Proposal for the
Master’s in Social Work Program

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Executive Summary

Proposal

Master’s in Social Work Program

This proposed degree addresses the newly-defined Public Agenda for Higher Education in New Mexico in the following ways (segments of the Public Agenda that are not applicable have been removed and replaced with ellipses; areas of specific applicability have been italicized, with our interpretive comments underlined):

What is the Public Agenda for Higher Education in New Mexico?

- Education and research are the engines that will drive the economic development of New Mexico. Through partnerships with private businesses and industry leaders, our colleges and universities will provide:
  - workforce training and job development programs to enable our citizens to obtain the knowledge and skills necessary to support new and better jobs in New Mexico. As New Mexico moves forward in the 21st century, increasing demands for social work licensure are not being met, including in state agencies such as the Children, Youth, and Families Department, in federal agencies such as the Bureau of Indian Affairs, and with private employers whose funding in part comes from 3rd party reimbursement;
  - a concentration of intellectual capital . . .; and
  - academic, research, and workforce training programs of exceptional and recognized quality, linked to and supportive of the Next Generation Economy in New Mexico. Any MSW program nationwide must be accredited by the Council on Social Work Education, which demonstrates exceptional and recognized quality. WNMU’s program would be no exception.

- The quality of life in New Mexico will be improved through educational programs that address economic development, career advancement, lifelong learning, and the community involvement. Educated citizens contribute to creating safe, thriving, and nurturing communities. Higher education provides education and training in responsible leadership. Our colleges and universities enrich our communities as they enhance understanding of the arts and culture, increase-earning capacities of our citizens, promote communication and understanding, and support the provision of quality health care throughout the state. Master’s level social work education addresses economic development, career advancement, lifelong learning, and community involvement in a variety of ways. Economic development is addressed through the increased salaries that accompany an MSW; career advancement is addressed as social workers move up a career ladder; lifelong learning is addressed by social work’s requirement of its licensed practitioners for 15 hours of continuing education each and every year of licensure and for non-licensed practitioners in compliance with its Code of Ethics for life-long learning; and community involvement is addressed through an ethical requirement that practicing social workers provide step forward to services in times of crisis and in other times, advocate for their clients.

How will we do this?

- Access to higher quality education and training for all New Mexicans will contribute to the development of the human resource potential of the state. All of our citizens . . . deserve
the most customer-friendly, reasonably priced, easily accessible educational opportunities we can provide. Expanded and effective use of technology will assist in the distribution of instruction throughout New Mexico. Raising the educational attainment levels for all sectors of our society is a high priority. An MSW Program at WNMU is anticipated to take full advantage of distance learning technology and of the NM Learning Network to make master's level social work education available across (and outside) New Mexico. The anticipated use of technology is extensively elaborated upon below.

- **Student success** in higher education will be greatly enhanced through faculty who are dedicated to helping students become skilled and active learners. A diverse faculty of exceptional ability, and academic and research programs of nationally recognized excellence, will provide students with a rich array of high quality education and training opportunities. Faculty and staff that are dedicated to (1) helping students become skilled and active learners and problem solvers, (2) creating new ideas and innovations and (3) working with colleagues within and beyond their own institutional and state boundaries will provide [the margin of excellence](#) New Mexican's deserve. Social work is unusual in higher education that a high percentage of students who declare a social work major persist through graduation.

- Higher education must be committed to innovation, collaboration and responsiveness in working with **K-12 education** in New Mexico.

**How will we measure our effectiveness?**

- **Accountability** to the taxpayers through assessment mechanisms that accurately measure the success of individual educational institutions in achieving their mission is an essential component of the public agenda. The integration of continuous assessment and quality improvement into the culture of our institutions will ensure that the future of higher education is mission driven, results oriented, and worthy of increased public investment and support. Social work education is and has traditionally been committed to continuous assessment and quality improvement. Accreditation standards require documentation of these efforts, and WNMU’s BSW program has been accredited for many years. We utilize nationally normed assessment tools, including the ACAT (Area Concentration Assessment Tests), and can document longitudinal administration of the test as well as program adjustment based on the results.
July 1, 2005 Requirements

As of July 1, 2005, new degree program proposals require institutions to outline the following:

- Feasibility (page 7)
- Development/Implementation plans/Institutional Readiness (page 25)
- Assessment plans (page 29)
- Fiscal, human, and physical resources needed to offer the new programs (page 17).
Need for/Feasibility of Program

A new Master’s in Social Work is needed primarily to address critical shortages of licensed master’s level social workers in New Mexico.

This degree program is also anticipated to address the Public Agenda for Higher Education as elaborated upon above.

New Mexico projections of demand for social workers reflect the following:

<table>
<thead>
<tr>
<th>Occupation [SWK = social work or social worker(s)]</th>
<th>2002 – 2012</th>
<th>Change</th>
<th>Annual openings</th>
<th>Degree production 1995 – 2004 (annual avg.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child/Family SWKs</td>
<td>1640 – 2560</td>
<td>920 – 56%</td>
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Compounding the problem is that New Mexico currently does not keep the graduates it produces. One year after graduation, 26% of New Mexico’s generically defined social work graduates are not employed in the state (leavers). The figures are similar, if slightly better, for those in what is defined as clinical/medical social work, at 17% leavers.

We are seeking the approval of the NM Council of Graduate Deans to move forward with this proposal to the Vice-Presidents and the DFA and Legislative Finance Council in spring 2008.
Academic Purpose and Objectives

The primary academic purpose of our advanced degree is to prepare our graduates to participate and take leadership roles in the field of social work in New Mexico. Its focus will be on rural social work and on social work with Native American or Hispanic populations. This purpose will include education of students to provide a pool of social work practitioners, both in clinical practice and for supervisory positions. Additional purposes are outlined below, from the discipline’s accreditation requirements.

[from CSWE’s current Accreditation Standards, as of 1/08. Changes proposed for adoption in 2008 are addressed in the new, final section of the proposal.]

1. Purposes

1.0 Purposes of the Social Work Profession
The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context. The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:
• To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
• To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
• To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
• To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
• To develop and use research, knowledge, and skills that advance social work practice.
• To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education
The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes
Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:
• Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
• Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
• Developing knowledge.
• Developing and applying instructional and practice-relevant technology.
• Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
• Promoting continual professional development of students, faculty, and practitioners.
• Promoting inter-professional and interdisciplinary collaboration.
• Preparing social workers to engage in prevention activities that promote wellbeing.
• Preparing social workers to practice with individuals, families, groups, organizations, and communities.
• Preparing social workers to evaluate the processes and effectiveness of practice.
• Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
• Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
• Preparing social workers to recognize the global context of social work practice.
• Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

3. Program Objectives
Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master’s social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master’s social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives
The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:
1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

MSW6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

3.1 Concentration Objectives
Graduates of a master’s social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates
synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

...
Curriculum

Foundation Curriculum Content
All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

Values and Ethics
Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

Diversity
Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant.
Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

Populations-at-Risk and Social and Economic Justice
Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

Human Behavior and the Social Environment
Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

Social Welfare Policy and Services
Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.
Social Work Practice
Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Research
Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

Field Education
Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students’ identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

Advanced Curriculum Content
The master’s curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program’s conception of advanced practice. WNMU’s MSW program is anticipated to have concentrations in a) rural social work and b) Native American or Hispanic social work.
Relationship to Programs Offered at Other NM Universities

Currently, there are two MSW programs offered in New Mexico, one at Highlands and one at NMSU. Both of these programs are primarily geography-specific (or –bound), while this program is anticipated to utilize distance education technologies and methods that have been tested at other distance education-based MSW programs in the US. That shift in delivery methods will allow us to reach those students (primarily those in eastern and western New Mexico, although it is anticipated that some out-of-state students will take advantage of this affordable MSW opportunity). We do not see our program as providing dilution of efforts to provide SWK education statewide, but as a distinct alternative, since it will be much less geographically-based.

As social work educators with many years of experience, we are aware that the “skills-based” nature of the degree requires that we not provide social work education entirely online; in fact, our submission does NOT propose an entirely online program. Our experience in Gallup, Deming, and Truth or Consequences has made it clear that our target population requires significant face-to-face contact for successful social work education. However, we do plan to make use of as much distributed education technology as possible, in order to provide affordable, accessible, and educationally and pedagogically sound social work education.

It is quite possible that our numbers will be significantly higher than the twenty-five in the original proposal, since many students in the eastern part of the state are expected to take advantage of what will provide appropriate content through distributed education technologies and practice content through intensive weekend experiences at a location conducive to practical travel arrangements. In addition, we anticipate enrollment from Arizona, Utah, and Colorado, numbers which are not reflected here, particularly with our base being in Gallup.

