

Eastern New Mexico University

Social Work Program

Student Manual

Updated September 2019



Explore. Experience. Excel.



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Acknowledgments

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

Introduction

Thank you for your interest in the Eastern New Mexico University Bachelor of Social Work Program.

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

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

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

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

Faculty

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

Social Work Program Director

Melissa Hardin, LCSW

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Telephone: 575-562-4211

Email: Melissa.Hardin@enmu.edu

Address: 1500 S Ave K, Station 13 Portales, NM 88130

Fax: 575-562-4401

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

Melissa Hardin, graduated from ENMU with her BS in Psychology and her Master's in Social Work from New Mexico Highlands University. A Title IV-E Scholar, Mrs. Hardin went into the field of child welfare, working in each capacity from investigations to county management, building her career there for over ten years. It was during this time she began teaching as adjunct faculty for the ENMU BSW Program before transitioning full time to higher education in 2016. Practice interests are child welfare policy, children and families, mental health, and addictions.

Social Work Program Field Director

Carolyn Tollett, LMSW, Field Program Director

Station 13, Lea Hall 143 ENMU NM 88130

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Email: Carolyn.Tollett@enmu.edu

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

Carolyn Tollett graduated with her Bachelor's in Social Work from Baylor University and received her Master's in Social Work from NM Highlands University. Her work experience includes homeless women and children and residential care for youth. In addition to her work at ENMU, she continues practicing in the field as a certified adoption investigator for New Mexico. She is also active in NASW-NM. Her practice interests are children, families, policy, and advocacy.

Social Work Title IV-E Field Liaison

Deborah Chavez, MSW, BSW
Title IV-E Field Liaison/Faculty
Lea Hall, Room 144, ENMU NM 88130
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The Social Work Field Liaison provides direct assistance to the Field Program Director. These duties also include implementation of the Child Welfare Scholar Program and the BSW field curriculum, placements, and policies. The Liaison works at continuing positive and professional connections with the field placement community, the University and students.

A former graduate of the ENMU BSW Program, Mrs. Chavez received her Master of Social Work degree from Western New Mexico University. Being a recipient of the Title IV-E Stipend Scholarship while in the BSW program here at Eastern, after graduation Mrs. Chavez immediately gained employment as a social worker in Child Protective Services with the Children, Youth and Families Department . Mrs. Chavez comes with 6 years of field experience in Child Protective Services and is honored to be the Title IV-E Field Liaison here at Eastern New Mexico University.

Social Work Secretary

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

Full Time Faculty

Tyleen Caffrey, LMSW, CNP, Instructor of Social Work

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A Kansas native and military spouse, Mrs. Caffrey's social work career includes a variety of social work fields from children and families, mental health, military social work, medical social work, to gerontology and enjoys incorporating her experience into the classroom. Mrs. Caffrey received her BSW from Pittsburg State University (KS) and her Master's in Social Work at the University of Southern Mississippi. She received her Certification in Nonprofit Management from American Humanics now Nonprofit Leadership Alliance, and is the Founder of Monarch Formals, a 501©3 nonprofit in Clovis. She is currently the faculty advisor for the Student Association of Social Workers and serving as President on the NASW-NM Chapter board of directors.

Erika Grussendorf, LMSW, Instructor of Social Work

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Ms. Erika Grussendorf, LMSW has several years' experience with child welfare as well as corrections. She received her bachelor's degree in Criminal Justice and Chemical Dependency in 2011 and her master's in social work from Western New Mexico University in 2015. Ms. Grussendorf has a passion for helping others, pursuing further clinical licensure with her LADAC and LCSW.

Christin Haney, LCSW, Instructor of Social Work

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Christin Haney is a graduate of the University of Michigan School of Social work. She is a Licensed Clinical Social Worker who has specialized in trauma treatment for children. She has a passion for disability rights and mental health. Ms. Haney joined the ENMU BSW Faculty Fall 2018.

Resource Faculty

George Ackerman, Ph.D., JD, MBA

Instructor of Social Work

Email: George.Ackerman@enmu.edu

Dr. George M. Ackerman is a Professor in the area of Criminal Justice. He received his Ph.D. from the School of Public Service Leadership, Capella University, a J.D. from the Shepard Broad Law Center, Nova Southeastern University and Police certification from Miami-Dade College School of Justice. His current research focuses on the underserved population of family members of homicide victims

Staci Compton, LMSW
Instructor of Social Work
Primary Employment: CYFD
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Mindy Sena, LMSW
Instructor of Social Work
Primary Employment: Portales Municipal Schools
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Ms. Sena received her MSW from New Mexico Highlands University and her undergrad is in Education from ENMU. After completing coursework and obtaining her LMSW, she worked at CYFD in investigations and had semi-independent living teens on her caseload. She has provided mental health counseling through Arise Sexual Assault Services and taught junior and high school age students in the public school system for five years, including an alternative high school. She has been adjunct faculty at ENMU for three semesters now. This is her eighth year in the public schools as a guidance counselor. Ms. Sena's passion is empowering others to find their way in this world!

