

EASTERN NEW MEXICO UNIVERSITY

## Baccalaureate Social Work Program

Field Instruction Manual  
A Handbook for BSW Students, Instructors,  
Supervisors, Liaisons and Faculty

Policies, Procedures, Forms and Tools

Social Work  
Reaching out  
Empowering  
Valuing Diversity  
Promoting Change  
Seeking Justice

Fall 2017

Volume III

**Student Success**  
that's what it's all about!

**EASTERN  
NEW MEXICO  
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# Introduction

## INTRODUCTION

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

## Social Work at Eastern New Mexico University

The Eastern New Mexico University Baccalaureate of Social Work (BSW) Program was implemented Fall, 2002, with social work classes starting Spring, 2003. The first cohort of BSW students began in Fall, 2003. The BSW program follows the standards and guidelines of the Council on Social Work Education (CSWE) in preparing students to be competent, ethical, caring, and effective social work practitioners. ENMU obtained its accreditation from CSWE in October, 2008 and reaffirmation in 2012.

**Generalist Practice:** The BSW program prepares students for entry level generalist practice. The Council on Social Work Education (CSWE) describes generalist practice as grounded in the liberal arts and the person and environment construct. Generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities to promote human and social well-being. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (CSWE, 2008)

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

## BSW Program Mission Statement

Consistent with the mission of Eastern New Mexico University and the 2008 Educational Policy and Accreditation Standards of the Council for Social Work Education, the BSW Program's mission is to prepare students for entry level generalist social work practice, social work licensure, and advanced social work study. It is the program's vision that graduates will become leaders in the provision of professional, competent, and ethical services that meets the needs and enhances the well being of the populations they serve. Acknowledging the scarcity of resources in our region, the program prepares students for effective practice with individuals, families, groups, and communities in rural settings and with diverse populations of the Southwest. Rooted in the social work profession's history, purposes, and philosophy, the program seeks to educate and develop a commitment in its graduates to upholding human rights, respecting human diversity, and promoting social and economic justice.

## BSW Program Goals

1. Prepare students for evidenced based entry level social work practice with individuals, families, groups, communities, and organizations within a multicultural, global society. (EP 2.1.3, EP 2.1.6, EP 2.1.8, EP 2.1.9, EP 2.1.10)
2. Prepare students to serve as competent and effective professionals, to provide leadership in the development of social policies and service delivery systems, and to serve as a professional social work resource for regional human service agencies and their clients. (EP 2.1.1, EP 2.1.3, EP

2.1.4, EP 2.1.5, EP 2.1.6, EP 2.1.8)

3. Prepare students to understand and promote the bio-psycho-social, cultural, and spiritual development of people. (EP 2.1.7, EP 2.1.9)
4. Prepare students to engage in culturally competent practice among the diverse populations and large geographic regions in the rural Southwest. (EP 2.1.4, EP 2.1.9)
5. Facilitate the development of a professional social work identity and a commitment to the principles, values, and ethics that guide the social work profession. (EP 2.1.1, EP 2.1.2, EP 2.1.3)
6. Promote a commitment to affirming diversity and working to advance human rights and social and economic justice. (EP 2.1.4, EP 2.1.5)
7. Prepare students for social work licensure, career long learning and development, and advanced study in the social work profession. (EP 2.1.1, EP 2.1.6)

## **Core Competencies**

Competency-based education is an outcome performance approach that was adopted by CSWE in its 2015 Educational Policies and Accreditation Standards. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The BSW Program prepares its graduates for effective generalist practice through mastery of the ten core competencies. They are:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental issues.
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.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

## **Description of Competencies & Practice Behaviors (CSWE 2015 EPAS)**

CSWE's Educational Policy and Accreditation Standards (EPAS) of 2015 provide the following description of the characteristic knowledge, value, and skills of each core competency and related practice behaviors:

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social

workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

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

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

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

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

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

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

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

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



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

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **BSW Curriculum**

The BSW Program's curriculum is designed to fulfill the requirements of the CSWE's 2008 EPAS in a holistic and integrated manner. After completion of 61 hours of social work coursework, students are prepared for beginning level generalist practice and for graduate study. ENMU's program provides a regional southwest and rural focus in its curriculum with the assumption that many of its students will practice social work in the region.

<b>Sophomore Year</b>			<b>Fall</b>	<b>Spring</b>
SWK	201	Introduction to SWK		3
<b>Junior Year</b>			<b>Fall</b>	<b>Spring</b>
SWK	311	Social Work Practice I - Individuals	3	
SWK	312	Social Work Practice II - Families		3
SWK	321	Human Behavior I (HBSE I)	3	
SWK	341	Social Welfare Policy I	3	
SWK	345	Working with Aging Populations	3	
SWK	349	Perspectives in Mental Health	3	
SWK	360	Chemical Dependency-Significance & Consequences		3
SWK	361	Preparation for Field Experience		3
SWK	416	Public Child Welfare		3
SWK	444	Social Welfare Policy II		3
			<b>15</b>	<b>15</b>

<b>Senior Year</b>			<b>Fall</b>	<b>Spring</b>
SWK	413	Practice III - Groups	3	
SWK	425	Southwest Peoples and Cultures	3	
SWK	445	Practice IV- Theories, Skills and Needs for SW at Macro Level		3
SWK	447	Impact of Child Abuse and Neglect (elective	3	
SWK	448	Intro to Social Research Part 1	2	
SWK	449	Intro to Social Research Part 2		2
SWK	450	Inside Family Violence (elective)		3
SWK	451	Field Seminar I	3	
SWK	455	Field Placement I	3	
SWK	461	Field Seminar II		3
SWK	465	Field Placement II		3
SWK	498	Senior Seminar		3
		<b>Hours (without electives)</b>	<b>14</b>	<b>14</b>

(Eastern New Mexico University, 2015-2017 Catalog)

# Field Education Policies & Procedures

## **Purpose of Field Education**

Field education is an integral part of social work education at ENMU and it is structured to prepare students to become competent entry level generalist social work practitioners. Field Education has been identified as the signature pedagogy of social work education. As the signature pedagogy, field education is the central form of instruction and learning that socializes social work students to perform the role of practitioner. The intent of field education is to connect the theoretical and conceptual learning of the classroom with the practical world of the field setting. It is a basic precept of social work education that the classroom and field components of the curriculum are interrelated and of equal importance and each contributes to student development of the competencies of professional practice. (CSWE, 2008).

## **Field Placement**

The field education component of ENMU's BSW Program curriculum consists of supervised social work practice at an approved field setting. Field education provides students the opportunities to develop and demonstrate the social work core competencies. During the spring semester of junior year, social work students take SWK 361 Preparation for Field Experience and apply for a senior year, two semester field placement. In field placement students perform learning activities to develop and demonstrate the core competencies. The first semester is scheduled 16 hours a week for a total of 224 hours per semester and the second semester is scheduled 16 hours a week for a total of 240 hours with a minimum total of 464 hours by the end of both semesters. Field placement is taken concurrently with required seminar course and core social work courses. Field seminar courses provide students the opportunity to broaden their knowledge about social work practice and gain consultation on practice and field placement issues.

Six credits of field education are taken in both the fall and spring semester of senior year as follows:

Fall Semester: SWK 451 Field Placement I (3)  
SWK 455 Field Seminar I (3)

Spring Semester: SWK 461 Field Placement II (3)  
SWK 465 Field Seminar II (3)

Field placements are available in a variety of governmental, non-profit, and private agencies throughout the region served by the university. Students will work with clients from various cultural, ethnic, racial, social, and age groups. Types of field placements include the following programs: protective services, foster care, adoptions, school, health, juvenile justice, aging, hospice, mental health, behavioral health, corrections, rehabilitation, group care, residential treatment, nursing homes, youth, and family services. Field placement takes place under the instruction of a licensed BSW or MSW practitioner. Students are also assigned to a faculty field liaison that oversees their field learning experience.

## **Field Placement Team**

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

## **Field Director**

The Field Director has responsibility for administration and coordination of the field education program.

The Field Director's roles and responsibilities include the following:

- Creates and updates the *Field Instruction Manual*.
- Recruits and approves agency field sites and field instructors.
- Ensures students meet requirements for participation in field education.
- Matches students to field agencies and approves student placements.
- Oversees the Field Education Program, including the Child Welfare Scholar Program placements, and ensures the quality of the curriculum, program, and placements.
- Serves as a field liaison in selected student field placements.
- Facilitates discussions and student learning in field seminar classes.
- Ensures field sites comply with CSWE standards and the field education policies.
- Collaborates with field agencies to develop and improve field education opportunities.
- Provides prompt attention to and resolution of reported problems regarding students, liaisons, instructors, supervisors, or field agencies.
- Provides support and guidance to field liaisons.
- Develops and maintains relationships with field agencies and instructors.
- Provides field instructor orientations and trainings.
- Represents the Field Education Program in administrative matters.
- Communicates and consults with the Program Director on problems that require intervention.
- Maintains records of field sites, student forms, and assessment data.
- Collects assessment data and analyzes the findings on student outcomes.
- Communicates field assessment findings with administration, faculty, students and field agency constituents and seeks input for improvements in the field education program.
- Uses assessment results and reviews to affirm or make changes in the Field Education Program.
- Schedules and facilitates Field Advisory Board meetings.

## **Field Liaisons**

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

- Interprets the BSW curriculum to individual Field Instructors.
- Assists students and Field Instructors in developing appropriate learning contracts.
- Acts as a resource for students and field instructors regarding the integration of theoretical and experiential based learning and supervision of students.
- Serves as a Field Instructor for students placed at field sites without a qualified Field Instructor.
- Makes initial contacts with Field Instructors within the first three weeks of placement and makes at least one additional phone or email contact during the semester.
- Conducts two site visits with students and Field Instructors during the semester. When there are significant distances (more than 100 miles from the university) or poor weather conditions exist, one site visit may be substituted with a phone or video conference.
- Makes additional contacts and site visits as needs arise.
- Consults with the Field Director on a regular basis, especially when problems arise.
- Mediates any issues that arise between, or among, students, instructors, supervisors, agencies, and the university.
- Conducts seminar classes as assigned.
- Reviews student journals and facilitates discussions that promote student self reflection and integration of theoretical knowledge, research-based knowledge, and practice based wisdom.

- Maintains records related to students' field placements, e.g., orientation checklists, learning contracts, evaluations, time sheets, practicum logs, documentation of contacts, etc.
- Communicates frequently with assigned field students.
- Serves as a mentor to students demonstrating effective social work skills.
- Documents contacts with students, Field Instructors, and Field Supervisors.
- Evaluates students' progress and assigns students' grades for field placement course.
- Monitors and assesses the educational experience provided by the field agency and reports this to the Field Director.
- Reports to the Field Director about any students having difficulty with the field placement or problems with professional misconduct, sexual harassment, safety, or ethical violations.

### **Field Agency**

A Field Agency is an agency or field setting which has entered into an agreement with ENMU to provide a field placement for BSW students. The Field Education Program has partnered with a variety of field placement agencies and settings to offer a broad range of generalist practice opportunities. ENMU has over 60 field placement sites in eastern New Mexico and 3 sites in west Texas, representing practice in family services, family reunification project, child advocacy, protective services, placement services, juvenile justice, treatment foster care, residential treatment, group care, detention center parenting project, school social work, rehabilitation facilities and programs, nursing homes, hospice, home care, adult protective services, community elder care, hospitals, community health centers, community mental health centers, psychiatric acute care, and domestic violence services. A list of field agencies can be found in the Field Placement Sites Directory.

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

Field Agencies agree to:

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

## Agency Criteria for the Field Placement Program

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

The Field Director is responsible for the selection, development, and approval of placement sites for the Field Education Program. Agencies, which represent the diverse settings where social workers practice, are identified as possible field sites in several ways. This includes: identification by field staff and program faculty; self-referrals made by agencies; and referrals made by students, field instructors, and community professionals. The Field Director will contact the prospective field agency and initiate a discussion with the agency administrator to explore the agency's interest in BSW field education and the possibility of placing BSW student interns. Field Education Program information is provided to the agency and a site visit is made to tour the agency, discuss the Agency Information Form, and learn about the agency's program, services, and client populations. Additionally, the Field Director presents the policies, procedures, and expectations of the Field Education Program and meets with social work staff.

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

- The agency is willing to be involved in a partnership to educate social work students and to provide field learning experiences in generalist practice appropriate for baccalaureate level students.
- The philosophy and practice of the agency is compatible with the values and ethics of the social work profession and the mission and goals of the BSW Program.
- The agency supports the educational focus of students in field placement and has sufficient staff to provide services without reliance on students.
- The agency offers students a comprehensive learning experience with a broad range of learning assignments and opportunities to engage with clients of diverse backgrounds.
- The agency is willing to engage students in appropriate responsibilities for field placement through a progression of assigned tasks and practice activities based on the students' learning contract and an ongoing evaluation of students' learning needs and abilities.
- The agency is willing to include students in agency functions, meetings, case conferences, and trainings.
- The agency has a suitable work space and supplies for students and can accommodate students without high risk safety concerns.
- The agency is willing to provide an orientation for students and to provide information on security and safety procedures and protocols.
- The ability of the agency to provide a qualified Field Instructor or when not available to collaborate with a field instructor assigned from outside the agency.
- The willingness of the agency to allow field instructors the time to participate in orientation and trainings and to provide students field instruction, guidance, task supervision, and evaluation.
- The field setting adheres to non-discrimination standards in relation to students, staff, and clients with regard to age, class, color, culture, disability, ethnicity, family structures, gender, gender identity an expression, immigration status, political ideology, marital status, national origin, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation.

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



## **Field Instructor**

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

Field Instructors must be licensed social workers with a BSW or MSW degree from a CSWE accredited school with a minimum of two years post BSW or MSW social work experience. ENMU's BSW program requires licensure to assure that field instructors meet the requirements to practice social work in New Mexico and have continued professional development through the annually required 15 hours of continuing education. Field Instructors should have a minimum of six months experience with the field agency.

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

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

The Field Instructor agrees to:

- Complete the initial Field Instructor Training and participate in orientations every two years.
- Commit to provide students with social work experiences appropriate to the level of coursework and which allow students to develop the core competencies and practice behaviors of the Field Education Program's Learning Contracts.
- Orient the student to the mission, policy, procedures, and safety practices of the agency. Complete the Orientation Checklist for Social Work Field Students.
- Collaborate with the student to develop the Learning Contract.
- Provide ongoing close supervision and evaluation of the student throughout the semester. Be available at the field agency during student field hours and insure that alternate supervision is available if called away.
- Provide a minimum of one hour/per week of direct supervision to the social work student during which the student receives social work instruction and evaluative feedback about his/her progress toward achieving competency as a beginning-level practitioner.
- Sign student's Field Placement Time Sheet.
- Review student's Time Sheet, Portfolio Binder, Field Placement Log, and Self-Assessment Form and complete an evaluation of the student's performance level of the core competencies as demonstrated in the practice behaviors. This is completed at mid-term and at the end of the semester.

- Meet with the Field Liaison and student during the semester at the time of midterm and final evaluations to review the Student Evaluation Form and documents and to discuss student progress.
- Notify Field Liaison of any problems, concerns, questions as soon as they become evident. Meet with student and Field Liaison, as needed, for resolution of issues.
- Complete and return requested forms in a timely manner to the Field Liaison and/or Field Director (i.e. Student Evaluation Form, Program Evaluation Form)
- Uphold the NASW Code of Ethics and the Code of Conduct of the State Board of Social Work Examiners of the state where the agency is located.

### **Field Instructor Criteria**

Since Field Instructors play a vital role in the professional development of students, they should possess certain qualities in order to instruct, supervise, and mentor students. Prospective field instructors complete a Field Instructor Background and Agreement Form. In person interviews are conducted with prospective field instructors for newly approved agencies. The following qualifications are criteria considered by the Field Director in the approval process:

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

### **Field Supervisor**

The Field Director may consider approving the placement of students in agencies which do not have a licensed social worker, but provide services that may be provided by a professional social worker. In these situations, an employee of the agency may take on the role of Field Supervisor. This person is most often a licensed clinical counselor or experienced human services professional who can direct the tasks necessary for student learning and guide and model competent practice. The Field Supervisor is expected to perform all the typical responsibilities of a Field Instructor and addition agree to collaborate with a LMSW or LBSW Field Instructor in developing the Learning Contract, monitoring student progress, addressing student learning needs or issues, and evaluating students.

In these circumstances, the student will be assigned to a Field Instructor who is a BSW Field Liaison or faculty member or a licensed social worker affiliated with the field agency or knowledgeable about the agency and its field of practice. Additional factors considered for approval of these individuals as Field Instructors include the type and amount of their social services and supervisory experience as well as their education.

The assigned Field Instructor will provide a minimum of one hour a week of formal social work instruction to reinforce social work perspectives, knowledge, values, and ethics in the students' field

experience. The Field Instructor will also help students to understand professional social work roles, conduct, and identity.

## **Field Instructor Orientation and Training**

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

Orientation includes the following information:

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

Field forms and tools, the *Field Instruction Manual*, and any changes to the Field Program are reviewed during this meeting. Participants are provided current versions of the *Field Instruction Manual*, *Academic Performance Standards*, field forms, and other handouts pertinent to field instruction. Field Instructors additionally receive information and participate in an exercise in creating learning activities that help students develop social work core competencies.

Participants of Field Instructor Training receive a training workbook and additional handouts pertinent to field education. The Field Instruction Training curriculum covers the following topics:

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

Individual orientation and training sessions or self-study packets are provided to Field Instructors who are unable to attend training due to extenuating circumstances. Additional training may be provided throughout the year for Field Instructors and Field Supervisors to advance their skills.

## **Contact with Field Director / Field Liaison**

Field Instructors may contact the Field Director or Field Liaison throughout the academic year for consultation on specific field issues, for instructions on any aspect of field education, or to provide suggestions for field program improvement. A continuing dialog with field agency staff is maintained via mail, phone, video technology, or email by the Field Liaisons throughout the semester. Other means of continuing dialog include the mandatory evaluation meetings of the Field Liaison, Field Instructors, and students that occur twice during the academic semester. The agreements signed by field agencies and Field Instructors outline the guidelines and requirements of effective communication between the agencies and BSW program staff and set the tone of a team approach toward advancing student learning

in field education. Additionally the Field Education Program keeps in contact with field agency staff through program, policy or procedural changes announcements; school and social work program events; area professional meetings, networking, and committees; advocacy and awareness events; and meetings of the Field Advisory and Community Advisory Boards.

## **Student Eligibility for Field Education**

The BSW Program has standards for student admission and continuation in the field education program. During the spring semester of junior year students enrolled in SWK 361 Preparation for Field Placement begin the application process by submitting a field application packet and scheduling an interview with the Field Director.

The Field Director admits students to the Field Education Program. For students to be eligible for admission and to enroll in SWK451 Field Seminar I and SWK 455 Field Placement I, they must meet the following criteria:

- Be declared a social work major and admitted to the BSW Program.
- Maintain a 2.25 cumulative GPA in all coursework and a minimum 2.5 GPA in required social work courses.
- Achieve senior standing, completing 90 credits or greater.
- Complete all prerequisite social work courses with a grade C or higher:
  - SWK 201 Introduction to Social Work
  - SWK 311 Social Work Practice I - Individuals
  - SWK 321 Human Behavior in the Social Environment I
  - SWK 341 Social Policy I
  - SWK 444 Social Policy II
  - SWK 345 Working with Aging Populations
  - SWK 312 Social Work Practice II – Families
  - SWK 349 Perspectives in Mental Health
  - SWK 360 Chemical Dependency-Significance & Consequences
  - SWK 361 Preparation for Field Placement
  - SWK 416 Public Child Welfare
- Submit a complete application packet to the Field Director with the following documents:  
Application for Field Placement, Student Field Placement Agreement, Informed Consent/Assumption of Risk form, Release of Information form, *Field Instruction Manual* Statement and resume.
- Successfully interview with the Field Director for acceptance in the program.

The Field Director reviews students' application packets and transcripts, consults with faculty, and interviews students on matters related to their academic preparedness and readiness for field placement. Interviews of students also focus on a discussion of potential placement sites and students' placement and career interests and educational goals and needs. The Field Director, with student input, selects an agency which tentatively "matches" student and agency needs.