The New Mexico Higher Education Department in its discussion of Pre-existing Graduate Degree Programs and Potential Partnerships and a 5-year Projection Survey (http://inst.hed.state.nm.us/content.asp?CustComKey=216305&CategoryKey=224776&pn=Page&DomName=inst.hed.state.nm.us) says the following. Please note the points italicized, with comments in brackets:
This section provides a discussion of the matrix of projected degree offerings in relation to pre-existing graduate programs (Appendix B). The matrix shows that all new projected degree programs by the comprehensive institutions are offered at other comprehensive and research institutions. The most glaring examples are the MBA in Business Administration and MS in Biology followed by MA in Counseling and Educational Psychology [Note the absence of Social Work as “glaring.”] Institutions can greatly benefit from program needs analysis that provides an in-depth understanding of geographical needs, economic sustainability, and responsiveness to quality education for New Mexico citizens. Partnership through the collaboration of human, fiscal, and physical resources is a potential mechanism to address the needs of diverse learners in a time of limited financial resources.

The results show that almost half of the total new projected degree programs are pre-existing at the comprehensive or research institutions. Indeed, this is significant as the matrix data shows an overlap of at least three pre-existing projected degree programs among four or more institutions. [The MSW is only offered in two pre-existing degree programs across only two institutions.] In other words, 45% of the new projected degree programs already exist and are offered by several institutions in various geographic locations.

**Degree Projections in Relationship to New Mexico Career Clusters**
The New Mexico Career Clusters Guidebook highlights businesses and industries that are growing in New Mexico. It provides career opportunities and outlines how much education is required for jobs in New Mexico including career pathways through educational programs and training. Using the New Mexico Career Clusters Guidebook, we used the data from the five year graduate degree projection survey and placed the projected degree programs into the seven career cluster categories to distinguish how the degree offerings aligned. This revealed that 43% of the new projected degree programs fell under the Health and Biosciences area. The Career Paths in Health and Biosciences include Social Work, Nursing, Psychology, Allied Health, Clinical, and Health Sciences. The areas that would have the least impact were Business Services and Energy and Environmental Technologies. Both Business Services and Energy and Environmental Technologies had three projected degree programs totaling 14%. This cursory data review indicates that institutions are actively planning to address the shortage of professionals in Health and Biosciences (Appendix C). [This review supports our argument that we are meeting a clearly documented need as observed by HED.]

**Summary**

All institutions responded to the survey and were receptive to the NMHED recommendations to streamline their future degree programs list. The results in this report reflect the modifications provided by each institution. The survey revealed that 44 new graduate degrees will be offered between 2006 and 2012. The data shows that almost 66% of the graduate degrees offered will be at the Master’s degree level and the remaining 34% of the projected degree programs doctoral level. Finally, most all of the degree programs projected at the four comprehensive universities are pre-existing degree programs at one of six institutions.

NMSU offers some MSW ITV courses; Highlands offered five ITV courses for Spring 2007. We do not see our program as providing a dilution of efforts to provide SWK education state-wide, but as a distinct alternative, since it will be much less geographically-based. Concerns expressed by NMSU and Highlands that existing demand for MSWs is currently met by their programs does not
seem to be borne out by anecdotal or circumstantial evidence. Much of the discussion at the November 30, 2007, hearing before the New Mexico Social Work Licensing Board centered around the difficulties experienced by rural social workers in trying to get MSW degrees. Direct quotes from this hearing include the following:

Dr. Garcia: “Presently, we don’t have enough Licensed Independent Social Workers or LMSWs in rural areas of the State. That’s why we have all these social work programs in Roswell, Farmington, Albuquerque and Espanola and everywhere else . . .. And more importantly, how will this impact for example - - forget about the impact on rural America where there’s a shortage of Licensed Social Workers, or social workers in general, how will this impact on . . . employers that hire social workers.”

Jose Freitze, CEO of Families & Youth, Inc.: “We depend on being able to have a hired, licensed person to be able to deliver services and to bill for those services . . . “Wayne Head, social worker in Clovis: “for clinical social work for people who are doing clinical social work especially in the rural areas where we don’t have a large supply of LISWs to provide the clinical work . . ..”

Dr. Garcia: “It’s just that the procedures to how – what’s going to be the process and procedure for you-all to approve an alternative supervisor where there’s not an LMSW available?”

Mr. Head: “We don’t have an LISW in our system. So if I couldn’t practice social work in the schools . . . the provision . . . would pull us out of the running.” (If supervision by an LISW were required for this type of practice.)

Chriselda Smart (practicing BSW-level social worker and board member): “I also come from a rural area. I can’t even get into a master’s level because it’s like beyond reach for me financially to be traveling anywhere. And so definitely, LISW would be an issue also.”

The full minutes are attached to this document as an addendum.

Special Features Making WNMU an Appropriate Place to Initiate this Program

There are two special features of WNMU that make it ideal to host this program. One is the established Graduate Studies Center at Gallup (GGSC). We anticipate that the MSW program will be housed primarily/administratively in Gallup, with courses and faculty also in Silver City, much as our current BSW program is housed primarily in Silver City, with courses and faculty also at the GGSC. This geographic distribution will allow us to emphasize our Native American/Hispanic focus and be sensitive to and appreciative of cultural needs and differences. In December, 2005, the New Mexico Higher Education Department’s Native American and Hispanic Students: Recruitment, Enrollment, Retention and Graduation Trends, Institutional Performance Measures and Targets, and Institutional Action Plans reported the following:

New Mexicans of Native American and Hispanic ancestry participate less often and less successfully in the higher education system than do other groups. This fact has been demonstrated repeatedly in various studies and is exacerbated by a cycle of poverty, inadequate academic and financial preparation for college, and other issues related to traditional “first generation” families. In such settings, regardless of ethnicity, higher education and the resulting economic and social benefits may not be well understood. Even if participation is deemed desirable in an abstract manner, the lack of practical experience with both preparation and the processes involved limit access and successful completion. The complexities of student recruitment and retention to graduation present formidable challenges; the context of specific institutional roles and missions,
unique geographic locations, and competing opportunities for students make simplistic solutions unlikely. . . .
Deep cultural roots are a unique characteristic of New Mexico. Therefore, input from the diverse communities within the state has been solicited and their continued participation is considered vital in successful change. In order to establish and maintain representation of Native American interests in the system of higher education, the Higher Education Department has established the Division of Indian Education in order to facilitate liaison activities and provide outreach services.

At WNMU, both in the GGSC and in Silver City, as well as Deming and Truth or Consequences, social work has a strong track record of working with both Native American and Hispanic students. We are also offering SWK courses at Lordsburg in the spring of 2008. This MSW will be designed to meet the challenges outlined in the preceding paragraphs, and build on this track record.

Opportunities for Employment of Graduates

Graduates of this program would be employable by state agencies (including CYFD, Juvenile Probation and Parole (JPPO), adult probation and parole, aging and adult services), economic development organizations, higher education institutions, public schools, health care organizations, community clinics, public and private hospitals, mental health centers, hospice organizations, alcohol and chemical dependency agencies, and many others. Job growth will not be the only source of employment opportunities. As in most occupations, many openings will result from the need to replace the “baby boomer” workers who transfer to other occupations or retire.
New Mexico projections of demand for social workers reflect the following:

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Resources Requirements

Budget considerations

In the first two years, we hope to be able to enhance our current Title IV-E contract to allow for implementation of the MSW program (a typical use of Title IV-E funds). In addition, we hope to be a part of WNMU’s next proposal to the NM Learning Network (NMLN), and to partner with and cross-list coursework WNMU’s multi-disciplinary master’s degree for some non-SWK master’s level hours which can be applied to the hours needed for an MSW. If this money is not available, we will seek state funding for planning and implementation. Our proposal certainly ties in well with the current efforts of the NMLN, as a recent report from that group indicates:

There is no question that there is a relationship between educational attainment and life-time earning power and that New Mexico lags behind the rest of the country in its level of educational attainment.

Economic development in New Mexico, especially in the rural areas, depends on raising the level of educational achievement. The potential of eLearning is its ability to bring high quality learning opportunities to both New Mexico’s children and to their parents. A major goal of eLearning is to make life-long learning more accessible to everyone by freeing individuals from the constraints of location and schedule. It enables rural schools to offer courses that would not have been possible due to small head counts. It enables adults who work full-time to pursue a degree at a time and place that works for them. It allows companies to provide self-paced, workforce development without sending employees away to expensive courses that take them away from work for an extended period of time.