Ingrid Smith, LICSW, LCSW
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Virginia Villarreal, LMSW
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Elisa Zachary, LMSW
Instructor Social Work
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Elisa Zachary, LMSW graduated from New Mexico Highlands University with a Master's Degree in Social Work in 2005. She worked for child protective services for over 10 years, in the areas of permanency planning, adoptions/placement, and in-home services. Ms. Zachary currently works for the Albuquerque Public Schools. She appreciates the opportunity to work with, empower, and advocate for the children and families in my community. Her most valued position, by far, is being the mother of two boys.

ENMU Administration
Dr. Suzanne Swift
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Dr. Jeff Elwell

ENMU President

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History, Mission, and Vision of ENMU

History

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

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

Mission

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

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

Vision

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

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

History, Mission, and Vision of the ENMU BSW Program

History

In earlier years, ENMU offered a degree in Social Work. This program was discontinued at some point, with an unsuccessful renewal attempt made in the late 1990's (the governor and NM legislature were unable to supply needed funds). In 2001, ENMU's new president (Dr. Steven Gamble) and Vice President for Academic Affairs (K Paul Jones) designated re-establishment of the Social Work Program as a university priority and program revival began anew. In 2002, Dr. Allen Stata was hired as Director of the Social Work Program, *Introduction to Social Work* and *Social Work Practice* was offered during the 2002-2003 academic year.

After a successful summer school in 2003, the ENMU BSW Program was born anew, accepting its first cohort of Social Work majors for the 2003-2004 academic year. To cultivate a strong field component, Barbara Palantone, LMSW was hired as the Field Director in 2005, working diligently until her retirement in the spring of 2016. In 2008, the program obtained accreditation through the Council on Social Work Education (CSWE). In 2009, Patricia Saylor, LMSW ran the program until her retirement in the spring of 2018. During her tenure, the program was reaccredited in 2012, as a hybrid program, one delivering an education to on-campus and distance students.

In the fall of 2016, the current Field Director was hired, Carolyn Tollett, LMSW. The current Program Director, Melissa Hardin, LCSW was hired fall of 2018.

Mission

Consistent with the mission of ENMU and the 2015 Educational Policy and Accreditation Standards (EPAS) of the Council for Social Work Education, the BSW Program's focus is to:

- Prepare students for entry-level generalist practice.
- Steep students in the Code of Ethics through classroom and field experiences.
- Deliver a competency-based educational experience.
- Prepare students for BSW licensure.

Vision

ENMU BSW graduates will become leaders in the provision of professional, competent, and ethical services that meet the needs and enhances the well-being of the populations they serve. Acknowledging the diversity of client populations, ENMU BSW students will practice cultural awareness and sensitivity. Armed with an education infused with the *NASW Code of Ethics*, graduates will adhere to the ethical principles of: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

ENMU BSW Program

ENMU's Bachelor of Social Work (BSW) program is a junior/senior year program, following the standards and guidelines of the Council on Social Work Education (CSWE). The program prepares students to be competent, caring, ethical, and effective Social Work practitioners. Program curriculum provides a base of knowledge, skills, and values necessary for competent and ethical generalist Social Work practice.

The ENMU BSW Program is a 57-credit hour program. Taken at full-time student status, the program can be completed in four semesters, or two academic years. BSW courses are offered on-line and in the classroom with a web-component to accommodate on-campus and distance students. Program students are expected to possess a certain degree of technological proficiency to navigate the distance education platforms. Program students must receive a "C" or higher to pass a social work course.

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.
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.
3. Prepare students to understand and promote the bio-psycho-social, cultural, and spiritual development of people.
4. Prepare students to engage in culturally competent practice among the diverse populations and large geographic regions.
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.
6. Promote a commitment to affirming diversity and working to advance human rights and social and economic justice.
7. Prepare students for social work licensure, career long learning and development, and advanced study in the social work profession.

Council on Social Work Education (CSWE) Accreditation Status

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

The essential purpose of CSWE's accreditation process is to provide a professional judgment regarding the quality of Social Work Programs offered and to encourage continual improvement. Social Work Programs value accreditation, as this promotes student and faculty recruitment/retention and prepares students for Social Work state licensure and possible advanced standing entry into accredited MSW programs.