Students who do not meet the academic performance criteria for admission may be given opportunities to reapply for admission after they have improved their grades or addressed the issues that interfere with their readiness for field placement. Students who may not have all the above mentioned required courses will need to discuss with the field director prior to applying for field.

For students to proceed to a second semester in the Field Education Program and be eligible to enroll in SWK 461 Field Seminar II and Field Placement II, they must meet the following criteria:

- Complete both SWK 451 Field Seminar I and SWK 455 Field Placement I with a “C” or higher grade.
- Maintain a 2.25 cumulative GPA in all coursework and a minimum 2.5 GPA in required social work courses.
- Complete fall semester, senior courses with a grade C or higher:

SWK 413 Social Work Practice III: Groups  
SWK 425 Southwest Peoples and Cultures  
SWK 448 Introduction to Social Research- Part 1

## **Process for Acquiring a Field Placement**

1. Student submits a Field Placement Application Packet to the Field Director.
2. Student reviews Field Placement Site List as provided by the Field Director.
3. Student meets with Field Director to review the field application packet; identify educational needs and goals and career interests; and discuss circumstances pertinent to the selection of a field placement site. Field Director, with student input, selects an agency from the list and makes a tentative match between student and the agency.
4. Field Director will notify the agency of the student’s interest.
5. Student contacts the agency and arranges interview. Student completes interview and provides resume and informs Field Director regarding completion of interview.
6. Field Director contacts agency regarding whether they will accept student.
- 7a. Student and agency decide to proceed with placement. or
- 7b. Agency does not select student or student provides a sufficient reason to Field Director to turn down placement. Field Director matches the student with another field agency.
8. Field Director notifies the agency to confirm the student’s field practicum.
9. Student contacts the agency to make arrangements for the completion of any required background screening, medical tests, immunizations, drug testing, paperwork, or orientations, so that there are no delays in starting practicum. Unless the agency is willing to incur the costs, students are responsible for payment of background, fingerprint, and/or medical tests.
10. Student submits proof of liability insurance to Field Director and agency.
11. Student is assigned to a Field Liaison.
12. Student contacts agency prior to the beginning of the academic semester to arrange a date to start placement and establish a field schedule.
13. Placement starts first week of the semester.
14. Student is responsible for their own transportation to and from field placement.

If a student is unable to secure a field placement after three interviews then the student, the Field Director, and Program Director will meet to discuss terminating the field placement process and to develop a plan to address the problems.

## **Legal Issues/Background Checks/Criminal Records**

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

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

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

Students should note that false statements on their field application or application to the Social Work Program would be considered unethical behavior and consequently grounds for termination from the Social Work Program. Students, who have had any criminal convictions while enrolled in the BSW program, must notify the Program Director for a review of the circumstances and determination of continued eligibility in the BSW and/or Field Placement Program. Failure to notify or provide accurate information could result in termination from field placement and the BSW Program.

Student applicants with felony or certain misdemeanor convictions are warned that they may be denied a social work license by the State Board of Social Work Examiners in New Mexico and in other states. **Students are further advised that their eligibility for social work licensure in New Mexico or other states is determined by the Board of Social Work Examiners when they submit an application for licensure after graduation from the BSW program.**

## **Conflict of Interest Policy**

The intent of the Conflict of Interest Policy is to ensure students the most objective learning environment, including the evaluation of student performance in the field agency setting. Students should not undertake a field placement in an agency where prior relationships exist. Prior relationships exist if a student: is a former or current client of the agency; is a former or present employee of the agency; or have relatives or other close prior relationships among the staff in the field agency. Students are expected to immediately notify the Field Director if such relationships exist in potential or current placements.

## **Field Placement in Place of Employment**

Though not preferable, there are occasions in which a student may need or desire to complete a field placement at their place of employment. Some students must work while concurrently pursuing a degree in social work. Other students from rural environments may be faced with limited choices for field placement sites. Employment based placement sites already employ students full or part-time and may financially compensate the students' field placement in the form of salaries. Field placement at a student's workplace requires special consideration and structure. Each request for approval will be

considered on a case-by-case basis by the Field Director. It will include an assessment of the agency's ability to meet the program's requirements for field placement and the agency's ability to provide learning opportunities and assignments that meet the BSW Field Education Program and CSWE's curriculum standards. At a minimum, the following conditions must be met:

- All criteria for regular (non-employment) field placement sites must be met. The agency must be approved as a placement site and the Agency - University Agreement must be signed.
- For the duration of the field placement, the agency must be willing to designate specified time for the student's field placement. During the field placement hours, the agency must place student learning objectives ahead of the agency's employment needs.
- The student's field placement assignments must be separate and substantially different from the student's employment duties and assignments.
- Students are not permitted to substitute current or previous work experience for the required field hours.
- The student's Field Instructor must not be the student's work supervisor.
- The Field Instructor must meet all the requirements of the BSW Field Program and provide a teaching/mentoring role for the student focusing on the student's learning and professional developmental needs.
- The student collaborates with the Field Instructor to design a learning contract which plans for the student's acquisition of new social work knowledge and skills that fulfills the objectives of the course.
- The Field Liaison must monitor the field placement closely to ensure that the student is receiving appropriate educational learning experiences and opportunities.
- If the Field Director, in conjunction with the Field Liaison, determines that a distinct, learning opportunity for the student is not occurring, the Field Director will specify the problems in writing and work with Field Instructor and student to resolve the problems. If the specified problems are not resolved, no credit will be given for the field placement.

### **Procedure for Initiating Field Placement in Place of Employment**

1. Student informs the Field Director that he or she is interested in doing a field placement at their place of employment. Field Director and student meet to discuss the practical and educational issues related to completing field placements in a place of employment.
2. Student discusses possibility of field placement with immediate supervisor. Student makes supervisor aware of the requirements of field placement.
3. Student completes the Field Placement Agreement for Place of Employment form, obtains all required signatures, and submits the completed form to the Field Director, a minimum of one month prior to the start of the field placement.
4. The Field Director contacts agency staff and/or makes a site visit to determine that the placement will be educational and differ substantially from the student's typical job responsibilities. The Field Director will also determine if the proposed field placement assignments will meet the requirements of the Learning Contracts for senior field placements in the BSW Field Education Program.
5. Within two weeks of receipt of the agreement, the Field Director reviews the completed form and notifies the student if the field placement is acceptable.
6. The Field Director has final approval regarding the suitability of a place of employment as a place for a student's field placement. If the Field Director determines that the placement site is unacceptable, the student must agree to be placed at another agency.
7. If a student or the agency deviates from the Learning Contract and it is determined that the student's educational objectives are not being met, the placement may be terminated.

## Student Responsibilities

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

- Adhere to the National Association of Social Workers' Code of Ethics, the State Board of Social Work Examiners' Code of Conduct of the student's state, and ENMU's Student Code of Conduct.
- Obey all federal, state, and local laws, including reporting child abuse or neglect and adult abuse, neglect, or exploitation.
- Obtain Student Professional Liability Insurance through the National Association of Social Workers or other approved insurance provider and submit proof of insurance coverage prior to beginning field placement.
- Comply with the policies, procedures, and expectations of ENMU's Social Work Program and Field Education Program as set forth in the *BSW Student Manual*, the *Field Instruction Manual*, and the course syllabi.
- Submit a Learning Contract reviewed by my Field Instructor to my Field Liaison by the 3<sup>rd</sup> week of practicum.
- Conduct themselves in a professional and ethical manner at all times. This includes being punctual, reliable, and responsible in all field education assignments, as well as, interacting in a professional, non-discriminatory manner with all clients and staff of the agency.
- Comply with ENMU's policy about transporting clients. This policy restricts students from transporting agency clients.
- Set and adhere to a schedule for the hours of the field practicum and provide a copy of the hours to the Field Instructor and Field Liaison.
- Be prepared to actively participate in weekly one hour supervisory sessions with the Field Instructor.
- Regularly attend and participate in Field Placement Seminar.
- Alert the Field Instructor and Field Liaison immediately of any personal or professional difficulties which impedes their ability to perform the assigned tasks.
- Complete and submit all assignments and documentation in a timely manner, to include the Orientation Checklist, Learning Contract, Time Sheets, Weekly Journal Reports, and Field Placement Activity Log, Portfolio Binders, Student Self-Assessments, Field Placement Evaluations.
- Maintain a cumulative GPA of 2.25, a Social Work GPA of 2.5, and a 2.0 in all social work core courses.

## Field Education Plan

During the spring semester of junior year, students complete SWK 361: Preparation for Field Placement, a three credit blended seminar and Blackboard course designed to prepare students for field placement. Qualifying students are matched with approved field placement sites and then subsequently complete the field series - SWK 451: Field Seminar I, SWK 455: Field Placement I, SWK 461: Field Seminar II, and SWK465: Field Placement II.

### Effective ENMU 2015-2017 Catalog - BSW Program – 464 Hours

#### Junior Year Spring Semester

SWK 361 Preparation for Field Placement (3)

#### Senior Year fall Semester

SWK 451 Field Seminar I (3)

#### Senior Year Spring Semester

SWK 461 Field Seminar II (3)



**Distribution of Hours**

The BSW Field Education Program requires 464 hours of field education over the course of two academic semesters in one approved field placement site. Each field placement course requires BSW students to complete 16 hours of field experience per week for 14 weeks, totaling 224 hours for the fall semester and 16 hours of field experience per week for 15 weeks, totaling 240 hours for the spring semester. The preferred schedule for field placement is an 8 hour schedule 2 days a week or at a minimum of four consecutive hours per day.

In addition to field work, time spent attending agency training and approved conferences (8 hours maximum per semester) completing Learning Contracts assignments and participating in supervisory conferences will count toward practicum hours. Travel time to the placement site will not be included in students' placement hours.

Students are not permitted to accrue field hours in an academic semester and apply it toward the next semester field placement. Students must submit their semester time sheet to their Field Instructors for initialing each week. If students miss hours due to agency closure on the day of their scheduled hours, the students will make up those hours during the academic semester. If students must miss placement hours, a plan to make up the hours must be submitted to the Field Instructor and the Field Liaison. The clock hours for field placement must be completed and time sheet submitted to the Field Liaison before a final grade will be posted. The student must successfully complete Field Placement I and Field Seminar I before the student is eligible to begin the Field Placement II and Field Seminar II courses.

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

**Life and Work Experience**

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

**Learning Contracts**

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

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

Students will use the **Field Placement Activity Log** column on the Learning Contract to keep records of

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

### **Portfolios**

Portfolio binders contain the documentation that demonstrates the field placement accomplishments. The binder should include a resume, Field Practicum Activity Log, journal recordings, agency brochures (if available), mission statements, training flyers, Learning Contract, Student Self Evaluation, and Student Evaluation. The binder will be organized according to the Portfolio Outline. Documents that demonstrate the completion of learning tasks and the ability to perform practice behaviors should be included, such as information on internet searches; and literature reviews, surveys, assessment tools, and evaluations used, etc. However, the students should not include any case information so that HIPAA laws and policies and ethical standards are not violated.

### **Student Journals**

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

### **Field Seminar Class**

Field Seminars I & II courses, conducted by BSW Faculty Field Liaisons, must be taken concurrently with Field Placement I & II. The seminar classes provide students with the opportunity to discuss the integration of theoretical concepts to practice, social work ethics and practice issues, readings and assignments, and their experiences in field placements. Seminar classes and seminar Blackboard discussions enhance students' abilities to integrate knowledge, values, and skills while helping clients at their field agencies. The seminars also serve the function of monitoring students' growth and development in professional social work practice.

### **Evaluation of Student Learning and Development**

Field Instructors and Field Supervisors (if applicable) will evaluate students' level of performance based on the core competencies and selected practice behaviors of the semester Learning Contract. Student evaluations will be completed at midterms and finals. The evaluation process begins by students completing the Student Self-Assessment Form and submitting the form along with their Portfolio Binder to their Field Instructor and Field Supervisor (if applicable), who will review it before completing the Student Evaluation form. The student, Field Instructor and/or Field Supervisor will meet with the Field Liaison to review the documents and discuss the student's progress and provide constructive feedback and to facilitate professional development. The Field Liaison is responsible for determining the student's final grade.

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

Students in field placements must receive a "C" grade in order to advance to the next field course or receive credits toward graduation. The completion of SWK 361 Preparation for Field Placement, SWK 451 Field Seminar I, SWK 455 Field Placement, SWK 461 Field Seminar II, and SWK 465 Field

Placement II are required for successful completion of the Field Placement requirement of the BSW degree.

## **Grade Review Policy**

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

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

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

### **Eligibility Criteria**

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

- Be accepted and currently enrolled in the BSW program in good academic standing. Demonstrate a willingness to be contractually obligated to work for CYFD for a specified period of time after graduation as payback for the funds received as a scholar: BSW full-time students will have an 18 month commitment per full academic year for which funds were received (9 months per semester for which funds were received).
- Be willing to accept CYFD employment in counties where there is the greatest need for qualified social workers. The student also understands that if the work commitment is not met, the student is responsible for repayment of the funds received as a scholar in the time they would have had to complete their employment payback.
- Submit a Child Welfare Scholar Program Application, an updated resume; three professional references (including a reference from a field instructor/supervisor).
- Successfully complete a screening interview by a panel consisting of representatives from CYFD and the BSW Program. Prior to awarding of funds as a scholar, the student will have to successfully complete a CYFD background check.
- Students are eligible to receive two stipend awards in their educational careers.

### **Scholar Awards**

Students who meet the above criteria and are selected as scholars will be awarded a stipend of \$4500 per semester – totaling \$9000 for the academic year to help defray educational expenses. *Students should check with financial aid specialists to learn about how stipend awards will impact their financial aid.*

Scholars are required to take all the required social work courses including: SWK416 Public Child Welfare & elective SWK 447 Impact of Child Abuse/Neglect. Scholars must complete a one year field internship in a CYFD (Protective Services) county office. Scholars must complete 16 field hours per week totaling 240 per semester and attend a monthly scholar program seminar. Students will provide CYFD a

list of top three priorities of offices where they prefer to work, but there is no guarantee that they will be placed at these county offices. Within three months of graduation, scholars will then enter into employment with CYFD at their assigned county office. Scholars must pass the BSW licensing exam within six months of graduation.

Additional information and Child Welfare Scholar applications are available by contacting Title IV-E Field Liaison.

**Scholar Program Application, Interviews & Field Placement Process:**

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

**Timelines of Field Education**

**Junior Year Spring Semester**

January	Enroll in SWK 36I; Review <i>Field Instruction Manual</i> .
February	Review Field Agency Site List
March	Complete Application Packet (Application for Field Placement, Resume, Release of Information, Student Field Placement Agreement, Informed Consent/Assumption of Risk) and submit to the Field Director.  Complete interview with Field Director.  Begin researching and contacting field agencies for placement.  Interested students complete Title IV-E Child Welfare Scholar application packet and submit to Title IV-E/ Field Liaison.
April	Interview with selected field agency.
May	Finalize field placement for fall semester. Complete any required background screenings, tests, immunizations, and obtain liability insurance and submit Certificate of Insurance to the Field Director.

August            Confirm field placement with agency Field Instructor 2 weeks prior to beginning of semester. Make arrangements to begin field placement the 2nd week of the semester and establish a field placement schedule.

### **Senior Year Fall Semester**

August            Begin field placement hours during the 2nd week of the Fall Semester.

September       Orientation Checklist due & Learning Contract approved.  
Field Liaison will contact or meet with student and Field Instructor.

October           Mid-term evaluations due; Field Liaison will meet with student and Field Instructor.

*Thanksgiving Break - Students are not in field placement.*

December        Final evaluations due; Field Liaison will meet with student and Field Instructor.  
All field documents due by end of semester.  
Field Program Evaluations due.

*Winter Break - Students are not in field placement.*

### **Senior Year Spring Semester**

January           Begin field placement during the 1<sup>st</sup> week of the Spring Semester.

February        Learning Contract approved.

March            Mid-term evaluations due; Field Liaison will meet with student and Field Instructor.

*Spring Break Students are not in field placement.*

May              Final evaluations due; Field Liaison will meet with student and Field Instructor.  
All field documents due by end of semester.  
Field Program Evaluations due.

## **Student Protection**

### **Liability Insurance**

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

### **Transporting Clients**

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

### **Safety**

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

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

The BSW Program is committed to preparing students for the potential dangers they may encounter in the field setting through its seminar classes. The document, *Safety Guidelines for Social Work Practice: Risk Assessment, Risk Management and Safety Precautions* by Dr. Isaac Gusukuma, is provided in SWK 361 and other materials are provided through in seminar classes. Each student should consult with their Field Instructor about how the information from this document applies to social work practice at their agency.

### **Attendance and Holidays**

All students are expected to regularly attend their field placements. Students should work in collaboration with their Field Instructors to develop a weekly schedule which optimizes their learning experience and provides the required 16 hours per week within the confines of the academic semester. Students are expected to observe agency hours and holidays. The student is not required to be at field placement during university breaks & holidays. If a student must miss hours, the student's Field Instructor must be notified immediately. If a student misses more than 16 hours of field placement, the student must submit a plan outlining how they will make-up the hours to their Field Instructor and Field Liaison. Frequent absences may result in the student being dismissed from the field placement site and/or grade in the field experience course.

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

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

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

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

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

## **Resolving Problems in Field Placements**

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

### **Request for Change of Placement**

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

### **Issues Identified by Field Liaison**

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

### **Issues Identified by Field Instructor or Student**

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

### **Steps in Problem Resolution:**

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

**Step 1:** Someone from the Field Placement Team (Field Instructor, Field Supervisor – if applicable, Student or Field Liaison) becomes aware of an area of concern.

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

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

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

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

## **Review Meetings and Termination of Field Placement**

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

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

1. Ethical Violations – Students who violate the NASW Code of Ethics or the State Board of Social Work Examiners Code of Conduct of their state or ENMU's Code of Conduct may have their



field placements terminated. Serious ethical violations, including sexual misconduct with a client, will result in expulsion from the BSW Program.

2. Failure to Disclose – Students who have failed to disclose criminal convictions or provide accurate information on their applications, may be terminated from the Field Education and BSW Programs. Please note that most field agencies require background checks before a student may be allowed to work with clients.
3. Criminal charges are filed against the student.
4. Emotional Instability, Behavioral Problems, and/or Irresponsibility – Students who display emotional instability, behavioral problems, and/or irresponsibility may be asked to leave their field placements. Students, who are unable to control their emotions, demonstrate unresolved issues, or who react inappropriately with clients, colleagues, or faculty may not be ready or appropriate for field placement.
5. Behavior that is emotionally or physically damaging to clients.
6. Inability to effectively carry out assignments at the field agency or work effectively with clients systems.
7. Failure to Maintain Academic Performance Standards – Students who fail to maintain a 2.25 cumulative GPA in all coursework, a minimum 2.5 GPA in required social work courses, and a C grade or higher in required social work courses, will not be allowed to continue in field placement the following semester. Students who fail to demonstrate the essential behaviors as listed in the Academic Performance Standards in the *BSW Manual* may be subject to a Review Meeting or termination of field placement.
8. Failure to Maintain Liability Insurance – Students who fail to maintain Student Professional Liability Insurance will not be allowed to continue in their field placements. All students must provide proof of coverage for the entire duration of the field placement.
9. Repeated Absences – Students who have repeated absences from their field placement are at risk of having their placements terminated. Students need consistent attendance in order to fulfill the dictates of the Field Education Program, to optimize their learning experiences, and to ensure adequate service to clients.

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

Possible Outcomes of a Review Meeting:

1. Recommendation that the student withdraw from the course if it is within the academic time frames. (Depending on the circumstances a Development Plan may be needed.) Student will need

to have another Review Meeting to discuss resolution of concerns before being allowed to re-enroll in the course.

2. Assignment of a “D” or “F” grade. (Depending on the circumstances a Development Plan may be required for re-enrollment)
3. Termination from the Field Education Program.
4. Continuation of the field course with a written Development Plan to address concerns adequately.

Examples of plan elements:

- a. Student agrees to take necessary actions to resolve problems, such as, obtaining medical, behavioral, or mental health services and /or treatment; modifying field, work, or academic schedules;
- b. A plan for increased level of supervision, monitoring, evaluative feedback and instruction.
- c. Student agrees to seek reinstatement of liability insurance coverage.  
(If student problems persist, the student will receive a failing grade for the Field Placement course.)

