

# **Eastern New Mexico University Master of Social Work Program Student Manual**

Updated 2025



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## **Acknowledgments**

The Social Work Program of ENMU would like to thank students for their interest in the field of social work, fueling growth within the program and innovations in the field of social work. Students not only inspire growth in the field, but in the academic sector as well, breathing new life into the educators and program.

## **Introduction**

Thank you for your interest in the Eastern New Mexico University Master of Social Work (MSW) Program.

Social Work is a helping profession leading in the development, provision, and evaluation of social services. Social Work is both an academic and an applied discipline that relies on values of service, social and economic justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence in practice. The essence of Social Work is helping people, organizations, and communities.

Social Work strives to enhance human well-being through the alleviation of poverty, oppression, and social injustice whilst promoting respect for human diversity. The Social Work profession draws upon its own accumulated body of knowledge and skills, as well as the theories and findings of other social science disciplines. Among the social sciences, Social Work is unique in its emphasis on both the person and the social environment in a reciprocal relationship.

The Eastern New Mexico University (ENMU) Graduate Catalog and University Student Manual provide students with the policies procedures, rules, regulations responsibilities, and rights for all university undergraduate students. It provides the answer to many student questions concerning the academic and administrative requirements for admission, registration, retention, financial aid, student life, and requirements for graduation.

All students in the MSW Program are responsible for reading and following these standards and regulations governing Eastern New Mexico University as published in the catalog and all other official university publications. This MSW Student Manual provides program-specific information, complementary to the existing ENMU catalog and student manual.

## **Faculty**

Please address any correspondence or submission materials regarding the Social Work Program to:

### **Social Work Program Director**

Dr. Melissa Moyer, LCSW  
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Telephone: 575-562-4211  
Email: [Melissa.Moyer@enmu.edu](mailto:Melissa.Moyer@enmu.edu)

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The Social Work Program Director provides leadership and ongoing oversight of the Social Work Program including the design, modification, approval, and implementation of the MSW curriculum and educational policies. These policies are related to the admission, adoption, and continuous evaluation of program outcomes.

### **Social Work Program Field Director**

Dr. Carolyn Tollett, LMSW  
Office: College of Business, Room 181  
Telephone: 575-562-2466  
Email: [Carolyn.Tollett@enmu.edu](mailto:Carolyn.Tollett@enmu.edu)

The Field Director provides leadership and ongoing oversight of the Social Work Field Program including the design, modification, approval, and implementation of the MSW field curriculum, placements, and policies. The Field Director additionally coordinates field instruction with the MSW curriculum.

### **Social Work Administrative Assistant**

Ms. Christyn Lee  
Office: Lea Hall 142  
Telephone: 575-562-4226  
Email: [christyn.lee@enmu.edu](mailto:christyn.lee@enmu.edu)

The program administrative assistant, reports to the Program Director and provides technical and administrative support for the faculty, staff and students in the social work program. The program secretary is integral in the daily function of the program.

The master's social work program identifies no fewer than four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master's program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal

assignment is to the master's program have both a master's degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

Inclusive of all program options, the master's program has a full-time equivalent faculty-to-student ratio not greater than 1:12.

### **Full Time Faculty**

Full-time faculty design and deliver graduate-level courses, mentor and advise graduate students, and support the program in accreditation, research and scholarship, and student success.

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ENMU Administration

### **Chair, Health and Human Services Department**

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## **History, Mission, and Vision of ENMU**

### **History**

Although the youngest state university in New Mexico, ENMU has a long-standing tradition of academic excellence in baccalaureate and graduate programs. The NM state legislature of 1927 established our university in Portales, NM, and the legislature of 1929 approved the first appropriation for buildings. Building construction began in 1931 and the doors officially opened to students in 1934. The institution served as a two-year college from 1934 to 1940 and the third and fourth years of college were added in 1941. ENMU was first accredited by the North Central Association of Colleges and Secondary Schools as a four-year liberal arts college in 1947 (and remains accredited today). Graduate work leading to the master's degree was added in 1949. ENMU is also accredited by the National Council for Teacher Accreditation.

Established in 1948, ENMU-Roswell moved to its present facility (former Walker Air Force Base) in the fall of 1967. ENMU-Roswell offers a wide variety of programs for students of Eastern New Mexico. The ENMU-Ruidoso branch campus opened in 1991. This center offers both an academic and a vocational curriculum. Please see the ENMU undergraduate Catalog or [www.enmu.edu](http://www.enmu.edu) for more detail.

### **Mission**

Eastern New Mexico University combines an engaging learning environment with current technology to provide a rich educational experience. ENMU focuses on:

- Preparing students for careers and advanced study.
- Promoting citizenship and leadership skills and values.
- Supporting excellence in teaching and research.
- Empowering students to respond to a rapidly changing world.

### **Vision**

Eastern New Mexico University emphasizes liberal arts education, freedom of inquiry, cultural diversity, and whole student life. Excellent teaching and active learning define campus relationships. Scholarship, both primary and applied, cultural enrichment, and professional service are also important contributions of the University community.

The Eastern community envisions a university where every faculty and staff member instill in one another and in students a sense of social and cultural awareness and responsibility. The University accomplishes this by embracing and fostering diversity and inclusion among students, faculty, and staff. The University engages well-qualified and caring faculty and staff who treat one another with respect and work together to accomplish institutional goals and mentor students.

## **History, Mission, and Vision of the ENMU MSW Program**

### **History**

ENMU has offered a bachelor's degree in social work since 2003 and has been accredited by the Council on Social Work education. This strong BSW program paved the way for the MSW program. After years of community partnerships and projects, the need for a Master of Social Work program in the eastern region of New Mexico was clear.

Dr. Melissa Moyer began work to proceed through the stages of approval in the fall of 2022, presenting to ENMU's Board of Regents. While the Regents enthusiastically approved this program, there was a year-long process that followed to seek approval through the State of New Mexico. In December of 2023, the program applied for candidacy in December of 2023 with the Council on Social Work Education (CSWE).

### **Mission**

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

### **ENMU MSW Program**

Social work is a helping profession leading to the development, provision, and evaluation of social services. Social work is both an academic and an applied discipline that relies on values of service, social and economic justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence in practice. The essence of social work is helping people, organizations, and communities.

Social work strives to enhance human well-being and to alleviate poverty, oppression, and social injustice while promoting respect for human diversity. The social work profession draws upon its own accumulated body of knowledge, skills, as well as the theories and findings of other social science disciplines. Among these social sciences, social work is unique in its emphasis on both the person and the social environment in a reciprocal relationship.



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.

The Full MSW Program is a 60-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 30-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. Graduate students are expected to possess a certain degree of technological proficiency to navigate distance education platforms. Graduate students must receive a "B" or higher to pass a social work course.

### **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.

### **Council on Social Work Education (CSWE) Accreditation Status**

Accreditation is a system for recognizing educational institutions who achieve a required level of performance, integrity, and quality. This process allows the educational community and the public to hold a high level of confidence in a program's academic and professional rigor/comprehensiveness in preparing their graduates to achieve program objectives in their selected field of study. The accrediting process requires institutions to examine their activities and achievements and to detail their internal procedures toward accomplishment of program goals and objectives.

The essential purpose of CSWE's accreditation process is to provide a professional judgment regarding the quality of Social Work Programs offered and to encourage continual improvement. Social Work Programs value accreditation, as this promotes student and faculty

recruitment/retention and prepares students for social work state licensure and possible advanced standing entry into accredited MSW programs.

Eastern New Mexico University's Master of Social Work Program supports the tenets of the CSWE accreditation process and adheres to the National Association of Social Worker's (NASW) *Code of Ethics*. MSW students will comply with the standards of the NASW *Code of Ethics* as well as the CSWE Competencies and Practice Behaviors. Program curricula address CSWE competencies and practice behaviors throughout ENMU Social Work courses.

### **CSWE Generalist Competencies and Practice Behaviors**

1. Demonstrate Ethical and Professional Behavior
  - 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; oral and written, and electronic communication.
  - c. Use technology ethically and appropriately to facilitate practice outcomes.
  - d. Use supervision and consultation to guide professional judgement and behavior.
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
  - a. Advocate for human rights at the individual, family, group, organizational, and community system levels.
  - b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
  - a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
  - b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
4. Engage in Practice-Informed Research and Research-Informed Practice
  - a. Apply research findings to inform and improve practice, policy, and programs.
  - b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
5. Engage in Policy Practice
  - a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
  - b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities

- a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.
  - b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
- 7. Assess Individuals, Families, Groups, Organizations, and Communities
  - a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
  - b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
  - a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
  - b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
  - a. Select and use culturally responsive methods for evaluation of outcomes.
  - b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

### **CSWE Clinical Competencies and Practice Behaviors**

- 1. Demonstrate ethical and professional behavior
  - a. demonstrate 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.
- 2. Advance human rights and social, economic, and environmental justice
  - 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.
- 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
  - 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.
- 4. Engage in practice-informed research and research-informed practice
  - 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.
- 5. Engage in Policy Practice
  - 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.
- 6. Engage with individuals, families, and groups
  - 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.
- 7. Assess individuals, families, and groups
  - 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.
- 8. Intervene with individuals, families, and groups
  - a. implement 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.
- 9. Evaluate Practice with individuals, families, and groups
  - 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.