Results of a recent survey indicate that eLearning has become an important part of New Mexico’s educational landscape. However, challenges remain, especially obtaining adequate budget and support for eLearning programs. A variety of state initiatives have begun to address these challenges, but much work remains to be done. Thanks to active support by the State Legislature, HED, and PED, and to broader participation from colleges, universities, public school districts, and the business community, NMLN is poised to become a strong presence in addressing the educational and workforce development needs of New Mexico through eLearning solutions.

A subsequent report from the same group concluded the following:

The report began by outlining the relationship between educational attainment and income, and gave statistical comparisons of educational attainment in New Mexico verses national statistics. While New Mexico’s average level of educational attainment ranks below the national average in educational attainment, the New Mexico’s rural population’s level of educational attainment is even lower. The potential of eLearning to bring quality educational opportunities to rural schools was highlighted; however, eLearning can also address the educational and professional development needs of learners in any area of New Mexico.

The report included the results of a recent survey of New Mexico institutes of higher education (IHEs) and public school districts (K-12). The results indicate that, while there is widespread acceptance of an eLearning approach to education, there
remain significant resource constraints that inhibit the expansion of eLearning courses, programs, and workshops . . ..

Program costs upon full implementation include the following:

<table>
<thead>
<tr>
<th>Cost</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty salaries</td>
<td>2x48,000 + 3x35,000</td>
<td>3x48,000x.04 + 3x35,000x.04</td>
<td>3x48,000x.04x.04 + 3x35,000x.04x.04</td>
<td>3x48,000x.04x.04x.04 + 3x35,000x.04x.04</td>
</tr>
<tr>
<td>Staff salaries</td>
<td>12,000(.5)</td>
<td>Same multiplier forward</td>
<td></td>
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<tr>
<td>Fringe benefits</td>
<td>University multiplier</td>
<td></td>
<td></td>
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<tr>
<td>Supplies, w/travel</td>
<td>7,000</td>
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<tr>
<td>Equipment</td>
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<tr>
<td>Library</td>
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</table>

Total Income

We expect to be funded by formula funding as soon as possible, with an increase in our Title IV-E contract commensurate with the MSW student population.

The numbers above take accreditation requirements into consideration, but do not include locally-based adjuncts who will be issued small contracts to provide a local presence in areas around the state as needed. We anticipate the possibility of requiring a laptop purchase of each student (thus moving it into payable-by-financial-aid status) and a fee to cover the adjunct contracts and basic costs for field supervision of each student, depending on his or her site. These have not been fully explored.

Library

We currently have adequate support in Miller Library to meet accreditation standards, and anticipate that it will remain adequate even after implementation of an MSW program. Accreditation standards take into consideration the ever-increasing availability of research material on-line.
Projected Enrollment

<table>
<thead>
<tr>
<th>Students</th>
<th>New</th>
<th>Returning (2&lt;sup&gt;nd&lt;/sup&gt; year)</th>
<th>Advanced standing (considered 2&lt;sup&gt;nd&lt;/sup&gt; year for enrollment purposes)</th>
<th>Total</th>
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<tr>
<td>2008-2009</td>
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<td>2009-2010</td>
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<td>2010-2011</td>
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<td>2011-2012</td>
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<td>2012-2013</td>
<td>14</td>
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<td>35</td>
</tr>
</tbody>
</table>

*Revision from earlier proposal, these numbers include non-New Mexico students and students from the Eastern part of New Mexico, neither of whom were included in the original proposal.
Purpose of the Program and Mission of the Proposing Institution

The Purpose and Mission of the Proposed Program

Primary Consistency with WNMU’s Vision:

**WNMU Vision:** To be a leader in higher education known as one of the premier public comprehensive universities in the United States, and as the university of choice for our students, faculty, and staff by

(1) Providing **relevant, affordable, accessible education** of the highest **quality**;
(2) Encouraging **innovation and scholarship** that supports effective teaching and learning;
(3) Enhancing the **quality of life** for students, faculty, and staff;
(4) Promoting responsive and responsible **community involvement**;
(5) Championing **diversity;** and
(6) Serving as guardians of the public’s **trust**.

This proposal is consistent with WNMU’s Vision (above) in the following ways:

(1) Elsewhere the proposal documents the relevance of MSW education. Title IV-E funds will make it more affordable than the usual graduate school tuition is, for students willing to accept those funds with their commitments. It is particularly consistent with “accessible” education, in that its primary delivery method will be through various distance education opportunities. Finally, accreditation will help us provide a social work education of the highest quality possible.

(2) Implementation of the proposal will encourage innovation as we experiment with various distance education modalities, and encourage scholarship because such an innovative approach will provide many possible research opportunities for faculty and students.

(3) Implementation of the proposal will enhance the quality of life for students, faculty, and staff, particularly Hispanics or Native Americans. As much of the referenced research indicates, New Mexico has a growing need to support these students (and staff) in their efforts to obtain either a baccalaureate or master’s level degree.

(4) A successful MSW program will require that we promote responsive and community involvement in the Native American, Hispanic, and Anglo communities throughout New Mexico. This involvement will be of paramount importance for a program focusing on these two regional cultures and on rural social work. It also leads us into

(5) Respecting and championing diversity is and has always been a key social work value.

(6) We are committed to accountability, and our program’s tradition of assessment and subsequent adjustment of curriculum demonstrates that commitment. This program proposal is an outgrowth of the current BSW program, which has a documented history of being worthy of the public’s trust.

This proposal supports the University’s strategic directions, core values, or mission in many ways, four of which are identified directly below:

1. It allows us to begin to plan for offering an MSW on the Gallup campus with coursework provided on other campuses. This program primarily supports Strategic Challenge 2: To serve student and regional/state needs by providing academically and professionally relevant programs of excellence.

2. It allows us to continue to provide coursework at all the campuses of WNMU. This coursework primarily supports Strategic Challenges 2 & 3: To serve student and
regional/state needs by providing academically and professionally relevant programs of excellence, and To stabilize or increase enrollment through improved and integrated retention efforts and related enrollment management processes, maintaining the “personal touch” while ensuring “best-in-class” service to all students.

3. This proposal allows us to provide social work education opportunities in additional sites around western New Mexico where social work may not be a traditional professional presence, and to offer field sites in arenas of practice where a social worker may not be available for supervision, such as economic development. This activity primarily supports Strategic Challenge 7: To provide leadership and support to community and economic development initiatives and expand support for career retraining opportunities for regional businesses and industries.

4. Finally, this proposal allows us to continue to match federal dollars received from the state in Title IV-E, which supports Strategic Challenge 5: To augment funding and tuition revenues from other sources, such as grants and alumni and WNMU foundation support.
Clientele and Projected Enrollment

Projected Clientele

The WNMU Research Methods/Research Project sequence in 2005-06 conducted a preliminary needs assessment focusing on the demand for an MSW in western NM. While the number of responses obtained was small, some of the methodological issues have been addressed and additional surveys were undertaken during spring, 2007. The results obtained and anecdotal information from students and employers suggests the following. Information from the actual research is included in the attachments.

Students in western NM indicate strong interest in MSW education. The BSW program at the GGSC has demonstrated some interest on the part of students in actually matriculating, but the problems identified in the research above on Native American participation in higher education have caused low enrollment. Our anticipated partnership with the NMLN will, we expect, allow us to overcome many of the problems traditionally facing students in rural areas.

The Report of the Secretary in 2004 found that for Higher Education in New Mexico, many challenges exist:

Does New Mexico really need to make significant changes in its higher education system? The Task Force has looked at the evidence and concluded that the answer is an emphatic “Yes!” Higher education in New Mexico needs improvement. These improvements will affect all levels of the education system. New Mexico is a state with limited resources and a growing need for education. New Mexico has a young population that is growing rapidly. We need to prepare now for explosive increases in demand for higher education, which will occur over the next twenty years. From 2000 to 2025, the population of New Mexico is projected to grow by 40% – from 1,861,000 to 2,613,000 (U.S. Census Bureau, 2000). The projected growth of New Mexico’s college-aged population over this period – 33.5% – will be the fourth highest in the United States. However, most of this growth will occur in groups that have traditionally not participated in higher education in proportion to their numbers in the state’s population – especially Hispanics and Native Americans. The Hispanic population of New Mexico will grow by 69% by 2025, and the number of Native Americans will grow by 63%. The population that has tended to be best served by higher education – White, non-Hispanics – will fall to 36% of New Mexico’s population by 2025 from its current 47%. The population with the greatest need for education in New Mexico – children living in poverty – is a larger share of the population than in all but two states: Mississippi and Louisiana. These children are the least likely to participate in higher education. With the vision and energy of Governor Richardson, New Mexico can and should provide the national leadership to reverse this historical trend and insure that these children are provided the means and the motivation to pursue higher education.

