education and experience necessary to supervise the student and who has been approved by the Field Director.
- Provide an orientation for students to familiarize students with their agency's policies, procedures, services, personnel, and safety practices.
- Provide students with opportunities to participate in the services and professional meetings of the agency as appropriate to the educational level and skills of the students.
- Provide students with social work experiences appropriate to the level of coursework and which allow students to develop the core competencies and practice behaviors of the Field Education Program's Learning Plans.
- Provide the appropriate number of field placement hours and supervision for students assigned to the agency within the dates of the ENMU academic semester.
- Provide a reasonable workspace and supplies for students to complete their field placement.
- Allow Site Supervisors to participate in the required Site Supervisor Orientation & Training for new Site Supervisors.
- Notify the Field Liaison of problems with students, to include failure to follow agency policies and procedures, failure to meet Learning Plan requirements, or inappropriate interactions with agency clients or personnel.
- Retain the right to dismiss students from field placement at the agency site.
- Complete the Student Evaluation Form at mid-term and at the end of each semester.
- Complete the Field Placement Program Evaluation at the end of each semester.

Agency Criteria for the Field Placement Program

The approval of potential field placement sites is completed by the Field Director. The agency must have been established for at least one year before they can be approved as a placement site for students.

The Field Director is responsible for the selection, development, and approval of placement sites for the Field Education Program. Agencies, which represent the diverse settings where social workers practice, are identified as possible field sites in several ways. This includes identification by field staff and program faculty; self-referrals made by agencies; and referrals made by students, Site Supervisors, and community professionals. The Field Director will contact the prospective field agency and initiate a discussion with the agency administrator to explore the agency's interest in MSW field education and

the possibility of placing MSW student interns. Field Education Program information is provided to the agency and a meeting is scheduled to discuss the Agency Information Form, and learn about the agency's program, services, and client populations. Additionally, the Field Director presents the policies, procedures, and expectations of the Field Education Program.

The Field Director assesses the agency for approval based on the ability to meet the following criteria:

- The agency is willing to be involved in a partnership to educate social work students and to provide field learning experiences in generalist practice appropriate for master's level students.
- The philosophy and practice of the agency is compatible with the values and ethics of the social work profession and the mission and goals of the MSW Program.
- The agency supports the educational focus of students in field placement and has sufficient staff to provide services without reliance on students.
- The agency offers students a comprehensive learning experience with a broad range of learning assignments and opportunities to engage with clients of diverse backgrounds.
- The agency is willing to engage students in appropriate responsibilities for field placement through a progression of assigned tasks and practice activities based on the students' learning plan and an ongoing evaluation of students' learning needs and abilities.
- The agency is willing to include students in agency functions, meetings, case conferences, and trainings.
- The agency has a suitable workspace and supplies for students and can accommodate students without high-risk safety concerns.
- The agency is willing to provide an orientation for students and to provide information on security and safety procedures and protocols.
- The willingness of the agency to allow Site Supervisors the time to participate in orientation and trainings and to provide students field instruction, guidance, task supervision, and evaluation.
- The field setting adheres to non-discrimination standards in relation to students, staff, and clients with regard to age, class, color, culture, disability, ethnicity, family structures, gender, gender identity an expression, immigration status, political ideology, marital status, national origin, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation.

A decision by the Field Director to approve the field agency will conclude with the completion of the Field Placement Agreement. This agreement stipulates the collaborative process between the ENMU MSW Field Education Program and the agency, outlining their respective responsibilities. The agreement is signed by the Field Director, the Vice President for Academic Affairs, and the Agency Director or approved representative. A copy of the *MSW Field Instruction Manual* is provided, and the required Site Supervisor Background and Agreement Forms are gathered from the prospective Site Supervisors for review and inclusion in the agency file.

Site Supervisors

A Site Supervisor is an employee of an agency who is assigned by the agency to work with the MSW student and is the student's contact within the agency. The Site Supervisor acts as an instructor, supervisor, and mentor for students and helps students apply social work values and ethics and human behavior theories to practice. They also help students understand the challenges and rewards of social work practice and play a crucial role in the professional development of MSW students.

Site Supervisors can be social workers with an MSW degree from a CSWE accredited school with a minimum of two years post MSW social work experience. If they do not hold a social work degree from an accredited social work program, Site Supervisors may have a degree in any related field. Site Supervisors should have a minimum of six months experience with the field agency. In these circumstances, the student will be assigned to a Faculty Field Instructor who is an MSW Field Liaison or faculty member or a social worker affiliated with the field agency or knowledgeable about the agency

and its field of practice. The Faculty Field Instructor will have to have a minimum of an MSW degree from a CSWE accredited school with a minimum of two years post MSW social work experience.

Site Supervisors have the primary responsibility of supervising students' activities and monitoring their performance. Students and Site Supervisors collaborate to establish weekly schedules which optimize students' learning experiences.

Site Supervisors orient the students to the agency and select students' assignments and cases according to the students' level of education and experience and whether the activities will provide concrete social work learning experiences. In consideration of the learning styles and needs of students, Site Supervisors use a variety of teaching strategies to help students integrate their education with field experience. During weekly supervisory meetings, Site Supervisors provide students the opportunity to review cases, discuss professional and ethical issues, and receive feedback on their field performance. Suggestions for structuring these sessions can be found in the Outline for Weekly Supervisory Sessions. Supervisory Report Forms may be used to document supervisory sessions and to inform the Field Liaison of the progress of the placement. If any unusual conditions or concerns arise about placements or students, this should be communicated to the Field Liaison as soon as they become evident. During the semester, Site Supervisors meet with the students and Field Liaison to discuss students' progress and the effectiveness of the educational experience.

The Site Supervisor agrees to:

- Complete the initial Site Supervisor Training and participate in orientation modules.
- Commit to provide students with social work experiences appropriate to the level of coursework and which allow students to develop the core and specialized competencies and practice behaviors of the Field Education Program's Learning Plans.
- Orient the student to the mission, policy, procedures, and safety practices of the agency. Complete the Orientation Checklist for Social Work Field Students.
- Collaborate with the student to develop the Learning Plan.
- Provide ongoing close supervision and evaluation of the student throughout the semester. Be available at the field agency during student field hours and ensure that alternate supervision is available if called away.
- Provide a minimum of one hour/per week of direct supervision to the social work student during which the student receives social work instruction and evaluative feedback about his/her progress toward achieving competency.
- Sign student's Field Placement Time Sheet.
- Review student's Time Sheet, EPortfolio, Field Placement Log, and complete an evaluation of the student's performance level of the core competencies as demonstrated in the practice behaviors. This is completed at mid-term and at the end of the semester.
- Meet with the Field Liaison and student during the semester at the time of midterm and final evaluations to review the Student Evaluation Form and documents and to discuss student progress.
- Notify Field Liaison of any problems, concerns, questions as soon as they become evident. Meet with student and Field Liaison, as needed, for resolution of issues.
- Complete and return requested forms in a timely manner to the Field Liaison and/or Field Director (i.e. Student Evaluation Form, Program Evaluation Form)
- Uphold the NASW Code of Ethics and the Code of Conduct of the social work licensing board of the state where the agency is located.

Site Supervisor Criteria

Since Site Supervisors play a vital role in the professional development of students, they should possess certain qualities in order to instruct, supervise, and mentor students. Prospective Site Supervisors

complete a Site Supervisor Background and Agreement Form. The following qualifications are criteria considered by the Field Director in the approval process:

- Knowledge of the social work/human services profession and its current practices in generalist work and specialized areas;
- Knowledge of the field agency's practice, policies and structure;
- Interest in professional social work education and willing to work cooperatively to accomplish the educational goals of the MSW program;
- Conducts self in a professional, non-discriminatory, and ethical manner;
- Demonstrates continued professional development and identity with the social work profession;
- Ability to provide constructive evaluative feedback and social work instruction;
- Ability to assist students in applying theory to practice and using critical thinking skills;
- Ability to develop learning assignments relevant to the core and specialized competencies, the students' abilities, and learning needs;
- Ability to model competent professional practice;
- Ability to provide appropriate supervision and has the time to fulfill responsibilities of field instruction.

Site Supervisor Orientation and Training

ENMU's Field Education Program provides an orientation and training for Site Supervisors. Orientation and Training is required for new Site Supervisors and after that Orientation is required every 2 years.

Orientation includes the following information:

- MSW Program's mission, goals, structure and curriculum
- Field education as signature pedagogy
- Field policies, procedures, structure, & courses
- Roles & expectations of field team members
- Competency based education – outcome performance
- Creating learning assignments
- Resolving issues – communication with team members
- Safety of students
- Field forms and semester timelines

Field forms and tools, the *Field Instruction Manual*, and any changes to the Field Program are reviewed during this meeting. Participants are provided current versions of the *MSW Field Instruction Manual*, field forms, and other handouts pertinent to field instruction. Site Supervisors additionally receive information about creating learning activities that help students develop social work core and specialized competencies.

Participants of Site Supervisor Training receive information pertinent to field education. The Site Supervisor Training curriculum covers the following topics:

- The mission of field education
- Conducting a successful agency orientation
- Effective field instruction/supervision
- Understanding learning styles & needs
- Integrating theory and evidenced based knowledge into practice
- Ethical issues in field education
- Effective feedback and evaluation of students

The MSW program is a hybrid/online program and has students and Field Agencies from across the United States. In order to capture all Site Supervisors, Field Orientation and Site Supervisor Training is

provided through video modules sent out to the participants prior to the start of the semester they are supervising a student. Additional training may be provided throughout the year for Site Supervisors to advance their skills.