### **CSWE Clinical Military Competencies and Practice Behaviors**

1. Demonstrate ethical and professional behavior
  - 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, engage in ongoing self-reflection and professional development through supervision to enhance ethical competence and effectiveness in military social work practice.
2. Advance human rights and social, economic, and environmental justice
  - 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. advocate for environmental justice and sustainability within military operations and promoting the health and well-being of military personnel, communities, and ecosystems.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
  - 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.
4. Engage in practice-informed research and research-informed practice

- 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.
- 5. Engage in policy practice
  - 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.
- 6. Engage with individuals, families, and groups
  - 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.
- 7. Assess individuals, families, and groups
  - 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.
- 8. Intervene with individuals, families, and groups
  - 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.
- 9. Evaluate practice with individuals, families, and groups
  - 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.

## **CSWE Children, Youth, and Family Competencies and Practice Behaviors**

1. Demonstrate ethical and professional behavior

- 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.
- 2. Advance human rights and social, economic, and environmental justice
  - 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.
- 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
  - 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.
- 4. Engage in practice-informed research and research-informed practice
  - 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.
- 5. Engage in policy practice
  - 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.
- 6. Engage with individuals, families, and groups
  - 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.
- 7. Assess individuals, families, and groups
  - 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.
- 8. Intervene with individuals, families, and groups
  - 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.
- 9. Evaluate practice with individuals, families, and groups
  - 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 Program Candidacy**

The ENMU MSW program is in the CSWE candidacy pipeline as of 2024. This is a three-year process to full accreditation. While in candidacy, depending on the state of the graduate's residency, program graduates may apply and test for full licensure during this time. Graduates are responsible for reviewing the licensure requirements for their state of residency and/or practice.

### **Requirements for Admittance**

#### **Admittance to the Full MSW Program**

Application into the Full MSW program is a two-step process. To facilitate the graduate application process and to streamline the entry, applicants must: 1) satisfy the requirements of the ENMU Graduate School and apply to the Graduate School for admission and 2) submit the required materials (described below) to the Graduate School.

The following are the admission requirements:

1. Click on Apply for Admission and complete the online Graduate School application available at <https://www.enmu.edu/academics/colleges-departments/graduate-school>
2. Submit the required materials:
  - a. Two writing samples:
    - i. A professional or academic sample, such as a research paper, literature review, or client assessment sample that they have recently written for a class or publication.
    - ii. A personal statement or essay explaining why they want to work in the field of clinical social work, clinical military social work, or child welfare.



- b. Two references are to be completed by individuals who can speak directly to the applicant's potential success as a graduate student.
- c. Applicants must hold a baccalaureate degree from a college or university accredited by a recognized regional accrediting organization with a GPA of 3.0 or higher.
  - i. Applicants with a GPA between 2.75-2.99 may be considered for conditional admission if all other program admittance requirements are met.
  - ii. Applicants with a GPA between 2.50-2.74 who meet other program requirements may enter ENMU as a non-degree seeking graduate student. Students may take social work courses as a non-degree seeking student to raise their cumulative GPA. Students must earn a minimum GPA of 3.0 during the first semester or the first nine (9) hours of enrollment. The student may then reapply to the Graduate School and program admission would be reviewed once the GPA reaches 3.0 and program admittance requirements are met.

All applicants are screened by the program's admissions panel and notified of acceptance by letter.

Applicants looking to transfer in graduate hours from another institution must submit a request by email to the program graduate coordinator. This request must identify the courses (name, number and description) they wish to transfer. Transfer credits beyond nine (9) hours will be considered on a case-by-case basis related to the required coursework of the ENMU MSW program. The majority, more than 51%, of the credit hours to complete the MSW degree must originate from ENMU.

### **Admittance to the Advanced Standing MSW Program**

An applicant who earned a baccalaureate social work degree with a 3.0 or higher from a CSWE-accredited program or a program in the CSWE candidacy process within the last seven (7) years may apply for advanced standing. Admission into the Advanced Standing MSW program is a two-step process. To facilitate the graduate application process and to streamline the entry, applicants must: 1) satisfy the requirements of the ENMU Graduate School and apply to the Graduate School for admission and 2) submit the required materials (described below) to the Graduate School.

The following are the admission requirements:

1. Click on Apply for Admission and complete the online Graduate School application available at <https://www.enmu.edu/academics/colleges-departments/graduate-school>
2. Submit the required materials:
  - a. Two writing samples:

- i. A professional or academic sample, such as a research paper, literature review, or client assessment sample that they have recently written for a class or publication.
  - ii. A letter of purpose: a personal statement or essay explaining why they want to work in the field of clinical social work, clinical military social work, or child welfare.
- b. Two references completed by individuals who can speak directly to the applicant's potential success as a graduate student; one of which must be provided by a member of their BSW faculty.
- c. Applicants must hold a BSW degree from a CSWE-accredited program or a program in the CSWE candidacy process awarded in the last seven (7) years and a minimum of a 3.0 GPA from this program.
  - i. Applicants with a GPA between 2.75-2.99 may be considered for conditional admission if all other program admittance requirements are met.
  - ii. Applicants with a GPA between 2.50-2.74 who meet other program requirements may enter ENMU as a non-degree seeking graduate student. Students may take social work courses as a non-degree seeking student to raise their cumulative GPA. Students must earn a minimum GPA of 3.0 during the first semester or the first nine (9) hours of enrollment. The student may then reapply to the program. Graduate School and program admission would be reviewed once the GPA reaches 3.0 and program admittance requirements are met.

All applicants are screened by the program's admissions panel and notified of acceptance by letter.

**BSW students who do not meet program admittance requirements for advanced standing.**

Students who do not meet the 3.0 BSW GPA requirement, or whose coursework was completed over seven (7) years ago, may be reviewed on a case-by-case basis by the program for acceptance. Students who do not meet the admissions criteria for an advanced standing degree but hold a CSWE-accredited baccalaureate social work degree may be required to take generalist practice courses to address advancements in the CSWE Educational Policies and Standards.

The following are the review requirements for applicants whose BSW GPA is below 3.0:

1. The program conducts a degree audit to identify the coursework and content the student did not perform well in, thus lowering their BSW GPA below 3.0.
  - a. The course descriptions from the original institution will be reviewed for corresponding courses to be offered as a bridge to the MSW coursework.

- b. The remainder of the credits required for a full MSW will be waived by the program.
  - c. Applicants may enter ENMU as a non-degree seeking student and enroll in up to nine (9) credit hours to raise their GPA to the required 3.0 minimum.
2. The applicant will be notified by the program by email and phone call as to the review and its outcome.

The following are the review requirements for applicants whose coursework was completed over seven (7) years ago:

1. The program conducts a degree audit.
  - a. The course descriptions from the original institution will be reviewed for corresponding courses to be offered as a bridge to the MSW coursework.
  - b. Any coursework in which the applicant received a "B" in or higher will be accepted.
  - c. Applicants who hold an active license at the baccalaureate level and whose licensure is in good standing with their state will have the generalist requirements waived.
2. The applicant will be notified by the program by email and phone call as to the review and its outcome.

Applicants eligible for a secondary mechanism are notified by the program by phone and email.

Applicants looking to transfer in graduate hours from another institution must submit a request by email to the program graduate coordinator. This request must identify the courses (name, number and description) they wish to transfer. Transfer credits beyond nine (9) hours will be considered on a case-by-case basis related to the required coursework of the ENMU MSW program. The majority, more than 51%, of the credit hours to complete the MSW degree must originate from ENMU.

### *Evaluation of Applications*

The MSW Program has the responsibility to review student admission application packets for acceptance into the program. Faculty review and evaluate student packets using a standardized tool. Additional interviews may be required for further clarification of information, or a discussion of issues raised by the application process.

Applicants are evaluated on the following:

- Potential to effectively engage in social work practice.
- Potential for eligibility for social work licensure.
- Demonstrated successful academic performance.
- Effective communication skills and verbal expression.
- College-level writing skills.