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

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

## **Student’s Rights to Appeal**

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

1. Requests must be made in writing to the Field Director within two weeks after receiving the termination letter. Included in this letter needs to be a detailed explanation of the extenuating circumstances the student believes contributed to the deficiencies leading to termination and their proposed corrective action plan to prevent future problems. Students may also submit supporting information to help state their circumstances.
2. Upon receipt of the letter, the Field Director will schedule a Review Meeting within two weeks to discuss if reinstatement is possible.
3. The Review Team may request written data from other sources, such as grades and feedback from other faculty or Field Instructors to assist in decision making. The team shall deliberate in private and make a decision within five days following the meeting.
4. The Field Director will notify the student of the decision in writing within three working days.
5. If the student is unsatisfied with the decision, they may appeal the matter by sending a letter of appeal to the Chair of the Department of Health and Human Services within five days of receiving the decision letter. The Chair will schedule a review and after the completion of the

review will notify the student of their decision. Should the student wish to appeal the Department Chair's decision, the student must use the university channels by appealing to the Dean of the College of Liberal Arts and Sciences and then to the Vice President of Academic Affairs.

6. Reinstatement into the Field Education Program does not guarantee the student will be placed in another agency during the same semester. A student may have to wait until the Field Placement course is offered during its regular rotation to begin a field placement. In that situation, the student would need to earn 240 placement hours when they repeat the course. Students will also need to take the Field Seminar course that corresponds to the Field Placement course required (ex. Field Placement I & Field Seminar I).
7. Students who are reinstated by appeal but who subsequently receive an "Unsatisfactory" grade in a field experience are automatically terminated from the program. Students who do not seek reinstatement or whose reinstatement is denied must wait one full calendar year before reapplying to the field program. The student must then meet all the eligibility criteria for acceptance in the field program

### **Field Advisory Board**

A Field Advisory Board will provide annual review of the Field Placement Program's policies and procedures and make recommendations for field training and continuing education workshops. The Board will be comprised of the Field Director, Field Instructors, and two student representatives. The Field Director may also invite other BSW Faculty, Field Instructors, or staff from field agencies. Board members will be sought who represent a diversity of agencies, practice settings, communities, and diverse backgrounds.

# Student Forms

# Application for Field Placement

## Eastern New Mexico University

### Social Work Program

Anticipated Semester/Year of Enrollment in Field Placement: \_\_\_\_\_/\_\_\_\_\_

**Please Print or Type:**

Name: \_\_\_\_\_  
                     *(Last)*                                 *(First)*                                 *(Middle)*

Student ID: \_\_\_\_\_ Driver's License: \_\_\_\_\_  
(State) (Number)

Phone Number: ( ) \_\_\_\_\_ Alternate Phone Number: ( ) \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
(Street Address or PO Box)

(City) (State) (Zip Code)

Physical Address: \_\_\_\_\_  
(If different than above) (Street Address)

(City) (State) (Zip Code)

Email: \_\_\_\_\_

Emergency Contact: \_\_\_\_\_  
 (Name) (Relationship)

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(Phone Number)

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(Address)

## Academic Information

Place an **X** next to all courses you have completed with a “C” or above and an **E** next to all classes you are enrolled in and are currently in progress.

\_\_\_\_\_ SWK 201 Introduction to Social Work  
 \_\_\_\_\_ SWK 311 Social Work Practice I - Individuals  
 \_\_\_\_\_ SWK 312 Social Work Practice II – Families  
 \_\_\_\_\_ SWK 321 HBSE I  
 \_\_\_\_\_ SWK 341 Social Welfare Policy I  
 \_\_\_\_\_ SWK 344 Social Welfare Policy II  
 \_\_\_\_\_ SWK 345 Working with Aging Populations

- \_\_\_\_ SWK 349 Perspectives in Mental Health
- \_\_\_\_ SWK 360 Chemical Dependency- Significance & Consequences
- \_\_\_\_ SWK 361 Preparation for Field Placement
- \_\_\_\_ SWK 413 Social Work Practice III - Small Groups
- \_\_\_\_ SWK 416 Public Child Welfare
- \_\_\_\_ SWK 450 Inside Family Violence (elective)
- \_\_\_\_ SWK 447 Impact of Child Abuse & Neglect

Overall GPA? \_\_\_\_\_ GPA in SWK courses? \_\_\_\_\_

Any grades received (or expected) in required social work courses below C?

Yes \_\_\_\_ No \_\_\_\_\_ If yes, explain \_\_\_\_\_

Honors or Awards? \_\_\_\_\_

### **I Information on Mental Health**

Social workers are often in stressful and psychologically demanding situations. The profession involves considerable need to make immediate and serious decisions under crisis conditions. If in the past two years you have been experiencing or treated by a licensed mental health practitioner for emotional, psychological, or mental health problems that may affect your stress level, interfere with your functioning as a professional social worker, or negatively impact your work with clients, you should seek the advice of a licensed mental health practitioner prior to enrolling in the BSW Field Education Program. Please carefully consider how field work may impact you and clients' well being. Emotional, psychological, or mental health conditions may become more severe under the stress of social work field education and practice. If students manifest problems in field placement that interfere with their successful progress in the program, they may be asked to withdraw from the Field Education Program.

\_\_\_\_ **I have read and understood the statement regarding Mental Health Issues. Please initial.**

### **II Information on Legal Issues**

Since the first concern of social work is the welfare of clients, many social services agencies require specific criminal background record checks, and/or abuse and neglect checks prior to accepting students for field placement in their agency. Field agencies may restrict students with felony convictions, certain misdemeanor convictions, or other legal and investigative issues from field placement with their agency.

Students must disclose any felony, misdemeanor, or disciplinary history to the agency field director/instructor that agrees to provide field instruction and the Field Director will need to confirm this disclosure.

The following questions are required of applicants for determination of eligibility to New Mexico Social Work Licensure following graduation and/or for field placement. Failure to provide the requested information may result in the inability to process your application and to provide a field placement for you. Students should note that false statements on this application would be considered unethical behavior and consequently grounds for termination from the Social Work Program.

Every reasonable opportunity to secure a suitable field placement will be explored.

1. **\*\*Have you ever used another name under which records may be filed concerning your application, or your education, training, or experience? Yes \_\_\_\_ No \_\_\_\_ If yes, please enter name(s) used here \_\_\_\_\_**

2. \*\*Have you ever received a deferred prosecution, a deferred judgment or been convicted of or pled guilty to or pled nolo contendere to a felony in any state, territory, district of the United States or a foreign country? Yes\_\_\_No\_\_\_
3. \*\*Have you pled guilty or pled nolo contendere to or been convicted of Driving Under the Influence or Driving While Intoxicated? Yes\_\_\_No\_\_\_
4. \*\*Have you ever been denied a license or permission to practice social work or permission to take an examination to practice social work in any state, country, or territory? Yes\_\_\_No\_\_\_
5. \*\*Has any disciplinary action ever been taken regarding your practice of social work or any license you hold or have held to practice social work? Disciplinary actions include, but are not limited to, suspension, probation, practice limitations, reprimand, letter of admonition, censure, and any allegations currently pending. Yes\_\_\_No\_\_\_
6. \*\*Have you ever voluntarily surrendered a license to practice social work in any state or territory? Yes\_\_\_No\_\_\_
7. Have you ever been charged with and found responsible for any type of abuse to a child, elder, or vulnerable adult? Yes\_\_\_No\_\_\_
8. Have you pled guilty or pled nolo contendere to or been convicted of a misdemeanor in any state, territory, district of the United States or a foreign country? Yes\_\_\_No\_\_\_
9. Have you ever been withdrawn or expelled from a field placement program? Yes\_\_\_No\_\_\_
10. Have you ever been accused of sexual misconduct or any professional impropriety?  
Yes\_\_\_No\_\_\_

If you answered **yes** to any of the above questions, please provide a **comprehensive explanation** and any supporting documentation. For any legal matters you will need to provide date, charge, state, and disposition of charges, along with the legal documentation. Applications will not be processed nor a field placement secured without the legal documents.

*\*\*These questions are on the NM Board of Social Work Examiners' Application for New Mexico Social Work License. The application also asks if you are in arrears in court-ordered child support payments.*

**I certify that the above background information is true and correct. I agree to cooperate in providing and obtaining additional information as requested by the Field Education Program. I understand that my eligibility for social work licensure is a matter in the sole discretion of each state's licensing board. Please note you may not be able to receive determination of eligibility for social work licensure until after graduation.**

\_\_\_\_\_  
NAME

\_\_\_\_\_  
DATE

### **III. Education / Work / Volunteer Experience**

Students are required to attach a resume to this application that includes their education, work, and volunteer experience.

Skills (List any other skills, including language skills, relevant to social work practice)

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#### **IV. Field Placement Interests**

A. The following information will be used to help facilitate placement at an appropriate agency site.

1. Population - Rate each from 1 to 5, with 1 being most interested and 5 being least interested

- \_\_\_ Children
- \_\_\_ Adolescents
- \_\_\_ Adults
- \_\_\_ Elders
- \_\_\_ Families

2. Services -Rate each from 1 to 5, with 1 being most interested and 5 being least interested

- \_\_\_ Adoptions/Foster Care
- \_\_\_ Adult Protective Services
- \_\_\_ Advocacy
- \_\_\_ Child Protective Services
- \_\_\_ Community Organizing
- \_\_\_ Community Outreach / Education
- \_\_\_ Community Corrections Programs (youth)
- \_\_\_ Detention Centers (adults)
- \_\_\_ Domestic Violence
- \_\_\_ Developmental Disabilities
- \_\_\_ Faith Based Services
- \_\_\_ Family Services
- \_\_\_ Group Home/Residential Treatment Center
- \_\_\_ Health Services
- \_\_\_ HIV/AIDs Prevention & Supportive Services
- \_\_\_ Hospice
- \_\_\_ Hospital
- \_\_\_ Juvenile Justice Services
- \_\_\_ Life Skills Programs
- \_\_\_ Mental Health
- \_\_\_ Parenting Programs
- \_\_\_ Nursing Home
- \_\_\_ School Social Work
- \_\_\_ Sexual Assault Services
- \_\_\_ Substance Abuse Programs
- \_\_\_ Victim Protective Services
- \_\_\_ Welfare Work Services
- \_\_\_ Youth Development Programs
- \_\_\_ Other \_\_\_\_\_

3. Are there certain age groups, populations, agency settings, or problem areas that you would not like to work with in your field placement? Yes\_\_\_\_No\_\_\_\_ If yes please explain

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B. List your preferences for the location (city, town) of your field placement site.

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C. Briefly describe what you hope to learn in your field placement.

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## **V. Educational and Career Goals**

What are your long-term educational goals?

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What are your long-term career goals?

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## **VI. Other**

Do you have a car available to travel to and from field placement? \_\_\_\_\_

Do you have current license and car insurance? \_\_\_\_\_

Do you plan on working during field placement? Yes\_\_\_ No\_\_\_ Full time\_\_\_ Part Time\_\_\_

Do you have any special considerations regarding when you are available for field placement hours? Yes\_\_\_

No\_\_\_ If yes, please explain \_\_\_\_\_

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Students should not request a field placement in an agency where they or a family member has or is receiving services.

Are there any special circumstances which may affect your field placement? Yes\_\_\_ No\_\_\_

If yes, please explain \_\_\_\_\_

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Are you requesting any special accommodations in your field placement which would fall under the Americans with Disabilities Act? Yes\_\_\_ No\_\_\_ If yes, please explain \_\_\_\_\_

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Students requiring accommodations for a disability must contact Disability Services Office (DSO) and submit an accommodation form specific to field placement.

Contact information for DSO: Student Academic Services Building, Room 186, (575) 562-2280. The DSO's webpage is <http://enmu.edu/disabilityservices>.

I, \_\_\_\_\_, understand that the final selection for a field placement site is the responsibility of the Eastern New Mexico University Field Education Program. I agree to accept the field

placement site assigned by the Field Director. If there is a conflict of interest with the site selected, I agree to notify the Field Director immediately in the event alternate arrangements need to be made.

I certify that all the information provided is true and correct. I understand that falsifying information may cause my dismissal from a field placement site, the Field Education Program, and/or the Social Work Program. I understand that it is my responsibility to provide proof of student professional liability insurance prior to beginning my field placement.

\_\_\_\_\_  
(Student's Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Field Director Signature)

\_\_\_\_\_  
(Date)

***For your application for field placement to be considered it must include:***

\_\_\_\_\_  
*Release of Information Form*

\_\_\_\_\_  
*Student Field Placement Agreement*

\_\_\_\_\_  
*Informed Consent & Assumption of Risk Form*

\_\_\_\_\_  
*Resume*

\_\_\_\_\_  
*Attachments with explanation of any legal, licensing, or background screening issues (if applicable)*

\_\_\_\_\_  
*Field Placement Agreement for Place of Employment (if applicable)*

\_\_\_\_\_  
*Field Instruction Manual Statement*

**Eastern New Mexico University**  
**Social Work Program**  
**Release of Information Form**

I authorize faculty of the Social Work Program of Eastern New Mexico University to consult and share my information with Field Agencies and Field Instructors in the development of my field placement.

I release from any liability, any and all individuals and organizations who provide information about me in good faith and without malice, concerning my professional competence, social work values and ethics, legal history, oral and written communication skills, character, experience and interests, academic progress and other related information in the development of a field placement assignment, and I hereby consent to the release of such information.

Acknowledgments:

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**Student Field Placement Agreement**  
**Eastern New Mexico University**  
**Social Work Program**

I, \_\_\_\_\_, agree to the following conditions in order to participate in a Social Work Field Placement:

- I understand that the final decision for my field placement site will be at the discretion of the Social Work Program Field Director.
- I must obtain Student Professional Liability Insurance through the National Association of Social Workers or other approved insurance providers and submit proof of insurance coverage prior to the onset of my field placement.
- I will adhere to the NASW Code of Ethics, the State Board of Social Work Examiners' Code of Conduct of my state, and ENMU's Student Code of Conduct.
- I will obey all federal, state, and local laws, including reporting child abuse or neglect and adult abuse, neglect, or exploitation.
- I will comply with the policies, procedures, and expectations of ENMU's Social Work Program and Field Education Program as set forth in the *BSW Student Manual*, the *Field Instruction Manual*, and the course syllabi.
- I will comply with all field agency policies and procedures. I agree to review all agency policies and procedures within two weeks of beginning field placement.
- I will strictly maintain the confidentiality of clients' identities and circumstances and follow HIPAA laws, procedures, and guidelines.
- I will conduct myself in a professional and ethical manner at all times. This includes being punctual, reliable, and responsible in all field education assignments, as well as, interacting in a professional, non-discriminatory manner with all clients and staff of the agency.
- I will set and adhere to a schedule for the hours of my field practicum and provide a copy of the hours to my Field Instructor and Field Liaison.
- I will have the Learning Contract reviewed by my Field Instructor and submitted for approval to my Field Liaison.
- I will alert my Field Instructor and Field Liaison immediately of any personal or professional difficulties which impede my ability to perform my assigned tasks.

- I will comply with ENMU's policy about transportation of clients. I understand that I am restricted from transporting clients at any time.
- I will come fully prepared and will participate actively in all scheduled meetings with the Field Instructor. I agree to meet at least one hour a week with the Field Instructor for supervision and will notify the Field Instructor if I have to miss any supervisory sessions. I understand that it is my responsibility to arrange and prepare for weekly supervisory sessions and to arrange meetings with the Field Instructor and Field Liaison for mid-term and final evaluations.
- I will regularly attend and participate in weekly field placement seminar classes.
- I will complete and submit all course assignments and documentation to the Field Liaison in a timely manner, to include the Orientation Checklist, Learning Contract, Time Sheets, Journals, Field Placement Logs, Portfolio Binders, Student Evaluations, and the Field Program Evaluation.
- I understand that I must maintain a cumulative GPA of 2.25, a Social Work GPA of 2.5, and 2.0 in all core Social Work courses throughout my enrollment in the field program.
- I authorize the Social Work Program Faculty to discuss my progress in my social work courses, including field placement, with each other and with my Field Instructor.

I understand that failure to comply with the conditions set forth in this agreement may result in my dismissal from my field placement site, the Field Education Program and/or the Social Work Program. I understand that failure to complete a field placement may result in my having to repeat the field placement course or other consequences, including dismissal from the Social Work Program.

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Field Director)

\_\_\_\_\_  
(Date)

**Eastern New Mexico University**  
**Social Work Program**  
**INFORMED CONSENT AND ASSUMPTION OF RISK**

Eastern New Mexico University is a non-profit educational institution. References to Eastern New Mexico University (ENMU) include its trustees, officers, officials, faculty, employees, volunteers, students, agents, and assigns.

I (print your name) \_\_\_\_\_ understand I am to participate in the Field Education Program.

I fully understand and appreciate the dangers, hazards and risks inherent in participating in the Program, in the transportation to and from the Field Program, and in any independent research or activities I undertake as an adjunct to the Field Program.

I agree that participating in any activity is an acceptance of some risk of injury and/or loss or damage of property. I agree that my safety is primarily dependent upon my taking proper care of myself. I understand that it is my responsibility to know what I will need for the Field Education Program and to provide what I will need. I agree to make sure that I know how to safely participate in any activities, and I agree to observe any rules and practices, which may be employed to minimize the risk of injury. I agree to stop and seek assistance if I do not believe I can safely continue any activity. I will not wear or use or do any thing that would pose a hazard to myself or others, including using or ingesting any substance which could pose a hazard to myself or others. I agree that if I do not act in accordance with this agreement, I may not be permitted to continue to participate in the Field Program.

In consideration of my participation in this Field Education Program, I agree as follows:

**SPECIFIC HAZARDS OF TRAVEL OR FIELD EDUCATION PROGRAM:** Despite precautions, accidents and injuries can occur. I understand that traveling, doing fieldwork may be potentially dangerous and that I may be injured and/or lose or damage personal property as a result of participation in the Field Education Program. Therefore, **I ASSUME ALL RISKS RELATED TO THE ACTIVITIES** including, but not limited to:

- ☐ Death, illness, or injury from accidents of any nature whatsoever, including, but not limited to, bodily injury of any nature, whether severe or not, which may occur as a result of participating in an activity or contact with physical surroundings or other persons; arising from travel by car, bus or any other means; death injury or illness including food poisoning arising from the provision of food or beverage by restaurants or other service providers.
- ☐ Theft, loss, or damage of my personal property while in transit or participating in the Field Program.
- ☐ Natural disaster or other disturbances, and alteration or cancellation of the Field Program due to such causes.
- ☐ *(Specific dangers endemic in this Field Education Program's area of travel or endemic to the Field Education Program or field agency setting.)*

**INSTITUTIONAL ARRANGEMENTS:** I understand that ENMU is not an agent of, and has no responsibility for, any third party which may provide any services including food, lodging, travel, or other goods or services associated with the Field Education Program. I understand that ENMU may provide these services only as a convenience to participants and that accordingly, ENMU accepts no responsibility, in whole or in part, for delays, loss, damage or injury to persons or property whatsoever, caused to me or others prior to departure, while traveling or while staying in designated lodging. I further understand that ENMU is not responsible for matters that are beyond its control. I acknowledge that ENMU reserves the right to cancel the trip without penalty or to make any modifications to the itinerary and/or academic program as deemed necessary by ENMU.

**INDEPENDENT ACTIVITY:** I understand that ENMU is not responsible for any loss or damage I may suffer when I am traveling independently or I am otherwise separated or absent from any ENMU activity. In addition, I understand that any travel that I do independently on my own before or after the ENMU sponsored Field Education Program is entirely at my own expense and risk.

**HEALTH AND SAFETY:** I have been advised to consult with a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in this Field Education Program. I have obtained the required immunizations and testing, if any. I recognize that ENMU is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility. I agree to pay all expenses relating thereto.

**ENMU RULES, REGULATIONS, AND POLICIES:** I agree to obey and comply at all times with all of the rules, regulations, codes and policies of ENMU while participating in the Field Education Program. I agree to notify my professor immediately of any injury or loss.

**TRAVEL CHANGES:** If I become separated from the Field Program group, fail to meet a departure, or become sick or injured, I will, to a reasonable extent, and at my own expense seek out, contact, and reach the Field Education Program group at its next available destination.