Contact with Field Director / Field Liaison

Site Supervisors may contact the Field Director or Field Liaison throughout the academic year for consultation on specific field issues, for instructions on any aspect of field education, or to provide suggestions for field program improvement. A continuing dialog with field agency staff is maintained via mail, phone, video technology, or email by the Field Liaisons throughout the semester. Other means of continuing dialog include the mandatory evaluation meetings of the Field Liaison, Site Supervisors, and students that occur twice during the academic semester. The agreements signed by field agencies and Site Supervisors outline the guidelines and requirements of effective communication between the agencies and MSW program staff and set the tone of a team approach toward advancing student learning in field education. Additionally, the Field Education Program keeps in contact with field agency staff through program, policy or procedural changes announcements; school and social work program events; area professional meetings, networking, and committees; and advocacy and awareness events.

Student Eligibility for Field Education

The MSW Program has standards for student admission and continuation in the field education program. Students will first submit a field application packet before they can register for their first field course. The MSW Field Director will review the packet and make a determination of eligibility for the Field Education Program. For students to be eligible for admission and to enroll in their first field course, they must meet the following criteria:

- Be admitted to the MSW Program.
- Maintain a 3.0 cumulative GPA in all coursework.
- Submit a complete application packet to the Field Director with the following documents: Application for Field Placement, Student Field Placement Agreement, Informed Consent/Assumption of Risk form, Release of Information form, *MSW Field Instruction Manual* Statement and resume.
- Be willing and able to participate in a synchronous Field Orientation Seminar.

The Field Director reviews students' application packets and transcripts, consults with faculty, and meets with students on matters related to their academic preparedness and readiness for field placement. Meetings with students also focus on a discussion of potential placement sites and students' placement and career interests and educational goals and needs.

Students who do not meet the academic performance criteria for admission may be given opportunities to reapply for admission after they have improved their grades or addressed the issues that interfere with their readiness for field placement.

For students to proceed into subsequent semesters of the Field Education Program, they must meet the following criteria:

- Complete their prior field placement course with a "B" or higher
- Maintain a 3.0 GPA in all coursework

Process for Acquiring a Field Placement

- Submit Field Application Packet to Field Director.
- Identify three field placement selections.
- Student contacts agency selections to set an interview.
- Submit the required form indicating the three agencies the student interviewed for including the date of each interview and the individual(s) the student interviewed.
- If student is told at the interview of acceptance for field placement, then student NOTIFIES FIELD DIRECTOR through ENMU email.
- If the field site is not one ENMU has worked with in the past and does not have a current affiliation agreement for, the student will provide the Field Director with contact information to ensure all appropriate paperwork is completed PRIOR to the start of their field placement.
- Submit Certificate of Insurance for student liability coverage by deadline. Student is required to have minimum levels of coverage.
- Complete & have results of background checks/ screenings in time to begin placement.
- Complete any agency required orientations or trainings in time to begin placement. (Some agencies, especially in health care require completion before placement begins).
- Contact agency at least 2 weeks before semester begins to set field schedule & confirm start date.

If a student is unable to secure a placement after three interviews the student and Field Director will meet to discuss options.

Students cannot register for the Field courses unless they have a verified field placement secured.

Legal Issues/Background Checks/Criminal Records

In order to identify a suitable field placement, students are required to disclose academic, employment, disciplinary, felony and/or misdemeanor history at the time application is made for field placement. Failure to disclose the relevant history may result in suspension or expulsion from the MSW Program.

Students are also required to provide comprehensive explanations of the circumstances of any convictions or legal issues. Failure to provide the requested information will result in the inability to process the students' application and to provide a field placement. Please note that a conviction or legal issue does not automatically disqualify a student from field placement. However, depending on the date and nature of the offense, dispositions, and rehabilitation efforts, students may have restrictions on the choice of field placements.

Since the first concern of social work is the welfare of clients, many social services agencies require specific background, criminal record checks, and/or abuse and neglect checks prior to accepting students for field placement at their agency. Depending on the agency, students may be responsible for the cost of the background checks. Field agencies may restrict students with felony convictions, certain misdemeanor convictions, or other legal or investigative issues from field placement with their agencies. However, every reasonable opportunity to secure a suitable field placement for students will be explored. Students' written consent will be obtained before sharing any background information with a field agency. If a field agency cannot be found which will accept the student for field placement because of the student's legal issues, the student may be asked to leave the MSW program. The students' rights of appeal, according to the MSW Student Handbook, will apply.

Students should note that false statements on their field application or application to the Social Work Program would be considered unethical behavior and consequently grounds for termination from the Social Work Program. Students, who have had any criminal convictions while enrolled in the MSW program, must notify the Program Director for a review of the circumstances and determination of

continued eligibility in the MSW and/or Field Placement Program. Failure to notify or provide accurate information could result in termination from field placement and the MSW Program.

Student applicants with felony or certain misdemeanor convictions are warned that they may be denied a social work license by the State Board of Social Work Examiners in New Mexico and in other states.

Students are further advised that their eligibility for social work licensure in New Mexico or other states is determined by the Board of Social Work Examiners when they submit an application for licensure after graduation from the MSW program.

Conflict of Interest Policy

The intent of the Conflict of Interest Policy is to ensure students the most objective learning environment, including the evaluation of student performance in the field agency setting. Students should discuss with the Field Director if they would like to undertake a field placement in an agency where prior relationships exist. Prior relationships exist if a student is a former or current client of the agency; is a former or present employee of the agency; or have relatives or other close prior relationships among the staff in the field agency.

Field Placement in Place of Employment

There are occasions in which a student may need or desire to complete a field placement at their place of employment. Some students must work while concurrently pursuing a degree in social work. Other students from rural environments may be faced with limited choices for field placement sites. Employment-based placement sites already employ students full or part-time and may financially compensate the students' field placement in the form of salaries. Field placement at a student's workplace requires special consideration and structure. Each request for approval will be considered on a case-by-case basis by the Field Director. It will include an assessment of the agency's ability to meet the program's requirements for field placement and the agency's ability to provide learning opportunities and assignments that meet the MSW Field Education Program and CSWE's curriculum standards. At a minimum, the following conditions must be met:

- All criteria for regular (non-employment) field placement sites must be met. The agency must be approved as a placement site, and the Agency-University Agreement must be signed.
- Student assignments and employee tasks may qualify as field hours when directly linked to the core and specialized social work competencies. Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of the MSW Field Program and provide a teaching/mentoring role for the student focusing on the student's learning and professional developmental needs.
- Students are not permitted to substitute current or previous work experience for the required field hours.
- The Site Supervisor must meet all the requirements
- The student collaborates with the Site Supervisor to design a learning plan that plans for the student's acquisition of social work knowledge and skills that fulfill the objectives of the course.
- The Field Liaison must monitor the field placement closely to ensure that the student is receiving appropriate educational learning experiences and opportunities.
- In the event that the student's employment is no longer employed by the agency the following steps will be taken:
 - The Field Placement Agreement for Place of Employment form will be reviewed to determine if the student is still eligible to stay at the agency in an intern capacity
 - The Field Director will consider the circumstances surrounding the termination of employment and determine eligibility to remain in the Field program.

- If the student is eligible, the Field Director will assist the student in securing another placement if the student still qualifies to continue in the Field program.

Procedure for Initiating Field Placement in Place of Employment

1. Student informs the Field Director that he or she is interested in doing a field placement at their place of employment.
2. Student discusses possibility of field placement with immediate supervisor. Student makes supervisor aware of the requirements of field placement.
3. Student completes the Field Placement Agreement for Place of Employment form, obtains all required signatures, and submits the completed form to the Field Director.
4. The Field Director has final approval regarding the suitability of a place of employment as a place for a student's field placement. If the Field Director determines that the placement site is unacceptable, the student must agree to be placed at another agency.
5. If a student or the agency deviates from the Learning Plan and it is determined that the student's educational objectives are not being met, the placement may be terminated.

Student Responsibilities

Students who are majoring in social work and who have received permission to participate in the Field Education Program agree to:

- Adhere to the National Association of Social Workers' Code of Ethics, the State Board of Social Work Examiners' Code of Conduct of the student's state, and ENMU's Student Code of Conduct.
- Obey all federal, state, and local laws, including reporting child abuse or neglect and adult abuse, neglect, or exploitation.
- Obtain Student Professional Liability Insurance through the National Association of Social Workers or other approved insurance provider and submit proof of insurance coverage prior to beginning field placement.
- Comply with the policies, procedures, and expectations of ENMU's Social Work Program and Field Education Program as set forth in the *MSW Student Manual*, the *MSW Field Instruction Manual*, and the course syllabi.
- Submit a Learning Plan reviewed by Site Supervisor to Field Liaison by the due date provided on the syllabus.
- Conduct themselves in a professional and ethical manner at all times. This includes being punctual, reliable, and responsible in all field education assignments, as well as, interacting in a professional, non-discriminatory manner with all clients and staff of the agency.
- Comply with ENMU's policy about transporting clients. This policy restricts students from transporting agency clients.
- Set and adhere to a schedule for the hours of the field practicum and provide a copy of the hours to the Site Supervisor and Field Liaison.
- Be prepared to actively participate in weekly one-hour supervisory sessions with the Site Supervisor and/or Faculty Field Instructor.
- Regularly attend and participate in Field Placement Seminar.
- Alert the Site Supervisor and Field Liaison immediately of any personal or professional difficulties which impede their ability to perform the assigned tasks.
- Complete and submit all assignments and documentation in a timely manner.
- Maintain a cumulative GPA of 3.0.