- Interpersonal skills, including the ability to establish rapport and work well with others.
- Overall presentation of self that includes attitude, maturity, and judgment appropriate to the standards of the social work profession.
- A heightened level of self-awareness and insight in assessing strengths and challenges as they might impact carrying out professional responsibilities.
- Reliability and cooperation in carrying out responsibilities.
- Motivation to pursue a career in the field of social work.
- Motivation and commitment for level of study for social work program and social work profession.
- Positive references based on ability to accept constructive criticism; conceptual ability; self-directed behavior; performance under pressure; interest in welfare of others; flexibility; leadership abilities; respect for diversity; integrity; dependability, etc.

The following are the decisions that applicants may receive regarding their application for admission:

- Admit
- Conditionally Admit
- Denial

Students who are **admitted** to the program will receive an acceptance letter from the graduate school and a welcome email from the program with contact information for the graduate coordinator, the field director, and a link to the *MSW Student Manual*. Students are responsible for reviewing the MSW Student Manual and providing proof of review (signed acknowledgement scanned to program administrative assistant), as all program students are held accountable to this manual.

Students who receive **conditional admittance** to the program will receive an acceptance letter from the graduate school and a welcome email from the program. The welcome letter will provide contact information for the graduate coordination, field director, and notify them of their conditional status and the following conditions:

- a. The student must obtain a 3.0 GPA in their first semester in the program. After this semester, students who obtain a 3.0 in the first semester will receive an email from the program indicating they have cleared conditional status.
  - a. Students who do not receive a 3.0 GPA in their first term will be placed on academic probation. This will result in a meeting with the graduate coordinator to establish an academic success plan for future semesters and quarterly meetings with the graduate coordinator.
  - b. A subsequent semester below 3.0 will result in academic suspension and removal from the program. Students will have to reapply for admittance after taking coursework to raise their GPA to the 3.0 admittance standard.

In this welcome email students are also provided with a link to the *MSW Student Manual*. Students are responsible for reviewing the MSW Student Manual and providing proof of review (signed acknowledgement scanned to program administrative assistant), as all program students are held accountable to this manual.

Applicants who receive a **denial** letter from the Graduate School based on a low GPA (below 2.5) may have the option to enter as a nondegree seeking student and take up to nine (9) credit hours to raise their GPA. These applicants are encouraged to contact the MSW Program Director as to their denial and option for nondegree seeking status. Once their GPA reaches the 3.0 threshold, applicants will reapply to the program and up to nine (9) credit hours of MSW coursework may transfer in.

### **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.

### **Legal Issues**

Students must be eligible for membership in good standing with the National Association of Social Workers (NASW). Please note convictions for violations of law do not automatically bar MSW applicants from admission, but students must disclose and discuss prior convictions with the MSW Program Director prior to admission. It is the student's responsibility to contact the licensing board of their state to determine whether their criminal history will inhibit their ability to obtain social work licensure.

### **Psychological/Emotional/Mental Health Considerations**

Social Workers are often in stressful and psychologically demanding situations. The profession involves considerable need to make immediate and serious decisions under conditions of uncertainty. If you have (or think you might have):

- Emotional, psychological, or mental health issues that may influence your stress level, interfere with your functioning as a clinical social worker, or negatively impact your clients, or
- Have been under the care of a licensed mental health practitioner within the last two years, you should seek the advice of a licensed mental health practitioner prior to enrolling in the MSW Program. Please carefully consider how your situation might impact you and your clients' well-being.

Since such conditions may become more severe under the stress of social work education or practice, you are advised that students who manifest problems that interfere with their successful progress in the MSW Program may be required to withdraw from the program.

**Email Communication**

All communication from the University and the Social Work Program will be directed to the student ENMU email address only. All emails sent to social work faculty must come from the student's ENMU email.

**Degree Planning and Academic Advising**

Professional social work advisement orients the student to the social work profession and assists the student in assessing their motivation and capacity for a career in clinical social work. This provides a setting in which to guide students in the self-evaluation process as well as to allow evaluation of the student by the faculty advisor. The program provides social work advisement in numerous platforms and encourages students to engage with faculty through their academic advising appointment (held once per term at minimum), ad hoc advising as needed and set by the student, engage in faculty office hours (posted in each Canvas course shell), attend the training seminars provided by the program each term, and engage in their field seminar in semesters they are enrolled in field education. Each of these settings will allow students to explore the practice of the social work profession.

Career counseling is an important feature of the program and serves to support the student in exploration of their practice interests as well as ready them for licensure and post-graduate work. These discussions take place during scheduled advising appointments, or those made ad hoc by the student with their advisor, the graduate coordinator, or another faculty member of their choice. Students receive additional professional support in their MSW Capstone course (SOWK 519), taken their final term. An aspect of this course readies students for their licensure exam and addresses licensure and practice requirements in their state of residency – supporting students in transition from the classroom to the professional practice realm.

Students pursuing an MSW will be assigned to MSW faculty to review the degree plan and other program requirements as well as receive academic advising and career counseling. The advisor helps guide the student in selecting course work and area(s) of focus that are most consistent with the student's needs, strengths, and goals. MSW students are required to meet with their advisor no less than once per semester. Students are encouraged to make additional appointments with their advisor during posted office hours, by telephone, or e-mail as issues may arise during their matriculation.

**Distance Learning and Educational Technology in the MSW Program**

To ensure that distance is not a barrier in the social work education process, the ENMU MSW Program is designed to make use of advances in educational technology via full use of largely "geography free" (distance) education. The MSW Program will be accessible to students using a combination of the following formats: in-person, online, lecture capture, and video technologies.

**Attendance**

Students are expected to participate in all classes fully prepared. Attendance expectations are outlined by each instructor at the beginning of the semester and written in each course syllabus. Failure to participate in courses regularly will negatively impact the student's grade.

**Continuous Satisfactory Enrollment**

A temporary leave of absence may be granted in extraordinary cases with the approval of the director. Breaks in course enrollment are likely to disrupt the sequential nature of program courses, delaying graduation. Any breaks in enrollment need to be discussed with the student's academic advisor prior to making course changes. Students who leave without petitioning for a leave of absence may be required to repeat the admissions process. Students who fail to enroll in a required course, withdraw from a required course, fail to maintain a grade of "B" or better, or fail to be in good standing in all required courses will not be in good standing in the MSW Program.

**Degree Requirements**

Degree: Master of Social Work (MSW)—2024-2026 ENMU Catalog

Program Director: Dr. Melissa Moyer, LCSW

Field Director: Dr. Carolyn Tollett, LMSW

The Social work profession strives to ensure the delivery of competent professional practice. Social Work education supports this effort through the application of social work knowledge, values, skills, and cognitive affective processes in the classroom and field experiences. Social workers conduct professional practice in situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The master's program in social work prepares students for specialized practice. Specialized practitioners extend and enhance the depth and breadth of social work knowledge, values, skills, and cognitive affective processes and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention.

The Master of Social Work program curriculum is a competency-based curriculum model. The program is designed as a two-year course of professional study and fieldwork for students who want to become clinical social workers. The curriculum is dedicated to the nine Council on Social Work Education (CSWE) competencies for professional practice: 1) demonstrate ethical and professional behavior; 2) advance human rights and social, racial, economic, and environmental justice; 3) engage in 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 individuals, families, groups, organizations, and communities; 8) intervene with individuals, families, groups, organizations, and communities; and, 9) evaluate practice with individuals, families, groups, organizations, and communities.

The Full Master of Social Work (MSW) Program at ENMU consists of 60 credit hours of coursework to be completed through online and hybrid in-person/distance education courses. This is a 2-year program. Students select three (3) elective courses to complete their concentration in either Clinical Social Work, Clinical Military Social Work, or Advanced Practice with Children, Youth and Families. Students may attend part-time; completion timelines will be dependent on their course completion.

The Advanced Standing option is available to those who completed their BSW from a CSWE-accredited program within the last seven (7) years and have received ENMU MSW program approval. The Advanced Standing Program is 30 credit hours and students will select three (3) electives to complete their concentration in either Clinical Social Work, Clinical Military Social Work, or Children, Youth and Families. The BSW degree must be awarded prior to the start of the advanced standing courses. This is a one-year, three-term program that begins every fall, spring, or summer term.

### **Admission Requirements**

To ensure smooth admission, all application materials and recommendation letters should be submitted by the application deadlines set by desired entry term. For a fall start the deadline for application is June 1<sup>st</sup>, for a spring start the deadline for application is November 1<sup>st</sup>, and for a summer start the deadline for application is April 1<sup>st</sup>. While the degree is delivered through distance education methods students will be required to work/interact with their faculty adviser and master's committee via interactive software at times over the course of matriculation.