**SIGNATURE:** I indicate that by my signature below that I have read the terms and conditions of participation and agree to abide by them. I have carefully read this Informed Consent and Assumption of Risk Form and acknowledge that I understand it. My signature below indicates that I have read and freely signed this agreement, which take effect as a sealed instrument.

**IMPORTANT – PLEASE READ ENTIRE AGREEMENT BEFORE SIGNING.**

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Signature of Field Education Program Student

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Date

**Field Placement Agreement for Place of Employment**  
**Eastern New Mexico University**  
**Social Work Program**

Student Name: \_\_\_\_\_

Agency: \_\_\_\_\_

Agency Address \_\_\_\_\_

Agency Phone Number \_\_\_\_\_

Employment Supervisor: \_\_\_\_\_ Agency Director: \_\_\_\_\_

Field Instructor \_\_\_\_\_

- The agency must meet conditions for selection as a field placement site and have a signed University-Agency Field Placement agreement on file.
- The student's Field Instructor must not be the student's work supervisor. A waiver of this policy may be granted when a student has been employed less than three months with the agency.
- The Field Instructor must meet all the requirements of the BSW Field Education Program.
- The student will collaborate with the Field Instructor to design a Learning Contract which plans for the student's acquisition of new social work knowledge and skills that fulfills the field objectives of the Field Placement course.
- Agencies must be willing to designate a set time for student's 16 hours per week field placement and place the student's learning objectives ahead of the agency's employment needs.
- The agency, Field Liaison, Field Instructor, and student must work together to ensure the student is given an opportunity to participate in learning activities substantially different than that of the student's paid position and designed to help the student develop the core competencies of generalist social work practice.
- The student will have a minimum of **one hour per week** of supervision from a designated Field Instructor. These meetings will pertain to student's learning objectives and assignments.
- All the guidelines for regular (non-employment site) field placements must be met.
- If the Field Director, in conjunction with the Field Liaison, determines that a distinct, learning opportunity for the student is not occurring, the Field Director will specify the problems in writing and work with the Field Instructor and student to resolve the problems. If the specified problems are not resolved, no credit will be given for the Field Placement.

Student's job title: \_\_\_\_\_ Length of Employment: \_\_\_\_\_

Employment Supervisor: \_\_\_\_\_

Length of Supervision by Employment Supervisor \_\_\_\_\_

Student's current work responsibilities: \_\_\_\_\_

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New assignments and learning opportunities students will be given: \_\_\_\_\_

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Describe how the agency will insure that the field experience will differ from the student's job.

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Proposed Field Placement Schedule \_\_\_\_\_

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Will this be a paid practicum? \_\_\_\_ Yes \_\_\_\_ No

Reviewed by Field Director and the following adjustments were added: \_\_\_\_\_

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This agreement meets the approval of the Agency Director, Employment Supervisor, Field Instructor, Student, and Field Director.

*Student* \_\_\_\_\_ *Date* \_\_\_\_\_

*Agency Administrator* \_\_\_\_\_ *Date* \_\_\_\_\_

*Employment Supervisor* \_\_\_\_\_ *Date* \_\_\_\_\_

*Field Instructor* \_\_\_\_\_ *Date* \_\_\_\_\_

*Field Director* \_\_\_\_\_ *Date* \_\_\_\_\_

## Guide to Developing Field Learning Activities

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

### Competency 1: Demonstrate Ethical and Professional Behavior

#### *Ethical Principles to Guide Professional Practice*

- Examine personal biases and values and discuss how they relate to work with clients/populations at the field agency.
- Identify potential ethical dilemmas at the field setting and apply social work values and principles to resolve dilemmas.
- Submit journals that contain discussion of the application of ethical values and principles.
- Attend court hearings and discuss application of laws related to social work practice.
- Identify and resolve ethical issues involved in providing services and explain to field instructor rationale for their suggested resolution.
- Follow through on commitments to clients, agency, and colleagues.
- Respect client's self-determination, privacy, and confidentiality.
- Learn how confidentiality is applied at field agency.
- Read and discuss HIPPA policies and procedures.
- Maintain confidential records and information in compliance with agency, HIPPA, applicable laws, and NASW standards.

#### *Personal reflection and self-correction:*

- Conduct a self-evaluation of practice skills and behaviors.
- Practice continual self-evaluation by defining and sharing specific strengths and learning needs with the field instructor and field liaison.
- Keep a diary of emotional responses to field experiences.
- Use journal recordings to reflect personal conflict between client values and personal values.
- Submit a plan for addressing learning needs to improve specific skills or increase knowledge.
- Write journal entries to reflect on learning needs, stages of change, and progress.
- Present a case plan to Seminar class with request for feedback.
- Recognize and work on personal changes needed in order to function more effectively as a social worker.

#### *Professional demeanor in behavior, appearance, and communication:*

- Set and follow a schedule for field placement hours.
- Discuss a protocol for contact with agency when late or absent and submit plan.
- Establish a plan for learning activities to use time productively when field instructor is unavailable.
- Visit referral agencies and report on their intake system and eligibility criteria.
- Inform clients and community members of the services of the field agency.
- Dress and groom appropriately for professional social work and/or designated professional activities.
- Maintain appropriate attire and grooming that contributes to the professional relationship.

- Schedule and prepare for contact with clients and provide consistent follow up contacts.
- Communicate clearly, concisely, and with acceptable grammar.
- Create a list of professional terms used by the field agency.
- Write case recordings, reports, assessments, plans, and correspondence according to standards of the agency.
- Present a case or give a presentation at a staff, multidisciplinary, or community meeting.
- Assemble relevant facts and write a social history, assessment, or report.
- Participate in fund raising, special events, grant writing, and/or special projects.

*Use technology ethically and appropriately:*

- Learn agency's computer program for case management functions.
- Identify technology used at field agencies and its impact on service delivery.
- Review census data to learn about community demographics and changes.
- Read and be familiar with the agency's possibly on use of electronics, technology, and social media.

*Supervision and consultation:*

- Take responsibility for creating meeting agenda items for weekly supervisory conferences.
- Maintain log of discussion topics and action steps.
- Take initiative in seeking guidance and information to provide service to clients.
- Consult with instructor, supervisor, and/or colleagues on difficult cases.
- Accept and utilize feedback in supervision.
- Role play with supervisor to develop specific skills.

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

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

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

- Identify populations at-risk in the community served by the agency.
- Identify examples of discrimination and oppression experienced by clients in journals.
- Discusses how oppression and discrimination impact clients.
- Identify underserved needs of population served by the agency.
- Contact, write, and/or meet legislators to advocate for passage of legislation that promotes positive social change or economic justice.
- Attend Student Legislative Day and participate in activities to advocate for legislation that promotes policies consistent with social work profession.
- Participate in committees to organize social work students to develop strategies of advocacy.
- Present information at a meeting about upcoming legislative bills that support policies which promote social change beneficial to clients or community.
- Attend agency, community meetings, town hall meetings, and/or public hearings and advocate for services for clients.

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

- Locate and evaluate research studies relevant to practice at the field agency.
- Create an annotated bibliography of research identified for practice.
- Discuss the application of research studies to practice at the field agency.
- Use information from empirically based literature to improve practice.
- Learn about the evidence-based interventions used by the field agency.
- Use agency evaluation tools to track client progress.
- Use tools to track clients' progress.
- Use tools to measure clients' feedback regarding interventions.
- Discuss how the effectiveness of interventions is evaluated at your agency.
- Review agency's reports on practice outcomes.
- Implement a plan to evaluate own practice at the agency.
- Conduct library research on a topic and present findings to field instructor/staff.
- Create a resource directory.

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

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

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

- Observe and discuss field instructor's engagement and interview of clients.
- Role play with instructor to develop interviewing skills.
- Review the referral information and records before meeting clients.
- Meet or phone clients to complete intake paperwork.
- Express genuine concern and create an emotional climate which encourages clients to freely discuss what is important to them.
- Begin meeting by informing client of its purpose.
- Use questions judiciously and seeks clarification.
- Identify the theoretical base that applies to practice with clients at the field agency.

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

- Listen to clients' view of problems.
- Determine what information is relevant and important to gather and prepare questions.
- Identify the client's reason for initiating contact with the agency or the agency's purpose in initiating contact with the client.
- Identify those involved in or affected by the client's situation.
- Identify the unique issues and relevant bio-psycho-social factors in client situations.
- Empower clients to identify their strengths, needs, and goals.
- Use agency's tool to complete an assessment.
- Assess information and total situation/problem with attention to individual, family, community, cultural, and ecological factors.
- Assist clients in envisioning improved conditions and interactions and identifying existing and needed resources relevant to goals.
- Complete intervention plans with clients, developing realistic goals based on assessment.
- Assess which type of group may empower clients to achieve goals.
- Visit referral agencies and review their intake system and admission criteria.
- Use strengths perspective when interviewing and assessing clients.
- Assess clients from the prospective of bio-psychological- social- cultural factors.
- Assess the impact of family, groups, organizations, and community upon clients.
- Draw an ecomap and/or genogram when working with a client.

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

- Attend staff meetings to coordinate and improve delivery of services.
- Identify problematic areas affecting the agency's ability to fulfill its commitment to clients.
- Attend in-service trainings to gain knowledge needed for competent practice at the agency.
- Spend time in different units in the agency to gain and understanding of the client services.
- Interview staff from other disciplines at the agency to get a comprehensive view of interventions.
- Engage in collaborative activities and interagency coordination.
- Observe and co-facilitate educational, support, or counseling groups.
- Identify and implement a prevention strategy with clients.
- Review and discuss treatment plans prepared by field instructor and their implementation.

- Meet with clients to discuss the relationship of tasks and the achievement of goals.
- Complete discharge plans or summaries.
- Revise treatment goals as new information is obtained or changes occur.
- Lead initial group meeting and facilitate development of a group plan.
- Evaluate group dynamics and discuss leadership skills.
- Observe the response of clients to services and staff.
- Discuss with field instructor effective means of advocating for clients.
- Advocate for improvement of services with field instructor and/or agency administrators.
- Make a list of resources commonly used by agency.
- Link clients to resources and advocate on their behalf.
- Discuss and plan for transitions and ending of the professional relationship with clients.
- Collaborate with professionals from other disciplines or agencies in the best interests of clients.
- Present information on client progress at multidisciplinary meetings.

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

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

**Learning Contract – SWK 455 – Field Placement I**  
**Eastern New Mexico University**  
**Social Work Program**

**Student:** \_\_\_\_\_

Email Address: \_\_\_\_\_

Home phone \_\_\_\_\_ Cell \_\_\_\_\_

**Agency:** \_\_\_\_\_

*Name*

\_\_\_\_\_  
*Address*

**Field Instructor:** \_\_\_\_\_ Phone \_\_\_\_\_

Email address: \_\_\_\_\_

**Field Supervisor:** \_\_\_\_\_ Phone \_\_\_\_\_

*(If applicable)*

Email address: \_\_\_\_\_

**Field Liaison:** \_\_\_\_\_ Phone: \_\_\_\_\_

Email address \_\_\_\_\_

**Dates of Field Placement:** \_\_\_\_\_

*Begin & End Dates*

**Student's Schedule:** \_\_\_\_\_

\_\_\_\_\_

*The student is not required to be at field placement during university breaks & holidays.*

All parties agree to the learning activities and tasks specified in the Learning Contract.

\_\_\_\_\_  
*Student*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Field Instructor*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Field Supervisor (If applicable)*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Field Liaison*

\_\_\_\_\_  
*Date*

**Generalist Practice:** The BSW program prepares students for entry level generalist practice. The Council on Social Work Education (CSWE) describes generalist practice as grounded in the liberal arts and the person and environment construct. Generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities to promote human and social well-being.. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

**Field Education:** The intent of field education is to connect the theories and concepts of the classroom with the practical world of the practice setting; it fosters implementation of evidence based practices. The field and classroom have equal importance in the curriculum. The field instructor acts as an instructor, supervisor, and mentor for students and plays a crucial role in students' education and professional development.

**Competency Based Education:** Competency-based education is an outcome performance approach that was adopted by CSWE in its 2008 Educational Policies and Accreditation Standards (EPAS) and then updated in its 2015 EPAS. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The BSW Program prepares its graduates for generalist practice through mastery of the nine core competencies.

### **Learning Contract: Purpose & Guidelines**

The Learning Contract is the educational plan which gives direction, accountability, and structure to the field placement and establishes the expectations and learning goals for the semester. Students and Field Instructors jointly formulate specific, measurable learning activities to address students' learning needs and satisfy the Learning Contracts' stated educational goals, practice behaviors, and core competencies. The Learning Contract provides a guide to assess students' progress during the semester and forms the basis for the semester formal evaluations.

It is the joint responsibility of the student and the Field Instructor to formulate this contract within the first three weeks of the placement. The Field Instructor is responsible for incorporating into the contract the particular focus of the mission and practice of the agency. The student is responsible for integrating the requirements of the field education program and his/her learning needs.

In the Learning Contract under each competency are selected practice behaviors (outcomes) and corresponding learning goals. The student and Field Instructor decide on the learning activities or tasks that the student will complete to achieve the learning goals. For a sampling of suggested activities that can be adapted or used as a springboard for creating learning activities appropriate for the field agency, refer to the *Guide to Developing Field Learning Activities*. However, Field Instructors and students are encouraged to create and design innovative approaches to accomplishing mastery of the competencies.

Students are responsible for documenting activities in the Field Practicum Log Column the practice behaviors and competency to which the activity is linked. Documentation of activities should be maintained in the field portfolio according to the organization criteria listed in the syllabus.

In agencies that do not employ a licensed social worker, a human services professional of the agency may take on the role of Field Supervisor for the assignment and supervision of tasks. The Field Supervisor will collaborate with the Field Instructor in developing the Learning Contract and in evaluating the student at midterm and finals.

(In the document "client" may refer to an individual, family, group, organization, or community.)



<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>			
<b>Practice Behaviors (Outcomes)</b> <b>Student:</b>	<b>Learning Goals</b> <b>Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	<ul style="list-style-type: none"> <li>- Adheres to NASW Code of Ethics and social work values.</li> <li>- Promotes clients' rights to self-determination and informed consent.</li> <li>- Understands the need to refrain from dual relationships.</li> <li>- Uses social work values and ethical principles to guide practice.</li> <li>- Follows laws and agency policies / procedures concerning confidentiality, legal requirements, and clients' rights.</li> <li>- Identifies the various options available when exploring ethical dilemmas and identifies potential strategies to resolve dilemmas.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Discuss with field instructor appropriate boundaries with clients.</i></b></li> <li>- <b><i>Read the Code of Conduct for Social Workers on the NM Board of Social Work Examiner's website.</i></b></li> <li>- <b><i>Discuss the ethical issues that commonly occur in the field placement setting.</i></b></li> <li>- <b><i>Discuss regulations/laws that impact practice at agency.</i></b></li> </ul>	
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<ul style="list-style-type: none"> <li>- Demonstrates awareness of own strengths and weaknesses in knowledge and skills.</li> <li>- Takes responsibility for learning needs &amp; monitors progress</li> <li>- Accepts instruction and uses constructive feedback to improve performance and understanding.</li> <li>- Differentiates personal needs from those of the client, group, organization and/or community.</li> <li>- Learns about the variety of social work practice roles and how to maintain appropriate professional boundaries.</li> <li>- Completes tasks appropriate for generalist practice.</li> <li>- Practices within agency policies, procedures, organizational structures, and professional expectations.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Read and obtain a copy of the agency mission statement brochure, and discuss the mission, scope, and limitations of the agencies' services.</i></b></li> <li>- <b><i>Review agency policies and procedures manual within 1<sup>st</sup> month of placement and discuss 1-3 policies with field instructor to clarify understanding.</i></b></li> <li>- <b><i>Completes Orientation Checklist</i></b></li> <li>- <b><i>Completes self-assessment at midterm and finals.</i></b></li> </ul>	

3a. Demonstrate professional demeanor in behavior.	<ul style="list-style-type: none"> <li>- Appropriately represents agency/organization to people.</li> <li>- Identifies self as a student with clients, staff, professionals, and community members.</li> <li>- Organizes workload and manages time, appointments, actions, resources, paperwork, &amp; assignments in a reliable, productive, and accountable manner.</li> <li>- Works cooperatively and collaboratively with other staff, students, professionals, and community members.</li> <li>- Exhibits appropriate demeanor, integrity, and respect when interacting with clients, staff, and community.</li> <li>- Maintains emotional control and deal with stress and conflicts effectively.</li> </ul>	<p><b>- Learn the organizational structure of the agency.</b></p>	
3b. Demonstrates professional demeanor in appearance.	<ul style="list-style-type: none"> <li>- Dresses appropriately and professionally for the work setting.</li> </ul>	<p><b>- Read and discuss agency dress code.</b>  <b>- Request feedback on appearance &amp; appropriateness of dress for agency, client populations &amp; professional activities.</b></p>	
3c. Demonstrates professional demeanor in communication. (verbal, electronic & written communication).	<ul style="list-style-type: none"> <li>- Uses clear, appropriate language for a professional setting.</li> <li>- Writes clearly, using an appropriate professional writing style.</li> </ul>	<p>(student should complete a professional letter or report)</p> <p><b>- Write case notes on _____ using the standards of the agency.</b></p>	
4. Use technology ethically and appropriately to facilitate practice outcomes.	<ul style="list-style-type: none"> <li>- Learns agency procedures and protocols for use of technology.</li> <li>- Participates in trainings, conferences, seminars, workshops, webinars, professional meetings, etc.</li> </ul>	<p><b>- Read and discuss with supervisor the agency policy on use of technology and social media.</b></p>	
5. Use supervision and consultation to guide professional	<ul style="list-style-type: none"> <li>- Uses field instruction productively for growth and development.</li> <li>- Seeks guidance &amp; consultation in the</li> </ul>	<p><b>- Meet weekly for field instruction and be prepared with cases, assignments, journals, questions,</b></p>	

judgment and behavior.	best interests of clients.	<i>concerns, and/or topics to review. - Discuss reactions to field experiences and journal entries with field instructor.</i>	
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<b>Competency 2: Engage Diversity and Difference in Practice</b>			
<b>Practice Behaviors (Outcomes)</b> <b>Student:</b>	<b>Learning Goals</b> <b>Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	<ul style="list-style-type: none"> <li>- Demonstrates acceptance and knowledge of the populations served by the agency.</li> <li>- Recognizes that clients may have experiences with discrimination due to multiple diversity factors.</li> <li>- Demonstrates an open, non-judgmental attitude to people different than self.</li> <li>- Demonstrates the ability to identify and assess the needs, values, and strengths of diverse client systems.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Learn about and be able to report on the demographics of the clients of the field agency.</i></b></li> <li>- <b><i>List resources reviewed to learn about the needs and issues of the clients served by the agency.</i></b></li> </ul>	
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	<ul style="list-style-type: none"> <li>- Listens to clients' perspectives and descriptions of their experiences, lifestyles, beliefs, and traditions.</li> <li>- Allows clients to define themselves culturally.</li> <li>- Uses active listening skills.</li> </ul>		
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<ul style="list-style-type: none"> <li>- Examines own values and attitudes regarding people of diverse backgrounds.</li> <li>- Identifies the effects of own background on perceptions of practice situations.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Discuss with field instructor experiences with and comfort level in working with populations served by the agency.</i></b></li> </ul>	

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>			
<b>Practice Behaviors (Outcomes) Student:</b>	<b>Learning Goals Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
9. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<ul style="list-style-type: none"> <li>- Identifies how oppression, discrimination, stereotyping, and labeling impacts clients.</li> <li>- Identifies underserved needs of populations served by the agency.</li> <li>- Advocates with and behalf of client.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Make a list of the needs of the clients underserved by the agency and/or community.</i></b></li> <li>- <b><i>Make a list of the agencies and groups the field agency collaborates with to address and advocate for the client population' concerns, issues, and needs.</i></b></li> </ul>	
<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>			
<b>Practice Behaviors (Outcomes) Student:</b>	<b>Learning Goals Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
11. Use practice experience and theory to inform scientific inquiry and research.	<ul style="list-style-type: none"> <li>- Able to relate social work perspectives and theories that apply to field practice.</li> </ul>	- <b><i>Identify and discuss the theoretical frameworks that guide understanding of the key experiences selected for journal entry.</i></b>	
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	<ul style="list-style-type: none"> <li>- Understands methods of measuring outcomes.</li> <li>- Uses instruments to measure practice effectiveness.</li> </ul>	- <b><i>Learns about agency methods of measuring outcomes.</i></b>	
13. Use and translate research evidence to inform and improve practice, policy, and service delivery.	<ul style="list-style-type: none"> <li>- Consults research to address a practice issue or examine evidence based interventions for the population and specific practice of the field placement.</li> <li>- Uses research findings to inform practice at the field agency.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>In consultation with field instructor, conduct a search of current research literature to address a practice issue or examine evidence based interventions.</i></b></li> <li>- <b><i>Discuss with field instructor</i></b></li> </ul>	