Student Ethical Responsibilities

- Students are expected to maintain high ethical practice in both field sites and courses. This includes maintaining confidentiality of information discussed in field and in class.
- Students are expected to understand and implement the NASW Code of Ethics in all areas of field and classroom discussion, including confidentiality.
- Failure to adhere to professional ethical standards will result in a review meeting as outlined in this field manual.

Field Education Plan

Prior to the first semester of field, students will apply to the field program. Qualifying students then secure an approved field placement site and then subsequently complete the field series.

Distribution of Hours

Full program student's field hours accumulate over the course of four semesters to 900 hours. Advanced standing student's field hours accumulate over the course of two semester to 450 hours, added to their verified and approved BSW hours, this will equal a minimum of 900 hours.

The preferred schedule for field placement is an 8-hour schedule 2 days a week or at a minimum of four consecutive hours per day.

In addition to fieldwork, time spent attending agency training and approved conferences, completing Learning Plan assignments, participating in supervisory conferences, and the Field Seminar class will count toward practicum hours. Students' placement hours will not include travel time to the placement site.

Students are not permitted to accrue field hours in an academic semester and apply it toward the next semester field placement. If students miss hours due to agency closure on the day of their scheduled hours, the students will make up those hours during the academic semester. If students must miss placement hours, a plan to make up the hours must be submitted to the Site Supervisor and the Field Liaison. The clock hours for field placement must be completed and time sheet submitted to the Field Liaison before a final grade will be posted. The student must successfully complete their field course before moving on to the next course in the sequence

If students withdraw from or receive a grade below a "B" in their Field Placement course; they will not be allowed to accumulate any hours from the placement course.

Life and Work Experience

The MSW Program does not accept life experience and/or previous work or volunteer experience for academic credit or for field education.

Learning Plans

The Learning Plan is the semester educational plan for field placement; it gives direction and structure to the field experience and ensures that the student's learning needs are met during the semester. It is the joint responsibility of the student and the Site Supervisor to negotiate this contract within the first four weeks of the placement. The Site Supervisor is responsible for incorporating into the plan the demands of the mission and practice of the agency. The student is responsible for integrating the requirements of the university, agency, and own personal learning needs.

In the Learning Plan under each competency are selected practice behaviors (outcomes) and corresponding learning goals. The student and Site Supervisor decide on the learning activities or tasks that the student will complete to achieve the learning goals. For a sampling of suggested activities that can be adapted or used as a springboard for creating learning activities appropriate for the field agency, refer to the *Guide to Developing Field Learning Activities*. However, Site Supervisors and students are encouraged to create and design innovative approaches to accomplishing mastery of the competencies. In placements that have both a Faculty Field Instructor and Site Supervisor both will collaborate with the student in developing the Learning Plan. Students who fail to complete a Learning Plan will receive an unsatisfactory grade.

Students will use the **Field Placement Activity Log** to keep records of learning activities/tasks. Some examples of activities to document: articles reviewed; internet searches completed; readings of cases, policies, code of conducts, laws, regulations, documents, reports, statistics, evaluations, etc.; attendance at meetings, conferences, trainings, etc.; agencies visited; supervisory meetings; case activities; group activities; information on programs and services; surveys, evaluations, and conducted; events organized; and community events attended; etc. The Field Activity Log entries will be reviewed at midterms and finals.

EPortfolios

EPortfolios contain the documentation that demonstrates the field placement accomplishments. Some documentation that could be included in the folio are a resume, copies of agency brochures (if available), mission statements, training flyers, Learning Plan, and any other activities created by the student during placement. The folio will be organized according to the EPortfolio Outline. Documents that demonstrate the completion of learning tasks and the ability to perform practice behaviors should be included, such as information on internet searches, and literature reviews, surveys, assessment tools, and evaluations used, etc. However, the students should not include any case information so that HIPAA laws and policies and ethical standards are not violated. The portfolios will be reviewed by the Site Supervisor and Field Liaison and midterms and finals.

Student Journals

Students will use the Journal Report Outline to discuss key experiences at field placement. Students will protect the confidentiality and identity of individuals or groups discussed and submit journal entries to the Field Liaison through Canvas. Field Liaisons provide responses to students' journals to facilitate students' in-depth processing of field experiences.

Evaluation of Students

Student Learning and Development

Site Supervisors will evaluate students' level of performance based on the core competencies and selected practice behaviors of the semester Learning Plan. Student evaluations will be completed at midterms and finals. Site Supervisors will complete the Student Evaluation form. The student and Site Supervisor will meet with the Field Liaison to review the evaluation and discuss the student's progress and provide constructive feedback and to facilitate professional development. The Field Liaison is responsible for determining the student's final grade.

The student is expected to participate in the ongoing evaluation of their performance in their field placement. Students are encouraged to meet with their Field Liaison early in the semester to discuss any concerns or issues regarding their field placement or problems with meeting the performance criteria.

Students in field placements must receive a “B” grade in order to advance to the next field course or receive credits toward graduation. The completion of all field classes is required for successful completion of the Field Placement requirement of the MSW degree.

Field Site Supervisor

To ensure the optimum learning environment for students, students will have an opportunity to evaluate their experience with their field site supervisor. At the end of each Field Education/Seminar Course, students and liaisons will complete a form rating their experience with the Supervisor. Questions in the forms cover topics such as supervision, knowledge in the field, communication, skill development, and assignments. This form can be found in the appendix of the MSW Field Manual.

Field Education Setting

To ensure the optimum learning environment for students, students and liaisons will have an opportunity to evaluate their experience with their field site agency. At the end of each Field Education/Seminar Course, students and liaisons will complete a form rating their experience with their agency. Questions in the forms cover topics such as providing opportunities to develop each of the competencies, the quality of learning experiences provided, the ability to provide appropriate supervision to students, and how welcoming the agency is to student interns.

Grade Review Policy

If a student has a grievance with his or her field evaluation, it should first be addressed with the Site Supervisor and the Faculty Liaison. If the grievance is not resolved, the student should seek a meeting with the Field Director. If the student disputes their grade, the student should seek a meeting with the instructor to discuss the grading of the student’s work and examine whether any errors were made in grade calculation or posting. If the student wishes to have their grade reviewed the student should follow the specific Policy for Review of Grades which is available online in the ENMU Student Handbook. No grade review request will be considered after a period of three calendar months following the posting of the final grade.

Title IV-E Child Welfare Scholar Program

The Title IV-E Child Welfare Scholar Program educates social workers interested in serving New Mexico families and the children who are at risk of abuse and/or neglect. The primary goal of the scholar program is to increase the number of degreed and licensed social workers to provide services to children and their families who are clients of Children, Youth, & Families Department (CYFD) throughout the state of New Mexico. To reach this goal, the Title IV-E Child Welfare Scholar Program of ENMU provides stipends to selected students entering the Field Education Program who demonstrate a commitment to work for CYFD upon completion of their academic studies.

Eligibility Criteria

To be considered for the scholar program, a student must:

- Be accepted and currently enrolled in the MSW program in good academic standing. Demonstrate a willingness to be contractually obligated to work for CYFD for a specified period of time after graduation as payback for the funds received as a scholar: MSW full-time students will have an 18-month commitment per full academic year for which funds were received (9 months per semester for which funds were received).
- Be willing to accept CYFD employment in counties where there is the greatest need for qualified social workers. The student also understands that if the work commitment is not met, the student is responsible for repayment of the funds received as a scholar in the time they would have had to complete their employment payback.

- Submit a Child Welfare Scholar Program Application, an updated resume and three professional references.
- Successfully complete a screening interview by a panel consisting of representatives from CYFD and the MSW Program. Prior to awarding of funds as a scholar, the student will have to successfully complete a CYFD background check.
- Students are eligible to receive two stipend awards in their BSW and MSW educational careers.

Scholar Awards

Students who meet the above criteria and are selected as scholars will be awarded a stipend of \$5500 per semester – totaling \$11,000 for the academic year to help defray educational expenses.

Scholars must complete a one-year field internship in a CYFD (Protective Services) county office and attend a monthly scholar program seminar. Students will provide CYFD a list of top three priorities of offices where they prefer to work, but there is no guarantee that they will be placed at these county offices. Within three months of graduation, scholars will then enter into employment with CYFD at their assigned county office. Scholars must pass the MSW licensing exam within six months of graduation.

Additional information and Child Welfare Scholar applications are available by contacting the MSW Field Director.