Not only must New Mexico accommodate the inevitable increase in demand for higher education that this increased population will create, but we must simultaneously increase the rates of participation as well. Only 12 out of 100 New Mexico 9th graders enroll in college after high school and complete either a two-year or four-year program within six years. Given the changes in the global economy in which New Mexico young people must compete, this represents a disastrously low
percentage. By contrast, in the highest performing states, two and a half times more of their students graduate from college. New Mexico needs its education system to do a better job of graduating students from high school, preparing them for college and graduating them into high paying jobs. In addition, New Mexico institutions of higher education must develop and maintain relationships with major employers in the state to reduce the “brain drain” associated with so many New Mexicans leaving the state for lack of job opportunities.

What this means is that New Mexico’s higher education system must be more effective in helping students from all segments of the state’s population prepare for college, enroll, and graduate, or else New Mexico will not have the well-educated workforce that is essential to the state’s economy in the future.

The Task Force has concluded that our existing system cannot meet these needs without significant changes. It is important to note that the problems with the existing system are structural in nature, and no amount of exhortations to do better will produce the results we need nor will increased appropriations without more accountability for expected results. Consider for a moment that New Mexico – a state with a population of 1.87 million – has 6 four-year public universities and at least 18 two-year colleges. By contrast, Arizona has three public universities and about the same number of community colleges as New Mexico – but serving a population of 5.58 million. The Task Force does not propose that New Mexico should close the higher education institutions it has already created; but the state must recognize that it has a system that is costly to operate and maintain when compared to many other states. We pay a lot for our higher education system, and we must expect to get a lot in return. Compared to other states, we have very little margin for error in how we approach our needs for higher education. Our system must not just match the standards of other states – it must be more efficient, more effective and more productive.

WNMU’s proposed MSW program aims to address these students, in a way that will allow it to be more efficient, more effective, and more productive.

Projected Enrollment

In response to the identified needs from our tools of assessment, the WNMU Social Work Department proposes an MSW degree be offered, with enrollment beginning in the fall of 2009. Enrollment in the Master’s Degree Program will be on a competitive basis, with a maximum class size of up to 10 per academic year.

Because the basic program is two years in length, the program would have a class size of from 10 – 20 graduate students (as a cohort) completing either their first or second year course work. Some students (those with a BSW degree) are expected to be able to enroll in the 2nd year without completing the 1st year, because the 1st year curriculum covers the same content as a BSW curriculum. It will depend on a student’s grades in specific courses, or scores on a placement exam. Course work is expected to be offered so that a student may enroll either part time or full time, making it difficult at this point to forecast the exact number of student credit hours that will be generated per year.
Projected Enrollment

<table>
<thead>
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*Revision from earlier proposal, these numbers include non-New Mexico students and students from the Eastern part of New Mexico, neither of whom were included in the original proposal.

Institutional Readiness for the Program

The faculty needed to initiate the proposed program are already in place with the necessary qualifications. Two tenure-track professors, Beth Walker and Hamilton Williams, will develop and oversee the new program while continuing to offer the current BSW offerings. Additional faculty will be recruited (primarily from local individuals with doctorates in social work and some with MSWs; some from outside the area).

Appendix E contains the curriculum vitae of our two current faculty. Our faculty are very diverse and have expertise in a wide variety of social work arenas. The faculty are quite capable of starting this program.

It is important to note that the proposed faculty workload for the Master’s program in no way takes resources from the baccalaureate program. It extends the existing resources rather than diminishing them.

Miller Library will work with the WNMU Social Work faculty to ensure an adequate library collection. The equipment and technological resources have been utilized to offer SWK courses in Silver City, Gallup, Deming, and Truth or Consequences for several years, and adequate to begin this program. In addition, our own physical facilities are adequate. Additional secretarial support will be needed, and is included in the proposed budget.

The MSW Program will be combining marketing and recruiting strategies with our current program. Research has indicated that there is great support among our graduates, alumni, and other social work practitioners in New Mexico who are interested in obtaining a primarily distance education MSW program.
Projected Cost of the Program

$250,000 to carry out full implement. Various sources for such a significant amount are being explored, including a special appropriation.

New Costs for Program Start-up
Start up costs for this program will include additional faculty (accreditation requirements are for 2 FTE for a BSW program and 6 FTE for an MSW program.) Costs will also include computers for new faculty, and travel expenses for supporting several sites state-wide.

State Support
We are currently trying to add formula funding to our program..

Other Support
WNMU's Social Work Department utilizes a Title IV-E contract to support six students annually who plan to work for CYFD as child protection workers. We have approached CYFD for additional funding. In addition, we hope to be able to utilize some of the funding Governor Richardson has requested be appropriated in the upcoming legislative session to support the NMLN, and tie it into a multi-disciplinary master’s program being considered at WNMU.

Budgetary feasibility
Concerns have been raised as to whether faculty would be available at the proposed salary levels. Attached to the proposal are documents of commitment by doctorally prepared individuals to serve as faculty for the proposed program at these salary levels; current doctorally prepared faculty work for the university at the proposed salary levels.

Quality of Program
Our curriculum will be in full compliance with CSWE accreditation standards, and is outlined below:

4.0 Values and Ethics
Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity
Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant.
Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice
Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment
Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services
Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice
Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research
Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education
Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students’ identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is
systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. Advanced Curriculum Content
The master’s curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program’s conception of advanced practice. WNMU’s MSW program is anticipated to have concentrations in a) rural social work and b) Native American or Hispanic social work.
Social Work MSW Program Assessment

This program will be evaluated by the same methods utilized by our undergraduate programs. Our primary content-acquisition assessment tool is the ACAT for social work. We also obtain feedback information from students, supervisors at sites in which our students do field placements, university administrators, budget supervisors, and community members. Our internal Assessment Report was accepted by the Assessment Committee. A significant assessment piece will be provided by CSWE, the accrediting body for social work education.

Administrative Responsibility for the Program and Institutional Commitment
As required by the accreditors, one faculty member in the Social Work Department will administer the MSW program. The faculty member will be the MSW Program Director and assume all administrative, educational, and advising responsibilities of the graduate program and respond Social Work Department Chair (unless the same individual has these responsibilities as well; in that case, he or she will report directly to Dean of the School of Health Sciences and Human Performance. In the event the same person serves as Dean, he or she will report to the Vice President of Academic Affairs/Provost).

Summary

The addition of the MSW will benefit Western New Mexico University, potential graduate students, the social work profession, a wide spectrum of clients, and ultimately the state of New Mexico.
Relationships with other New Mexico Universities offering social work education, with elaboration of discussions held prior to original submission

As a part of WNMU’s efforts to begin an MSW program, Dr. Walker has spent the last two years hearing about and exploring the need for social work education at the master’s level with other institutions, organizations which might support their employees in obtaining an MSW, such as the Navajo Nation and New Mexico’s Department of Children, Youth and Families, and potential students and other employers. Ever since her arrival in New Mexico in 2005, the topic is one which has been raised at every possible opportunity by a variety of constituencies, and one which she has investigated whenever possible. For two years, research methods students have conducted surveys of potential students for such a program, with a strong indication that the demand for an MSW offered by WNMU is great. That research is documented in student research papers.

On May 10, 2007, she completed a more formal set of meetings, talking with Stephen C. Anderson, Ph.D., LISW, Director of the School of Social Work at New Mexico State University in Las Cruces. He said that he had discussed WNMU’s plans to develop an MSW not only with his president, but also with Alfredo Garcia at New Mexico Highlands University. Steve reported that NMSU, like Highlands, had chosen not to block WNMU’s efforts to move forward with the process of obtaining HED approval for the MSW. In part, this decision seems to have been made because this program does not anticipate a large enrollment and that students interested it will not be students who would apply to NMSU because of the size of their campus and program; WNMU will be targeting more geography-bound students from south-west New Mexico, and Native American students from the north-west part of the state, and a mix of students from north-eastern Arizona, southern Colorado, and Utah, none of whom are likely to go to Las Cruces or Albuquerque. We also anticipate enrollment from the eastern part of New Mexico.

On May 2, 2007, Dr. Walker had met with Alfredo Garcia, Ph.D., the Dean of the School of Social Work at New Mexico Highlands University. This was a very similar discussion, including the fact that he had discussed WNMU’s proposal with his president. While Alfredo expressed a similar concern to Steve’s, both agree that no one wishes to offer more MSW education than New Mexico can support, both in terms of quality and quantity, and that this proposal does not seem likely to over-saturate the market either for students or graduates.