		<i>findings of literature review and the applicability of the information to practice at the field agency.</i>	
<b>Competency 5: Engage in Policy Practice</b>			
<b>Practice Behaviors (Outcomes) Student:</b>	<b>Learning Goals Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	- Understands the role of policy in services delivery, social work practice and attainment of social and economic well-being.	<b><i>- Identifies and discusses relevant policies, laws, and regulations how they impact practice at the field agency. (List specific policies, legislation, and/or regulations):</i></b>	
15. Assess how social welfare and economic policies impact the delivery of and access to social services.	- Evaluates the impact of specific policies and legislation on clients and services. - Assesses the impact of local, state, national, global, environmental, social, political, and/or economic conditions on the well-being and needs of clients and service delivery.	<b><i>- Interview staff about the changes occurring in the organization, community, and or field of practice based on current and upcoming laws and policies and write a brief summary of the interview.</i></b>	
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	- Participates in activities to advocate for legislation that promotes positive social change or economic justice. - Demonstrates understanding on how policies, regulations, and laws are developed at the micro, mezzo, and macro levels of practice.	<b><i>-Identify and discuss with field supervisor how policies, laws, and regulations that affect the organization are developed.</i></b>	

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.</b>			
<b>Practice Behaviors (Outcomes)</b> <b>Student:</b>	<b>Learning Goals</b> <b>Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<ul style="list-style-type: none"> <li>- Assesses the impact of family, groups, organizations, and community upon clients.</li> <li>- Understands the variables in client situations that impact their development.</li> <li>- Explores literature to learn about the bio-psycho-social-cultural-spiritual factors relevant to clients.</li> </ul>		
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<ul style="list-style-type: none"> <li>- Is fully present and focused.</li> <li>- Listens and acknowledges any concerns expressed.</li> <li>- Establishes rapport and successfully engages clients.</li> <li>- Demonstrates empathic understanding.</li> </ul>		

<b>Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities.</b>			
<b>Practice Behaviors (Outcomes)</b> <b>Student:</b>	<b>Learning Goals</b> <b>Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<ul style="list-style-type: none"> <li>- Collects relevant information and accurate history by interviewing clients and other informants, reviewing documents and records, and using intake/assessment tools, questionnaires, or surveys.</li> <li>- Accurately observes and assesses verbal and non-verbal behavior and interactions.</li> <li>- Provides recommendations based on information gathered.</li> </ul>		

20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment and data from clients and constituencies.	<ul style="list-style-type: none"> <li>-Assess the strengths, capacities, resources, and needs of clients.</li> <li>- Integrates client's behaviors, affect, history, relationships, lifestyle, and general social interaction patterns, into overall assessment of functioning.</li> </ul>		
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<ul style="list-style-type: none"> <li>- Engage client in developing appropriate and mutually agreed upon realistic goals to address concerns, issues, and/ or needs.</li> <li>- Creates interventions based on information gathered during initial and ongoing assessments.</li> </ul>		
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<ul style="list-style-type: none"> <li>- Develops interventions strategies based on identified goals and objectives and resources and supports available.</li> <li>- Considers special needs of clients and issues of involuntary clients when planning interventions.</li> </ul>	<b><i>- List community resources available to the populations served by the agency.</i></b>	

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>			
<b>Practice Behaviors (Outcomes)</b> <b>Student:</b>	<b>Learning Goals</b> <b>Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<ul style="list-style-type: none"> <li>- Assesses safety to determine if an emergency intervention or safety plan is needed.</li> <li>- Considers special needs of clients and issues of involuntary clients when planning interventions.</li> <li>- Breaks down tasks into manageable, achievable steps.</li> </ul>		
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<ul style="list-style-type: none"> <li>-Demonstrate understanding of developmental stages of clients when developing interventions.</li> <li>-Demonstrate understanding of clients with disabilities and adjust interventions to meet the needs.</li> <li>-Develops interventions based on client needs assessments and support systems.</li> </ul>		
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<ul style="list-style-type: none"> <li>- Understands the agency's mission, vision, strategic plan, and scope of practice.</li> <li>- Understands the strengths, needs, and limitations of agencies.</li> <li>- Understands the social worker's role and actions needed to achieve organizational goals.</li> <li>- Engages in collaborative activities to coordinate and improve delivery of services.</li> <li>- Supports and promotes agency programs that effectively meet the needs of clients.</li> </ul>	<ul style="list-style-type: none"> <li><b>- Reads agency's mission, vision, strategic plan, and scope of practice.</b></li> <li><b>- Participates in agency meetings to learn about the services, operation, &amp; morale of agency.</b></li> <li><b>- Identifies areas needing improvement within and steps that may be taken.</b></li> <li><b>- Participates in outreach, community awareness, or fund raising activities that support agency goals.</b></li> </ul>	
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and	<ul style="list-style-type: none"> <li>- Develops role appropriate to situation and resource: broker, mediator, or advocate.</li> </ul>		



constituencies.	-Advocates for clients while teaching clients the skills to advocate for themselves. - Develops collaborative relationships with other professionals and service providers to address the needs of clients.		
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>			
<b>Practice Behaviors (Outcomes)</b> <b>Student:</b>	<b>Learning Goals</b> <b>Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	-Demonstrates understanding in how developmental, environmental, and situational experiences may affect the outcome of goals for clients.		

**Learning Contract – SWK 465 – Field Placement II**  
**Eastern New Mexico University**  
**Social Work Program**

**Student:** \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Home phone \_\_\_\_\_ Cell \_\_\_\_\_

**Agency:** \_\_\_\_\_  
*Name*  
\_\_\_\_\_  
*Address*

**Field Instructor:** \_\_\_\_\_ Phone \_\_\_\_\_  
Email address: \_\_\_\_\_

**Field Supervisor:** \_\_\_\_\_ Phone \_\_\_\_\_  
*(If applicable)*  
Email address: \_\_\_\_\_

**Field Liaison:** \_\_\_\_\_ Phone: \_\_\_\_\_  
Email address \_\_\_\_\_

**Dates of Field Placement:** \_\_\_\_\_  
*Begin & End Dates*

**Student's Schedule:** \_\_\_\_\_  
\_\_\_\_\_

*The student is not required to be at field placement during university breaks & holidays.*

All parties agree to the learning activities and tasks specified in the Learning Contract.

\_\_\_\_\_

*Student*

*Date*

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*Field Instructor*

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*Date*

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*Field Supervisor (If applicable)*

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*Date*

---

*Field Liaison*

---

*Date*

**Generalist Practice:** The BSW program prepares students for entry level generalist practice. The Council on Social Work Education (CSWE) describes generalist practice as grounded in the liberal arts and the person and environment construct. Generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities to promote human and social well-being,. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

**Field Education:** The intent of field education is to connect the theories and concepts of the classroom with the practical world of the practice setting; it fosters implementation of evidence based practices. The field and classroom have equal importance in the curriculum. The field instructor acts as an instructor, supervisor, and mentor for students and plays a crucial role in students' education and professional development.

**Competency Based Education:** Competency-based education is an outcome performance approach that was adopted by CSWE in its 2008 Educational Policies and Accreditation Standards (EPAS) and then updated in its 2015 EPAS. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The BSW Program prepares its graduates for generalist practice through mastery of the nine core competencies.

### **Learning Contract: Purpose & Guidelines**

The Learning Contract is the educational plan which gives direction, accountability, and structure to the field placement and establishes the expectations and learning goals for the semester. Students and Field Instructors jointly formulate specific, measurable learning activities to address students' learning needs and satisfy the Learning Contracts' stated educational goals, practice behaviors, and core competencies. The Learning Contract provides a guide to assess students' progress during the semester and forms the basis for the semester formal evaluations.

It is the joint responsibility of the student and the Field Instructor to formulate this contract within the first three weeks of the placement. The Field Instructor is responsible for incorporating into the contract the particular focus of the mission and practice of the agency. The student is responsible for integrating the requirements of the field education program and his/her learning needs.

In the Learning Contract under each competency are selected practice behaviors (outcomes) and corresponding learning goals. The student and Field Instructor decide on the learning activities or tasks that the student will complete to achieve the learning goals. For a sampling of suggested activities that can be adapted or used as a springboard for creating learning activities appropriate for the field agency, refer to the *Guide to Developing Field Learning Activities*. However, Field Instructors and students are encouraged to create and design innovative approaches to accomplishing mastery of the competencies.

Students are responsible for documenting activities in the Field Practicum Log Column the practice behaviors and competency to which the activity it is linked. Documentation of activities should be maintained in the field portfolio according to the organization criteria listed in the syllabus.

In agencies that do not employ a licensed social worker, a human services professional of the agency may take on the role of Field Supervisor for the assignment and supervision of tasks. The Field Supervisor will collaborate with the Field Instructor in developing the Learning Contract and in evaluating the student at midterm and finals.

(In the document “client” may refer to an individual, family, group, organization, or community.)

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>			
<b>Practice Behaviors (Outcomes)</b> <b>Student:</b>	<b>Learning Goals</b> <b>Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	<ul style="list-style-type: none"> <li>- Adheres to NASW Code of Ethics and social work values.</li> <li>- Promotes clients' rights to self-determination and informed consent.</li> <li>- Understands the need to refrain from dual relationships.</li> <li>- Uses social work values and ethical principles to guide practice.</li> <li>- Follows laws and agency policies / procedures concerning confidentiality, legal requirements, and clients' rights.</li> <li>- Identifies the various options available when exploring ethical dilemmas and identifies potential strategies to resolve dilemmas.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Discuss with field instructor appropriate boundaries with clients.</i></b></li> <li>- <b><i>Discuss the ethical issues that commonly occur in the field placement setting.</i></b></li> <li>- <b><i>Discuss regulations/laws that impact practice at agency.</i></b></li> </ul>	
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<ul style="list-style-type: none"> <li>- Demonstrates awareness of own strengths and weaknesses in knowledge and skills.</li> <li>- Takes responsibility for learning needs &amp; monitors progress</li> <li>- Accepts instruction and uses constructive feedback to improve performance and understanding.</li> <li>- Differentiates personal needs from those of the client, group, organization and/or community.</li> <li>- Learns about the variety of social work practice roles and how to maintain appropriate professional boundaries.</li> <li>- Completes tasks appropriate for generalist practice.</li> <li>- Practices within agency policies, procedures, organizational structures, and professional expectations.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Completes journals about key field experiences and discusses reflections with field instructor.</i></b></li> <li>- <b><i>Completes self-assessment at midterm and finals.</i></b></li> </ul>	

3a. Demonstrate professional demeanor in behavior.	<ul style="list-style-type: none"> <li>- Appropriately represents agency/organization to people.</li> <li>- Identifies self as a student with clients, staff, professionals, and community members.</li> <li>- Organizes workload and manages time, appointments, actions, resources, paperwork, &amp; assignments in a reliable, productive, and accountable manner.</li> <li>- Works cooperatively and collaboratively with other staff, students, professionals, and community members.</li> <li>- Exhibits appropriate demeanor, integrity, and respect when interacting with clients, staff, and community.</li> <li>- Maintains emotional control and deal with stress and conflicts effectively.</li> </ul>		
3b. Demonstrates professional demeanor in appearance.	- Dresses appropriately and professionally for the work setting.	<b><i>- Request feedback on appearance &amp;d appropriateness of dress for agency, client populations &amp; professional activities.</i></b>	
3c. Demonstrates professional demeanor in communication. (verbal, electronic & written communication).	<ul style="list-style-type: none"> <li>- Uses clear, appropriate language for a professional setting.</li> <li>- Writes clearly, using an appropriate professional writing style.</li> </ul>	<p><i>(student should complete a professional letter or report)</i></p> <p><b><i>- Write case notes on _____using the standards of the agency.</i></b></p>	
4. Use technology ethically and appropriately to facilitate practice outcomes.	<ul style="list-style-type: none"> <li>- Learns agency procedures and protocols for use of technology.</li> <li>- Participates in trainings, conferences, seminars, workshops, webinars, professional meetings, etc.</li> </ul>		
5. Use supervision and consultation to guide professional judgment and behavior.	<ul style="list-style-type: none"> <li>- Uses field instruction productively for growth and development.</li> <li>- Seeks guidance &amp; consultation in the best interests of clients.</li> </ul>	<p><b><i>- Meet weekly for field instruction and be prepared with cases, assignments, journals, questions, concerns, and/or topics to review.</i></b></p> <p><b><i>- Discuss reactions to field experiences and journal entries with</i></b></p>	

		<i>field instructor.</i>	
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<b>Competency 2: Engage Diversity and Difference in Practice</b>			
<b>Practice Behaviors (Outcomes)</b> <b>Student:</b>	<b>Learning Goals</b> <b>Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	<ul style="list-style-type: none"> <li>- Demonstrates acceptance and knowledge of the populations served by the agency.</li> <li>- Recognizes that clients may have experiences with discrimination due to multiple diversity factors.</li> <li>- Demonstrates an open, non-judgmental attitude to people different than self.</li> <li>- Demonstrates the ability to identify and assess the needs, values, and strengths of diverse client systems.</li> </ul>	<b>- <i>Completes Agency Diversity Survey.</i></b>	
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	<ul style="list-style-type: none"> <li>- Listens to clients' perspectives and descriptions of their experiences, lifestyles, beliefs, and traditions.</li> <li>- Allows clients to define themselves culturally.</li> <li>- Uses active listening skills.</li> </ul>		
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<ul style="list-style-type: none"> <li>- Examines own values and attitudes regarding people of diverse backgrounds.</li> <li>- Identifies the effects of own background on perceptions of practice situations.</li> </ul>	<b>- <i>Discuss with field instructor experiences with and comfort level in working with populations served by the agency.</i></b>	

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>			
<b>Practice Behaviors (Outcomes) Student:</b>	<b>Learning Goals Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
9. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<ul style="list-style-type: none"> <li>- Identifies how oppression, discrimination, stereotyping, and labeling impacts clients.</li> <li>- Identifies underserved needs of populations served by the agency.</li> <li>- Advocates with and behalf of client.</li> </ul>		
10. Engage in practices that advance social, economic, and environmental justice.	<ul style="list-style-type: none"> <li>- Identifies any agency policies and structures that adversely affect clients.</li> <li>- Identifies strategies that would promote positive social change or economic justice.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Discuss the policies or agency procedures that may cause difficulties for clients.</i></b></li> <li>- <b><i>List strategies for promoting positive social and economic changes for clients.</i></b></li> </ul>	
<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>			
<b>Practice Behaviors (Outcomes) Student:</b>	<b>Learning Goals Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
11. Use practice experience and theory to inform scientific inquiry and research.	<ul style="list-style-type: none"> <li>- Able to relate social work perspectives and theories that apply to field practice.</li> <li>- Identifies an issue or problem related to field placement practice for which more information is needed.</li> <li>- Formulates a research question that would be beneficial for the field to answer.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Identify and discuss the theoretical frameworks that guide understanding of the key experiences selected for journal entry.</i></b></li> <li>- <b><i>Discuss with field instructor the research needs of the field and the practical issues of conducting research.</i></b></li> <li>- <b><i>Formulates a problem statement.</i></b></li> </ul>	
12. Apply critical thinking to engage in	<ul style="list-style-type: none"> <li>- Understands methods of measuring outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Learns about agency methods of measuring outcomes.</i></b></li> </ul>	



analysis of quantitative and qualitative research methods and research findings.	-Uses instruments to measure practice effectiveness.		
13. Use and translate research evidence to inform and improve practice, policy, and service delivery.	<ul style="list-style-type: none"> <li>- Consults research to address a practice issue or examine evidence based interventions for the population and specific practice of the field placement.</li> <li>- Uses research findings to inform practice at the field agency.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>In consultation with field instructor, conduct a search of current research literature to address a practice issue or examine evidence based interventions.</i></li> <li>- <i>Discuss with field instructor findings of literature review and the applicability of the information to practice at the field agency.</i></li> </ul>	

### Competency 5: Engage in Policy Practice

Practice Behaviors (Outcomes) Student:	Learning Goals Student :	Activities or Tasks (Items in bold italics are required activities)	Field Placement Activity Log Date Completed: Description of Activity
14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<ul style="list-style-type: none"> <li>- Understands the role of policy in services delivery, social work practice and attainment of social and economic well-being.</li> </ul>	<i>Participate in SLAD or related activities</i>	
15. Assess how social welfare and economic policies impact the delivery of and access to social services.	<ul style="list-style-type: none"> <li>- Evaluates the impact of specific policies and legislation on clients and services.</li> <li>- Assesses the impact of local, state, national, global, environmental, social, political, and/or economic conditions on the well-being and needs of clients and service delivery.</li> </ul>	<i>- Interview staff about the changes occurring in the organization, community, and or field of practice based on current and upcoming laws and policies and write a brief summary of the interview.</i>	
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social,	<ul style="list-style-type: none"> <li>- Participates in activities to advocate for legislation that promotes positive social change or economic justice.</li> <li>- Demonstrates understanding on how policies, regulations, and laws are developed at the micro, mezzo, and</li> </ul>	<i>-Identify and discuss with field supervisor how policies, laws, and regulations that affect the organization are developed.</i>	

economic, and environmental justice.	macro levels of practice.		
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<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.</b>			
<b>Practice Behaviors (Outcomes)</b> <b>Student:</b>	<b>Learning Goals</b> <b>Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<ul style="list-style-type: none"> <li>- Assesses the impact of family, groups, organizations, and community upon clients.</li> <li>- Understands the variables in client situations that impact their development.</li> <li>- Explores literature to learn about the bio-psycho-social-cultural-spiritual factors relevant to clients.</li> </ul>		
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<ul style="list-style-type: none"> <li>- Is fully present and focused.</li> <li>- Listens and acknowledges any concerns expressed.</li> <li>- Establishes rapport and successfully engages clients.</li> <li>- Demonstrates empathic understanding.</li> </ul>		

<b>Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities.</b>			
<b>Practice Behaviors (Outcomes)</b> <b>Student:</b>	<b>Learning Goals</b> <b>Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
19. Collect and organize data, and apply critical	<ul style="list-style-type: none"> <li>- Collects relevant information and accurate history by interviewing clients and other informants, reviewing</li> </ul>		

thinking to interpret information from clients and constituencies.	documents and records, and using intake/assessment tools, questionnaires, or surveys. - Uses interview skills purposefully and effectively. - Accurately observes and assesses verbal and non-verbal behavior and interactions. - Provides recommendations based on information gathered.		
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment and data from clients and constituencies.	-Assess the strengths, capacities, resources, and needs of clients. - Integrates client's behaviors, affect, history, relationships, lifestyle, and general social interaction patterns, into overall assessment of functioning.		
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	- Engage client in developing appropriate and mutually agreed upon realistic goals to address concerns, issues, and/ or needs. - Assists clients to prioritize immediate needs. - Creates interventions based on information gathered during initial and ongoing assessments.		
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	- Develops interventions strategies based on identified goals and objectives and resources and supports available. - Considers special needs of clients and issues of involuntary clients when planning interventions.	<b>- List community resources available to the populations served by the agency.</b>	

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>			
<b>Practice Behaviors (Outcomes)</b> <b>Student:</b>	<b>Learning Goals</b> <b>Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<ul style="list-style-type: none"> <li>- Assesses safety to determine if an emergency intervention or safety plan is needed.</li> <li>- Selects interventions based on identified goals and objectives and resources and supports available.</li> <li>- Considers special needs of clients and issues of involuntary clients when planning interventions.</li> <li>- Breaks down tasks into manageable, achievable steps.</li> </ul>		
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<ul style="list-style-type: none"> <li>-Demonstrate understanding of developmental stages of clients when developing interventions.</li> <li>-Demonstrate understanding of clients with disabilities and adjust interventions to meet the needs.</li> <li>-Develops interventions based on client needs assessments and support systems.</li> </ul>		
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<ul style="list-style-type: none"> <li>- Understands the agency's mission, vision, strategic plan, and scope of practice.</li> <li>- Understands the strengths, needs, and limitations of agencies.</li> <li>- Understands the social worker's role and actions needed to achieve organizational goals.</li> <li>- Engages in collaborative activities to coordinate and improve delivery of services.</li> <li>- Supports and promotes agency programs that effectively meet the</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Participates in agency meetings to learn about the services, operation, &amp; morale of agency.</i></b></li> <li>- <b><i>Identifies areas needing improvement within and steps that may be taken.</i></b></li> <li>- <b><i>Participates in outreach, community awareness, or fund raising activities that support agency goals.</i></b></li> </ul>	

	needs of clients.		
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	<ul style="list-style-type: none"> <li>- Develops role appropriate to situation and resource: broker, mediator, or advocate.</li> <li>- Advocates for clients while teaching clients the skills to advocate for themselves.</li> <li>- Develops collaborative relationships with other professionals and service providers to address the needs of clients.</li> </ul>		
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.	<ul style="list-style-type: none"> <li>- Assesses successful goal attainment and plans termination accordingly.</li> <li>- Understands the significance of transitions and terminations for clients.</li> <li>- Effectively prepares clients for transitions and terminations.</li> <li>- Facilitates client transfers, case closures, and referrals.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Discuss agency criteria and procedures for termination of services.</i></li> <li>- <i>Identify and process feelings about termination with field instructor.</i></li> <li>- <i>Observe, discuss, and/or read about termination issues.</i></li> <li>- <i>Discuss transitions &amp; termination with clients in a timely, appropriate manner.</i></li> </ul>	
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>			
<b>Practice Behaviors (Outcomes)</b> <b>Student:</b>	<b>Learning Goals</b> <b>Student :</b>	<b>Activities or Tasks</b> <i>(Items in bold italics are required activities)</i>	<b>Field Placement Activity Log</b> <b>Date Completed: Description of Activity</b>
28. Select and use appropriate methods for evaluation of outcomes.	-Identify and learn about measurement instruments used to evaluate outcomes.		
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	-Demonstrates understanding in how developmental, environmental, and situational experiences may affect the outcome of goals for clients.		