Scholar Program Application, Interviews & Field Placement Process:

1. Student is required to apply for field placement.
2. Student will submit a Child Welfare Scholar application packet to the MSW Field Director.
3. Student will then be required to attend a formal interview with CYFD managers and ENMU Field Director and any other ENMU staff to apply for child welfare scholar positions. The interview will be arranged by the MSW Field Director.
4. Student will interview with managerial and/or supervisory staff with the local CYFD Office.
5. Student completes a background check through CYFD.
6. Upon being offered a scholar field placement opportunity with CYFD and a stipend, students will be assigned to a unit and a CYFD Site Supervisor to begin their field internship experience.
7. Student will sign a Title IV-E Child Welfare Scholars Agreement.
8. Student will make arrangements with CYFD staff to begin field placement.

Student Protection

Liability Insurance

All students participating in the Field Education Program are required to purchase and maintain Student Professional Liability Insurance from the National Association of Social Workers or other approved insurance providers. Each student must submit proof of insurance coverage to the Field Director *prior* to the start of his or her field placement. Students will not be allowed to begin their placement until the Field Director has received proof of insurance coverage.

Transporting Clients

ENMU prohibits students from transporting clients in their personal vehicle or agency vehicles. The exception to this would occur when the student is an employee of the field agency and would be otherwise required to transport clients as part of their employment.

Safety

Safety issues have always been a component of social work practice. Students are encouraged to adopt safe practices in the exercise of their field placement assignments.

Agency staff are requested to orient students to agency guidelines and procedures for risk reduction and safety. Students are expected to adhere to safety guidelines, and to exercise appropriate caution in fulfilling field activities. All personal safety incidents must be reported to the Field Director on the Incident Report Form within 48 hours of the incident.

The MSW Program is committed to preparing students for the potential dangers they may encounter in the field setting through its seminar classes.

Attendance and Holidays

All students are expected to regularly attend their field placements. Students should work in collaboration with their Site Supervisors to develop a weekly schedule which optimizes their learning experience and provides the required hours per week within the confines of the academic semester. Students are expected to observe agency hours and holidays. The student is not required to be at field placement during university breaks & holidays. If a student must miss hours, the student's Site Supervisor must be notified immediately. Frequent absences may result in the student being dismissed from the field placement site.

Sexual Harassment / Sexual Misconduct

The ENMU policy applying to students and those who interact with students on the ENMU campus or at ENMU sponsored events, activities, and field placements expressly prohibits sexual harassment or sexual misconduct of any kind. Field students, Site Supervisors, Field Liaisons, and faculty are subject to the sexual harassment policy of ENMU and the relevant internal policies of individual agencies. Sexual harassment of any field student of the BSW program shall not be tolerated from any faculty, Site Supervisor, Field Liaison, student, employee, or representative of the field agency.

Allegations of sexual harassment in field placement settings shall be investigated and resolved in accordance with the policies and procedures of the ENMU Policy Manual and the ENMU Code of Conduct. For detailed information concerning the sexual harassment policy and investigatory procedures of ENMU, interested students and agency personnel should consult with ENMU's Title IX Officer.

In addition to ENMU's policy on sexual harassment, field students, faculty, and participating field agency staff are subject to federal and state laws prohibiting sexual harassment. Social workers and social work students are additionally subject to the NASW Code of Ethics' standards and the NM Board of Social Work Examiners Rules and Regulations (or when applicable regulations from other states) regarding sexual harassment and conduct with clients.

MSW students are forbidden to engage in sexual harassment or sexual misconduct of any kind. Sexual harassment consists of unwanted sexual behavior, attention, or activities which may create a hostile environment for the victim(s). A definition of sexual misconduct can be found in ENMU's Student Handbook. Depending upon the seriousness of the offense, a student may be warned, subjected to non-academic discipline, suspended or expelled from the MSW program and/ or ENMU. A student charged with sexual misconduct could be prosecuted under both state criminal statutes and disciplined under the university judicial processes. University adjudication and appeals processes are provided in ENMU's Student Handbook.

Resolving Problems in Field Placements

The field placement environment is challenging and demanding. Even students who have done exceptionally well in their coursework may find the multiple demands of the practice environment complex and, at times, overwhelming. It is expected that difficulties will arise occasionally for students, Site Supervisors, Field Supervisors, or the Field Agency. When problems do occur, it is in the best interest of all concerned that they be resolved as expeditiously as possible.

Request for Change of Placement

It is expected that students remain in their assigned field placements. However, the program recognizes that it is sometimes necessary to change a field placement site. If during the process of establishing the Learning Plan (within the first four weeks of placement) the student or Site Supervisor concludes that the practicum setting is not a good match for the student or there are extenuating circumstances, the student may contact the Field Liaison about their request for a change of placement. The Field Liaison and the Field Director will review this request and if a placement change is approved another field placement will attempt to be located. The student will be required to interview with the agency identified as a possible match. The Field Liaison, Site Supervisor, and student will make a plan regarding the student's assignments at the field agency until another field placement is located. Students should note that placement changes after the sixth week of the semester may require withdrawal from field placement courses.

Issues Identified by Field Liaison

Field Liaisons monitor student progress in field placements through site visits, contacts with Site Supervisors, review of time sheets and supervisory reports, Canvas discussion of students' journal entries, discussions in seminar classes, contacts with students and Site Supervisors and student evaluations. Field Liaisons may contact students and /or Site Supervisors to address any concerns identified.

Issues Identified by Site Supervisor or Student

Other problems may be identified by the student or Site Supervisor. These problems or concerns may raise questions regarding the appropriateness of the placement for a student and/or the student's ability to meet the agency expectations or fulfill the responsibilities of the field placement. Common concerns that students may identify include the need for more supervision, instruction, and preparation from Site Supervisors; the need for greater responsibility and more client contact; and the need for more learning opportunities and assignments to develop competencies and practice behaviors of the Learning Plan. Some of the concerns that Site Supervisors identify are the students' performance of basic workplace responsibilities such as attendance, timeliness, dress, completion of assignments, and use of time; lack of professionalism; questionable ethical behavior; negative attitudes toward clients, staff, or colleagues; and problems in personal functioning (health, behavior, and mental health) that negatively impact client welfare.

Steps in Problem Resolution:

The collaborative process of developing a Learning Plan is intended to clarify roles, expectations, and responsibilities and to prevent problems in field placement. The Field Education Program encourages students and Site Supervisors to deal directly and immediately with concerns or disputes that take place in agency field placements. Weekly supervisory meetings are an appropriate setting for students or Site Supervisors' concerns to be discussed and addressed. An action plan can be agreed upon and written in the Supervisory Report Form. The following procedures have been developed so that all the members of the field placement team will know how to proceed if, for any reason, the placement raises concern.

Step 1: Someone from the Field Placement Team (Site Supervisor, Student or Field Liaison) becomes aware of an area of concern.

Step 2: The concerned person addresses the issue directly with the person about whom they have the concern, or alternatively, the concerned person discusses the situation informally with the third or fourth member of the team in order to get perspective or support and then addresses the person about whom they have the concern. (The Site Supervisor may bring up an issue directly with the student or may choose to discuss it with the Field Liaison for some input on how best to proceed before talking with the student. Or, the student may ask the Field Liaison for help in talking with the Site Supervisor.) It is anticipated that most concerns will be resolved at this step or at Step 3. Team members may wish to take informal notes about the issue and resolutions discussed. The issue and resolution should be reflected in the student's supervisory report or documented in the student's file. If the situation is not resolved proceed to Step 3.

Step 3: A meeting is called by any of the involved people, with the student, Site Supervisor and Field Liaison. The issue is discussed, and a resolution plan is established. Notes are taken by the Field Liaison for future reference and documentation. If the situation is not resolved proceed to Step 4.

Step 4: A meeting is held with the Field Director. Again, a plan is developed, and notes taken. If the situation cannot be resolved in the field agency, then the student may be removed from placement with the field agency. If there is concern about the student's functioning or appropriateness for field placement, the student may be referred for a Review Meeting through the MSW program. If the problem is related to the quality of supervision or practices at the field setting, then the Field Director will address those concerns with the Agency Director of the field agency.

(Please note that the Field Director may also function as a Field Liaison for some Field Placements)

Review Meetings and Termination of Field Placement

The Field Placement program is an opportunity for students to learn about the social work profession and how well it fits with their personality and long-term goals. Since students will have an opportunity to interact with agency professionals and clients, they must strive to maintain a high standard of ethical behavior and conduct. If a student has problems in their field placement that have not been resolved through consultation and meeting with the Field Liaison and Field Director, then a Review Meeting may be held. In some circumstances it may be detrimental to the student, agency, staff, or clients to allow the student to remain in field placement during this review process.

The reasons for a Review Meeting or termination of field placement include (but are not limited to) the following:

1. Ethical Violations – Students who violate the NASW Code of Ethics or the State Board of Social Work Examiners Code of Conduct of their state or ENMU's Code of Conduct may have their field placements terminated. Serious ethical violations, including sexual misconduct with a client, will result in expulsion from the BSW Program.
2. Failure to Disclose – Students who have failed to disclose criminal convictions or provide accurate information on their applications, may be terminated from the Field Education and BSW Programs. Please note that most field agencies require background checks before a student may be allowed to work with clients.
3. Criminal charges are filed against the student.