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

CSWE Competencies and Practice Behaviors

<u>BSW Program Competencies</u>	<u>BSW Expected Learning Outcomes (aka: Practice Behaviors)</u>
1. Demonstrate Ethical and Professional Behavior	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.
	3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
	4. Use technology ethically and appropriately to facilitate practice outcomes.
	5. Use supervision and consultation to guide professional judgment and behavior.
2. Engage Diversity and Difference in Practice	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..
3. Advance Human Rights and Social, Economic, and Environmental Justice	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.
4. Engage in Practice-Informed Research and Research-Informed Practice	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.
5. Engage in Policy Practice	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.
6. Engage with Individuals, Families, Groups, Organizations, and Communities	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.
7. Assess with Individuals, Families, Groups, Organizations, and Communities	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.

	<p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p> <p>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	<p>23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p> <p>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p> <p>25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p> <p>26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<p>28. Select and use appropriate methods for evaluation of outcomes.</p> <p>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p> <p>30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p> <p>31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>

Requirements for Admittance

Legal Issues

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

Psychological/Emotional/Mental Health Considerations

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

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

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

Evaluation of Applications

The BSW Program has the responsibility to review student admission application packets for acceptance into the program. Faculty review and evaluate student packets and interview applicants. Additional interviews may be required for further clarification of information or a discussion of issues raised by the application process. Serious questions about student suitability for entry into the social work profession would likely trigger a review by the Program Director. Such concerns may be addressed through provisional program admittance. Provisional program admittance requires the recommendation of more than one faculty or staff member.

Applicants are evaluated on the following:

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

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

- Admit
- Provisionally admit
- Denial

Students who are admitted to the program will receive an acceptance letter, a link to the *BSW Student Manual*, and orientation information. Students are responsible for reviewing the BSW Student Manual, and providing proof of review (signed acknowledgement scanned to program secretary), as all program students are held accountable to this manual.

Application to the Program

All program students must complete the BSW Social Work Program application and be interviewed by Social Work Faculty prior to program admittance. Students are accepted into the program in the fall and spring semesters. Upon program acceptance, students are assigned a social work faculty member as an academic advisor. This faculty member will assist in planning for timely program completion and graduation.

In addition to ENMU acceptance, students must be formally accepted into the BSW Program prior to taking Social Work classes. The following requirements must be met:

- Minimum 2.5 cumulative GPA
- Complete Application, to include:

- 500-word essay—topic covered in application
- Three professional references
- Application submitted prior to deadline:
 - Fall Program acceptance: application must be received no later than April 30th
 - Spring Program acceptance: application must be received no later than November 15th
- Interview with Social Work Faculty
 - Application can be found at: <https://www.enmu.edu/academics/degrees-programs/undergraduate-degree/bachelor/social-work>.

Program-Specific Information

Email Communication

All communication from the University and the Department of Social Work will be directed at the ENMU email address only. All emails sent to Social Work Faculty must come from the student's ENMU email.

Degree Planning and Academic Advising

Professional Social Work advisement orients the student to the Social Work profession and assists the student in assessing their motivation and capacity for a career in professional Social Work. This provides an informal setting in which to guide students in the self-evaluation process as well as to allow evaluation of the student by the faculty advisor.

Students declaring a social work major, who have completed the program admittance process will be assigned a Social Work faculty advisor to review the BSW degree plan and other Program requirements. The advisor helps guide the student in selecting course work and area(s) of focus that are most consistent with the student's needs, strengths, and goals. BSW students are required to meet with their advisors no less than once per semester.

Advising holds are a university policy, in place to ensure students are receiving advising; holds will not be lifted without an advising session. Students are encouraged to make additional appointments with faculty advisors during posted office hours, by telephone, or e-mail as issues may arise during their matriculation.

Distance Learning and Educational Technology in the BSW Program

Recognizing that distance is a major barrier to Social Work education the ENMU BSW Program is designed to make use of advances in educational technology via full use of largely "geography free" (distance) education. The BSW Program will be accessible to students using a combination of the following formats; in-person, online, lecture capture, and video technologies.

Attendance

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

Continuous Satisfactory Enrollment

A temporary leave of absence may be granted in extraordinary cases with the approval of the director. Breaks in course enrollment are likely to disrupt the sequential nature of program courses, delaying graduation. Any breaks in enrollment need to be discussed with the assigned faculty advisor prior to making course changes. Students who leave without petitioning for a leave of absence may be required to repeat the admissions process. Students who fail to enroll in a required course, withdraw from a required

course, fail to maintain a grade of “C” or better, or fail to be in good standing in all required courses will not be in good standing in the BSW Program.