The final educational institution, in terms of market forces, which might feel the impact of this proposal, is Eastern New Mexico University. It has partnered for some time with Highlands to aid the south-eastern part of the state in educating master’s level social workers. WNMU had initially proposed to ENMU that a joint MSW be offered; they have not yet, however, obtained accreditation for their baccalaureate program in social work.

Steve and Alfredo both expressed concern over the difficulty WNMU might face in hiring the appropriate faculty to satisfy the accrediting body (the Council on Social Work Education). Currently WNMU has on its adjunct faculty roster three individuals with doctorates in social work – two in Silver City and one in Gallup – who are quite interested in additional work when our MSW is in place. There are two additional individuals in Deming with doctorates in social work who have taught for WNMU in the past. Our strength as a retirement community makes this availability of well-educated and experienced faculty likely to continue.

Included in this package is a letter of support from the Navajo Nation’s social services division. And on March 16, 2007, Dr. Walker had a conversation with Andrea Poole (CYFD) about a request that WNMU might make in the future to support a planned MSW program with Title IV-E stipend money, and Andrea was very receptive to allowing us to do so.
Navajo Nation support

THE
NAVAGO
NATION
DIVISION OF SOCIAL SERVICES • NAVAGO TTY PROGRAM
PO BOX 950 • WINDOW ROCK ARIZONA 86515 • PHONE 928-753-2850

August 3, 2007

Beth Walker, LCSW, Ed. D.
Associate Professor and Social Work Department Chair
P.O. Box 680
Silver City, New Mexico 88062

Re: Support Letter

Dear Ms. Walker:

The Navajo Division of Social Services wholeheartedly support the Western New Mexico University’s plan to move the Social Worker Department to the Gallup Branch. Gallup is conveniently located near the Navajo Nation. The Navajo Division of Social Services have six Regional Offices strategically located on the 27,000 square miles of Navajo Land that laps over the borders of New Mexico, Arizona and Utah. The Navajo census count for 2000 was 180,462. The Division today faces many challenges, extending from high poverty, high unemployment, limited infrastructure of water, sewer, electricity and paved roads and limited economic opportunities. This acute condition compounds the growing number of cases and complexity of social problems related to abuse, neglect, mental health, substance abuse and domestic violence.

Similarly to the national problems expressed by NASW, the Division also faces the shortage of professional social workers and the constant need to train social workers. Currently, when our employees complete their social work education they travel daily or on weekends to Northern Arizona University and New Mexico Highlands University (San Juan or Rio Rancho Branch). This requires them to drive late at night or in inclement weather or spend the weekend away from their family. With the Bachelor of Social Work program currently available at the Gallup Branch we will be encouraging our employees to begin taking classes there. And should the Master of Social Work program becomes available this will give majority of our employees to obtain their master degree. At the Division we are working towards the improvement of quality of services to our clients and to assure that we meet this high expectation, we will be requiring our social workers to be licensed. With a social worker department near by, I hope we work in a collaborative effort to improve our social work skills and continue to work within the confines of the Navajo culture.

Sincerely,

Cora Muxx-Phillips, MSW
Title IV-E Specialist

See: Title IV-E
Emails documenting willingness of faculty to teach for proposed salaries:

Beth Walker to Robert, Robin  show details 11/11/07  Reply
Will you be willing/interested in teaching full time for us if we get the MSW? Salary's not great, as you know, but at least it would be full time w/benefits.

Thanks. Bob - hope all's well on your travels.

B

--
Beth Walker, LISW, EdD
Chair, SWK Department
Dean, School of Health Sciences & Human Performance
Western New Mexico University
Silver City/Gallup, NM

Robert Rickle to Beth show details 11/13/07  Reply

Beth,

Why yes I would be very happy to teach full-time in WNMU's MSW program.

Robert B. Rickle Ph.D., LCSW, ACSW, QCSW.

Beth:

In the event you successfully develop an MSW Program, I expect to be available to fill a full-time faculty position AY 2008-2009.

Rob

- Hide quoted text -

On Nov 11, 2007, at 11:54 AM, Beth Walker wrote:
Will you be willing/interested in teaching full time for us if we get the MSW? Salary's not great, as you know, but at least it would be full time w/benefits.

Thanks. Bob - hope all's well on your travels.

B

Sections from student research, 2007:

Results

Among 562 potential MSW candidates, 151 responded to the mail survey. Response rate was 27 percent. Demographic characteristics of potential MSW students include 97 percent non-traditional, over 25 years of age, and 3 percent traditional, 25 years of age and under (see Appendix D, Figure 1). Out of the 151 respondents, 70 of them were from the northern part of the state and 66 were from the southwestern part of New Mexico (see Appendix D, Figure 2). In terms of level of education, 85 percent currently hold a bachelor’s degree. Of those holding a bachelor’s degree, 32 percent were in Social Work, 47 percent in a related field, and 17 percent in other areas (see Appendix D, Figure 3).

When asked, 73 of the potential students responded that they either would be interested in obtaining an MSW or they were not sure; 69 replied that they would not be interested (see Appendix D, Figure 4). However, 91 did realize that a person with an MSW can make up to $30,000 more a year than someone with a BSW. Researchers also found that 57 percent of the respondents identified furthering their education as a leading cause for pursuing an MSW. Another 26 percent considered an MSW necessary for their profession (see Appendix D, Figure 5). Further research showed that 81 percent of respondents felt there is a high demand for MSW social workers in their area, while 19 percent did not (see Appendix D, Figure 6).

In regard to MSW program availability, 54 percent preferred weekends to weekdays, and 77 percent found evenings more convenient than daytime class hours (see Appendix D, Figures 7 and 8). When exploring distance and travel barriers faced by potential MSW students, 58 percent were willing to commute to access an MSW program (see Appendix D, Figure 9). Other obstacles identified were childcare, transportation, time scheduling, and job requirements (see Appendix D, Figure 10).

When respondents were asked if they would be pursuing or obtaining a MSW in the next two years, 36 replied said that they would, and 80 would not (see Appendix D, Figure 11). Out of all the respondents that would be interested in an MSW program, 49 said that their first choice would be WNMU and 69 would prefer to attend another university (see Appendix D, Figure 12).

The quality of distance education was approached on the survey. When asked if quality of distance education was equal to in-class education, 28 percent said that it was, while 41 percent said it was not and 31 percent we not sure (see Appendix D, Figure 13). Also, respondents were asked if they would be interested in some type of online courses and/or ITV (Interactive Television) classes; 71 said yes, 46 said no, while 20 were not sure.
Discussion

The purpose of this study was to determine whether there is a demand for, or an interest in, an MSW program at WNMU. The survey targeted professionals in social service agencies in the western part of New Mexico and yielded a 27 percent response rate. “Without careful efforts to increase returns, it is not uncommon for mail surveys to yield response rates of only 10 to 20 percent” (Grinnell and Unrau, 2005, p. 278). The professional cover letter and the hand-addressed return envelopes were two efforts researchers used to increase the response rate. Out of the 151 respondents, 56 were interested in an MSW program, 69 were not, and 17 were not sure (see Appendix D, Figure 4). The 17 respondents that were “not sure” may be an indication of inability to access either of the two available MSW programs in the state. In addition, the majority of respondents felt that there was a high demand for an MSW program in their part of the state. Researchers found that the age demographics reinforced the assumption that potential MSW students with professional careers and family obligations are in the non-traditional age frame, 26 years of age and over, with the greatest number being over 45 years of age (see Appendix D, Figure 1). This reinforces Kleiner’s statement that “this trend has given rise to an older pool of graduate students. Today, more than half are over age 30, and nearly one quarter are over 40” (2000, p. 56).

When the respondents were asked if they currently hold a bachelors degree, 85% said that they do, with 32% of those degrees in Social Work, 47% in a related field, and 17% held Bachelor’s degrees in other areas (see Appendix D, Figure 3). Entry into a master’s program does not require a bachelor’s degree in social work, but courses in psychology, biology, sociology, economics, political science, and social work are recommended. Although the majority holds bachelors degrees in fields related to social work, over half of those surveyed felt that pursuing an MSW and furthering their education was very important and that it was required for their profession. According to the U.S. Department of Labor, “a bachelor’s degree is the minimum requirement, while a master’s degree in social work or a related field has become the standard for many positions…..” (2007). Many job opportunities are available with a bachelor’s degree, but securing an MSW increases opportunities and salary levels. Although the majority of the respondents did know that a professional with an MSW can make up to $30,000 more per year than someone with a BSW, the greater number did not plan on receiving a master’s degree within the next two years. This too may indicate the presence of perceived barriers as far as accessing higher education. In addition, many of the respondents may have been unaware that most MSW programs offer advanced standing for those who have graduated from an accredited social work program within the past six years.