4. Emotional Instability, Behavioral Problems, and/or Irresponsibility – Students who display emotional instability, behavioral problems, and/or irresponsibility may be asked to leave their field placements. Students, who are unable to control their emotions, demonstrate unresolved issues, or who react inappropriately with clients, colleagues, or faculty may not be ready or appropriate for field placement.
5. Behavior that is emotionally or physically damaging to clients.
6. Inability to effectively carry out assignments at the field agency or work effectively with client systems.
7. Failure to Maintain Academic Performance Standards – Students who fail to maintain a 3.0 cumulative GPA in all coursework and a B grade or higher in required social work courses, will not be allowed to continue in field placement the following semester. Students who fail to demonstrate the essential behaviors as listed in the Academic Performance Standards in the *MSW Manual* may be subject to a Review Meeting or termination of field placement.
8. Failure to Maintain Liability Insurance – Students who fail to maintain Student Professional Liability Insurance will not be allowed to continue in their field placements. All students must provide proof of coverage for the entire duration of the field placement.
9. Repeated Absences – Students who have repeated absences from their field placement are at risk of having their placements terminated. Students need consistent attendance in order to fulfill the requirements of the Field Education Program, to optimize their learning experiences, and to ensure adequate service to clients.

A Review Meeting usually consists of the Field Liaison, Field Director, and Program Director. Others who may attend when deemed appropriate or requested by the student are Site Supervisors, MSW Field Liaisons, MSW faculty, other faculty, or academic advisors. Developing a corrective action plan is preferable to terminating placements or students from the program. Students who are performing at a failing level in their field placements should be given an opportunity to correct any deficiencies early in the placement. If it is determined that the student's performance could improve with remediation, the Field Liaison and student will jointly develop a written Development Plan outlining the requirement of remediation.

Possible Outcomes of a Review Meeting:

1. Recommendation that the student withdraw from the course if it is within the academic time frames. (Depending on the circumstances a Development Plan may be needed.) Student will need to have another Review Meeting to discuss resolution of concerns before being allowed to re-enroll in the course.
2. Assignment of a "C" "D" or "F" grade. (Depending on the circumstances a Development Plan may be required for re-enrollment)
3. Termination from the Field Education Program.
4. Continuation of the field course with a written Development Plan to address concerns adequately.

Examples of plan elements:

- a. Student agrees to take necessary actions to resolve problems, such as, obtaining medical, behavioral, or mental health services and /or treatment; modifying field, work, or academic schedules;
- b. A plan for increased level of supervision, monitoring, evaluative feedback and instruction.
- c. Student agrees to seek reinstatement of liability insurance coverage.

(If student problems persist, the student will receive a failing grade for the Field Placement course.)

Faculty of the MSW Program have the responsibility to terminate a student from the field placement program, at any time prior to completion of the program, if the student fails to meet minimum standards in field placement. Social work students are expected to demonstrate professional, non-discriminatory, and ethical behavior and conduct. Since the role of social worker involves helping clients from a diversity of backgrounds and with a range of problems, it is important that the social work student not permit personal issues to interfere with their ability to render assistance to those in need. In instances where student demonstrate behaviors which suggest that their own difficulties are not sufficiently resolved to provide services to clients and/or function within an agency setting, the students may be dismissed from the field program.

The Field Director will inform students in writing of the termination of their field placement or their termination from the field placement program and the grounds for the termination.

Student's Rights to Appeal

Upon receipt of the termination letter, students who believe there are extenuating circumstances that have led to the noted deficiencies may request reinstatement. The following procedures must be followed:

1. Requests must be made in writing to the Field Director within two weeks after receiving the termination letter. Included in this letter needs to be a detailed explanation of the extenuating circumstances the student believes contributed to the deficiencies leading to termination and their proposed corrective action plan to prevent future problems. Students may also submit supporting information to help state their circumstances.
2. Upon receipt of the letter, the Field Director will schedule a Review Meeting within two weeks to discuss if reinstatement is possible.
3. The Review Team may request written data from other sources, such as grades and feedback from other faculty or Site Supervisors to assist in decision making. The team shall deliberate in private and make a decision within five days following the meeting.
4. The Field Director will notify the student of the decision in writing within three working days.
5. If the student is unsatisfied with the decision, they may appeal the matter by sending a letter of appeal to the Chair of the Department of Health and Human Services within five days of receiving the decision letter. The Chair will schedule a review and after the completion of the review will notify the student of their decision. Should the student wish to appeal the Department Chair's decision, the student must use the university channels by appealing to the Dean of the College of Liberal Arts and Sciences and then to the Vice President of Academic Affairs.
6. Reinstatement into the Field Education Program does not guarantee the student will be placed in another agency during the same semester. A student may have to wait until the following semester to enroll in the Field Placement course.
7. Students who are reinstated by appeal but who subsequently receive an "Unsatisfactory" grade in a field experience are automatically terminated from the program. Students who do not seek reinstatement or whose reinstatement is denied must wait one full calendar year before

reapplying to the field program. The student must then meet all the eligibility criteria for acceptance in the field program.

APPENDIX

Guide to Developing Field Learning Activities- Foundation Year

*The following guide has been prepared to assist the field instructor/supervisor and student in developing and planning learning activities for the semester's **Learning Contract**. Under each competency are some examples of learning activities that can be adapted for specific practice at field agencies. This is not an all inclusive list of activities, students and field instructors are encouraged to be creative in developing learning activities for students. Please note that the word 'client' may refer to an individual, family, group, organization, or community.*

Competency 1: Demonstrate Ethical and Professional Behavior

- Examine personal biases and values and discuss how they relate to work with clients/populations at the field agency.
- Identify potential ethical dilemmas at the field setting and apply social work values and principles to resolve dilemmas.
- Attend court hearings and discuss application of laws related to social work practice.
- Learn how confidentiality is applied at field agency.
- Read and discuss HIPPA policies and procedures.
- Maintain confidential records and information in compliance with agency, HIPPA, applicable laws, and NASW standards.
- Use journal recordings to reflect personal conflict between client values and personal values.
- Present a case plan to Seminar class with request for feedback.
- Set and follow a schedule for field placement hours.

- Discuss a protocol for contact with agency when late or absent and submit plan.
- Dress and groom appropriately for professional social work and/or designated professional activities.
- Maintain appropriate attire and grooming that contributes to the professional relationship.
- Schedule and prepare for contact with clients and provide consistent follow up contacts.
- Communicate clearly, concisely, and with acceptable grammar.
- Create a list of professional terms used by the field agency.
- Write case recordings, reports, assessments, plans, and correspondence according to standards of the agency.
- Present a case or give a presentation at a staff, multidisciplinary, or community meeting.
- Assemble relevant facts and write a social history, assessment, or report.
- Learn agency's computer program for case management functions.
- Identify technology used at field agencies and its impact on service delivery.
- Read and be familiar with the agency's possibly on use of electronics, technology, and social media.
- Accept and utilize feedback in supervision.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

- Identify populations at-risk in the community served by the agency.
- Identify examples of discrimination and oppression experienced by clients in journals.
- Discusses how oppression and discrimination impact clients.
- Identify underserved needs of population served by the agency.
- Contact, write, and/or meet legislators to advocate for passage of legislation that promotes positive social change or economic justice.
- Attend agency, community meetings, town hall meetings, and/or public hearings and advocate for services for clients.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- Identify the cultural factors that affect the manifestation of a problem and those that are strengths to be utilized in addressing the problem.
- Demonstrate understanding, respect, and sensitivity when working with clients. Discuss one's own values and attitudes regarding clients of diverse backgrounds.
- Identify own cultural influences upon values, beliefs, and judgments.
- Interview agency staff to gain understanding of diverse backgrounds of clients.
- Read and discuss information about populations served by the agency.
- Identify the diversity factors that shaped clients' life experiences and identity.
- Allow clients to define themselves culturally during intake sessions.
- Interview a client to learn about world view, experiences with discrimination, and positive experiences resulting from their cultural or diversity experiences.
- Learn about the language, nonverbal communication, formality, distance, directness, and disclosure of personal information of client populations of the agency.
- Learn about the ways of negotiating, handling conflict, expressing emotion, use of time and planning of culturally diverse clients.
- Learn about clients' definition of family and their wishes regarding the involvement of family in interventions.
- Discuss skills needed for forming helping relations with culturally diverse clients.
- Recognize cultural issues in a group setting and discuss ways to resolve issues that arise.
- Ensure that meetings with clients are held in the language with which the clients feel most comfortable.
- Discuss with site supervisor if the agency includes ADEI practices and how these are implemented at the agency.

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

- Locate and evaluate research studies relevant to practice at the field agency.
- Discuss the application of research studies to practice at the field agency.
- Use information from empirically based literature to improve practice.
- Learn about the evidence-based interventions used by the field agency.
- Use agency evaluation tools to track client progress.
- Use tools to track clients' progress.
- Use tools to measure clients' feedback regarding interventions.
- Discuss how the effectiveness of interventions is evaluated at your agency.
- Identify potential biases that may be present in the agency's practice of evaluation and tracking.
- Determine if evidence-based practice used at the agency is inclusive and ethical.
- Review agency's reports on practice outcomes.