Program Events and Required Field Placement

Orientation

The ENMU Social Work Program requires newly admitted students to attend an orientation seminar at the beginning of their first semester in the Social Work Program. This orientation is incorporated into the SWK 311 course. Students will receive additional detail regarding this requirement in the beginning week of SWK 311.

Saturday Session

Saturday Sessions, an important part of the BSW Program, are held a once each academic semester. The Phi Alpha Honor Society recruits speakers for a conference-style workshop held the Saturday of semester week nine. Saturday session attendance accounts for ten percent of a student’s grade in their practice class that term (SWK 311, 312, 413, or 445). Students from both junior and senior classes are required to attend these sessions, held on campus and available through web-components for live viewing. These sessions provide an opportunity for students to connect and network with our diverse student body and BSW faculty. As part of the curriculum, Saturday Sessions cover important topics in social work, designed to enhance students’ development of social work knowledge, values, and skills.

The BSW Field Experience

A fundamental element to the BSW program is the field component. BSW Students take two semesters of field placement courses totaling 464 clock hours. The field placement enables students to gain valuable experience and instruction in social work practice in social services agencies. The BSW Field Education Program works with our region’s social services agencies to provide students with instruction and experience in applying social work knowledge, values, and skills while helping people in need. Field placements are available in a variety of governmental, non-profit, and private agencies where students will have the opportunity to develop strength-and-empowerment based generalist practice skills with clients from various cultural, ethnic, racial, social, age groups. The Field Education Program is demanding.

In their field placements, students are assigned under the supervision of experienced licensed social workers (see *Field Instruction Manual*). Students must successfully complete a pre-field seminar (SWK 361) in which they will address issues of ethical and professional behavior and communication, explore student career interests, and learn about community agencies and resources, and interview with field agencies. Students complete an application packet and interview with the Field Director for matching with a field agency. Proof of practitioner liability insurance is required prior to placement in a field agency and is available through NASW or through an insurance carrier of the student’s choice.

Social Work Student Resources

Library Information

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

indexed in several different ways and can be a great help to students working on research or term paper assignments. Students are strongly urged to make use of this resource.

Students have various library personnel to assist them in using the resources of the Golden Success Center. The Social Work Program has a liaison, and is very knowledgeable about the social work collection and is available to assist students in locating materials for research and study. Christy Ruby, Catalog/Reference Librarian can be reached at 575-562-2622. Students may also contact the reference librarian on duty at 575-562-2638. The Distance Education Librarian can assist distance education students with using the library resources and obtaining materials.

Writing Center

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

Social Work Licensure

The New Mexico Board of Social Work Examiners regulates the practice of social work through the licensure of three different levels of practice (Licensed Baccalaureate social worker (LBSW), Licensed Masters Social Worker (LMSW), and Licensed Independent Social Worker (LISW)). The Rules, Regulations & Practice Act & application procedures and forms can be found at their website at http://www.rld.state.nm.us/boards/Social_Work.aspx

Social Work Examinations

The Association of Social Work Boards (ASWB) is the association that oversees social work and develops and maintains the licensing exams. Information about the licensing exams and procedures to schedule a test can be found at the website located at <http://www.aswb.org/>.

Student Organizations

NASW NM

Social work students are eligible to become members of the National Association of Social Workers (NASW). This organization works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. NASW NM also invites student participation in their chapter meetings, events, annual conference and trainings. NASW NM offers scholarships annually to social work students who are members. ENMU has a student member position on its Board of Directors. A student from the senior class is nominated to the board.

- **Student Legislative Advocacy Day (SLAD)** is an event sponsored by NASW NM and organized by social work students with SWK faculty and NASW staff acting as advisors. Through participation in SLAD students have opportunities to learn about current public policy issues, increase their professional advocacy skills, participate in the legislative process, and meet with NM legislators about social justice issues affecting students, their clients, and their communities. SLAD also includes a rally and march to the Roundhouse to advocate for selected legislative bills.

Phi Alpha Social Work Honor Society

The ENMU BSW Program houses the Omicron Rho Chapter of the Phi Alpha Honor Society, a national social work honor society. The purpose of Phi Alpha is to provide a closer bond among students of social

work and promote humanitarian goals and 30 ideals and to foster high standards of education for social workers. Phi Alpha's slogan that embraces their purpose is "Through Knowledge - the Challenge to Serve."

ENMU became the Omicron Rho Chapter of Phi Alpha and inducted its first members in May 2008. Students may apply to Phi Alpha after they have completed their first semester in the social work program and have achieved an overall grade point average of 3.0 and a 3.25 grade point average in required social work courses. Applications are submitted to Ms. Hardin the faculty advisor for Phi Alpha.