30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	<ul style="list-style-type: none"> <li>- Identifies outcome indicators for interventions.</li> <li>- Evaluates effectiveness of interventions throughout the helping process and makes adjustments as needed.</li> </ul>		
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<ul style="list-style-type: none"> <li>- Uses feedback to inform practice and services.</li> </ul>		

**Eastern New Mexico University - Social Work Program**  
**TIME SHEET**

Student:	Field Site:
Field Instructor:	Field Supervisor: (If Applicable)
Field Liaison:	Field Course:
Semester:    Check one <input type="checkbox"/> Fall <input type="checkbox"/> Spring	Year 20_____

Week #	Dates	Mon Sat/Sun	Tue	Wed	Thu	Fri	Weekly Total	Instructor Initials
<i>Example</i>	9/7 - 9/11	6.5	8.5		5.5		20.5	
1								
2								
3								
4								
5								
6								
7								
8								
<b>MidtermTotal</b>	Provide a <b>COPY</b> of this form to the Field Liaison at Midterm Evaluation with total hours in the box to the right. Field Instructor or Supervisor must initial Midterm total hours in box. <b>KEEP original form to use the balance of the semester.</b>							
9								
10								
11								
12								
13								
14								
15								
<b>Makeup Hours</b>								
<b>Total Hours Practicum</b>	<b>Total of all practicum hours from all 15 weeks &amp; makeup hours</b>							

Form is required to be signed by Instructor/Supervisor & Student and provided to Field Liaison during Final Evaluation.

**Student should retain a COPY of the signed time sheet.**

<b>Student Signature</b>		<b>Date</b>	
<b>Field Instructor Signature</b>		<b>Date</b>	
<b>Field Supervisor Signature</b> (if applicable)		<b>Date</b>	

**JOURNAL REPORT OUTLINE**  
**Eastern New Mexico University**  
**Social Work Program**

**Student Name** \_\_\_\_\_ **Week** \_\_\_\_\_

*Select a field experience and use this outline for your journal report. Be concise and protect the confidentiality and privacy of clients, groups, providers, supervisors, field instructors and staff. Submit a copy of your journal report to your Field Liaison through Blackboard. Final version should be filed in the field portfolio.*

**Field experience:** Select a key experience with a client, client group, community, agency, supervisor, other field students, or staff. Describe what happened and your role(s) in the situation e.g. (mediator, planner, enabler, observer, counselor, manager, broker/advocate, facilitator, catalyst, activist, teacher, trainer, mentor, outreach worker, monitor, or researcher).

What is the **domain** of this key experience?

☐ Research    ☐ Clinical    ☐ Administration and Policy    ☐ Community

**Significant information:** Provide some brief background information such as, client data, presenting problem, or referral information.

**Relevant Factors:** Include assessment information gathered that helped you understand the situation or plan your intervention. What individual, family, community, social, cultural, spiritual, medical, physical, developmental, psychological, and/or mental health factors influenced the situation. Explain the life cycle stage, group development stage, community program development stage, or research process step that applies.

Describe any of the following factors that are relevant: economic, political, environmental, discrimination, or oppression. What strengths and needs were identified? What additional information is needed?

**Integration of Theory & Practice:** What have you learned in your courses that helped you understand the situation or plan your intervention? Did you apply a theory, practice model, approach, strategy, method, technique, intervention, or research method? Consult textbooks, course materials, journal articles, and/or instructors and provide citation of materials referenced.

What stage(s) of the problem solving process were involved in this key experience? (engagement, gathering information, assessment/diagnostics, intervention and review, evaluation, termination, aftercare/referral). Explain.

Choose the **paradigm(s)** that helps you understand human behavior in this key experience:

☐ Medical    ☐ Social Systems    ☐ Psychoanalytic    ☐ Humanistic    ☐ Behavioristic

Explain your choices by discussing how behavior in this key experiences is viewed or understood.

Paradigm	Medical	Social Systems	Psychoanalytic	Humanistic	Behavioristic
Past/ Present	History/symptoms	Here & now	Strong historical	Here & now	Present



Emphasis	used to diagnose	solutions sought	emphasis, intergenerational	emphasized	relearning
<b>Assumed Cause of Condition</b>	Physical, bodily malfunctions	Unmet human needs	Internal conflicts, defenses, instincts vs. morals	Experiences that block self-actualization	Determined by previous conditioning
<b>Therapeutic Approach</b>	Medication, surgery, physical treatments & education	Connect person with source of need satisfaction	Make conflict conscious	Create climate for growth, self-exploration	Change specific behaviors, habits, & thoughts
<b>Length of Treatment</b>	Varies depending on diagnosis	Short term preferred	Long term (years)	Short to intermediate (months)	Usually short term

**Social work values involved:** Describe core social work values, ethical principles, ethical standards, or human rights issues that were applied in this situation.

**Personal reactions:** Write about your reactions. How comfortable were you with your actions; what was surprising; what emotions did you experience; or how did you deal with your reactions?

**Outcome:** How effective was the intervention? How will you use what you learned? What will you do differently in the future? What will your next actions be? What practice behaviors did this key experience help you develop?

# Student Self-Assessment – SWK 455– Field Placement I

## Eastern New Mexico University - Social Work Program

Student Name: \_\_\_\_\_

Agency: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Field Liaison: \_\_\_\_\_

Field Supervisor (if applicable) \_\_\_\_\_

As a social work student you are expected to participate in the ongoing evaluation of your performance in field placement. Practicing and committing to self reflection and self correction is an important part in your growth and development as a professional social worker.

**Steps in the Evaluation Process:** The student reviews Learning Contract and completes this self assessment form. The student then submits the completed form and the Portfolio folder containing supporting documentation of activities and accomplishments to the Field Instructor and/or Field Supervisor (if applicable). The Field Instructor and/or Field Supervisor uses these documents to rate the student on the Student Evaluation form. The student and the Field Instructor and/or Field Supervisor meet to discuss these assessments and to provide constructive feedback to the student on his/her performance. The evaluation forms and portfolio are reviewed with the faculty Field Liaison at the conference call or site visit.

### **Instructions for Rating Self on the 9 Competencies and Practice Behaviors:**

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies that are specified in this evaluation form are those established by the Council on Social Work Education (CSWE). Under each competency statement is a description of the practice behaviors that we ask that you rate yourself according to the following criteria:

**5 – Advanced Performance / Advanced Competence** - The student consistently demonstrates the ability to perform the practice behavior beyond basic performance standards.

**4 – Above Average Performance** - The student performs the practice behavior at a beginning level and occasionally exceeds basic performance standards.

**3 – Satisfactory Performance / Basic Competence**- The student's performance fulfills competence expectations at the basic/foundation level.

**2 – Inconsistent Performance** – The student at times is able to demonstrate the practice behaviors, but does not do so consistently.

**1 – Unsatisfactory Performance** – The student has not achieved competency or met expectations despite opportunities in this area.

**X – Insufficient Opportunity** - The student has not had the opportunity to demonstrate competence in this practice behavior.

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>		
<b>Final</b>	<b>Mid</b>	<b>Practice Behaviors</b>
		1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
		2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
		3a. Demonstrate professional demeanor in behavior.
		3b. Demonstrates professional demeanor in appearance.
		3c. Demonstrates professional demeanor in communication. (verbal, electronic & written

		communication).
		4. Use technology ethically and appropriately to facilitate practice outcomes.
		5. Use supervision and consultation to guide professional judgment and behavior.
<b>Activities Demonstrating Performance</b>		

<b>Competency 2: Engage Diversity and Difference in Practice</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
		7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
		8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
<b>Activities Demonstrating Performance</b>		

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		9. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
<b>Activities Demonstrating Performance</b>		
<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		11. Use practice experience and theory to inform scientific inquiry and research.

		12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
		13. Use and translate research evidence to inform and improve practice, policy, and service delivery.
<b>Activities Demonstrating Performance</b>		

<b>Competency 5: Engage in Policy Practice</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
		15. Assess how social welfare and economic policies impact the delivery of and access to social services.
		16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
<b>Activities Demonstrating Performance</b>		

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
		18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
<b>Activities Demonstrating Performance</b>		

<b>Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities.</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>

		19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
		20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment and data from clients and constituencies.
		21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
		22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
<b>Activities Demonstrating Performance</b>		

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
		24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
		25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
		26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
<b>Activities Demonstrating Performance</b>		

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
<b>Activities Demonstrating Performance</b>		

***Overall Evaluation at Midterm***  
***Student's Comments (optional):***

***Submitted by***

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*Student*

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*Date*

***Reviewed by***

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*Field Instructor*

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*Date*

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*Field Supervisor (If applicable)*

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*Date*

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*Field Liaison*

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*Date*

***Reviewers' Comments (optional)***

***Final Overall Evaluation***  
***Student's Comments (optional):***

***Submitted by***

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*Student*

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*Date*

***Reviewed by***

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*Field Instructor*

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*Date*

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*Field Supervisor (If applicable)*

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*Date*

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*Field Liaison*

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*Date*

***Reviewers' Comments (optional)***

## Student Self-Assessment – SWK 465– Field Placement II

### Eastern New Mexico University - Social Work Program

Student Name: \_\_\_\_\_

Agency: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Field Liaison: \_\_\_\_\_

Field Supervisor (if applicable) \_\_\_\_\_

As a social work student you are expected to participate in the ongoing evaluation of your performance in field placement. Practicing and committing to self reflection and self correction is an important part in your growth and development as a professional social worker.

***Steps in the Evaluation Process:*** The student reviews Learning Contract and completes this self assessment form. The student then submits the completed form and the Portfolio folder containing supporting documentation of activities and accomplishments to the Field Instructor and/or Field Supervisor (if applicable). The Field Instructor and/or Field Supervisor uses these documents to rate the student on the Student Evaluation form. The student and the Field Instructor and/or Field Supervisor meet to discuss these assessments and to provide constructive feedback to the student on his/her performance. The evaluation forms and portfolio are reviewed with the faculty Field Liaison at the conference call or site visit.

#### ***Instructions for Rating Self on the 9 Competencies and Practice Behaviors:***

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies that are specified in this evaluation form are those established by the Council on Social Work Education (CSWE). Under each competency statement is a description of the practice behaviors that we ask that you rate yourself according to the following criteria:

**5 – Advanced Performance / Advanced Competence** - The student consistently demonstrates the ability to perform the practice behavior beyond basic performance standards.

**4 – Above Average Performance** - The student performs the practice behavior at a beginning level and occasionally exceeds basic performance standards.

**3 – Satisfactory Performance / Basic Competence**- The student's performance fulfills competence expectations at the basic/foundation level.

**2 – Inconsistent Performance** – The student at times is able to demonstrate the practice behaviors, but does not do so consistently.

**1 – Unsatisfactory Performance** – The student has not achieved competency or met expectations despite opportunities in this area.

**X – Insufficient Opportunity** - The student has not had the opportunity to demonstrate competence in this practice behavior.

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>		
<b><i>Final</i></b>	<b><i>Mid</i></b>	<b><i>Practice Behaviors</i></b>
		1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.



		2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
		3a. Demonstrate professional demeanor in behavior.
		3b. Demonstrates professional demeanor in appearance.
		3c. Demonstrates professional demeanor in communication. (verbal, electronic & written communication).
		4. Use technology ethically and appropriately to facilitate practice outcomes.
		5. Use supervision and consultation to guide professional judgment and behavior.
<b>Activities Demonstrating Performance</b>		

<b>Competency 2: Engage Diversity and Difference in Practice</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
		7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
		8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
<b>Activities Demonstrating Performance</b>		

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		9. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
		10. Engage in practices that advance social, economic, and environmental justice.
<b>Activities Demonstrating Performance</b>		

<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		11. Use practice experience and theory to inform scientific inquiry and research.
		12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
		13. Use and translate research evidence to inform and improve practice, policy, and service delivery.
<b>Activities Demonstrating Performance</b>		

<b>Competency 5: Engage in Policy Practice</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
		15. Assess how social welfare and economic policies impact the delivery of and access to social services.
		16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
<b>Activities Demonstrating Performance</b>		

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
		18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
<b>Activities Demonstrating Performance</b>		

<b>Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities.</b>		
<b><i>Final</i></b>	<b><i>Mid</i></b>	<b><i>Practice Behaviors</i></b>
		19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
		20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment and data from clients and constituencies.
		21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
		22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
<b>Activities Demonstrating Performance</b>		

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
<b><i>Final</i></b>	<b><i>Mid</i></b>	<b><i>Practice Behaviors</i></b>
		23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
		24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
		25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
		26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
		27. Facilitate effective transitions and endings that advance mutually agreed-on goals.
<b>Activities Demonstrating Performance</b>		

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>		
<b><i>Final</i></b>	<b><i>Mid</i></b>	<b><i>Practice Behaviors</i></b>
		28. Select and use appropriate methods for evaluation of outcomes.
		29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

		30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
		31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
<b>Activities Demonstrating Performance</b>		

### ***Overall Evaluation at Midterm***

***Student's Comments (optional):***

***Submitted by***

\_\_\_\_\_

*Student*

\_\_\_\_\_

*Date*

***Reviewed by***

\_\_\_\_\_

*Field Instructor*

\_\_\_\_\_

*Date*

\_\_\_\_\_

*Field Supervisor (If applicable)*

\_\_\_\_\_

*Date*

\_\_\_\_\_

*Field Liaison*

\_\_\_\_\_

*Date*

***Reviewers' Comments (optional)***

### ***Final Overall Evaluation***

***Student's Comments (optional):***

***Submitted by***

\_\_\_\_\_

*Student*

\_\_\_\_\_

*Date*

***Reviewed by***

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*Field Instructor*

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*Date*

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*Field Supervisor (If applicable)*

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*Date*

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*Field Liaison*

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*Date*

***Reviewers' Comments (optional)***

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

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

Date of Report: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

Student Name: \_\_\_\_\_

Field Supervisor / Instructor: \_\_\_\_\_

Agency: \_\_\_\_\_

Describe the incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of all parties involved: \_\_\_\_\_

\_\_\_\_\_

With whom have you discussed this incident? \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Field Instructor's Signature

\_\_\_\_\_  
Field Supervisor's Signature (if applicable)

\_\_\_\_\_  
Field Liaison's Signature

\_\_\_\_\_  
Field Director's Signature

\_\_\_\_\_  
BSW Program Director's Signature

**Field Office Use Only**

Recommendations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signatures:

\_\_\_\_\_  
Field Director

Date

\_\_\_\_\_

\_\_\_\_\_  
Program Director

Date

\_\_\_\_\_

**Field Program Evaluation**  
**(Completed by Student)**  
**Eastern New Mexico University**  
**Social Work Program**

Student Name: \_\_\_\_\_ Faculty Liaison: \_\_\_\_\_

Agency: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Field Supervisor: \_\_\_\_\_

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

**Evaluation Measures:**

- 5 – Excellent
- 4 – Above Average
- 3 – Satisfactory
- 2 – Below satisfaction
- 1 – Poor
- X- Not applicable / Not enough information

**Field Agency**

The field placement provided learning opportunities to develop:

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

**Field Instructor**

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

**Field Supervisor (If Applicable)**

1. The field supervisor was available for supervision and consultation on a regular basis.	5	4	3	2	1
2. The field supervisor is knowledgeable about practice in his or her field.	5	4	3	2	1
3. The field supervisor practices in a professional and ethical manner.	5	4	3	2	1
4. The field supervisor developed learning opportunities for the student.	5	4	3	2	1
5. The field supervisor is able to communicate knowledge.	5	4	3	2	1
6. The field supervisor provided appropriate and useful feedback.	5	4	3	2	1
7. The field supervisor provided guidance and instruction during supervision	5	4	3	2	1
8. The field supervisor provided assistance with skill development.	5	4	3	2	1
9. The field supervisor made assignments at the appropriate level.	5	4	3	2	1
10. The field supervisor created a friendly, helpful learning environment.	5	4	3	2	1

**Field Liaison**

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

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

\_\_\_\_\_  
*Student*

\_\_\_\_\_  
*Date*



# Agency Forms

**Field Placement Agreement  
between  
Eastern New Mexico University  
and**

---

**(Agency)**

This agreement is established by and between Eastern New Mexico University (hereafter referred to as ENMU) and \_\_\_\_\_ (hereafter referred to as “Agency”) on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

The purpose of this agreement is to establish a field placement for baccalaureate social work students at ENMU. Field placement is an educational opportunity which provides students firsthand knowledge and skills needed for successful generalist social work practice. The Agency agrees to provide social work experiences and professional supervision of student work. ENMU agrees to provide faculty supervision for each student engaged in a field placement.

**The ENMU Social Work Program will:**

- Provide a *Field Instruction Manual* which provides the Field Education Program’s mission and goals, core competencies, and the policies and procedures of the Field Education Program.
- Facilitate the selection and assignment of a field placement for each student.
- Provide relevant background data on student as required by the Agency.
- Provide Field Instructor Orientation and Training for new instructors and annual orientation meetings.
- Inform the Agency of the school schedule.
- Provide a faculty Field Liaison who will maintain contact with the Agency and be available for consultation and site visits with the Field Instructor regarding students placed at the agency.
- Provide ongoing support and assistance to the Field Instructors to enhance the provision of an educationally focused field placement.
- Provide qualified faculty to serve as a Field Instructor if Agency does not have a qualified LBSW or LMSW on staff. The university Field Instructor will provide social work instruction to provide a social work perspective. (This is only allowed in exceptional circumstances.)
- Maintain HIPAA standards of the Agency.
- Be responsible for the determination of the student’s final grade.

**The Agency will:**

- Provide a Field Instructor (either a LBSW or LMSW) with education and experience necessary to provide students qualified instruction and supervision of all social work activities. The Field Instructor must be approved by the ENMU Field Education Program.
- Allow Field Instructors to participate in Field Instructor Orientation and Training for new instructors and orientation meeting every two years.