Competency 5: Engage in Policy Practice

- Identify laws, policies, or regulations that govern practice at the field agency.
- Identify governmental bodies that regulate or fund the agency.
- Attend a court hearing, legal proceeding, board meeting, city council, county commissioners' meeting, town hall meeting, community policy planning meeting, etc.
- Learn history and purpose of the agency, current agency policies, and practices.
- Discuss contemporary issues of the policies and field of practice of the agency.
- Discuss with site supervisor how the agency ensures ADEI in their policies and practices.
- Identify a current state or federal bill that is relevant to clients served by the agency.
- Track a state legislative bill that is being considered.
- Advocate for legislation that will help your clients.
- Participate in SLAD and/or write or phone a legislator to advocate for a bill.
- Participate in the Local Behavioral Health Collaborative to meet with consumers, providers, and advocates to decide on legislative priorities.
- Sign up and follow Action Alerts for a policy initiative.
- Attend Student Legislative Day and participate in activities to advocate for legislation that promotes policies consistent with social work profession.
- Participate in committees to organize social work students to develop strategies of advocacy

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

- Observe and discuss field instructor's engagement and interview of clients.
- Role play with instructor to develop interviewing skills.
- Meet or phone clients to complete intake paperwork.
- Express genuine concern and create an emotional climate which encourages clients to freely discuss what is important to them.
- Begin meeting by informing client of its purpose.
- Identify the theoretical base that applies to practice with clients at the field agency.
- Identify other agencies or relevant professionals working with the client and discuss with site supervisor how to include them in the process.

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

- Listen to clients' view of problems.
- Determine what information is relevant and important to gather and prepare questions.
- Identify those involved in or affected by the client's situation.

- Identify the unique issues and relevant bio-psycho-social factors in client situations.
- Empower clients to identify their strengths, needs, and goals.
- Use agency's tool to complete an assessment.
- Assess information and total situation/problem with attention to individual, family, community, cultural, and ecological factors.
- Attend interprofessional meetings that directly impact services provided to clients.
- Assist clients in envisioning improved conditions and interactions and identifying existing and needed resources relevant to goals.
- Complete intervention plans with clients, developing realistic goals based on assessment.
- Assess which type of group may empower clients to achieve goals.
- Use strengths perspective when interviewing and assessing clients.
- Assess the impact of family, groups, organizations, and community upon clients.
- Draw an ecomap and/or genogram when working with a client.

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

- Attend staff meetings to coordinate and improve delivery of services.
- Identify problematic areas affecting the agency's ability to fulfill its commitment to clients.
- Attend in-service trainings to gain knowledge needed for competent practice at the agency.
- Interview staff from other disciplines at the agency to get a comprehensive view of interventions.
- Engage in collaborative activities and interagency coordination.
- Observe and co-facilitate educational, support, or counseling groups.
- Identify and implement a culturally appropriate prevention strategy with clients.
- Review and discuss treatment plans prepared by field instructor and their implementation.
- Meet with clients to discuss the relationship of tasks and the achievement of goals.
- Revise treatment goals as new information is obtained or changes occur.
- Lead initial group meeting and facilitate development of a group plan.
- Evaluate group dynamics and discuss leadership skills.
- Discuss with field instructor effective means of advocating for clients.
- Advocate for improvement of services with field instructor and/or agency administrators.
- Make a list of resources commonly used by agency.
- Link clients to resources and advocate on their behalf.
- Discuss and plan for transitions and ending of the professional relationship with clients.
- Collaborate with professionals from other disciplines or agencies in the best interests of clients.

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

- Identify resources/strengths of the agency in fulfilling its mission and goals.
- Conduct pre- and post-tests with group members.
- Use tools to track clients' progress.
- Use tools to measure clients' feedback regarding interventions.
- Utilize feedback to evaluate effectiveness and to make improvements and/or referrals to other providers.
- Discuss how the effectiveness of interventions is evaluated at your agency.
- Discuss if the evaluation methods at the agency are culturally appropriate for clients served.
- Review and discuss agency's reports on achieving outcomes, monitoring successes, failures, and progress made.
- Participation in the preparation for agency reviews and audits.
- Discuss recommendations to improve the agency's outcomes.

Incident Report Form

**Eastern New Mexico University
Social Work Program
PERSONAL SAFETY INCIDENT REPORT**

(Please return within 48 hours of incident and include support documents to Field Education Office at: Eastern New Mexico University, Social Work Program, 1500 S. Ave K, Station # 13, Portales, NM 88130 or fax to 575-562-4401)

Date of Report: _____ Date of Incident: _____

Student Name: _____

Field Supervisor / Instructor: _____

Agency: _____

Describe the incident: _____

Name of all parties involved: _____

With whom have you discussed this incident? _____

Resolution (Describe any police involvement, medical intervention, other)._____

Student's Signature

Site Supervisor's Signature

Field Liaison's Signature

Field Director's Signature

BSW Program Director's Signature

Field Office Use Only

Recommendations: _____

Signatures:

Field Director

Date

Program Director

Date

PROSPECTIVE FIELD AGENCY INTERVIEW

**Eastern New Mexico University
Social Work Program**

SUGGESTED QUESTIONS

1. What kinds of activities and programs does this agency provide?
2. What activities, tasks, cases, and/or projects will I be able to participate in?
3. What specific skills will I be able to develop at this agency?
4. Does this agency have a particular theoretical approach to intervention?
5. What are general characteristics of clients and communities served by this agency?
6. What is the agency's approach to structure and supervision?
7. What amount of interaction does a student have with staff?
8. What opportunities exist?
9. What types of in-service training or workshops will be available to me?

10. What kinds of skills do you hope a student will bring to the agency?
11. What is the agency's dress code?
12. What would be the expected working hours?
13. What are the safety risks?
14. Are students required to have any background checks, testing, or immunizations? If so, who pays for it? What are the procedures? How long do they take to process?

Outline for Weekly Supervisory Sessions

This outline provides suggestions for structuring supervisory sessions. It is understood that all of these issues may not be relevant for discussion each week. Preparation for supervisory sessions is part of student learning; the student should come to supervision prepared to discuss the issues on this outline.

1. Student

- Identifies issues, ethical dilemmas, questions, or reactions
- Provides ideas of solutions or actions
- Discusses rationale for recommendations
- Supervisor provides feed back.

2. Supervisor

- Discusses expectations and any issues
- Provides evaluative feedback
- Student provides reactions and input

3. Task/case review

- Review assigned cases, tasks, recordings
- Discuss goals, interventions, timelines, progress, obstacles, necessary actions, potential consequences
- Discuss readiness for new tasks

4. Educational Instruction

- Discuss a key experience
 - What were the knowledge, values, and skills used in the interaction?
 - How were they used and why? Was the intervention effective?
 - What did you learn for future interactions?
- Identify how practice issues relate to coursework
- Identify educational needs/gaps and how student can address them
- Discuss research of information to inform practice
- Discuss agency structure, operation, services, practices, policies, or procedures
- Periodic review of the learning contract to track progress

5. Professional identity

- Discuss the "fit" of the work
- Discuss challenging issues with clients or the agency
- Discuss stress level and stress reduction techniques
- Discuss relationships with clients, colleagues, community
- Discuss professionalism

6. Summary

- Briefly review significant content
- Identify tasks and timelines resulting from the session
- Discuss how session went and any further needs or concerns

Supervisory Report
Eastern New Mexico University
Social Work Program

Form to Document Supervisory Conference

Student _____ *Date of Supervisory Conference* _____

Focus of Conference (Cases, analyzing client interactions, assignments, tasks, use of social work skills, interventions, ethical dilemmas, applying theory and research to practice, professionalism, learning contract, and policies)

Student Progress / Performance (strengths/limitations):

Recommendations/Assignments:

Concerns Addressed:

Steps agreed upon that either the student or field instructor will take in response to the concerns.

Field Instructor / Supervisor Signature _____

Student Signature _____

Student comments:

Field Liaison's Evaluation of Placement Site

Eastern New Mexico University Social Work Program

Agency: _____ Faculty Liaison: _____

Field Instructor: _____ Field Supervisor: _____

Evaluation Measures:

5 – Excellent

4 – Above Average

3 – Satisfactory

2 – Below satisfaction

1 – Poor

X- Not applicable / Not enough information

Field Placement

The field placement provided learning opportunities to develop:

1. Competency 1: Demonstrate Ethical and Professional Behavior	5	4	3	2	1
2. Competency 2: Engage Diversity and Difference in Practice	5	4	3	2	1
3. Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	5	4	3	2	1
4. Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	5	4	3	2	1
5. Competency 5: Engage in Policy Practice	5	4	3	2	1
6. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	5	4	3	2	1
7. Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	5	4	3	2	1
8. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	5	4	3	2	1
9. Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	5	4	3	2	1

Field Agency

1. The field agency supports the educational focus of students and has sufficient staff to provide services without reliance on students.	5	4	3	2	1
2. The field agency has competent field instructors and staff to provide effective supervision and professional learning.	5	4	3	2	1
3. The field agency has clearly defined services, whose mission and values are compatible with the value and ethics of social work.	5	4	3	2	1
4. The field agency provides an orientation and a welcoming environment for students	5	4	3	2	1
5. The field agency offers a broad range of learning assignments and generalist practice opportunities at the baccalaureate level.	5	4	3	2	1

6. The field agency includes students in agency functions, meetings, case conferences, and trainings.	5 4 3 2 1
7. The field agency provides opportunities to serve diverse populations and populations at risk.	5 4 3 2 1
8. The field agency provides field instructors with adequate time to provide supervision and guidance of students.	5 4 3 2 1
9. The field agency has suitable work space and resources for students to carry out a professional role.	5 4 3 2 1
10. The field agency has safety procedures and protocols that minimize safety risks.	5 4 3 2 1