Survey results indicated that a majority of respondents would be willing to commute up to 40 miles or more at least once a month to attend an MSW program. A higher number did not choose WNMU as a first choice in obtaining an MSW. This may be a result of the high response from the northern part of the state, pointing to distance and travel as major perceived barriers (see Appendix D, Figure 9), if they assumed the program was in Silver City. Because the respondents are established professionals in the social service area, researchers found time limitations as an additional perceived barrier to accessing an MSW program. Evenings and weekends were preferred to traditional class hours (see Appendix D, Figures 7 and 8). Other perceived barriers include childcare and workplace flexibility.

Although, a majority of respondents felt the quality of distant education is not equal to face-to-face education, a high number of respondents indicated they would be interested in online or I-
TV courses. This may indicate that many have not had access to either, or they are open to these options as a means to access an MSW degree. Freddolino and Sutherland (2000) supported the flexibility of on-line learning, and understood that “…graduate programs may be able to respond to the challenge of providing needed advanced educational resources for areas remote from social work schools, areas which often cannot afford to send experienced providers away to complete academic degrees.”

Errors, Limitations and Challenges

There were a number of errors, limitations and unforeseen challenges that were realized during the course of this research. The first error was the “return by” date put on the cover letter to the survey. The surveys were mailed out on March 8 and 9, and the return date on the letter was March 1, 2007. Also, the cover letter should have gone into more detail about the program that WNMU is proposing. Researchers realized later that the respondents were under the assumption that the program was to be held in the physical location of Silver City, New Mexico. This would explain why a large number responded that they would not choose WNMU as their first choice to obtain an MSW degree. The cover letter should have explained that the program was predominantly on-line, with the use of ITV and strategically located seminars.

Another challenge was the lists that were used to get the names and addresses of potential students. These lists were not current, although much duplication was eliminated by crosschecking each list with two master lists: NASW membership in New Mexico, and New Mexico Social Worker Registry. The crosschecking was done by hand, leaving the door open for human error. In addition, it was nearly impossible, given the short time frame of less than a semester, to get individual names for every institution that has social workers on staff. Many of the surveys were mailed to these institutions and marked to the attention of staff social workers. This may account for many of the 33 “return to sender” surveys. Time limitation made it impossible for researchers to send out follow-up reminders to respondents.

More demographically specific questions were needed that more clearly defined the respondents, i.e. gender. Also, a better effort could have been made to question respondents more precisely regarding types of degrees the potential students might be pursuing or may have obtained. To have a clearer understanding of where the responses came from, each return envelope should have been coded. A larger net could have been cast geographically also. The survey focused on the western half of New Mexico, specifically west of Interstate 25. An effort should have been made to survey as much of New Mexico as possible. To fully understand the needs and the challenges MSW students may face, these numbers would have been helpful. It may have offered more insight into other areas that the proposed MSW program at WNMU would serve.

Sections from student research, 2006

Results

There were a total of 225 surveys that were distributed throughout the western portion of New Mexico. Of the 225 surveys 153 of the surveys were mailed, while 72 of the surveys were conducted over the telephone. The response rate for this survey resulted in 12.4% or 28 responses. The survey, located in Appendix A, consisted of 41 questions. Of the 28 responses 75% were female and 25% were male. A majority of the respondents were aged 50 or older, while only 7%
were under aged 29 or younger. Included in the total responses, 39% had a graduate level degree in various disciplines, 32% of these had Master’s Degrees in Social Work. 32% had Bachelor’s Degrees in various disciplines and 18% of these had Bachelor’s Degrees in Social Work. Disciplines in other fields had a much lower level of participation.

71% of the respondents stated a Master’s Degree stated that a Master’s Degree was almost always required for them to advance in their career, while only 11% reported that it is almost never necessary. 50% of the survey respondents revealed that they almost always feel that positions in their agency would best be filled by an MSW, only 7% revealed that almost never feel that way. 79% responded that employees with an MSW delivered a higher quality of service.

The questions concerning the respondents own interest in completing and MSW stated that 72% were interested in completing a MSW at home, while 22% stated that either it was slightly important or that is was not at all important, followed by only 7% who did not have an answer. 50% stated that it was extremely important to their career goals to obtain an MSW, 21% stated that it was very important, 4% stated that it was moderately important, 7% stated that it was slightly important, 14% stated that it was not at all important and 4% did not answer this question. 79% stated that the distance to travel to obtain an MSW was a major obstacle and 79% stated that they would not relocate in order to obtain an MSW. In fact, 46% stated that they were only willing to travel 15 miles or less to attend classes. 7% stated that it was extremely likely they would enroll and attend classes at Western New Mexico University, if an MSW program was offered within the next 5 years. 21% stated it was very likely they would enroll in such a program. 14% stated that it was moderately likely and 43% stated that they were unsure, with 14% of the respondents not answering this question. The concluding question asked respondents whether or not they felt there is a need for an MSW program in the western portion of New Mexico. 79% strongly agreed that there is a need for an MSW program. 4% agreed, 4% strongly disagreed, 11% were unsure, and 4% did not answer this question.

Therefore the results seemed to agree that there is a high level of interest in developing an MSW program in the western part of New Mexico. However, the results are not as encouraging in terms of actual enrollment in such a program. Additional research would be encouraged to ensure that an MSW program would attract a high enough enrollment for the program to warrant implementation.

Discussion

The research project completed by the senior social work students had many successes and many areas where improvements could be made in future research. The results indicated that there is a need for an MSW program at WNMU. However, these results are not conclusive as more extensive research into the logistics and resources available for such a program still need to be made including whether or not students would actually enroll in such a program. One possible reason that the results stating interest in enrolling in the program were so low could be that the majority of the respondents were over the age of 50. Future research would want to expand the respondents to include those who were of a younger age group and therefore more likely to enroll in school.

Another interesting result was that 75% of the respondents were female and only 25% were male. This was somewhat expected, however, due to the fact that social work seems to be a female dominated field. Many of the answers to the questions in the survey could be misleading due to the
fact that those who already have a masters degree or higher, 32%, could not accurately answer questions about what would be important to them in pursuing a degree they already hold.

Some of the things that future researchers could do to increase the effectiveness and validity of the study might be to obtain e-mail addresses when putting together a contact list. This addition would provide the capability to use an online survey program, which would offer new possibilities for response rate and accuracy. Also, when putting together the contact list, future researchers could find specific names of respondents within the agencies to use. The current research team only had the general name of the business, so the surveys were sent with the hopes that someone would figure out who the survey should go to and give it to the appropriate person(s) within the agency. Specific names would further personalize the surveys and possibly increase the response rate. Obtaining contacts outside of social service agencies such as those who are currently obtaining a bachelor’s degree in social work, might also offer more information concerning whether or not an MSW program would get a high enough student enrollment.

Future researchers could also refine the survey questions so that they are better understood and offer more information than what was gleaned by the current research team. A future survey could include a tree system that would allow respondents to skip over irrelevant questions depending on their answers. For instance if someone answers that he or she does not have a degree higher than a high school diploma it becomes unnecessary to ask them what level of social work degree they hold.

Some methods used in the research that proved to be very useful, and should be replicated in the future, included handwriting the addresses on the envelopes, hand delivering the surveys to local participants, and utilizing two methods of administering the survey both through the mail and over the telephone. All these methods seemed to increase the response rate to the survey; however, research was not conducted to determine what the response rate would have been without these methods.

More in depth information about the actual plausibility of an MSW program at Western New Mexico University rather than just a general interest in one would also enrich future research. The scope of the current project did not delve very far into whether or not the resources and interest in attending an MSW program would actually support the launching of such a program. Future research could take the needs assessment process to the next level and determine not just an interest in the subject but the logistics for actually getting such a program started.
STATE OF NEW MEXICO
REGULATION & LICENSING DEPARTMENT
BOARDS & COMMISSIONS DIVISION
NOVEMBER 30, 2007
9:00 a.m.