Student Association of Social Workers

The BSW Program strongly encourages students to organize in their interests as social work students and become involved and active in service learning through the Association. The Student Association of Social Workers (SASW) promotes peer support, professional growth through planned meetings and events, community service projects, and related field and social experiences. Membership is open to all current BSW major students. The Association relies on self-imposed membership dues to fund the group's annual projects. Additionally, SASW serves as a link to the Social Work Program's administration and faculty.

Other Social Work Organizations & Opportunities

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

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

Title IV-E CYFD Child Welfare Scholar Program

The Child Welfare Scholar Program is funded through the federal Title IV-E Child Welfare Training Program of the Social Security Act. The primary goals of the Child Welfare Scholar Program are to encourage qualified students to pursue careers in public child welfare and to ensure that these students develop the competencies to provide quality services to children and families involved with child welfare. ENMU, in a partnership with the NM Children, Youth, and Families Department (CYFD) provides stipends to qualified full-time BSW students interested in a career in child welfare. Stipends provide financial assistance to selected students during their senior year. Through their courses and field placements students are prepared for work in permanency planning, foster care, and adoption services for children and families involved in child protective services due to child maltreatment and serious issues in family functioning. Upon graduation, students begin an exciting and challenging career in child welfare, an area that demands competent, motivated, and dedicated individuals.

Stipends

Receiving a stipend through the Child Welfare Scholar Program will provide \$9000 for senior year for educational expenses. Students should check with financial aid specialists to learn about how stipend awards will impact their financial aid. A yearlong stipend requires an 18 month commitment to CYFD in a job placement with Protective Services, upon graduation.

Eligibility

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

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

Program Requirements

Scholars must successfully complete the required child welfare courses (SWK 416 Public Child Welfare & SWK 447 Impact of Child Abuse & Neglect) and a senior two semester (16 hour per week) field placement at a CYFD Protective Services County Office.

Scholar Program Application Process

- 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.
- Student will submit a Child Welfare Scholar application packet to Title IV-E Field Liaison.

- If the student is accepted for a field internship with CYFD, the student will then be required to complete a formal interview by a panel consisting of representatives from CYFD and ENMU's BSW Program. The interview will be arranged by Title IV-E Field Liaison.
- Student completes a background check through CYFD.
- If the student is selected for the program, the student will sign a Title IV-E Child Welfare Scholars Agreement.
- Upon being offered a scholar field placement opportunity with CYFD and a stipend, students will be assigned to a particular unit and a CYFD field instructor for field placement.
- Student will begin field placement during the first week of the fall semester.

Contacts

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

Carolyn Tollett, LMSW
ENMU Station 13, Lea Hall #143
(575) 562-2466
Carolyn.Tollett@enmu.edu

For an application packet contact:

Deborah Chavez
ENMU Station 13. Lea Hall #144
(575) 562-4510
Deborah.Chavez@enmu.edu

Program Evaluation

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

The ENMU BSW Program is committed to an ongoing plan of assessment. This plan is the guiding source of data to be used in the BSW Program's continuous improvement efforts. ENMU's BSW Program believes that a comprehensive package of measures of program performance incorporating quantitative data, qualitative data, and subjective faculty perceptions will provide the best insight into the program's strengths and areas needing improvement. Faculty observations from advising (at the beginning of each semester, from in-class student performance during the semester, and student feedback at the end of each semester) will be used continuously to accomplish minor adjustments of course content and delivery.

In addition to the assessment of individual student progress, the BSW Program monitors the overall achievement of BSW Program goals and outcomes. To accomplish this effort, all BSW majors may be required to participate in the BSW Program's assessment testing conducted during the first and last semesters of study in the BSW Program (normally the first semester of the junior year and the second semester of the senior year). This standardized testing does not affect student grades but it is vitally important in helping the BSW Program improve its performance and is mandatory for BSW students.

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

- **Learner outcomes** derived from the program's mission, goals, and nine core competencies are assessed in curriculum. Students are referred to their syllabi and the department's assessment plan for a listing of these specific outcomes (instructors will additionally review specific course objectives at the beginning of each course in which they are to be assessed as well as immediately prior to their measurement with an assignment).
- **Interviews, advising and observational feedback** occur for each student with their individual instructors and advisors (qualitative measures). Each semester of matriculation in the Social Work Program, BSW faculty meet with students to evaluate and give feedback on student progress, strengths, and areas of challenge, which must be addressed.
- **During application**, the faculty advisor will discuss the BSW Program contents and requirements with incoming students, making notes regarding the student's preparation/academic readiness and motivation for the BSW major.
- **During semester advising** the faculty advisor will discuss the student's progress in the BSW Program with returning students, making notes regarding the student's progress toward degree completion. Advisors will discuss problems/issues the student is experiencing and problem-solve these situations with the students. Remediation plans will be developed if necessary.
- **Coursework completion** allows for evaluation of student competencies and can be measured by the following:
 - Attendance and prepared class participation
 - Discussion participation by way of discussion boards, Skype, Saturday Sessions
 - A formal research term paper and or written assignments
 - An oral presentation to the class
 - A major class project