### **Graduate Assistantships**

The MSW Program does not offer graduate assistantships at this time.

### **DEGREE REQUIREMENTS**

Full MSW requirements

1. Core Courses (1<sup>st</sup> year)– 30 credit hours
  - SOWK 511 Generalist Social Work Practice with Individuals, Families, and Groups
  - SOWK 513 Generalist Social Worker Practice with Organizations and Communities
  - SOWK 521 Human Behavior and the Social Environment: Individuals and Families
  - SOWK 522 Human Behavior in the Social Environment: Social Systems
  - SOWK 531 Social Work Research I
  - SOWK 533 Social Welfare and Policy Services
  - SOWK 536 Human Diversity and Social Justice
  - SOWK 541 Social Work in Behavioral Health
  - SOWK 588 Foundation Field Seminar I
  - SOWK 589 Foundation Field Education/Seminar II
2. Advanced Core Courses (2<sup>nd</sup> year) – 30 credit hours



SOWK 515 Theories and Perspectives  
SOWK 517 Evaluation of Social Work Practice  
SOWK 519 MSW Capstone Course  
SOWK 543 Current Diagnostic Trends: DSM-5 and the Strengths Perspective  
SOWK 545 Seminar in Brief Treatment  
SOWK 597 Advanced Social Work Field Education/Seminar I  
SOWK 598 Advanced Social Work Field Education/Seminar II

Advanced Clinical Concentration Courses (2<sup>nd</sup> year)  
SOWK 551 Family Assessment and Intervention  
SOWK 553 Advanced Social Work Practice in Groups  
SOWK 555 Psychotherapy with Adults

Advanced Military Social Work Concentration Courses (2<sup>nd</sup> year)  
SOWK 561 Military Culture for Social Workers  
SOWK 563 Practice with Military Populations  
SOWK 565 SOWK Practice in Stress, Trauma and Crisis with Military Personnel

Advanced Children, Youth, and Families (2<sup>nd</sup> year)  
SOWK 571 Clinical Practice with Children, Youth, and Families within the Child Welfare System  
SOWK 573 Social Work and Child Welfare: Professional Culture and Leadership  
SOWK 575 Research-Informed Practice in an Agency Setting

#### Advanced Standing MSW

1. Advanced Core Courses (2<sup>nd</sup> year) – 30 credit hours  
SOWK 515 Theories and Perspectives  
SOWK 517 Evaluation of Social Work Practice  
SOWK 519 MSW Capstone Course  
SOWK 543 Current Diagnostic Trends: DSM-5 and the Strengths Perspective  
SOWK 545 Seminar in Brief Treatment  
SOWK 597 Advanced Social Work Field Education/Seminar I  
SOWK 598 Advanced Social Work Field Education/Seminar II

Advanced Clinical Concentration Courses (2<sup>nd</sup> year)  
SOWK 551 Family Assessment and Intervention  
SOWK 553 Advanced Social Work Practice in Groups  
SOWK 555 Psychotherapy with Adults

Advanced Military Social Work Concentration Courses (2<sup>nd</sup> year)  
SOWK 561 Military Culture for Social Workers  
SOWK 563 Practice with Military Populations

SOWK 565 SOWK Practice in Stress, Trauma and Crisis with Military Personnel

Advanced Children, Youth, and Families (2nd year)

SOWK 571 Clinical Practice with Children, Youth, and Families within the Child Welfare System

SOWK 573 Social Work and Child Welfare: Professional Culture and Leadership

SOWK 575 Research-Informed Practice in an Agency Setting

### **ADDITIONAL PROVISIONS**

Students must meet the following requirements to graduate:

1. Students in the MSW Program must follow all policies and procedures as outlined in the MSW Student Manual and Field Instruction Manual. Both documents are available from program faculty as well as online.
2. All students seeking an MSW must meet with their assigned academic advisor prior to enrolling each semester. Advising should be completed during the regular academic year and students are encouraged to meet with their advisor during advising week each semester.
3. SOWK courses must be completed with a "B" or higher.
4. Graduate courses may only be taken a second time if a "B" or higher is not obtained on the first attempt, after a meeting with their advisor. Program Director approval is required for a second attempt.
5. Nine hundred (900) clock hours of field placement are required for the full MSW degree. These hours are spread across four semesters. Advanced standing students take two semesters of field placement, in combination with their BSW field placement hours to reach the required 900 clock hours.
6. MSW students may be required to complete program entrance and exit assessments as specified by the ENMU MSW Program.
7. Transfer course equivalencies must be demonstrated through transcripts and syllabi or exam scores. Students may transfer up to nine credit hours. Additional credit hours are reviewed by the graduate coordinator on a case-by-case basis for equivalency for program requirements. Students who are permitted to transfer in additional credit hours must complete a majority (over 51%) of their coursework at ENMU.
8. Students who have completed substantial coursework but who lack equivalent courses that satisfy the above conditions may be required to take additional courses to graduate with an MSW. These hours may be in addition to the requirements listed above.

### **Program Events and Required Field Placement**

#### **Orientation**

The ENMU Social Work Program requires students to attend an orientation seminar at the beginning of the term each term. This orientation covers all pertinent program information as well as expectations and points of contact for students. Students will receive additional details regarding this requirement in the beginning week of each term.

### **Speaker Series**

The Speaker Series is an important part of the MSW Program during the generalist year but open to all students. This is held once each semester. The Phi Alpha Honor Society recruit speakers for a conference-style workshop held the Saturday of semester week ten, unless otherwise posted in course syllabi. Speaker Series attendance accounts for ten percent of a student's grade in their class that term. Students are required to attend these sessions, held on campus and available through web-components for live viewing. These sessions provide an opportunity for students to connect and network with our diverse student body and MSW faculty, as well as social workers from varying areas of practice. As part of the curriculum, Speaker Series covers important topics in social work, designed to enhance students' social work knowledge, values, and skills. Eligible students and faculty are awarded continuing education credits for attendance.

### **The MSW Field Experience**

A fundamental element to social work education is the field component. MSW Students take up to four semesters of field placement courses totaling 900 clock hours. Students in the Advanced Standing program will apply up to 450 of their verified BSW field hours to meet the required 900. Field placement enables students to gain valuable experience and instruction in social work practice. The MSW Field Education Program works with social services agencies in our students' communities to provide students with instruction and experience in applying social work knowledge, values, and skills while helping people in need. Field placements are available in a variety of governmental, non-profit, and private agencies where students can develop strength-and-empowerment based clinical skills with clients from various cultural, ethnic, racial, social, and age groups.

In their field placements, students are assigned under the supervision of experienced licensed social workers (see *Field Instruction Manual*). Students complete an application packet and interview with the Field Director for matching with a field agency. Proof of practitioner liability insurance is required prior to placement in a field agency and is available through an insurance carrier of the student's choice.

### **Social Work Student Resources**

#### **Library Information**

Students are encouraged to make use of the library collections at the ENMU Golden Success Center in Portales, NM. There are also branch libraries available at ENMU's site at the Roswell and Ruidoso campuses. The students of the MSW program have online access (via ENMU's homepage) to the Golden Success Center's online collection periodical databases. These databases contain most of the major social science and Social Work professional journals. Many of the articles are in full text form, while others have summaries of article contents. These e-journals are indexed in several different ways and can be a great help to students

working on research or term paper assignments. Students are strongly urged to make use of this resource.

Students have various library personnel to assist them in using the resources of the Golden Success Center. The Social Work Program's library liaison is very knowledgeable about the social work collection and is available to assist students in locating materials for research and study. Students may contact the reference librarian on duty at 575-562-2638. The Distance Education Librarian can assist distance education students with using the library resources and obtaining materials.

### **Writing Center**

ENMU has a fully staffed writing lab on campus to assist our students in developing and refining their written communication skills. The Writing Center can be found in the JWLA Building, Rm 114. Call 575-562-2793 for semester hours and to schedule an appointment, it is available to all ENMU students, on-campus, and distance. Short questions may be submitted by e-mail to: [Writing.Center@enmu.edu](mailto:Writing.Center@enmu.edu).

### **Social Work Licensure**

Students are responsible for investigating licensure requirements in their state of residence or desired practice. The New Mexico Board of Social Work Examiners regulates the practice of social work through the licensure of three different levels of practice (Licensed Baccalaureate social worker (LBSW), Licensed Masters Social Worker (LMSW), and Licensed Clinical Social Worker (LCSW). The Rules, Regulations & Practice Act & application procedures and forms can be found at their [website](#).

### **Social Work Examinations**

The Association of Social Work Boards (ASWB) is the association that oversees social work and develops and maintains the licensing exams. Information about the licensing exams and procedures to schedule a test can be found on their [website](#).