BEFORE THE SOCIAL WORK EXAMINERS OF NEW MEXICO
REGULATION & LICENSING DEPARTMENT CONFERENCE ROOM
5200 OAKLAND, N.E.
ALBUQUERQUE, NEW MEXICO 87113

Before: ERIKA PEREZ, P-223
PAUL BACA PROFESSIONAL COURT REPORTERS
500 Fourth Street, N.W., Suite 105
Albuquerque, New Mexico 87102
APPEARANCES

ROLL CALL:
F. Robert Knox, Chairman
Donald Montoya, Professional Member
Mabel Marquez, Public Member
Chriselda Smart, Professional Member
Gino Rinaldi, Public Member
Jacquelyn Buckhanan, Professional Member
Lauren Baldwin, Public Member

STAFF PRESENT:
Vadra Baca, Board Administrator
Marge Tomada, Compliance Officer
Annette Thompson-Martinez
Tania Maestas, Assistant Attorney General

ALSO PRESENT:
Ann D. Houck, LISW
Alfredo Garcia, NMHU
Jose Frietze, LISW-FYI
Lydia Montes de Oca, NASW
Wayne K. Head, LMSW
Larry Hart, LMSW
Beth Walker, WNMU
Sandra Herrera, Namaste
Mary Jo Baca, Namaste
Bill Greaves, LISW
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1 Exhibit 16 - Public Comments from
   Patrick Tyrrell, NASW-NM  12/13

2 Exhibit 17 - Public Comments from
   Barbara Binder  12/13

3 Exhibit 18 - Public Comments from
   Ann D. Houck  12/13

4 Exhibit 19 - Sign-in sheet  110
CHAIRMAN KNOX: The meeting is -- this
rule hearing is going to be called to order. I'm
probably going to be clearing my throat during this
entire proceeding. I have no idea why, but there's
something in the air out there.

I'm Robert Knox. I'm the Chair of
the Board of Social Work Examiners. I will be acting
as Presiding Officer for this rule hearing.

The purpose of this rule hearing is
for the Board to receive public comment on proposed
amendments to the Board's current rules and
regulations, 16.63 NMAC. The Board welcomes everyone
present at this hearing.

This hearing is being conducted
pursuant to, and in accordance with the provisions of
the Social Work Practice Act, NMSA 1978, Article 31,
Section 61-31-1 through 61-31-25, and the Uniform
Licensing Act, NMSA 1978, Section 61-1-29.

The New Mexico Lobbyist Regulation
Act regulates activities before boards and commissions
in rule-making proceedings. The Secretary of State's
Office can be contacted for information and
registration, if there are any Lobbyists here.

Public notice of this meeting was
advertised in the New Mexico Register on October 15th,
2007, and in the Albuquerque Journal on October 1 of 2007. Copies of the proposed rules were available from the Board Office; were e-mailed to all persons who requested them. Copies of the proposed rule amendments are also available on the table located near the door, which I assume is that table there, right? (Indicating)

   MS. BACA: Yes.

   CHAIRMAN KNOX: I want to remind everyone to sign in on the attendance sheet, which will later be entered into these proceedings as an exhibit.

   Tom, would you -- if anybody comes in, would you just kind of direct them to sign the -- to sign in?

   MS. BACA: Bill.

   MR. GREAVES: Sure.

   CHAIRMAN KNOX: I'm sorry -- Bill.

   Ms. Vadra, would you call roll of the Board Members present at the hearing?

   MS. BACA: Chair Knox?

   CHAIRMAN KNOX: Huh?

   MS. BACA: I'm calling roll.

   CHAIRMAN KNOX: Apparently my ears are plugged up along with my throat.

   MS. BACA: Mr. Montoya.
MR. MONTOYA: Present.

MS. BACA: Ms. Marquez.

MS. MARQUEZ: Present.

MS. BACA: Ms. Smart.

MS. SMART: Present.

(NOTE: Mr. Rinaldi enters the hearing at 9:11 a.m.)

MS. BACA: Mr. Rinaldi.

MR. RINALDI: If I don't kill myself over there then I will be present.

MS. BACA: Ms. Buckhanan and Ms. Baldwin are absent.

CHAIRMAN KNOX: Okay. Let the record show that Vadra Baca, the Board Administrator, is present; Assistant Attorney General, Tania Maestas is present, the Board's legal counsel.

And for the record, would the members of the audience just please introduce yourself and state your affiliation.

MR. GREAVES: I'm William Greaves. I'm a social worker, LISW.

MS. HOUCK: Ann D. Houck. I'm an LISW.

MS. MONTES DE OCA: Lydia Montes de Oca, LMSW, representing NASW.

MR. FRIETZE: Jose Frietze from Families & Youth, Incorporated, LISW.
MR. GARCIA: Alfredo Garcia, LISW.

MS. WALKER: Beth Walker, LISW, Western New Mexico University.

MS. BACA: Mary Jo Baca. I'm hoping to get my LISW.

MS. HERRERA: I'm Sandra Herrera, LISW, working with Namaste.

MR. HART: Larry Hart, LISW.

MR. HEAD: Wayne Head, LMSW, Clovis schools.

CHAIRMAN KNOX: Okay. Welcome. This is a formal proceeding that will be recorded by the court reporter, Erika Perez, from the Paul Baca Court Reporting Services. The Board is contracted for only one copy of the transcript. Anyone interested in a copy must make their own arrangements to purchase a copy from the court reporter.

(NOTE: Ms. Baldwin and Ms. Buckhanan enter the hearing at 9:13 a.m.)

CHAIRMAN KNOX: In order to ensure that the proceedings are accurately recorded, only one person at a time will be allowed to speak. Any person recognized to address the Board is asked to identify themselves for the record each time they address the Board and speak loudly and clearly so the reporter can
pick up your comments.

MS. MAESTAS: Mr. Chair, may I, for the record, reflect that the two members have come in that were not present.

CHAIRMAN KNOX: Thank you. That would be Jackie Buckhanan and Lauren Baldwin.

MS. BALDWIN: Hi.

CHAIRMAN KNOX: I didn't even notice you.

MS. BALDWIN: I'm so quiet.

CHAIRMAN KNOX: The hearing will be conducted in the following manner:

Ms. Baca will present exhibits to the Board. I, as the Presiding Officer, will rule on the admissibility of the exhibits offered for admission after allowing questions from members of the Board.

Exhibits admitted into the evidence are available for review by members of the public. However, exhibits may not be removed from the room.

After Ms. Baca offers exhibits, and their admission is ruled upon, I will open the hearing for comments from the audience.

We will proceed in numerical sequence through each proposed rule.

We will address only one rule at a
time. However, you may refer to other rules that reasonably relate to that rule discussed or which relate to your comments.

The Board does not follow the rules of evidence, but shall, in the interest of efficiency, reserve the right to limit all testimony deemed irrelevant, redundant or unduly repetitious.

The decision as to whether such testimony is irrelevant, redundant or unduly repetitious shall be made by me.

Can I have a show of hands of the number of people who intend to testify or comment on the proposed rules? Everybody. Okay. Great. Because there's a number of you that want to offer testimony and comments, I'm going to begin by limiting the amount of time available to ten minutes a piece. And that hopefully will expedite some things.

After a person has testified or offered comment, I'll permit the Board Members to question that person. Any member of the audience wishing to question that person may do so after being recognized by me. Each person recognized to speak will need to identify themselves for the record.

Discussion on the rules by the Board is going to take place during the Board's regular
meeting following this hearing. The final action, such as actual amendments, adoptions, tabling and so on will be taken during that board meeting.

The hearing is now opened.

And, Ms. Baca, at this time, do you have any exhibits to introduce into evidence?

MS. BACA: Chairman Knox, I have the following exhibits to enter into evidence:

Exhibit 1 is the Legal Notice published in the New Mexico Register on October 15th, 2007, more than the required minimum of 30 days advance notice for a public rule hearing;

Exhibit 2, the Meeting Notice sent to interested parties on September 27th, 2007, more than the 30 days in advance notice of this public rule hearing;

Exhibit 3, the Legal Notice published in the Albuquerque Journal on October 1st, 2007 more than the required minimum of 30 days advance notice for a public rule hearing;

Exhibit 4 is proposed amendments to Part 1 of 16.63 NMAC, "General Provisions";

Exhibit Number 5 is proposed amendments to Part 3 of 16.63 NMAC, "Application for Licensure";
Exhibit 6 is proposed amendments to Part 6 of 16.63 NMAC "Licensure By Credentials";

Exhibit 7 is the proposed amendments to Part 7 of 16.63 NMAC, "Provisional License";

Exhibit 8 is proposed amendments to Part 8 of 16.63 NMAC, "Fees";

Exhibit 9, proposed amendments to Part 9 of 16.63 NMAC, "Baccalaureate Social Worker";

Exhibit 10 is proposed amendments to Part 10 of 16.63 NMAC, "Master Social Worker";

Exhibit 11, proposed amendments to Part 11 of 16.63 NMAC, "Independent Social Worker";

Exhibit 12 is proposed amendments of Part 12 of 16.63 NMAC, "Continuing Education";

Exhibit 13 is proposed amendments of Part 16 NMAC, "Code of Ethics";

Exhibit 14 is public comments from A. Hamilton Williams;

Exhibit 15 is public comments from Wayne Head & Larry Hart;

Exhibit 16 is public comments from Patrick Tyrrell of NASW-NM;

Exhibit 17, public comments from Barbara Binder;

And Exhibit 18, which is public
comments from Ann Houck, I believe. Is that correct?