- Mid-term and final examinations (comprehensive)
- **Fieldwork** will be evaluated in accordance with the student *Field Instruction Manual* (available online) and on student evaluation forms approved by the Field Director.
 - The Field Liaison, Field Instructor, and supervisors (if applicable) will assess the student's progress toward achieving acceptable levels of mastery of each of the nine core competencies and corresponding practice behaviors as listed in the approved learning contract for the field placement.
 - The Field Liaison, Field Instructor and supervisor will review the student's field evaluations with the student twice during each semester (mid-term and fina).
 - The BSW faculty will review summaries of students' progress in achieving their competencies as a part of annually evaluating the field programs effectiveness in promoting student learning and Social Work skills growth.
 - Field Instructors, supervisors, and students will review the field program and make recommendations for improvement at the end of each semester.
- **Surveys** are administered to incoming juniors and graduating seniors. This data flags program strengths and identify program or curricular areas needing improvement.

Results of Assessment

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

Academic Program Standards for Retention: Student Code of Conduct

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

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

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

1. Scholastic Standard

Includes overall GPA and course grade requirements.

Essential Student Behavior:

- Must achieve and maintain an overall GPA of 2.5.
- Must achieve and maintain a "C" in all Social Work classes. A course may only be repeated with Program Director approval.
- Must complete all field placement requirements.

2. Professional Values and Ethics Standard

Students demonstrate adherence to professional values and ethics.

Essential Student Behavior:

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the *NASW Code of Ethics*, as well as with established laws, policies, and professional standards of care.
- Observance of governing laws and regulations.
 - o BSW students are in preparation to become professional Social Work practitioners; thus, behavior that would impair students from being accepted by NASW or similar Social Work organizations as social workers in good standing, or behavior which would preclude licensure is subject to disciplinary action. The nature of social work practice includes work with vulnerable persons, and dictates that practitioners use sound and mature professional judgment.
- Demonstrates professional and academic integrity in meeting the objectives of the Social Work program and in fulfilling all program requirements. Students should remain aware

of and abide by Academic Misconduct policies as defined in ENMU Catalog, Blackboard Courses, syllabi, and listed here:

o **Academic Integrity Policy**

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate disciplinary action. See the Student Handbook for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. Plagiarism is a serious offense. When in doubt, please cite your sources! Please refer to the Catalog for information concerning plagiarism; action can include, but is not limited to failure of the assignment; failure of or a reduced grade for the course; suspension or dismissal from your program of study.

3. Self-Awareness Standard

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

Essential Student Behavior:

- Demonstrates awareness of self and its 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.
- 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 with appropriate coping mechanisms.
- Demonstrates a realistic and accurate self-awareness of his/her own strengths, limitations, values, and performance

4. Interpersonal Relationship Skills Standard

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

Essential Student Behavior:

- Relates interpersonally in a manner that is respectful in all personal and professional situations, to include written and verbal communication and body language.
- Demonstrates interpersonal skills that would indicate an ability to form and sustain effective helping relationships.
- Uses proper channels for conflict resolution; i.e. chain of command in agency and school setting.

- o For example, a problem in class is taken to the instructor first, then the advisor, and if needed the director. If the problem cannot be resolved within the program, the next contact is the Department Chair, the Dean, and eventually the Vice President of Academic Affairs.
- Maintains appropriate boundaries in all relevant relationships and arenas.

5. Responsibility and Professional Readiness Standard

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

Essential Student Behavior:

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Shows potential for responsible and accountable academic behavior by observing advisement deadlines, keeping appointments, or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
- On campus, classroom, field placement, community, and peer interaction behaviors comply with program and institutional policies, as well as professional and ethical standards.
- Refrains from illegal drug use, demonstrating behavior that is consistent with ENMU's Disciplinary Rules on drugs and alcohol as outlined in the catalog.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- Demonstrates application of effective time management strategies in completing all professional and academic responsibilities and activities.
- Responds in a timely and appropriate manner to communication from faculty, supervisors, field instruction personnel, and clients.