### **Student Organizations**

#### **Phi Alpha Social Work Honor Society**

The Program houses the Omicron Rho Chapter of the Phi Alpha Honor Society, a national social work honor society. The purpose of Phi Alpha is to provide a closer bond among students of social work and promote humanitarian goals and 30 ideals and to foster high standards of education for social workers. Phi Alpha's slogan that embraces their purpose is "Through Knowledge - the Challenge to Serve."

ENMU became the Omicron Rho Chapter of Phi Alpha and inducted its first members in May 2008. Students in the MSW Program who were Phi Alpha inductees in their MSW education

may elect to attend meetings and participate in local chapter efforts. For more information, please contact the faculty advisor, Ms. Christin Haney at [christin.haney@enmu.edu](mailto:christin.haney@enmu.edu).

### **Student Association of Social Workers**

The MSW Program strongly encourages students to organize in their interests as social work students and become involved and active in-service learning through the Association. The Student Association of Social Workers (SASW) promotes peer support, professional growth through planned meetings and events, community service projects, and related field and social experiences. Membership is open to all current BSW and MSW students. The Association relies on self-imposed membership dues to fund the group's annual projects. Additionally, SASW serves as a link to the Social Work Program's administration and faculty. For more information, please contact the faculty advisor, Mrs. Deborah Chavez at [deborah.chavez@enmu.edu](mailto:deborah.chavez@enmu.edu).

### **Other Social Work Organizations & Opportunities**

In addition to the SASW and Phi Alpha, students are encouraged to participate in other campus organizations. The different offices of Multicultural Affairs (Hispanic, African American, Native American, or International) assist the university in promoting cultural diversity and awareness throughout the campus community. Its programs, services, and activities promote ethnic and cultural identity within a multicultural environment. In addition, the offices encourage and support cooperative relationships among all diverse students and groups and the mainstream university population.

A component of the Office of Student Activities and Organizations, the Student Leadership Office, offers a variety of leadership training and support for ENMU students and registered student organizations. It also organizes the President's Student Advisory Council (PSAC), a monthly meeting among the president of the University and registered student organizations. The meetings provide a forum for the president to discuss any current issues with the students and receive valuable feedback. PSAC is a great opportunity for student organizations to have a voice on campus and promote their organizations.

### **Student Research and Creativity Conference (SRCC)**

The Student Research and Creativity Conference (SRCC) is held every first Thursday of April. Submissions or entries are due 30 days prior. MSW students are encouraged to participate to compare their work to that of other students on campus, to get valuable presentation experience and to receive feedback on their work. Conference participation is free and cash prizes are awarded. More information is available on the student portal, under the Research section.

### **Timely Care**

Timely Care is a virtual health and well-being platform available 24/7 for Eastern New Mexico University students. Students do not need insurance to access Timely Care. The partnership is an extension of campus counseling center resources and will provide students with 24/7 health

care to improve student well-being, engagement, and retention. Students can access timely care services by visiting [www.timelycarecom/enmu](http://www.timelycarecom/enmu).

### **Title IV-E CYFD Child Welfare Scholar Program**

The Child Welfare Scholar Program is funded through the federal Title IV-E Child Welfare Training Program of the Social Security Act. The primary goals of the Child Welfare Scholar Program are to encourage qualified students to pursue careers in public child welfare and to ensure that these students develop the competencies to provide quality services to children and families involved with child welfare.

ENMU, in a partnership with the NM Children, Youth, and Families Department (CYFD) provides stipends to qualified full-time MSW students interested in a career in child welfare. Stipends provide financial assistance to selected students. Through their courses and field placements students are prepared for work in permanency planning, foster care, and adoption services for children and families involved in child protective services due to child maltreatment and serious issues in family functioning. Upon graduation, students begin an exciting and challenging career in child welfare, an area that demands competent, motivated, and dedicated individuals.

#### **Stipends**

Receiving a stipend through the Child Welfare Scholar Program will provide \$11,000 for educational expenses. Students should check with financial aid specialists to learn about how stipend awards will impact their financial aid. A yearlong stipend requires an 18-month commitment to CYFD in a job placement with Protective Services, upon graduation.

#### **Eligibility**

To be considered for selection to the Child Welfare Scholar Program, a student must:

- Be a MSW program student in good standing entering and on target for graduation at the end of the academic year.
- Be willing to sign a contract to work for NM CYFD for 18 months per academic year stipend funds are received as a scholar. The student will agree that if the work commitment is not met, the student is responsible for repayment of the funds received in the time they would have had to complete their employment payback.
- Be willing to accept CYFD employment in counties where there is the greatest need for qualified social workers.
- Interview and be accepted by CYFD county office for a senior field placement in protective services.
- Complete a Child Welfare Scholar Program Application Packet, including an application form, resume, and three professional references.
- Successfully complete an interview by a panel consisting of representatives from CYFD and ENMU's MSW Program.
- Successfully complete a CYFD background check.

## **Program Requirements**

Scholars must successfully complete the required field placement at a CYFD Protective Services County Office.

## **Scholar Program Application Process**

- Student is required to apply for field placement and meet with the Field Director to discuss interest, suitability, and availability of child welfare field placements and the procedures for obtaining a field internship with CYFD - Protective Services.
- Student will submit a Child Welfare Scholar application packet to Title IV-E Field Liaison.
- If the student is accepted for a field internship with CYFD, the student will then be required to complete a formal interview by a panel consisting of representatives from CYFD and ENMU's MSW Program. The interview will be arranged by Title IV-E Field Liaison.
- Student completes a background check through CYFD.
- If the student is selected for the program, the student will sign a Title IV-E Child Welfare Scholars Agreement.
- Upon being offered a scholar field placement opportunity with CYFD and a stipend, students will be assigned to a particular unit and a CYFD field instructor for field placement.
- Student will begin field placement during the first week of the field placement course.

## **Contacts**

For information on the Title IV-E Child Welfare Scholar Program contact:

Dr. Carolyn Tollett, LMSW  
(575) 562-2466  
[Carolyn.Tollett@enmu.edu](mailto:Carolyn.Tollett@enmu.edu)

For an application packet contact:

Shaina Zachry  
ENMU Station 13. Lea Hall #144  
(575) 562-4510  
[Shaina.Zachry@enmu.edu](mailto:Shaina.Zachry@enmu.edu)

## **Student Participation**

Active student participation is a vital component of the MSW program, encompassing both the explicit and implicit curriculum. The explicit curriculum includes formal coursework, field education, and academic requirements that equip students with the knowledge, skills, and competencies essential for professional social work practice. Equally important is engagement with the implicit curriculum—the values, behaviors, and professional norms conveyed through interactions with faculty, peers, and the broader learning environment. Participation in both areas fosters critical self-awareness, ethical practice, and a strong professional identity.

Students are encouraged to fully engage in all aspects of the program to support their development as competent, reflective, and socially responsible practitioners.

The explicit curriculum refers to the formal, structured educational content delivered through courses, syllabi, field education, and academic requirements within the MSW program. It includes the specific knowledge, theories, skills, and competencies that students are expected to learn and demonstrate, as outlined by accreditation standards and program objectives. This curriculum is intentionally designed, assessed, and aligned with professional social work standards to prepare students for ethical and effective practice across diverse settings.

Students are encouraged to participate in explicit curriculum in the following ways:

- Active engagement in class discussions, case studies, and role plays to apply theoretical frameworks to real-world scenarios.
- Timely submission of assignments that demonstrate critical thinking and integration of course material.
- Participation in field placements, including regular supervision meetings, completing required hours, and applying classroom knowledge to practice.
- Contributing to group projects or presentations, reflecting collaboration and communication skills essential to social work.
- Attending required workshops or seminars that complement core learning objectives.

The implicit curriculum refers to the values, attitudes, behaviors, and norms that are communicated indirectly through the culture and environment of the MSW program. It includes the quality of relationships among students, faculty, and field instructors; the program's commitment to equity and inclusion; and the ways professionalism, ethics, and social work values are modeled in day-to-day interactions. While not formally outlined in syllabi, the implicit curriculum plays a crucial role in shaping students' professional identity and readiness for practice.

Students are encouraged to participate in implicit curriculum in the following ways:

- Demonstrating respect and cultural humility in interactions with peers, faculty, clients, and community members.
- Modeling ethical behavior and professionalism, such as maintaining confidentiality and appropriate boundaries.
- Seeking and accepting constructive feedback, and using it to enhance personal and professional growth.
- Advocating for inclusivity and social justice within classroom or program settings, even when not explicitly required.
- Engaging in reflective practice, including self-assessment and dialogue about values, biases, and the impact of one's identity on practice.