Field Instructor / Field Supervisor

1. The field instructor was available for supervision and consultation on a regular basis.	5 4 3 2 1
2. The field instructor is knowledgeable about social work practice in his or her field.	5 4 3 2 1
3. The field instructor's practice reflects social work values and ethics.	5 4 3 2 1
4. The field instructor developed learning opportunities for the student and assignments at the appropriate level.	5 4 3 2 1
5. The field instructor is able to communicate knowledge.	5 4 3 2 1
6. The field instructor provided ongoing, evaluative, and useful feedback.	5 4 3 2 1
7. The field instructor provided guidance and maintained an open and honest communication with students.	5 4 3 2 1
8. The field instructor completed and submitted all the required documents.	5 4 3 2 1
9. The field instructor was able to help the student integrate classroom knowledge with field practice.	5 4 3 2 1
10. The field instructor created an encouraging, helpful, unbiased learning environment.	5 4 3 2 1

Overall Recommendation:

1) ENMU should continue using this agency for field placement. Yes____ No____

2) ENMU should continue using this field instructor for field placement. Yes____ No____

Additional Comments & Recommendations:

Field Liaison

Date

Field Program Evaluation

(Completed by Student)

Eastern New Mexico University

Social Work Program

Student Name: _____ Faculty Liaison: _____

Agency: _____

Site Supervisor: _____

In order to improve and maintain the high standards of the ENMU Field Education Program, please complete the following evaluation of your field experience.

Evaluation Measures:

5 – Excellent

4 – Above Average

3 – Satisfactory

2 – Below satisfaction

1 – Poor

X- Not applicable / Not enough information

Field Agency

The field placement provided learning opportunities to develop:

1. Competency 1: Demonstrate Ethical and Professional Behavior	5	4	3	2	1
2. Competency 2: Engage Diversity and Difference in Practice	5	4	3	2	1
3. Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	5	4	3	2	1
4. Competency 4: Engage in research-informed practice and practice informed research	5	4	3	2	1
5. Competency 5: Engage in Policy Practice	5	4	3	2	1
6. Competency 6: Engage with individuals, families, groups, organizations and communities.	5	4	3	2	1
7. Competency 7: Assess with individuals, families, groups, organizations and communities.	5	4	3	2	1
8. Competency 8: Intervene with individuals, families, groups, organizations and communities.	5	4	3	2	1
9. Competency 9: Evaluate with individuals, families, groups, organizations and communities.	5	4	3	2	1

Site Supervisor

1. The Site Supervisor was available for supervision and consultation on a regular basis.	5	4	3	2	1
2. The Site Supervisor is knowledgeable about social work practice in his or her field.	5	4	3	2	1
3. The Site Supervisor's practice is guided by social work values.	5	4	3	2	1
4. The Site Supervisor developed learning opportunities for the student.	5	4	3	2	1
5. The Site Supervisor is able to communicate knowledge.	5	4	3	2	1
6. The Site Supervisor provided appropriate and useful feedback.	5	4	3	2	1
7. The Site Supervisor provided guidance and instruction during supervisory sessions.	5	4	3	2	1
8. The Site Supervisor provided assistance with skill development.	5	4	3	2	1
9. The Site Supervisor made assignments at the appropriate level.	5	4	3	2	1

10. The Site Supervisor created a friendly, helpful learning environment.	5	4	3	2	1
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Faculty Field Instructor (If Applicable)

1. The Faculty Field Instructor was available for supervision and consultation on a regular basis.	5	4	3	2	1
2. The Faculty Field Instructor is knowledgeable about practice in social work.	5	4	3	2	1
3. The Faculty Field Instructor practices in a professional and ethical manner.	5	4	3	2	1
4. The Faculty Field Instructor assisted with developing learning opportunities for the student.	5	4	3	2	1
5. The Faculty Field Instructor is able to communicate knowledge.	5	4	3	2	1
6. The Faculty Field Instructor provided appropriate and useful feedback.	5	4	3	2	1
7. The Faculty Field Instructor provided guidance and instruction during supervision	5	4	3	2	1
8. The Faculty Field Instructor provided assistance with skill development.	5	4	3	2	1
10. The Faculty Field Instructor created a friendly, helpful learning environment.	5	4	3	2	1

Field Liaison

1. The field liaison maintained contact during the field placement and was available to meet with the student and/or agency as needed.	5	4	3	2	1
2. The field liaison provided guidance on the creation or implementation of the Learning Contract or completion of other semester documents.	5	4	3	2	1
3. The field liaison provided feedback on journal reports that enhanced integration of knowledge from the classroom to field experience.	5	4	3	2	1
4. The field liaison was organized and maintained scheduled appointments.	5	4	3	2	1
5. The field liaison provided timely response to problems related to field placement.	5	4	3	2	1
6. The field liaison conducted mid-term & final evaluation site visits and/or conferences that were constructive for my development.	5	4	3	2	1
7. The field liaison was helpful in mediating problems or issues that arose during field placement.	5	4	3	2	1
8. The field liaison was knowledgeable about the policies and procedures of the Field Education Program.	5	4	3	2	1
9. The field liaison followed the policies and procedures of the Field Education Program.	5	4	3	2	1
10. The field liaison conducted field matters in a professional, ethical manner.	5	4	3	2	1

Comments: _____

I would prefer this evaluation to remain confidential. ☐ YES ☐ NO

Student

Date

REPORT Child Abuse or Neglect
Statewide Centralized Intake (SCI)
1-855-333-SAFE or Cell Phones #SAFE (#7233)

[32A-4-1. Short title.](#)

Chapter 32 [32A], Article 4 NMSA 1978 may be cited as the "Abuse and Neglect Act".

[32A-4-2.](#)
[Definitions.](#)

As used in the Abuse and Neglect Act:

A. "abandonment" includes instances when the parent, without justifiable cause:

- (1) left the child without provision for the child's identification for a period of fourteen days; or
- (2) left the child with others, including the other parent or an agency, without provision for support and without communication for a period of:
 - (a) three months if the child was under six years of age at the commencement of the three-month period; or
 - (b) six months if the child was over six years of age at the commencement of the six-month period;

B. "abused child" means a child:

- (1) who has suffered or who is at risk of suffering serious harm because of the action or inaction of the child's parent, guardian or custodian;
- (2) who has suffered physical abuse, emotional abuse or psychological abuse inflicted or caused by the child's parent, guardian or custodian;
- (3) who has suffered sexual abuse or sexual exploitation inflicted by the child's parent, guardian or custodian;
- (4) whose parent, guardian or custodian has knowingly, intentionally or negligently placed the child in a situation that may endanger the child's life or health; or
- (5) whose parent, guardian or custodian has knowingly or intentionally tortured, cruelly confined or cruelly punished the child;

C. "aggravated circumstances" includes those circumstances in which the parent, guardian or custodian has:

- (1) attempted, conspired to cause or caused great bodily harm to the child or great bodily harm or death to the child's sibling;
- (2) attempted, conspired to cause or caused great bodily harm or death to another parent, guardian or custodian of the child;
- (3) attempted, conspired to subject or has subjected the child to torture, chronic abuse or sexual abuse; or
- (4) had parental rights over a sibling of the child terminated involuntarily;

D. "great bodily harm" means an injury to a person that creates a high probability of death, that causes serious disfigurement or that results in permanent or protracted loss or impairment of the

function of a member or organ of the body;

E. "neglected child" means a child:

- (1) who has been abandoned by the child's parent, guardian or custodian;
- (2) who is without proper parental care and control or subsistence, education, medical or other care or control necessary for the child's well-being because of the faults or habits of the child's parent, guardian or custodian or the failure or refusal of the parent, guardian or custodian, when able to do so, to provide them;
- (3) who has been physically or sexually abused, when the child's parent, guardian or custodian knew or should have known of the abuse and failed to take reasonable steps to protect the child from further harm;
- (4) whose parent, guardian or custodian is unable to discharge that person's responsibilities to and for the child because of incarceration, hospitalization or physical or mental disorder or incapacity; or
- (5) who has been placed for care or adoption in violation of the law; provided that nothing in the Children's Code [\[32A-1-1 NMSA 1978\]](#) shall be construed to imply that a child who is being provided with treatment by spiritual means alone through prayer, in accordance with the tenets and practices of a recognized church or religious denomination, by a duly accredited practitioner thereof is for that reason alone a neglected child within the meaning of the Children's Code; and further provided that no child shall be denied the protection afforded to all children under the Children's Code;

F. "physical abuse" includes but is not limited to any case in which the child exhibits evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, soft tissue swelling or death and:

- (1) there is not a justifiable explanation for the condition or death;
- (2) the explanation given for the condition is at variance with the degree or nature of the condition;
- (3) the explanation given for the death is at variance with the nature of the death; or
- (4) circumstances indicate that the condition or death may not be the product of an accidental occurrence;

G. "sexual abuse" includes but is not limited to criminal sexual contact, incest or criminal sexual penetration, as those acts are defined by state law;

H. "sexual exploitation" includes but is not limited to:

- (1) allowing, permitting or encouraging a child to engage in prostitution;
- (2) allowing, permitting, encouraging or engaging a child in obscene or pornographic photographing; or
- (3) filming or depicting a child for obscene or pornographic commercial purposes, as those acts are defined by state law; and

[32A-4-3. Duty to report child abuse and child neglect; responsibility to investigate child abuse or neglect; penalty.](#)

A. Every person, including a licensed physician; a resident or an intern examining, attending or treating a child; a law enforcement officer; a judge presiding during a proceeding; a registered nurse; a visiting nurse; a schoolteacher; a school official; a social worker acting in an official capacity; or a member of the clergy who has information that is not privileged as a matter of law, who knows or has a reasonable suspicion that a child is an abused or a neglected child shall report the matter immediately to:

- (1) a local law enforcement agency;
- (2) the department; or

(3) a tribal law enforcement or social services agency for any Indian child residing in Indian country.