- Provide an orientation to familiarize the student with the Agency structure, personnel, mission, policies and procedures, services, and safety protocols.
- Provide the student with social work experiences appropriate to the level of coursework and which allow the student to develop the core competencies and practice behaviors of the Field Education Program's Learning Contracts.
- Provide the appropriate number of field placement hours and supervision for each student assigned to the agency within the dates of the ENMU academic semester.
- Provide the student with learning assignments consistent with the terms of the Learning Contract developed by the Field Instructor and student and approved by the Field Liaison, and shall not modify any such terms without the prior approval of the student and Field Liaison.
- Ensure that any Field Instructor assigned to students shall be available for site visits conducted by the Field Liaison for the purpose of evaluating the student's field performance
- Provide a reasonable work space and supplies for students to complete their field placement.
- Notify the Field Liaison of problems with students, to include failure to follow agency policies and procedures, failure to meet Learning Contract requirements, ethical violations, or inappropriate interactions with Agency clients or personnel.
- Retain the right to dismiss students from placement at the Agency site with communication to ENMU.
- Complete the Student Evaluation form to rate the students' performance and participate in student evaluations at mid-term and the end of each semester.
- Complete the Field Program Evaluation form at the end of each semester.
- Agency shall inform ENMU of any change in Agency policy, procedure and/ or staffing that might impact the field placement or on Agency's ability to carry out the terms and conditions of this Agreement.

#### Mutual Responsibilities of ENMU and the Agency:

- Neither ENMU nor the Agency will discriminate with regards to race, creed, ethnicity, national origin, religion, gender, age, disability, or sexual orientation in regards to the selection, assignment, education and retention of students.
- To provide students with an educational field placement which will further students' social work education as part of ENMU's academic curriculum for the BSW Field Education Program.
- Agency and ENMU shall assist the student in the development of a Learning Contract outlining specific educational objectives to be achieved by the students through the field placement. The Learning Contract shall be consistent with the policies and objectives established by ENMU and any course syllabi now in effect or to be developed outlining field placement course work.
- Agency and ENMU shall provide supervision and education in conformance with the *New Mexico Social Work Practice Act*, *NASW Code of Ethics*, CSWE Educational Policy and Accreditation Standards and criteria established by ENMU, and all internal Agency policies.

- Neither party shall be responsible for liability incurred as a result of the other part's acts or omissions in connection with this Agreement. Any liability incurred in connection with this Agreement is subject to the immunities and limitation of the *New Mexico Tort Claims Act*, Sections 41-1 *et seq.*, NMSA 1978, as amended.

This agreement shall become effective on \_\_\_\_\_, 20\_\_\_\_ and shall remain in effect indefinitely. A party may amend or terminate this contract in writing. Amendments to or termination of contract must occur 60 days prior to the start of the next academic semester.

### **Agency**

\_\_\_\_\_  
(Agency Director or Designee) *Print*

\_\_\_\_\_  
(Agency Director or Designee) *Signature*

\_\_\_\_\_  
*Date*

### **Eastern New Mexico University**

\_\_\_\_\_  
*Carolyn Tollett, LMSW, Field Director*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Dr. Jamie Laurenz, Vice President of Academic Affairs*

\_\_\_\_\_  
*Date*

**Agency Information Form**  
**Eastern New Mexico University**  
**Social Work Program**

Agency Name: \_\_\_\_\_

Agency Address: \_\_\_\_\_ Agency Phone: \_\_\_\_\_

\_\_\_\_\_ Fax: \_\_\_\_\_

**Contact Person for Field Placement Program:**

Name: \_\_\_\_\_ Contact Phone: \_\_\_\_\_

Title: \_\_\_\_\_ Email: \_\_\_\_\_

**Focus of the Agency:**

\_\_\_\_\_ Adult Protection  
\_\_\_\_\_ Community Education  
\_\_\_\_\_ Criminal Justice  
\_\_\_\_\_ Geriatrics  
\_\_\_\_\_ Mental Health  
\_\_\_\_\_ School Social Work  
\_\_\_\_\_ Residential Care / Treatment

***Please check all that apply***

\_\_\_\_\_ Child Protection  
\_\_\_\_\_ Community Organizing  
\_\_\_\_\_ Family and Children Services  
\_\_\_\_\_ Health Care  
\_\_\_\_\_ Domestic Violence  
\_\_\_\_\_ Substance Abuse  
\_\_\_\_\_ Other \_\_\_\_\_

**Agency Hours:** \_\_\_\_\_

Will students be expected to work evenings and/or weekends? \_\_\_\_\_ Yes \_\_\_\_\_ No

Are evening or weekend placements available? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please explain: \_\_\_\_\_

**What will be required for field placement students?** *Please check all that apply*

\_\_\_\_\_ Automobile  
\_\_\_\_\_ New Mexico Driver's License  
\_\_\_\_\_ Proof of Automobile Liability Insurance  
\_\_\_\_\_ Proof of Professional Liability Insurance  
\_\_\_\_\_ Medical Screening or Tests (i.e. drug test, TB test, physical examination, immunizations)  
Please specify: \_\_\_\_\_  
\_\_\_\_\_ Background Check: Will agency pay for the background check? \_\_\_\_\_ Yes \_\_\_\_\_ No  
\_\_\_\_\_ Other: \_\_\_\_\_

**What are typical activities that a senior level BSW student could expect to participate in?** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Type of agency** \_\_\_\_\_ State government \_\_\_\_\_ Federal government  
 \_\_\_\_\_ Military \_\_\_\_\_ Non-profit  
 \_\_\_\_\_ For-profit \_\_\_\_\_ Faith based

**Has the agency been in operation for at least a year?** \_\_\_\_ yes \_\_\_\_ no

**Communities served by the agency** \_\_\_\_\_  
 \_\_\_\_\_

**Other Office Locations:** \_\_\_\_\_

**Broad goals of agency** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Types of Practice** – Circle all that apply: (individual, family, group, community, policy)

**Types of Interventions** - Circle all that apply: (intake, referral, assessments, case management, crisis intervention, counseling, community mental health, community health services, home visits, investigations, court services, advocacy, home studies, foster care, adoption, treatment foster care, support services, group home, residential treatment, psychiatric in-patient, intensive outpatient, rehabilitation, community corrections, hospice, home care, hospital, nursing home, group work, outreach, education & training, prevention programs, community organizing etc.) \_\_\_\_\_

Client Demographic Profile Approximate Percentage –Served by Gender		
	Male	Female
African American		
Asian American		
Hispanic		
Native American		
White/ Caucasian		
Other		

Client Groups Served	X
Children 0 – 3 years	
Children 4 – 5 years	
Children 6 – 10 years	
Children 11 – 13 years	
Adolescents 14 – 17 years	
Adults 18 – 35 years	
Adults 36 – 65 years	
Adults 66 years & older	

# Staff by Discipline	LBSW	LMSW	LISW	Other Disciplines
African American				
Asian American				
Hispanic				
Native American				
White Caucasian				
Other (specify)				
Total				



As a Field Instructor / Field Supervisor you agree to:

- Complete Field Instructor Orientation & Training.
- Commit to provide students with social work experiences appropriate to the level of coursework and which allow students to develop the core competencies and practice behaviors of the Field Education Program's Learning Contracts.
- Orient the student to the mission, policy, procedures, and safety practices of the agency. Complete the Orientation Checklist for Social Work Field Students.
- Collaborate with the student to develop the Learning Contract.
- Provide ongoing close supervision and evaluation of the student throughout the semester. Be available at the field agency during student field hours and insure that alternate supervision is available if called away.
- Provide a minimum of one hour/per week of direct supervision to the social work student during which the student receives social work instruction and evaluative feedback about his/her progress toward achieving competency as a beginning-level practitioner.
- Review and sign student's Field Placement Time Sheet.
- Review Portfolio Binder, Field Placement Activity Log, and Self-Assessment Form and complete an evaluation of the student's performance level of the core competencies as demonstrated in the practice behaviors. This is completed at mid-term and at the end of the semester.
- Meet with the Field Liaison and student during the semester at the time of midterm and final evaluations to review the Student Evaluation Form and documents and to discuss student progress.
- Notify Field Liaison of any problems, concerns, questions as soon as they become evident. Meet with student and Field Liaison, as needed, for resolution of issues.
- Complete and return requested forms in a timely manner to the Field Liaison and/or Field Director (i.e. Student Evaluation Form, Program Evaluation Form)
- Field Instructors will uphold the NASW Code of Ethics and the Code of Conduct of the State Board of Social Work Examiners of the state where the agency is located.
- Field Supervisors will conduct self in an ethical, non-discriminatory, and professional manner and support the students' adherence to the NASW Code of Ethics.

(Please note that Field Instructors & Supervisors are responsible for evaluating student performance, but final grades will be assigned by the BSW Field Liaison.)

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*Field Instructor's Signature*

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*Date*



# ORIENTATION CHECKLIST FOR SOCIAL WORK FIELD STUDENTS

## Eastern New Mexico University

### Social Work Program

#### Agency Overview

- \_\_\_\_\_ Agency history, mission, and goals
- \_\_\_\_\_ Tour of agency – Introduction to staff
- \_\_\_\_\_ Services provided
- \_\_\_\_\_ Organizational structure and role of social workers
- \_\_\_\_\_ Role of the agency in relation to the community and its resources, referrals
- \_\_\_\_\_ Clientele agency serves
- \_\_\_\_\_ Security and/or safety procedures and protocols
- \_\_\_\_\_ Policy & Procedure Manuals, Code of Conduct, Regulations

#### Agency Policies and Protocols

- \_\_\_\_\_ Office procedures, work space, supplies, and provisions
- \_\_\_\_\_ Telephone and communication/computer utilization
- \_\_\_\_\_ Cell phone, computer use, texting, & social media policies
- \_\_\_\_\_ Intake/admissions/eligibility policy and procedures
- \_\_\_\_\_ Dress code
- \_\_\_\_\_ Parking details
- \_\_\_\_\_ Reimbursement policies and procedures
- \_\_\_\_\_ Times and dates of unit and/or agency meetings
- \_\_\_\_\_ Documentation and maintenance of records
- \_\_\_\_\_ Agency Forms
- \_\_\_\_\_ Confidentiality issues
- \_\_\_\_\_ Client fees/payment schedule
- \_\_\_\_\_ Emergency contacts and protocol
- \_\_\_\_\_ Consumer rights and grievance policies
- \_\_\_\_\_ Child and adult abuse reporting protocols
- \_\_\_\_\_ Work schedule, including lunch and breaks
- \_\_\_\_\_ Jargon and terms used by agency
- \_\_\_\_\_ Agency policy regarding sexual harassment
- \_\_\_\_\_ Agency policy regarding *HIPPA*

#### Field Instructor/Supervisor/Student Responsibilities

- \_\_\_\_\_ Expectations, availability, style, and schedule for supervision
- \_\_\_\_\_ Student expectations, roles, responsibilities
- \_\_\_\_\_ Use of computer and/or client management system
- \_\_\_\_\_ Student identification to clients
- \_\_\_\_\_ Plan for monitoring of student hours
- \_\_\_\_\_ Agency training or staff development opportunities
- \_\_\_\_\_ Student's personal safety concerns and strategies to deal with them
- \_\_\_\_\_ Guidelines for assignments and deadlines
- \_\_\_\_\_ Overview of vision for the placement and working relationship

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Field Instructor or Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

**Student Evaluation – SWK 455– Field Placement I**  
(Completed by Field Instructor / Field Supervisor)  
**Eastern New Mexico University - Social Work Program**

Student Name: \_\_\_\_\_

Agency: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Field Liaison: \_\_\_\_\_

Field Supervisor (if applicable) \_\_\_\_\_

**Steps for Evaluation of Students:** The student completes and submits the Self-Assessment form and Portfolio with supporting documentation of their activities and accomplishments. The Field Instructor and task Field Supervisor (if applicable) use these documents and the Learning Contract to rate the student's performance. The Field Instructor and/or Field Supervisor discuss the evaluations with the student so that the student may benefit from constructive feedback for his/her development as a professional social worker. The student, Field Instructor, and/or Field Supervisor reviews these documents with the Field Liaison at the conference call or site visit.

***Instructions for Rating Students on the 9 Competencies and Practice Behaviors:***

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies that are specified in this evaluation form are those established by the Council on Social Work Education (CSWE). Under each competency statement is a description of the practice behaviors that we ask that you rate the student according to the following criteria:

**5 – Advanced Performance / Advanced Competence** - The student consistently demonstrates the ability to perform the practice behavior with minimal to no continued guidance. Student takes initiative to complete tasks.

**4 – Above Average Performance** - The student performs the practice behavior at **a beginning level** and can do so with some continued guidance.

**3 – Satisfactory Performance / Basic Competence**- The student's performance fulfills competence expectations at the basic/foundation level but requires continued guidance in this area.

**2 – Inconsistent Performance** – The student at times is able to demonstrate the practice behaviors, but does not do so consistently.

**1 – Unsatisfactory Performance** – The student has not achieved competency or met expectations despite opportunities in this area.

**X – Insufficient Opportunity** - The student has not had the opportunity to demonstrate competence in this practice behavior.

**Comments** may be made under the competency areas, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas in which the student needs improvement.

The evaluation is intended to give the student feedback about his/her performance and to rate the student for the direct practice portion of the field placement course. The Field Liaison has the responsibility for assigning the grade for the field course. A satisfactory grade will be based the field liaison's overall evaluation of the student in field in conjunction with the field instructor's evaluation; completion of the learning contract, field hours, journals, student self assessment, portfolio, and seminar assignments; and seminar participation.

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
		2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
		3a. Demonstrate professional demeanor in behavior.
		3b. Demonstrates professional demeanor in appearance.
		3c. Demonstrates professional demeanor in communication. (verbal, electronic & written communication).
		4. Use technology ethically and appropriately to facilitate practice outcomes.
		5. Use supervision and consultation to guide professional judgment and behavior.
<b>Activities Demonstrating Performance</b>		

<b>Competency 2: Engage Diversity and Difference in Practice</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
		7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
		8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
<b>Activities Demonstrating Performance</b>		

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		9. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
<b>Activities Demonstrating Performance</b>		

<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		11. Use practice experience and theory to inform scientific inquiry and research.
		12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
		13. Use and translate research evidence to inform and improve practice, policy, and service delivery.
<b>Activities Demonstrating Performance</b>		

<b>Competency 5: Engage in Policy Practice</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
		15. Assess how social welfare and economic policies impact the delivery of and access to social services.
		16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
<b>Activities Demonstrating Performance</b>		

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
		18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
<b>Activities Demonstrating Performance</b>		

<b>Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities.</b>		
<i><b>Final</b></i>	<i><b>Mid</b></i>	<i><b>Practice Behaviors</b></i>
		19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
		20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment and data from clients and constituencies.
		21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
		22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
<b>Activities Demonstrating Performance</b>		

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
<i><b>Final</b></i>	<i><b>Mid</b></i>	<i><b>Practice Behaviors</b></i>
		23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
		24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
		25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
		26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
<b>Activities Demonstrating Performance</b>		

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>		
<i><b>Final</b></i>	<i><b>Mid</b></i>	<i><b>Practice Behaviors</b></i>
		29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
<b>Activities Demonstrating Performance</b>		

### ***Overall Evaluation at Midterm***

Please check one of the following:

\_\_\_\_\_ The student is excelling in field placement by performing well above expectations for a student intern.

\_\_\_\_\_ The student is meeting the expectations of a field placement intern and in a few areas is performing above expectations for a student intern.

\_\_\_\_\_ The student is meeting the expectations of a field placement intern and is making steady progress in performance of the practice behaviors.

\_\_\_\_\_ The student is functioning somewhat below the expectations of a field placement intern. There is a question whether the student will be ready for beginning level social work practice.

\_\_\_\_\_ The student is functioning below the expectations of a field placement intern. There is considerable concern that the student will not be able to meet the basic requirements of competency.

***Mid Term Evaluation Comments (optional):***

### **Mid Term Evaluation**

\_\_\_\_\_

*Field Instructor*

\_\_\_\_\_

*Date*

\_\_\_\_\_

*Field Supervisor (If applicable)*

\_\_\_\_\_

*Date*

\_\_\_\_\_

*Student*

\_\_\_\_\_

*Date*

\_\_\_\_\_

*Field Liaison*

\_\_\_\_\_

*Date*

***Student Comments (optional)***

***Liaison Comments (optional)***

### ***Overall Evaluation at Finals***

Please check one of the following:

\_\_\_\_\_ The student is excelling in field placement by performing well above expectations for a student intern.

\_\_\_\_\_ The student is meeting the expectations of a field placement intern and in a few areas is performing above expectations for a student intern.

\_\_\_\_\_ The student is meeting the expectations of a field placement intern and is making steady progress in performance of the practice behaviors.

\_\_\_\_\_ The student is functioning somewhat below the expectations of a field placement intern. There is a question whether the student will be ready for beginning level social work practice.

\_\_\_\_\_ The student is functioning below the expectations of a field placement intern. There is considerable concern that the student will not be able to meet the basic requirements of competency.

### ***Final Evaluation Comments (optional):***

### **Final Evaluation**

\_\_\_\_\_  
*Field Instructor*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Field Supervisor (If applicable)*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Student*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Field Liaison*

\_\_\_\_\_  
*Date*

### ***Student Comments (optional)***

### ***Liaison Comments (optional)***

**Student Evaluation – SWK 465– Field Placement II**  
(Completed by Field Instructor / Field Supervisor)  
**Eastern New Mexico University - Social Work Program**

Student Name: \_\_\_\_\_

Agency: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Field Liaison: \_\_\_\_\_

Field Supervisor (if applicable) \_\_\_\_\_

**Steps for Evaluation of Students:** The student completes and submits the Self-Assessment form and Portfolio with supporting documentation of their activities and accomplishments. The Field Instructor and task Field Supervisor (if applicable) uses these documents and the Learning Contract to rate the student's performance. The Field Instructor and/or Field Supervisor discuss the evaluations with the student so that the student may benefit from constructive feedback for his/her development as a professional social worker. The student, Field Instructor, and/or Field Supervisor reviews these documents with the Field Liaison at the conference call or site visit.

***Instructions for Rating Students on the 9 Competencies and Practice Behaviors:***

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies that are specified in this evaluation form are those established by the Council on Social Work Education (CSWE). Under each competency statement is a description of the practice behaviors that we ask that you rate the student according to the following criteria:

**5 – Advanced Performance / Advanced Competence** - The student consistently demonstrates the ability to perform the practice behavior with minimal to no continued guidance. Student takes initiative to complete tasks.

**4 – Above Average Performance** - The student performs the practice behavior at a beginning level and can do so with some continued guidance.

**3 – Satisfactory Performance / Basic Competence** - The student's performance fulfills competence expectations at the basic/foundation level but requires continued guidance in this area.

**2 – Inconsistent Performance** – The student at times is able to demonstrate the practice behaviors, but does not do so consistently.

**1 – Unsatisfactory Performance** – The student has not achieved competency or met expectations despite opportunities in this area.

**X – Insufficient Opportunity** - The student has not had the opportunity to demonstrate competence in this practice behavior.

**Comments** may be made under the competency areas, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas in which the student needs improvement.

The evaluation is intended to give the student feedback about his/her performance and to rate the student for the direct practice portion of the field placement course. The Field Liaison has the responsibility for assigning the grade for the field course. A satisfactory grade will be based the field liaison's overall evaluation of the student in field in conjunction with the field instructor's evaluation; completion of the learning contract, field hours, journals, student self assessment, portfolio, and seminar assignments; and seminar participation.