The program will continuously explore methods to engage students in both the explicit and implicit curricula. The program will hold town hall forums with students during the Speaker Series at least once per academic year. Students will be surveyed in several of their courses as a measure to gauge faculty effectiveness, accessibility, content relevance, and overall satisfaction with the educational experience. These are conducted at the institutional and program levels. Students are provided a Suggestion Box in each course where they may submit comments anonymously, or confidentially on their program experience. Program events are offered during non-traditional hours in a hybrid method or recorded for later viewing and feedback for all students. All program events and recordings are closed captioned for student access. Graduating students participate in exit interviews with the directors to discuss their educational experience and offer feedback and opportunities for the program to improve.

## **Program Evaluation**

### **Evaluation of Students' Academic, Field, and Other Performance Overview**

The ENMU MSW Program is committed to an ongoing plan of assessment. This plan is the guiding source of data to be used in the MSW Program's continuous improvement efforts. ENMU's MSW Program believes that a comprehensive package of measures of program performance incorporating quantitative data, qualitative data, and subjective faculty perceptions will provide the best insight into the program's strengths and areas needing improvement.

Faculty may integrate survey participation into coursework, gather observations from advising (at the beginning of each semester, from in-class student performance during the semester, and student feedback at the end of each semester) to be used for course enhancements and student learning.

In addition to the assessment of individual student progress, the MSW Program monitors the overall achievement of MSW Program goals and outcomes. To accomplish this effort, all MSW students are required to participate and pass their MSW Capstone, a course in program and professional competencies. In addition, graduating students are surveyed by a third party. This survey does not affect student grades, but it is vitally important in helping the MSW Program improve its performance and is mandatory for MSW students.

The MSW Program uses learner outcomes and competency-based approach, alongside traditional evaluation of observations/advising and transcripts/normative assessment to evaluate students.

- **Learner outcomes** are derived from the program's mission, goals, the nine core CSWE competencies and are assessed in curriculum. Students are referred to their syllabi and the department's assessment plan for a listing of these specific outcomes (instructors will additionally review specific course objectives at the beginning of each course in

which they are to be assessed as well as immediately prior to their measurement with an assignment).

- **Interviews, advising and observational feedback** occur for each student with their individual instructors and advisors (qualitative measures). Each semester of matriculation in the Social Work Program, MSW faculty meet with students in their advising appointments to evaluate and give feedback on student progress, strengths, and areas of challenge, which must be addressed.
- **During the semester advising** the faculty advisor will discuss the student's progress in the MSW Program with returning students, making notes regarding the student's progress toward degree completion. Advisors will discuss problems/issues the student is experiencing and problem-solve these situations with the students. Remediation plans will be developed if necessary. Career development counseling also occurs during these sessions each term.
- **Coursework completion** allows for evaluation of student competencies and can be measured by the following:
  - Attendance and prepared class participation
  - Discussion participation by way of discussion boards, Zoom, and Speaker Series
  - A formal research term paper and or written assignments
  - An oral presentation to the class
  - A major class project
  - Mid-term and final examinations (comprehensive)
- **Fieldwork** will be evaluated in accordance with the student *Field Instruction Manual* (available online) and on student evaluation forms approved by the Field Director.
  - The Field Liaison, Field Instructor, and supervisors (if applicable) will assess the student's progress toward achieving acceptable levels of mastery of each of the nine core competencies and corresponding practice behaviors as listed in the approved learning contract for the field placement.
  - The Field Liaison, Field Instructor and supervisor will review the student's field evaluations with the student twice during each semester (mid-term and final).
  - The MSW faculty will review summaries of students' progress in achieving their competencies as a part of annually evaluating the field programs effectiveness in promoting student learning and Social Work skills growth.
  - Field Instructors, supervisors, and students will review the field program and make recommendations for improvement at the end of each semester.
- **Surveys** are administered to graduating seniors. This data flags program strengths and identifies program or curricular areas needing improvement.

## **Results of Assessment**

At the end of each academic year the MSW faculty will review the results of faculty observations, student evaluations and comments, plus quantitative data from students' grades. All these outcome measures will be discussed in faculty planning meetings each year. These results will be used to plan future operations of the MSW Program in the areas of curriculum, course delivery, and field experience placement. Problematic or insufficiently addressed areas of the curriculum will be given priority for revision, expansion, or replacement.

### **Academic Program Standards for Retention: Student Code of Conduct**

As a profession, social workers operate in positions of authority. They have a duty to clients for effective advocacy and awareness of potential harm. In preparation for this responsibility, academic requirements in a social work program are by necessity comprehensive. In addition to scholastic requirements for completion of courses at specific grade levels, social work students are expected to behave and practice in a manner that is consistent with the values, ethics, and conduct requirements of the *NASW Code of Ethics*. Students are bound to this Code as ENMU MSW Program students and are provided as an electronic copy in each of their program courses.

Comprehensive academic performance standards in the social work program include cognitive, skill, scholastic, behavioral, and professional components and are primary indicators of professional readiness for practice in the field of social work. This also requires a student to demonstrate understanding of MSW Program Goals and CSWE Competencies and Practice Behaviors. Program goals as well as CSWE Competencies and Practice Behaviors are outlined for students in this manual, each course also reflects the specific competency and practice behavior covered in its syllabus.

Academic Performance Standards for the ENMU MSW Program are measured in seven categories: Scholastic Standards; Professional Values and Ethics; Self-Awareness; Interpersonal Relationship Skills; Responsibility and Professional Readiness; Critical Thinking and Problem-Solving Abilities; and Communication Skills. Standards were developed to ensure clarity on expectations for student behavior and achievement; ensuring students from our program are well suited for professional social work. Students who are unable to achieve or demonstrate the essential behaviors identified in this document will come before the MSW Academic Performance Review Committee. The Review Committee will consist of the MSW Program Director, MSW Field Director, and the student's academic advisor.

#### **1. Scholastic Standard**

Includes overall GPA and course grade requirements.

##### ***Essential Student Behavior:***

- Must achieve and maintain an overall GPA of 3.0.
- Must achieve and maintain a "B" in all Social Work classes.

- o A course may only be repeated with Program Director approval.
- o A course may not be taken a third time. The student will be removed from the program and must reapply to the program for admittance.
- Must complete all field placement requirements.

## **2. Professional Values and Ethics Standard**

Students demonstrate adherence to professional values and ethics.

### ***Essential Student Behavior:***

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW *Code of Ethics*, as well as with established laws, policies, and professional standards of care.
- Observance of governing laws and regulations.
  - o MSW students are furthering their education as professional Social Work practitioners; thus, behavior that would impair students from being accepted by NASW or similar Social Work organizations as social workers in good standing, or behavior which would preclude licensure is subject to disciplinary action. The nature of social work practice includes work with vulnerable persons, and dictates that practitioners use sound and mature professional judgment.
- Demonstrates professional and academic integrity in meeting the objectives of the Social Work program and in fulfilling all program requirements. Students should remain aware of and abide by Academic Misconduct policies as defined in ENMU Catalog, Canvas Courses, syllabi, and listed here:
  - o **Academic Integrity Policy**  
Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate disciplinary action. See the Student Handbook for further information.

## **3. Self-Awareness Standard**

Students demonstrate professional readiness through a commitment to the process of self-reflection and self-critique. Students assume full responsibility for professional growth and for protecting clients, peers, and other relevant parties from the adverse effects of performance problems and unprofessional behavior.

### ***Essential Student Behavior:***

- Demonstrates awareness of self and its impact on interpersonal and professional relationships.
- Demonstrates a willingness to examine and assess the relationship between his/her/their personal values/socialization and their fit with expected professional behavior, as well as to grow toward professionalism by responsibly reconciling differences, as required by the NASW *Code of Ethics*.

- Demonstrates the capacity to assess strengths, limitations, and suitability for professional practice throughout the program of study.
- Shows a willingness to receive and accept feedback and/or supervision in a positive manner and to use the feedback to enhance his/her/their professional development.
- Demonstrates the ability to deal with life stressors with appropriate coping mechanisms.
- Demonstrates a realistic and accurate self-awareness of his/her/their own strengths, limitations, values, and performance

#### **4. Interpersonal Relationship Skills Standard**

Interactions with peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional role and appropriate boundaries.

##### ***Essential Student Behavior:***

- Relates interpersonally in a manner that is respectful in all personal and professional situations, to include written and verbal communication and body language.
- Demonstrates interpersonal skills that would indicate an ability to form and sustain effective helping relationships.
- Uses proper channels for conflict resolution, i.e. chain of command in agency and school setting.
  - For example, a problem in class is taken to the instructor first, then the advisor, and if needed the director. If the problem cannot be resolved within the program, the next contact is the Health and Human Services Department Chair, the College of Liberal Arts and Sciences Dean, and eventually the Vice President of Academic Affairs.
- Maintains appropriate boundaries in all relevant relationships and arenas.