B. A law enforcement agency receiving the report shall immediately transmit the facts of the report and the name, address and phone number of the reporter by telephone to the department and shall transmit the same information in writing within forty-eight hours. The department shall immediately transmit the facts of the report and the name, address and phone number of the reporter by telephone to a local law enforcement agency and shall transmit the same information in writing within forty-eight hours. The written report shall contain the names and addresses of the child and the child's parents, guardian or custodian, the child's age, the nature and extent of the child's injuries, including any evidence of previous injuries, and other information that the maker of the report believes might be helpful in establishing the cause of the injuries and the identity of the person responsible for the injuries. The written report shall be submitted upon a standardized form agreed to by the law enforcement agency and the department.

C. The recipient of a report under Subsection A of this section shall take immediate steps to ensure prompt investigation of the report. The investigation shall ensure that immediate steps are taken to protect the health or welfare of the alleged abused or neglected child, as well as that of any other child under the same care who may be in danger of abuse or neglect. A local law enforcement officer trained in the investigation of child abuse and neglect is responsible for investigating reports of alleged child abuse or neglect at schools, daycare facilities or child care facilities.

D. If the child alleged to be abused or neglected is in the care or control of or in a facility administratively connected to the department, the report shall be investigated by a local law enforcement officer trained in the investigation of child abuse and neglect. The investigation shall ensure that immediate steps are taken to protect the health or welfare of the alleged abused or neglected child, as well as that of any other child under the same care who may be in danger of abuse or neglect.

E. A law enforcement agency or the department shall have access to any of the records pertaining to a child abuse or neglect case maintained by any of the persons enumerated in Subsection A of this section, except as otherwise provided in the Abuse and Neglect Act.

F. A person who violates the provisions of Subsection A of this section is guilty of a misdemeanor and shall be sentenced pursuant to the provisions of Section [31-19-1](#) NMSA 1978.

[32A-4-5. Admissibility of report in evidence; immunity of reporting person; investigation of report.](#)

A. In any proceeding alleging neglect or abuse under the Children's Code [[32A-1-1](#) NMSA 1978] resulting from a report required by Section [32A-4-3](#) NMSA 1978 or in any proceeding in which that report or any of its contents are sought to be introduced in evidence, the report or its contents or any other facts related thereto or to the condition of the child who is the subject of the report shall not be excluded on the ground that the matter is or may be the subject of a physician-patient privilege or similar privilege or rule against disclosure.

B. Anyone reporting an instance of alleged child neglect or abuse or participating in a judicial proceeding brought as a result of a report required by Section [32A-4-3](#) NMSA 1978 is presumed to be acting in good faith and shall be immune from liability, civil or criminal, that might otherwise be incurred or imposed by the law, unless the person acted in bad faith or with malicious purpose.

REPORT Adult Abuse, Neglect, or Exploitation

Department of Aging & Long Term Services 1-866-654-3219

[27-7-14. Short title.](#)

[Sections 27-7-14](#) through [27-7-31](#) NMSA 1978 may be cited as the "Adult Protective Services Act".

[27-7-16. Definitions.](#)

As used in the Adult Protective Services Act [[27-7-14](#) NMSA 1978]:

- A. "ability to consent" means an adult's ability to understand and appreciate the nature and consequences of proposed protective services or protective placement, including benefits, risks and alternatives to the proposed services or placement and to make or communicate an informed decision;
- B. "abuse" means:
 - (1) knowingly, intentionally or negligently and without justifiable cause inflicting physical pain, injury or mental anguish;
 - (2) the intentional deprivation by a caretaker or other person of services necessary to maintain the mental and physical health of an adult; or
 - (3) sexual abuse, including criminal sexual contact, incest and criminal sexual penetration;
- C. "adult" means a person eighteen years of age or older;
- D. "caretaker" means a facility, provider or individual that has assumed the responsibility for the care of an adult;
- E. "conservator" means a person who is appointed by a court to manage the property or financial affairs, or both, of an incapacitated adult;
- F. "court" means the district court having jurisdiction;
- G. "department" means the aging and long-term services department;
- H. "emergency" means that an adult is living in conditions that present a substantial risk of death or immediate and serious physical harm to the adult or others;
- I. "exploitation" means an unjust or improper use of an adult's money or property for another person's profit or advantage, pecuniary or otherwise;
- J. "facility" means a hospital, nursing home, residential care facility, group home, foster care home, assisted living facility or other facility licensed by the state, but does not include a jail, prison or detention facility;
- K. "guardian" means a person who has qualified to provide for the care, custody or control of an incapacitated adult pursuant to testamentary or court appointment, but excludes one who is a guardian ad litem;
- L. "incapacitated adult" means any adult with a mental, physical or developmental condition that substantially impairs the adult's ability to provide adequately for the adult's own care or protection;
- M. "multidisciplinary team" means a team composed of diverse professionals who meet periodically to consult on or enhance appropriate community responses to abuse, neglect or exploitation of adults;

- N. "neglect" means the failure of the caretaker of an adult to provide for the basic needs of the adult, such as clothing, food, shelter, supervision and care for the physical and mental health of that adult; "neglect" includes self-neglect;
- O. "protected adult" means an adult for whom a guardian or conservator has been appointed or other protective order has been made or an abused, neglected or exploited adult who has consented to protective services or protective placement;
- P. "protective placement" means the placement of an adult with a provider or in a facility or the transfer of an adult from one provider or facility to another;
- Q. "protective services" means the services furnished by the department or its delegate, as described in Section [27-7-21](#) NMSA 1978;
- R. "provider" means a private-residence or health care worker or an unlicensed residential or nonresidential entity that provides personal, custodial or health care;
- S. "self-neglect" means an act or omission by an incapacitated adult that results in the deprivation of essential services or supports necessary to maintain the incapacitated adult's minimal mental, emotional or physical health and safety;
- T. "substantiated" means a determination, based on a preponderance of collected and assessed credible information, that abuse, neglect or exploitation of an incapacitated or protected adult has occurred; and
- U. "surrogate" means a person legally authorized to act on an adult's behalf.

27-7-30. Duty to report; penalty.

- A. Any person, including financial institutions, having reasonable cause to believe that an incapacitated adult is being abused, neglected or exploited shall immediately report that information to the department.
- B. The report required in Subsection A of this section may be made orally or in writing. The report shall include the name, age and address of the adult, the name and address of any other person responsible for the adult's care, the nature and extent of the adult's condition, the basis of the reporter's knowledge and other relevant information.
- C. Any person failing or refusing to report, or obstructing or impeding any investigation, as required by Subsection A of this section is guilty of a misdemeanor.
- D. The department may assess a civil penalty not to exceed ten thousand dollars (\$10,000) per violation against a person that violates the provisions of Subsection A of this section or obstructs or impedes any investigation as required pursuant to Subsection A of this section. The department may assess and collect the penalty, after notice and an opportunity for hearing before a hearing officer designated by the department to hear the matter, upon a determination that a person violated the provisions of Subsection A of this section or obstructed or impeded any investigation as required pursuant to this section. The hearing officer has the power to administer oaths on request of any party and issue subpoenas and subpoenas duces tecum. Additionally, if the violation is against a person covered by the Personnel Act [[10-9-1](#) NMSA 1978], the department shall refer the matter to the agency employing the person for disciplinary action. Any party may appeal a final decision by the department to the court pursuant to the provisions of Section [39-3-1.1](#) NMSA 1978.

27-7-31. Immunity.

Any person making a report pursuant to [Section 27-7-30](#) NMSA 1978, testifying in any judicial proceeding arising from the report or participating in a required evaluation pursuant to the Adult Protective Services Act [[27-7-14](#) NMSA 1978] or any law enforcement officer carrying out his responsibilities under that act or any person providing records or information as required under that act shall be immune from civil or criminal liability on account of that report, testimony or participation, unless the person acted in bad faith or with a malicious purpose.

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Agency Forms

Supervisory Report is based on New Mexico State University's form.

Tools & Handouts

Prospective Field Agency Interview is based on Ashland University's form.

Outline for Supervisory Sessions was based on materials from Metropolitan State University of Denver

Academic Performance Standards was developed by East Tennessee University

Eastern New Mexico University
Social Work Program
Field Instruction Manual Statement

I, _____, acknowledge that I have read and familiarized myself with the policies and procedures of the Field Education Program contained in the MSW Field Instruction Manual. I agree to comply with the field policies and procedures mandated by the Social Work Program (MSW) Program.

Signature

Date