6. Critical Thinking and Problem-Solving Abilities Standard

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

Essential Student Behavior:

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

7. Communication Skills Standard

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

Essential Student Behavior:

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

Circle of Confidentiality

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

Review Process and Procedures

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

Attendance at the review meeting will be governed as follows;

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

Student Appeal

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

Program Resolution within the Department of Social Work.

1. The aggrieved person, in most cases, should discuss the issue with the person they have a grievance against, whether, student, faculty, or field instructor.

2. If the grievance is unresolved at this level, the aggrieved person should discuss the issue with their academic advisor.
3. If the grievance is still unresolved, the aggrieved person should discuss the issue with the BSW Program Director. Grievances related to field placement should be discussed with the BSW Field Director prior to bringing the matter to the attention of the Program Director.
4. If the grievance is still unresolved, the issue can go to the university ombudsman or to a grievance committee.

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

Grievance Policy and Procedures

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

Field Placement Performance Standards

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

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

Sexual Harassment/ Sexual Misconduct

Sexual harassment is defined as any unwanted sexual behavior, attention, or activities which may create a hostile environment for the victim(s). ENMU expressly prohibits sexual harassment or sexual misconduct of any kind by or toward any student or university employee/representative on the University campus, at any University sponsored events or activities. Field students, field instructors, representatives of the field agency, and faculty/staff from ENMU are subject to the sexual harassment policy of Eastern New Mexico University and the relevant internal policies of individual agencies during field placement activities. Allegations of sexual harassment in field placement or any other settings shall be investigated and resolved in accordance with the policies and procedures established by the ENMU Affirmative Action Office and the ENMU Code of Conduct. For detailed information concerning the sexual harassment

policy and investigatory procedures of Eastern New Mexico University, interested students and agency personnel should consult the Eastern New Mexico University Affirmative Action Office or the Chair of the Department of Health and Human Services.

In addition to Eastern New Mexico University's policy on sexual harassment, field students and participating field agency staff are subject to federal and state laws prohibiting sexual harassment. Social workers and social work students are further subject to the NASW Code of Ethics standards prohibiting sexual conduct with clients. BSW students are forbidden to engage in sexual harassment or misconduct of any kind.

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

SOCIAL WORK COURSE DESCRIPTIONS

- SOWK 2110 Introduction to Social Work (3). (Online course)** Overview of the social work profession for those with an interest in the profession or considering a social work major. Provides knowledge of generalist social work practice settings, current generalist social work standards, practices, values and the NASW Code of Ethics. (F, S, Su)
- SWK 311 Social Work Practice I – Individuals (3).** Generalist social work practice. Overview of individual client systems and integrating research and theory with practice. Development of skills and techniques (engagement, interviewing, data collection, assessment, interventions, evaluation) in working with individual clients and within the diversity of Southwestern cultures. (F)
- SWK 312 Social Work Practice II - Families (3).** Integrating theories, skills, and values of generalist social work practice with diverse families. Covers family dynamics, assessments, interventions, parenting strategies, and issues affecting family functioning. (S)
- SWK 321 Human Behavior in the Social Environment (HBSE) I (3).** Course explores the development and determinants of human behavior in settings of bio-psycho-social, cultural, spiritual, and political influence. Study of individual and family development. Role of oppression, gender, social and economic justice in society. (F)
- SWK 341 Social Welfare Policy I (3).** Cultural, economic, political, and policy processes and their influences on historical development of U.S. social welfare policies. Reviews historical policies/programs as background for current policy issues. Addresses social work values on social justice and oppression. (F)
- SWK 345 Working with Aging Populations (3).** Integration of theories, skills and practice needed to provide generalist social work services to aging populations. Will consider social and economic justice, societal values and interrelationships between the aging population and achieving practice objectives. Will include working with individuals, families, groups, communities/organizations in rural populations of the SW. (F) (S)
- SWK 349 Perspectives in Mental Health (3).** Knowledge of theories and development of practice and service skills for a generalist social worker with an emphasis on mental health. Will include providing services and practice to individuals, families, groups, and communities/organizations in rural populations of the SW. (F)
- SWK 360 Chemical Dependency -Significances and Consequences (3).** Acquiring knowledge, skills, and values needed for the Generalist Social Worker to provide services to individuals, groups, and families and communities/organizations with specific needs and requirements pertaining to chemical dependencies. Theories, models, definitions, interventions, and treatments will be examined (s).
- SWK 361 Preparation for Field Placement (3).** Monthly seminar preparing students for social work field placement. Reviews career development, self-knowledge., professional ethics and behavior, field policies, licensure, and community social services agencies. (S)
- SWK 413 Social Work Practice III – Small Groups (3).** Integration of theories, skills and values of generalist social work practice in small group settings both natural and created. Group methods, leadership, diversity, values, oppression, empowerment and justice issues covered. (F)
- SWK 416 Public Child Welfare (3).** Current child welfare laws, policies, and culturally competent practices. Covers protective services interventions, permanency planning, foster care, adoptions, and the needs of abused and neglected children and their families. (S)
- SWK 426 Human Diversity and Multiculturalism in Social Work (3).** This required foundation course is designed to increase students awareness, knowledge, and will provide a conceptual framework for understanding characteristics of specific population groups who have been underserved and oppressed. The course will examine the effects of social, economic, and political factors on the psychosocial functioning of individuals in these groups. (F)