#### **5. Responsibility and Professional Readiness Standard**

Appropriate levels of responsibility and professional readiness are demonstrated over the course of the program of study.

##### ***Essential Student Behavior:***

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Shows potential for responsible and accountable academic behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.

- On campus, classroom, field placement, community, and peer interaction behaviors comply with program and institutional policies, as well as professional and ethical standards.
- Refrains from illegal drug use, demonstrating behavior that is consistent with ENMU's Disciplinary Rules on drugs and alcohol as outlined in the catalog.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- Demonstrates application of effective time management strategies in completing all professional and academic responsibilities and activities.
- Responds in a timely and appropriate manner to communication from faculty, supervisors, field instruction personnel, and clients.

## **6. Critical Thinking and Problem-Solving Abilities Standard**

Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data.

### ***Essential Student Behavior:***

- Demonstrates the ability to identify biological, psychological, developmental, spiritual, socioeconomic, and environmental factors affecting an individual, family, group, or community.
- Demonstrates ability to gather and assess data to inform conclusions and consider reasonable alternatives, recognizing underlying assumptions and practical consequences.
- Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with clients.
- Demonstrates ability to engage in reflective thinking to address personal beliefs permeating professional practice.

## **7. Communication Skills Standard**

All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

### ***Essential Student Behavior:***

- Speaks with respect and cultural sensitivity to peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors.
- Shows skill in building rapport and engaging clients, applying principles of sound communication.
- Demonstrates good empathic and attending skills in client interactions.
- Demonstrates mastery of professional tone in oral and written form.
- Follows field placement agency guidelines for recordkeeping.

**Circle of Confidentiality**

The faculty operates under the professional concept of a “circle of confidentiality”. Program personnel and field instructors have a right and obligation to exchange information on students. This informational exchange enables the operation and integrity of the program. Information is shared for the purpose of aiding student performance, as well as the safety and well-being of ENMU faculty, students, and field agency personnel.

**Observance of US and NM State Law (see ENMU Catalog)**

Program students are in preparation to become professional social work practitioner thus, behavior that would impair students from being accepted by NASW or similar social work organizations as social workers in good standing, or behavior which would preclude licensure is subject to disciplinary action. The nature of social work practice includes working with vulnerable persons, and dictates that practitioners use sound and mature professional judgment.

The NASW Code of Ethics serves as the Program’s guide to professional practice. Students are expected to familiarize themselves with the NASW Code of Ethics and abide by them. The following is a partial list of behaviors that are not acceptable in the Program and will be dealt with according to ENMU and Program policy and procedures.

- Gross misuse of university property
- Unethical or grossly unprofessional conduct with clients and/or other students
- Repeated substance abuse
- Failure to treat clients, faculty, or other students with honesty, confidentiality, beginning competence and respect may be grounds for probation or dismissal
- Failure to demonstrate professional integrity in meeting the objectives of the Program and in fulfilling all Program requirements
- Perform at levels of “C” and below in course or field work
- Are excessively absent from class, as defined in the instructor’s syllabus
- Are consistently irresponsible in meeting classroom and program requirements; for example, they are involved in a high frequency of the following: tardiness and absences, absences on exam days, assignments are turned in late, required field experiences or group meetings to prepare for group projects are missed
- Do not meet the grade-point requirements that have been established at different points in the program
- Continue to reject social work values as they proceed through the program or who do not comply with the NASW Code of Ethics
- Fail to engage in ethical behavior in the community commensurate with the professional role
- Are found to be in serious violation of ENMU student disciplinary rules, as provided in the ENMU Student Handbook

- Are under the influence of alcohol or drugs in the classroom or field settings, which causes them to function in an impaired manner, exhibit inappropriate behavior, or demonstrate negligence or unprofessional conduct, as defined in the NASW Code of Ethics
- Are unable to pass a drug screen, as required by the program or field placement
- Behave in ways that are inappropriate to the field of social work, as defined in the NASW Code of Ethics, ENMU Student Code of Conduct, or MSW Program policies
- Are unable to demonstrate a willingness to grow toward professionalism by responsibility and satisfactorily reconciling differences between personal and professional values/ethics to practice in an ethical and professional manner, as required by the NASW Code of Ethics
- Interact inappropriately or ineffectively with faculty, staff, peers, field instructors, or in other collegial relationships
- Are convicted of a violent crime or any other felony

As a result of the above, or any violations of the NASW Code of Ethics, or violations of ENMU's established policies and procedures regarding a code of conduct which can be found in the ENMU Catalog and Student Handbook, may result in the following, but is not limited to the following:

- Mutually agreed upon counseling at the student's expense
- Mandated sobriety while completing all degree requirements and drug/alcohol testing while in the program
- Authorization to release all information and records related to treatment, including test results of blood/urine samples for alcohol and drugs
- Responsibility for payment of any required alcohol and drug screens
- A written performance plan
- Required human service activity
- Extra coursework or educational experiences
- A departmental probationary period during which specified criteria must be met
- Referral to the College Disciplinary Committee
- Suspension or expulsion from the program
- Immediate termination of program enrollment for what is deemed good and sufficient reasons by ENMU faculty and administration

### **Review Process and Procedures**

A review meeting will be scheduled within ten (10) calendar days following the emergence of a concern. The program director shall notify the student, the complainant, and the committee of the meeting time and place, as well as the nature of the problem(s) to be considered by the committee. The review committee will consist of the MSW Program Director, MSW Field Director, the student's academic advisor, and the course instructor (if applicable).



Attendance at the review meeting will be governed as follows:

1. The student whose performance/behavior will be reviewed is expected to attend the performance review meeting. However, if the student has been contacted but refuses to attend, the review will be conducted in his/her absence. Prior to the meeting date, the student is responsible for contacting the program director to confirm intent to attend the meeting.
2. The student may remain in the meeting until the point at which the committee begins its deliberations.
3. The student may invite another student or staff person from within the institution to attend the Performance Review Committee meeting, and it is the student's responsibility to notify the program director 24 hours prior to the scheduled meeting.
4. The program director may invite additional administrative resources from within the institution, as appropriate.
5. The program director has the authority to limit the number of people who will be attending the review.

### **Student Appeal**

The student has the right to appeal the committee's decision. Since an Academic Performance Review is not a student disciplinary hearing, the level of appeal shall be to Chair of the Department of Health and Human Services, Dean of the College of Liberal Arts and Sciences, and the Vice President of Academic Affairs. The final appeal shall be to the President of Eastern New Mexico University.

### **Program Resolution within the Department of Social Work.**

1. The aggrieved person, in most cases, should discuss the issue with the person they have a grievance against, whether, student, faculty, or field instructor.
2. If the grievance is unresolved at this level, the aggrieved person should discuss the issue with their academic advisor.
3. If the grievance is still unresolved, the aggrieved person should discuss the issue with the MSW Program Director. Grievances related to field placement should be discussed with the MSW Field Director prior to bringing the matter to the attention of the Program Director.
4. If the grievance is still unresolved, the issue can go to the university ombudsman or to a grievance committee.

Students have access to the normal university channels of appeal from any adverse decisions. This is done by filing a written appeal with the Department of Health and Human Services Chair. Should a student wish to appeal the decision of the Chair, students may pursue their complaint with the Dean of the College of Liberal Arts and Sciences. Following this, students have further rights of appeal through the Vice President for Academic Affairs, and ultimately, to ENMU's President. Please see the following Procedures and Process.

### **Grievance Policy and Procedures**

Most grievances, but especially any appeals of student grades should first go to the instructor of record. See ENMU Student Handbook and Catalog. The student should present an oral or written justification explaining the issue and stating their preferred resolution of the situation. If a discussion with the instructor of record does not result in resolution of the issue, student appeals should next go to the MSW Program Director and/or the Field Director. Following that, grievances/appeals should be addressed to the Chair of the Health and Human Services Department, then the Dean of the College of Liberal Arts and Sciences, the Vice President for Academic Affairs, and finally, to the President of the University. In extreme circumstances, students may also have legal rights under the laws and regulations of the United States and the State of New Mexico.

### **Field Placement Performance Standards**

Issues of performance in the field placement are addressed collaboratively among the student, the Field Liaison, the Field Director, and the Field Instructor/Supervisor. Depending upon the severity of the problem, the Field Director and Program Director may become involved in a Placement Review Meeting with an emphasis on full and open communication so that collaborative and helpful solutions can emerge. After such collaboration, decision choices include (but may not be limited to):

- The student takes a leave of absence during which time corrective action steps are taken;
- The student continues in the program with a Developmental Plan (refer to Field Instruction Manual)
- The student is terminated from the Field Education Program, resulting in removal from the MSW Program.