<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
		2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
		3a. Demonstrate professional demeanor in behavior.
		3b. Demonstrates professional demeanor in appearance.
		3c. Demonstrates professional demeanor in communication. (verbal, electronic & written communication).
		4. Use technology ethically and appropriately to facilitate practice outcomes.
		5. Use supervision and consultation to guide professional judgment and behavior.
<b>Activities Demonstrating Performance</b>		

<b>Competency 2: Engage Diversity and Difference in Practice</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
		7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
		8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
<b>Activities Demonstrating Performance</b>		

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		9. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
		10. Engage in practices that advance social, economic, and environmental justice.
<b>Activities Demonstrating Performance</b>		

<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>		
<b><i>Final</i></b>	<b><i>Mid</i></b>	<b><i>Practice Behaviors</i></b>
		11. Use practice experience and theory to inform scientific inquiry and research.
		12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
		13. Use and translate research evidence to inform and improve practice, policy, and service delivery.
<b>Activities Demonstrating Performance</b>		

<b>Competency 5: Engage in Policy Practice</b>		
<b><i>Final</i></b>	<b><i>Mid</i></b>	<b><i>Practice Behaviors</i></b>
		14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
		15. Assess how social welfare and economic policies impact the delivery of and access to social services.
		16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
<b>Activities Demonstrating Performance</b>		

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.</b>		
<b><i>Final</i></b>	<b><i>Mid</i></b>	<b><i>Practice Behaviors</i></b>
		17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
		18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
<b>Activities Demonstrating Performance</b>		

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

<i><b>Final</b></i>	<i><b>Mid</b></i>	<i><b>Practice Behaviors</b></i>
		19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
		20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment and data from clients and constituencies.
		21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
		22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
<b>Activities Demonstrating Performance</b>		

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

<i><b>Final</b></i>	<i><b>Mid</b></i>	<i><b>Practice Behaviors</b></i>
		23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
		24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
		25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
		26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
		27. Facilitate effective transitions and endings that advance mutually agreed-on goals.
<b>Activities Demonstrating Performance</b>		

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>		
<i>Final</i>	<i>Mid</i>	<i>Practice Behaviors</i>
		28. Select and use appropriate methods for evaluation of outcomes.
		29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
		30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
		31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
<b>Activities Demonstrating Performance</b>		

### ***Overall Evaluation at Midterm***

Please check one of the following:

\_\_\_\_ The student is excelling in field placement by performing well above expectations for a student intern.

\_\_\_\_ The student is meeting the expectations of a field placement intern and in a few areas is performing above expectations for a student intern.

\_\_\_\_ The student is meeting the expectations of a field placement intern and is making steady progress in performance of the practice behaviors.

\_\_\_\_ The student is functioning somewhat below the expectations of a field placement intern. There is a question whether the student will be ready for beginning level social work practice.

\_\_\_\_ The student is functioning below the expectations of a field placement intern. There is considerable concern that the student will not be able to meet the basic requirements of competency.

***Mid Term Evaluation Comments (optional):***

### **Mid Term Evaluation**

\_\_\_\_\_  
*Field Instructor*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Field Supervisor (If applicable)*

\_\_\_\_\_  
*Date*

*Student*

*Date*

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*Field Liaison*

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*Date*

***Student Comments (optional)***

***Liaison Comments (optional)***

### ***Overall Evaluation at Finals***

Please check one of the following:

\_\_\_\_\_ The student is excelling in field placement by performing well above expectations for a student intern.

\_\_\_\_\_ The student is meeting the expectations of a field placement intern and in a few areas is performing above expectations for a student intern.

\_\_\_\_\_ The student is meeting the expectations of a field placement intern and is making steady progress in performance of the practice behaviors.

\_\_\_\_\_ The student is functioning somewhat below the expectations of a field placement intern. There is a question whether the student will be ready for beginning level social work practice.

\_\_\_\_\_ The student is functioning below the expectations of a field placement intern. There is considerable concern that the student will not be able to meet the basic requirements of competency.

### ***Final Evaluation Comments (optional):***

### **Final Evaluation**

\_\_\_\_\_  
*Field Instructor*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Field Supervisor (If applicable)*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Student*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Field Liaison*

\_\_\_\_\_  
*Date*

### ***Student Comments (optional)***

### ***Liaison Comments (optional)***

**Field Program Evaluation**  
(To be completed by Field Instructor)  
**Eastern New Mexico University – Social Work Program**

Field Instructor: \_\_\_\_\_ Date \_\_\_\_\_

Agency: \_\_\_\_\_ Faculty Liaison: \_\_\_\_\_

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

**Evaluation Measures:**

5 – Excellent

4 – Above Average

3 – Satisfactory

2 – Below satisfaction

1 – Poor

X- Not applicable / Not enough information

**Field Materials/Training/Program**

1. The Field Instruction Manual is a helpful resource.	5	4	3	2	1
2. The forms are user friendly.	5	4	3	2	1
3. The Field Instructor Orientation & Training prepared me for my role as a Field Instructor.	5	4	3	2	1
4. The Field Education Program is an effective program to partner with to educate future professionals.	5	4	3	2	1
5. The Field Education Program is preparing students for beginning level social work practice.	5	4	3	2	1

**Field Liaison**

1. The Field Liaison was organized and maintained scheduled appointments.	5	4	3	2	1
2. The Field Liaison provided guidance on the creation and implementation of the Learning Contract and completion of other semester documents.	5	4	3	2	1
3. The Field Liaison was available and helpful in mediating problems or issues that arose during field placement.	5	4	3	2	1
4. The Field Liaison met with student and Field Instructor at the field site during the semester	5	4	3	2	1
5. The Field Liaison supported the Field Instructor/student relationship.	5	4	3	2	1
6. The Field Liaison conducted mid-term & final evaluation site visits and/or conferences that were constructive for student development.	5	4	3	2	1
7. The Field Liaison was resourceful and knowledgeable about social work practice.	5	4	3	2	1
8. The Field Liaison interacted with the Field Instructor, agency, and student in a professional, ethical manner.	5	4	3	2	1
9. The Field Liaison was knowledgeable about the Field Education Program's policies and procedures.	5	4	3	2	1
10. The Field Liaison followed the policies and procedures of the Field Education Program.	5	4	3	2	1

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

Comments/Suggestions: \_\_\_\_\_

\_\_\_\_\_

# University Tools & Handouts



**Field Liaison Checklist/Contacts**  
**Eastern New Mexico University - Social Work Program**

Student Name: \_\_\_\_\_ E-mail \_\_\_\_\_

Student Phone Numbers \_\_\_\_\_

Agency Name \_\_\_\_\_ Phone \_\_\_\_\_

Agency Address \_\_\_\_\_

Field Instructor \_\_\_\_\_ Email \_\_\_\_\_

Field Instructor Numbers \_\_\_\_\_

Field Supervisor (if applicable) \_\_\_\_\_

Field Supervisor Numbers \_\_\_\_\_

Field Liaison \_\_\_\_\_ Semester \_\_\_\_\_ Field \_\_\_\_\_

**PAPERWORK**

\_\_\_\_\_ FPA Agreement for Place of Employment (If applicable)

\_\_\_\_\_ Orientation Checklist

\_\_\_\_\_ Learning Contract

\_\_\_\_\_ Time Sheet review for semester 1<sup>st</sup> half

\_\_\_\_\_ Student Self-Assessment (midterm review)

\_\_\_\_\_ Student Portfolio Review at Midterms

\_\_\_\_\_ Student Evaluation Form Midterms

\_\_\_\_\_ Mid-term Evaluation \_\_\_\_\_ **Grade**

\_\_\_\_\_ Student Self-Assessment (finals review)

\_\_\_\_\_ Student Portfolio Review at Finals

\_\_\_\_\_ Student Evaluation Form Finals

\_\_\_\_\_ Time Sheet

\_\_\_\_\_ Final Evaluation \_\_\_\_\_ **Grade**

\_\_\_\_\_ Student's Field Program Evaluation

**CONTACTS**

Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____

**LAISION CONTACT NOTES: (Document significant contacts, include date of contact)**

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**LAISION CONTACT NOTES:** \_\_\_\_\_

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**LAISION CONTACT NOTES:** \_\_\_\_\_

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**LAISION CONTACT NOTES:** \_\_\_\_\_

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**LAISION CONTACT NOTES:** \_\_\_\_\_

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**LAISION CONTACT NOTES:** \_\_\_\_\_

**PROSPECTIVE FIELD AGENCY INTERVIEW**  
**Eastern New Mexico University**  
**Social Work Program**

**SUGGESTED QUESTIONS**

1. What kinds of activities and programs does this agency provide?
2. What activities, tasks, cases, and/or projects will I be able to participate in?
3. What specific skills will I be able to develop at this agency?
4. Does this agency have a particular theoretical approach to intervention?
5. What are general characteristics of clients and communities served by this agency?
6. What is the agency's approach to structure and supervision?
7. What amount of interaction does a student have with staff?
8. What opportunities exist?
9. What types of in service training or workshops will be available to me?
10. What kinds of skills do you hope a student will bring to the agency?
11. What is the agency's dress code?
12. What would be the expected working hours?
13. What are the safety risks?
14. Are students required to have any background checks, testing, or immunizations? If so, who pays for it? What are the procedures? How long do they take to process?

## Outline for Weekly Supervisory Sessions

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

### 1. Student

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

### 2. Supervisor

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

### 3. Task/case review

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

### 4. Educational Instruction

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

### 5. Professional identity

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

### 6. Summary

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

**Supervisory Report**  
**Eastern New Mexico University**  
**Social Work Program**

Form to Document Supervisory Conference

*Student* \_\_\_\_\_ *Date of Supervisory Conference* \_\_\_\_\_

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

*Student Progress / Performance (strengths/limitations):*

*Recommendations/Assignments:*

*Concerns Addressed:*

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

*Field Instructor / Supervisor Signature* \_\_\_\_\_

*Student Signature* \_\_\_\_\_

*Student comments:*

**Field Liaison's Evaluation of Placement Site**  
**Eastern New Mexico University**  
**Social Work Program**

Agency: \_\_\_\_\_ Faculty Liaison: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Field Supervisor: \_\_\_\_\_

**Evaluation Measures:**

- 5 – Excellent
- 4 – Above Average
- 3 – Satisfactory
- 2 – Below satisfaction
- 1 – Poor
- X- Not applicable / Not enough information

**Field Placement**

The field placement provided learning opportunities to develop:

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

**Field Agency**

1. The field agency supports the educational focus of students and has sufficient staff to provide services without reliance on students.	5	4	3	2	1
2. The field agency has competent field instructors and staff to provide effective supervision and professional learning.	5	4	3	2	1
3. The field agency has clearly defined services, whose mission and values are compatible with the value and ethics of social work.	5	4	3	2	1
4. The field agency provides an orientation and a welcoming environment for students	5	4	3	2	1
5. The field agency offers a broad range of learning assignments and generalist practice opportunities at the baccalaureate level.	5	4	3	2	1
6. The field agency includes students in agency functions, meetings, case conferences, and trainings.	5	4	3	2	1
7. The field agency provides opportunities to serve diverse populations and populations at risk.	5	4	3	2	1
8. The field agency provides field instructors with adequate time to provide supervision and guidance of students.	5	4	3	2	1
9. The field agency has suitable work space and resources for students to carry out a professional role.	5	4	3	2	1

10. The field agency has safety procedures and protocols that minimize safety risks.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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### **Field Instructor / Field Supervisor**

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

### **Overall Recommendation:**

1) ENMU should continue using this agency for field placement. Yes\_\_\_\_ No\_\_\_\_

2) ENMU should continue using this field instructor for field placement. Yes\_\_\_\_ No\_\_\_\_

### **Additional Comments & Recommendations:**

\_\_\_\_\_  
*Field Liaison*

\_\_\_\_\_  
*Date*

## NASW Code of Ethics - Core Values & Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

### **Value: Service**

**Ethical Principle:** *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

### **Value: Social Justice**

**Ethical Principle:** *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

### **Value: Dignity and Worth of the Person**

**Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

### **Value: Importance of Human Relationships**

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

### **Value: Integrity**

**Ethical Principle:** *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

### **Value: Competence**

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

## **Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Details of the above standards can be found in the professional code of ethics as defined by the National Association of Social Workers, the profession's primary association. At [www.socialworkers.org](http://www.socialworkers.org) you can view or obtain a copy of the NASW Code of Ethics.



# **NASW Standards for Cultural Competence in Social Work Practice**

## **Standard 1: Ethics and Values**

Social workers shall function in accordance with the values, ethics and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

## **Standard 2: Self-Awareness**

Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

## **Standard 3: Cross-Cultural Knowledge**

Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

## **Standard 4: Cross-Cultural Skills**

Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.

## **Standard 5: Service Delivery**

Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

## **Standard 6: Empowerment and Advocacy**

Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

## **Standard 7: Diverse Workforce**

Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

## **Standard 8: Professional Education**

Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

## **Standard 9: Language Diversity**

Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

## **Standard 10: Cross-Cultural Leadership**

Social workers shall be able to communicate information about diverse client groups to other professionals.

Prepared by the NASW National Committee on Racial and Ethnic Diversity  
Adopted by the NASW Board of Directors June 23, 2001

# Academic Performance Standards -Essential Student Behaviors

The Academic Performance Standards for the ENMU BSW Program fall into 7 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.

The BSW Program's academic performance standards and examples of essential behavior for each standard were developed to ensure clarity on expectations for student behavior and achievement and to ensure that students from our program are well-suited for the professional demands, roles, and responsibilities of professional social workers.

**Scholastic Standard:** Includes overall GPA and course grade requirements.

***Essential Student Behavior:***

- Must achieve and maintain an overall GPA of 2.0
- Must achieve and maintain a "C" in all Social Work classes. May repeat classes according to ENMU Catalog. Class can only be repeated when offered.
- Must complete all field placement requirements

**Professional Values and Ethics Standard:** Students demonstrate adherence to ethical, legal, and professional directives and expectations, and competency based.

***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.
- Demonstrates potential for adherence to ethical expectations and obligations in working with diverse client populations, validating the dignity and worth of all people.
- 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 and BSW Student Manual. Demonstrates respect for the rights of others and upholds the ethical standards of client privacy and confidentiality at all times.

**Self-Awareness Standard:** Students demonstrate professional readiness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting clients, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance problems and unprofessional behavior.

***Essential Student Behavior:***

- Demonstrates awareness of self and its impacts on interpersonal and professional relationships.
- Demonstrates a willingness to examine and assess the relationship between his/her 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.
- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with clients, peers, supervisors, faculty, and other relevant parties.

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

**Interpersonal Relationship Skills Standard:** Interactions with peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflecting integrity, honesty, and cooperation, as well as a clear understanding of professional role and appropriate boundaries, and are competency based.

***Essential Student Behavior:***

- Relates interpersonally in a manner that is respectful in all personal and professional situations, that is void of discrimination, and characterized by maturity.
- Demonstrates interpersonal skills that would indicate an ability to form and to sustain effective helping relationships.
- Uses proper channels for conflict resolution.
- Maintains appropriate boundaries in all relevant relationships and arenas.

**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 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.
- Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.
- Refrains from illegal drug use and demonstrates behavior that is consistent with ENMU's Disciplinary Rules on drugs and alcohol, as outlined in the catalog and this manual
- Passes drug screens, as may be required by the program or field practicum.
- Absence of a history involving convictions of violent crimes or other felonies.
- 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.

**Critical Thinking and Problem-Solving Abilities Standard:** Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, facts, and are competency based.

***Essential Student Behavior:***

- Demonstrates the ability to identify ways in which biological, psychological, developmental, spiritual, socioeconomic, and environmental factors may affect an individual, family, or groups and communities.
- Demonstrates ability to gather and assess relevant information; to interpret information correctly; to come to well-reasoned conclusions and/or solutions; to think open-mindedly about alternative viewpoints, recognizing their underlying assumptions, implications, 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 overcome personal beliefs rooted in prejudices, stereotypes, and cultural unawareness

**Communication Skills Standard:** All verbal, nonverbal, and written communication exchanges are in accordance with professional standards and are competency based.

***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 the English language in oral and written form.
- Prepares written products that reflect mastery of the conventions of the written word in clarity, accuracy, completeness, as well as that evidence correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.
- Follows agency guidelines for recordkeeping.

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

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

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

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

As used in the Abuse and Neglect Act:

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

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

B. "abused child" means a child:

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

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

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

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

E. "neglected child" means a child:

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

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

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

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

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

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

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

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

- (1) a local law enforcement agency;
- (2) the department; or
- (3) a tribal law enforcement or social services agency for any Indian child residing in Indian country.

B. A law enforcement agency receiving the report shall immediately transmit the facts of the report and the name, address and phone number of the reporter by telephone to the department and shall transmit the same information in writing within forty-eight hours. The department shall immediately transmit the facts of the report and the name, address and phone number of the reporter by telephone to a local law enforcement agency and shall transmit the same information in writing within forty-eight hours. The written report shall contain the names and addresses of the child and the child's parents, guardian or

custodian, the child's age, the nature and extent of the child's injuries, including any evidence of previous injuries, and other information that the maker of the report believes might be helpful in establishing the cause of the injuries and the identity of the person responsible for the injuries. The written report shall be submitted upon a standardized form agreed to by the law enforcement agency and the department.

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

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

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

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

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

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

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

# **REPORT Adult Abuse, Neglect, or Exploitation**

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

### 27-7-14. Short title.

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

### 27-7-16. Definitions.

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

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



protective order has been made or an abused, neglected or exploited adult who has consented to protective services or protective placement;

P. "protective placement" means the placement of an adult with a provider or in a facility or the transfer of an adult from one provider or facility to another;

Q. "protective services" means the services furnished by the department or its delegate, as described in Section [27-7-21](#) NMSA 1978;

R. "provider" means a private-residence or health care worker or an unlicensed residential or nonresidential entity that provides personal, custodial or health care;

S. "self-neglect" means an act or omission by an incapacitated adult that results in the deprivation of essential services or supports necessary to maintain the incapacitated adult's minimal mental, emotional or physical health and safety;

T. "substantiated" means a determination, based on a preponderance of collected and assessed credible information, that abuse, neglect or exploitation of an incapacitated or protected adult has occurred; and

U. "surrogate" means a person legally authorized to act on an adult's behalf.

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

A. Any person, including financial institutions, having reasonable cause to believe that an incapacitated adult is being abused, neglected or exploited shall immediately report that information to the department.

B. The report required in Subsection A of this section may be made orally or in writing. The report shall include the name, age and address of the adult, the name and address of any other person responsible for the adult's care, the nature and extent of the adult's condition, the basis of the reporter's knowledge and other relevant information.

C. Any person failing or refusing to report, or obstructing or impeding any investigation, as required by Subsection A of this section is guilty of a misdemeanor.

D. The department may assess a civil penalty not to exceed ten thousand dollars (\$10,000) per violation against a person that violates the provisions of Subsection A of this section or obstructs or impedes any investigation as required pursuant to Subsection A of this section. The department may assess and collect the penalty, after notice and an opportunity for hearing before a hearing officer designated by the department to hear the matter, upon a determination that a person violated the provisions of Subsection A of this section or obstructed or impeded any investigation as required pursuant to this section. The hearing officer has the power to administer oaths on request of any party and issue subpoenas and subpoenas duces tecum. Additionally, if the violation is against a person covered by the Personnel Act [[10-9-1](#) NMSA 1978], the department shall refer the matter to the agency employing the person for disciplinary action. Any party may appeal a final decision by the department to the court pursuant to the provisions of Section [39-3-1.1](#) NMSA 1978.

#### **27-7-31. Immunity.**

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

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## **ACKNOWLEDGEMENTS**

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This *Field Instruction Manual* was based on information obtained from the *New Field Director's Handbook 2003 & 2005* developed by the BPD Field Education Committee.

## **Student Forms**

Application for Field Placement is based on West Chester University's form.

Field Placement Agreement is based on Texas Christian University's form.

Informed Consent & Assumption of Risk is based on Texas Christian University's form.

Field Placement Agreement for Place of Employment is based on Ashland University's form.

Learning Contract is based on Ashland University and California State (Long Beach) University's forms.

Weekly Field Placement Time Sheet is based on Stephen F. Austin State University's form.

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

Field Program Evaluation is based on Stephen F. Austin State University's form.

Learning Contract forms adapted from the form developed by Gayle Mallinger and the Field Education Office of the University of Pittsburgh.

Student Evaluation tools was adapted from an instrument created by Charles Zastrow & Helen Petracchi and from the instrument developed by Gayle Mallinger and the Field Education Office of the University of Pittsburgh.

## **Agency Forms**

University-Agency Agreement is based on Stephen F Austin State University's & NM Highland's University form.

Agency Information Form is based on Ashland University's form.

Field Instructor Background and Agreement is based on Ashland University's form.

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

Student Evaluation is based on Ashland University and California State (Long Beach) University's forms.

BSW Program Evaluation is based on Stephen F Austin State University's form.

## **Tools & Handouts**

Field Liaison Checklist is based on Ashland University's form.

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

Safety Procedures for Home Visits are based on materials from San Diego State University & Boston State University

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

Academic Performance Standards was developed by East Tennessee University

**Eastern New Mexico University  
Social Work Program  
Field Instruction Manual Statement**

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

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**