- SWK 444 Social Welfare Policy II (3).** Research and analysis of current and pending legislation and social welfare policies and issues, budgets, programs, and services. Covers Federal, State, and local policy development processes and implementation with an emphasis on current policy and issues of social and economic justice. (S)
- SWK 445 Theories, Skills, and Needs For Social Work at the macro Level (3).** Theories and skills development for generalist Social Work practice. Focuses on social work practice with larger social organizations, social work management and administration, and political structures. Particular attention will be paid to the impact of larger social systems upon minorities, women, Southwest and at-risk populations and roles of these systems in conveying institutional racism(S).
- SWK 447 Impact of Child Abuse/Neglect (3).** Skill development needed to recognize effects of child abuse/neglect on individuals, families, groups, and communities. (S)
- SWK 448 Social Research I (2).** First of a 2-part series designed to present basic statistical analysis/interpretations and research theory, methods and design. Utilizes the initial phases of Continuous Quality Improvement for student instruction of: values and ethics in research, research design and field techniques, naturalistic observation, experiments, surveys, single subject, qualitative research, computer statistical analysis. Open to majors but utilizes the social work model for application of the CQI process. (F).
- SWK 449 Social Research II (2).** Second of a 2-part series designed to present basic statistical analysis/interpretations and research theory, methods, and design. Utilizes the final phases of Continuous Quality Improvement for student instruction of: values and ethics in research, research design and field techniques, naturalistic observation, experiments, surveys, single subject, qualitative research, computer statistical analysis. Open to non-majors but utilizes the social work model for application of the CQI process. (S)
- SWK 450 Inside Family Violence (3).** Examination of antecedent behaviors, prior family history, and other contributory factors as predictors of family violence. Prevention services for victims and potential offenders as well as consequential options will be discussed. (S)
- SWK 451 Field Seminar I (1).** Fundamental course in field related issues; Introduces social work knowledge, values, and skills into student field placement experience. Concurrent enrollment: SWK 455 Field Placement I. Prerequisite: SWK 361. (F)
- SWK 455 Field Placement I (3).** Beginning field experience. Provides field instruction and practice experiences to develop and demonstrate core competencies of social work practice. Field Placement connects knowledge learned in courses to generalist practice in approved field settings. 240 total clock hours required. Concurrent enrollment: SWK 451: Field Seminar I. Prerequisite: SWK 361. (F)
- SWK 461 Field Seminar II (1).** Intermediate to advanced course in field related issues; Students must integrate social work knowledge, values, and skills into field experiences with greater independence. Concurrent enrollment: SWK465 Field Placement II. Prerequisite: SWK 451: Field Seminar I. (S)
- SWK 465 Field Placement II (3).** Intermediate to advanced field experience. Provides field instruction and practice experiences to develop and demonstrate core competencies of social work practice. Field Placement connects knowledge learned in courses to generalist practice in approved field settings. 240 total hours required. Concurrent enrollment: SWK461 Field Seminar II. Prerequisite: SWK 455: Field Placement I. (S)
- SWK 468 Workshop in Social Work (1–3).** As announced. (May be repeated for a maximum of six credit hours.)
- SWK 491 Directed Study (1–3).** Independent study. (May be repeated for a maximum of four credit hours.)
- SWK 493 Topics in Social Work (1–3).** As announced. (May be repeated for credit.)
- SWK 498 Senior Seminar (3).** Integrative capstone course on the professional foundations of social work focusing on future trends, challenges, and international social work issues. This seminar will

focus on integrating social work knowledge, skills and values into competent generalist practice, along with findings from related social sciences. Prerequisite: senior social work major in good standing with the social work program. (S)

ENMU BSW Program Manual Acknowledgement

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

Student Signature: _____

Printed Name: _____

Date: _____

The student may signal acknowledgement by:

- Copying the italicized text of this page and pasting into an email, addressed to the program secretary
- Printing, signing and scanning in email to the program secretary
- Printing, signing and faxing to the program secretary