### **Sexual Harassment/ Sexual Misconduct**

Sexual harassment is defined as any unwanted sexual behavior, attention, or activities which may create a hostile environment for the victim(s). ENMU expressly prohibits sexual harassment or sexual misconduct of any kind by or toward any student or university employee/representative on the University campus, at any University sponsored events or activities. Field students, field instructors, representatives of the field agency, and faculty/staff from ENMU are subject to the sexual harassment policy of Eastern New Mexico University and the relevant internal policies of individual agencies during field placement activities.

Allegations of sexual harassment in field placement or any other settings shall be investigated and resolved in accordance with the policies and procedures established by the ENMU Affirmative Action Office and the ENMU Code of Conduct. For detailed information concerning the sexual harassment policy and investigatory procedures of Eastern New Mexico University, interested students and agency personnel should consult the Eastern New Mexico University Affirmative Action Office or the Chair of the Department of Health and Human Services.

In addition to Eastern New Mexico University's policy on sexual harassment, field students and participating field agency staff are subject to federal and state laws prohibiting sexual

harassment. Social workers and social work students are further subject to the NASW Code of Ethics standards prohibiting sexual conduct with clients. MSW students are forbidden to engage in sexual harassment or misconduct of any kind.

Depending upon the seriousness of the offense, a student found to be in violation of the sexual harassment/sexual misconduct policy may be warned, subjected to non-academic discipline, suspended, or expelled from the MSW Program and/or Eastern New Mexico University. A student charged with sexual harassment/misconduct may also be subject to prosecution under New Mexico criminal statutes. Students shall have the normal university channels of appeal from any disciplinary decision.

## **SOCIAL WORK COURSE DESCRIPTIONS**

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

Professional social work practice based on a social systems paradigm and social work values and ethics. Content emphasis on practice with individuals, families, and groups.

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

Professional social work practice based on a social systems paradigm and social work values and ethics. Content emphasis on practice with communities and organizations.

**SOWK 515 Theories and Perspectives (3)**

Critical analysis of theories and perspectives on individual and family development with emphasis on the functioning of the system and interaction in the social context.

**SOWK 517 Evaluation of Social Work Practice (3)**

Application of formative and summative evaluation methods employed to determine the effectiveness of programs and interventions of social work practice with all systems.

**SOWK 519 MSW Capstone (1)**

Capstone course on the clinical competencies of advanced social work practice. Evaluation of program students' integration of classroom and field education on the CSWE competencies and the NASW Code of Ethics. Self-care, professional conduct, practice, and licensure are emphasized.

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

Individual and family development from a social system, ecological perspective. Content includes life span development from conception to old age.

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

Theoretical foundations of human behavior from a social systems, ecological perspective. Emphasis on reciprocal, interactive influences of individual, group, organizations, and community behavior and environments.

**SOWK 531 Social Work Research I (3)**

Examination of quantitative and qualitative research methods used in social work including phases and design of a research project. Ethical standards and cultural considerations are highlighted.

**SOWK 533 Social Welfare Policy and Services (3)**

Overview of contemporary social welfare system in the United States as a response to social work problems with special attention to social work's history in this country. Emphasis on descriptive analysis of programs and policies aimed at addressing poverty and social justice.

**SOWK 536 Human Diversity and Social Justice (3)**

Foundations of knowledge for effective social work practice with diverse individuals and groups. Explores the background, worldview, and special needs of groups with respect to race and ethnicity, religion, gender, disability, sexual orientation, sexual identity, age and other marginalized groups.

**SOWK 541 Social Work in Behavioral Health (3)**

Historical and political context of behavioral health and mental health care. Explores the impact of substance use, gambling, and eating disorders on individuals, families, and communities. Emphasizes the multidisciplinary nature of behavioral health practices.

**SOWK 543 Current Diagnostic Trends – DSM-5 & The Strengths Perspective (3)**

Provides a deeper understanding of the process of diagnosing mental disorders utilizing the latest framework as described in the Diagnostic and Statistical Manual, fifth edition (2013). Explores the integration of the psycho-pathological perspective with the strengths perspective. The importance of generating accurate diagnosis while at the same time attending to the person's uniqueness, social context, issues of poverty, discrimination, and exclusion that contribute to their sense of social well-being, health, and conscientiousness is emphasized.

**SOWK 545 Seminar in Brief Treatment (3)**

Builds on knowledge of short-term treatment, expanding toward understanding, and the practice of brief treatment as a modality of social work intervention. Differences and common elements of three approaches to brief treatment (task-centered, crisis intervention, brief psychotherapy) are explored and related to social work practices with individual clients.

**SOWK 551 Family Assessment and Intervention (3)**

Examines different theoretical approaches to assessment and intervention with families. Focus on interpersonal interaction patterns and systems. Different models of family therapy described, applied, compared with other models and/or theories, and evaluated for effectiveness.

**SOWK 553 Advanced Social Work Practice in Groups (3)**

Prepares students for advanced practice in group work. Focuses on the application of multiple theoretical approaches in group work practice with diverse and at-risk populations. Emphasis on social and economic justice.

**SOWK 555 Psychotherapy with Adults (3)**

Focuses on the content and processes of psychotherapy and the strategic use of therapeutic communications with adults. Includes psychotherapy informed by psychodynamic and cognitive behavioral frameworks.

**SOWK 561 Military Culture for Social Workers (3)**

Provides an understanding of military culture. Focus is on understanding the world of work for military personnel; the sociocultural identity development of military personnel; the experience of military families; support for military personnel and their families; and socioeconomic and other lifestyle challenges for military personnel.

**SOWK 563 Practice with Military Populations (3)**

Designed to provide the knowledge and skills for clinical work services when working with military members, military families, and veterans. Concentration is on evidence-based practice theories and group work models consistent with empowerment and ecological perspectives. Focus is on military groups from diverse cultural backgrounds

**SOWK 565 Social Work Practice in Stress, Trauma, and Crisis with Military Personnel (3)**

The course focuses on the wartime and post-war, combat trauma, crisis, and stress experiences and responses of military personnel. Emphasis is on the short-term and long-term impact of posttraumatic stress and vicarious trauma. Additional focus on the families of military personnel.

**SOWK 571 Practice with Children, Youth, and Families (3)**

Focuses on the multiple systems that affect children, youth, and their families as well as best practices to promote healthy physical, social, and emotional development. Discussion on trauma impact on child and adult development, as well as societal factors that influence resiliency, engagement, and treatment outcomes.

**SOWK 573 Social Work and Child Welfare: Professional Culture and Leadership (3)**

Examines the dynamic nature of child welfare workforce environment with attention to interpersonal communication styles, professionalism in the workforce, leadership styles, and clinical supervision.

**SOWK 575 Research-Informed Practice in an Agency Setting (3)**

Critical examination of agency practice. Identification of research-informed practice methods that may be applied in the agency and implementation styles of change initiatives. Initiative fatigue and implementation styles examined through a systems theory lens.

**SOWK 588 Foundation of Field Education/Seminar I (3)**

Field placement in human service organization under the supervision of a licensed master's level social worker. Students integrate generalist knowledge, skills, and values learned in foundations courses with field experience.

**SOWK 589 Foundation Field Education/Seminar II (3)**

Continued field placement in human service organization under the supervision of a licensed master's level social worker. Students integrate generalist knowledge, skills, and values learned in continuing foundations courses with field experience.

**SOWK 597 Advanced Social Work Field Education (3)**

Field placement in human service organization under the supervision of a licensed master's level social worker. Students integrate specialized knowledge, skills, and values learned in concentration courses with field experience.

**SOWK 598 Advanced Field Education/Seminar II (3)**

Continued field placement in human service organization under the supervision of a licensed master's level social worker. Students integrate specialized knowledge, skills, and values learned in continuing concentration courses with field experience.

## ENMU MSW Program Manual Acknowledgement

*I, \_\_\_\_\_, acknowledge that I have read and familiarized myself with the policies and procedures of the MSW Program contained in the Social Work Program Student Manual. I agree to comply with the policies and procedures mandated by the ENMU Social Work Program.*

Student Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student may signal acknowledgement by:

- Copying the italicized text of this page and pasting into an email, addressed to the program secretary: [christyn.lee@enmu.edu](mailto:christyn.lee@enmu.edu)
- Printing, signing and scanning in email to the program secretary: [christyn.lee@enmu.edu](mailto:christyn.lee@enmu.edu)
- Printing, signing and scan to the program secretary