MS. HOUCK: Perfect.

MS. BACA: And you have that last exhibit in front of you on your laptop. It's not on your computer.

CHAIRMAN KNOX: Are there any questions for any of the Board Members concerning these exhibits? Okay. So Exhibit 1 through 18 then are hereby admitted into the record.

(Note: Exhibits 1 through 18 admitted into the record.)

CHAIRMAN KNOX: Ms. Baca, are there any other exhibits to enter?

MS. BACA: Not at this time.

CHAIRMAN KNOX: Okay. Any person wishing to testify and who wishes to submit evidence with their comments shall do so when they're recognized to testify.

Each document that they present shall be introduced as an exhibit. Board Members will be permitted to ask questions, before I rule on the admissibility of the evidence into the record. Upon admissibility, each exhibit will be marked and numbered and entered into the record.

At this time, each proposed rule will be introduced, in turn, into the record and the
floor will be opened for testimony and comments from
the audience on each rule. Members of the hearing
board or of the audience may question each witness
upon being recognized to speak.

Would anyone wish to comment on Part
3, "Application for Licensure"?

MS. HOUCK: Yes.

MR. GREAVES: Would you like all names at
this point or...

CHAIRMAN KNOX: Pardon?

MR. GREAVES: Would you like all the
names of people that are interested at this point?

CHAIRMAN KNOX: In terms of testifying on
that?

MR. GREAVES: At this point on --

CHAIRMAN KNOX: Well, hang on a second.

Let me find my place here in my --

MR. RINALDI: Isn't it attached?


CHAIRMAN KNOX: Yeah.

MS. BACA: It should start with Part 1.

I apologize. You're just going to take Part 1 and
just --

CHAIRMAN KNOX: That's what I was just
looking at. Okay. Well, let's back up here.
Okay. Does anyone want to comment on Part 1, 16.63, "General Provisions"?

MR. GREAVES: Yes, William Greaves.

CHAIRMAN KNOX: Pardon?

MR. GREAVES: William Greaves. Yes, I would like to comment.

CHAIRMAN KNOX: Okay. We have two people.

Alfredo, I will recognize you first because your hand went up first.

MR. GARCIA: And my name starts with the letter A anyways. So might as well.

CHAIRMAN KNOX: Well, I may rename you by the time it's over.

MR. GARCIA: Okay. Thank you, Mr. Chairman and Members of the Board, I'm Alfredo Garcia. I'm the dean of the school's social workers at Highland. And I guess I'm here to testify as a Licensed Independent Social Worker and also as the dean of the school of social work.

And before I -- the way I interpret under Definitions, Sections 16.63.1.7 Definitions on A, Number 2, (as read): "Supervision for master level social workers practicing clinical social work not aspiring to achieve licensure at the independent
level, supervision shall be provided by an LISW, or
Licensed Independent Social Worker, or other
supervision as approved by the Board."

The question that I see in a problem
like this is two things: One, there are not --
presently, we don't have enough Licensed Independent
Social Workers or LMSWs in rural areas of the State.
That's why we have all these social work programs in
Roswell, Farmington, Albuquerque and Espanola and
everywhere else. And we're having even difficulty in
their internships because we have to assign Licensed
Social Workers to our faculty to supervise social
workers, our interns.

I think if this passes, what you're
saying, basically, is if -- in Hobbs, New Mexico or
any other rural community, Hatch or wherever, if they
don't have an LISW or a Licensed Social Worker, they
can't be supervised unless they get approved by this
Board. And the question I have, what procedures do
you-all have in place to approve that supervision?
And what credentials will you be looking at?
And more importantly, how will this impact, for
example -- forget about the impact on rural America
where there's a shortage of Licensed Social Workers,
or social workers in general, how will this impact on
institutions like UNM school of medicine where you have psychologists and psychiatrists also supervising social workers as part of an interdisciplinary team.

   And I'm not sure that you have really thought through the implementation of how you're going to regulate and monitor the qualifications of the supervision whether it exists and it's available to these social workers. And I think it's going to have an adverse impact, especially in rural practices. And I think it would have an adverse impact on employers for Molina Healthcare and every other employer that hires social workers.

   And I think part of my job is to promote the profession and also to promote jobs and employment opportunities for our graduates. And if employers see that in order for them to -- if they hire a social worker, supervised by another social worker, I think it really defeats the purpose of the interdisciplinary practice. And I think it's counterproductive to the profession in New Mexico.

   CHAIRMAN KNOX: Anybody on the Board have any questions?

   MS. MAESTAS: If I may, Mr. Chair, what I would suggest is that you allow all testimony beforehand and then let Board Members comment after
the testimony has been taken.

CHAIRMAN KNOX: Per part you mean?

MS. MAESTAS: Yes, per part, yes.

CHAIRMAN KNOX: Okay. I'm good with

that. I think Bill is next.

MR. GREAVES: Mr. Chair and Members of
the Board, I actually support this language in the
bill -- or in the rules. And I think that actually it
could go a little bit further. And I think that I can
cite some examples of how this is beneficial to social
work and how this actually helped improve the standing
of the practice and also improve the standard of care
that's given by social workers across the state.

And I think that actually in the
rural areas by having a standard and a way to monitor
the quality of supervision that social workers receive
is really quite important. I think that actually
really is a very important role of the Board.

In a larger situation in a city like
Albuquerque, I work in the public schools as the Lead
Social Worker for the schools. The situation we run
into is that we have people who are not social workers
trying to provide supervision. And they are saying
things like, "Well, you don't get to have social work
added on to that person's program" or "you don't get
to have social work with that person," even though
this person is presenting a suicidal or that there's
clear indication that the social worker as a
professional says, "I think this is important." You
know, people who don't have any training in social
work, trying to come up with determinations about
whether the social worker should do their practice or
not. And I actually think that's uncalled for that we
would even have to be in that situation. I think that
even in situations where you're in a hospital where
you have other professionals who are trained that
that's a different situation.

But I think we have administrators
all across the public schools working with social
workers and they have no training and they're trying
to tell them how to run their practice. And so I
think that's one example.

There are over 200 social workers in
the public schools. And I think that if you don't pay
attention to a population like that and find some way
to help them increase their professional abilities
that you'll really miss a significant portion of
social work practice.

In addition, I think one other thing
that might happen here is to add some language that
1. says how that supervision should be provided.
2. Currently, I'm working with my supervisor who is not a
3. social worker and they say that because there is no
4. language in this statute or in these rules that
5. describes how a LMSW is to receive supervision that
6. they don't have to provide the supervision.
7. Now, I have another statute which is
8. the Medicaid in the schools which says that
9. supervision needs to be provided to LMSW in accordance
10. by the rules of the Board of Social Work Examiners.
11. With my supervisors saying there is no -- there's
12. nothing in here defiance the delivery of services to
13. LMSWs who are not going for their LISW, then they say,
14. "Well, we don't have to provide supervision to an
15. LMSW."
16. And the only thing I can say to my
17. supervisor then is, "Well, no, we have to provide
18. supervision because in order to provide Medicaid in
19. the schools under that statute, an LISW or a
20. psychologist or someone else has to provide
21. supervision."
22. Plus, the other part of that statute
23. says that the LISW has to provide a diagnosis for the
24. treatment of that student. But they're telling me
25. that there's nothing in here that says how frequently
that needs to occur and the type of supervision.

So what I'm falling back on is on line 91, Paragraph 34, the section that describes the type of supervision that needs to be provided if you were going for your LISW. And I say, well, this is the only thing that the Board then have in their document or in the rules that we can use. And so I've had to use that and they're actually trying to limit the amount of supervision we can provide to a social worker even based on this little -- on this paragraph.

So I'm engaged in having to work with people who don't have any understanding of social work practice who are saying, "We don't want to provide supervision." In fact, there are districts now out there who are saying, "We don't even provide social work supervision at all to our social workers," and they're practicing and they're acting -- well, how do I say it? What we have is districts that are saying they won't provide supervision at all to social workers. So now we have social workers out there not receiving supervision. And I think supervision -- an appropriate supervision is one of the best ways that you can advance as a professional. This is the way you receive mentorship; this is the way you develop within the profession, and I think it's a standard
that we really need to be paying careful attention to
and really need to be working to achieve a higher
standard in quality of social work in the state.
Thank you.

CHAIRMAN KNOX: Any other comments on
that?

I've forgotten your name, but I
think you were next.

MR. FRIETZE: I'm Jose Frietze. I'm a
LISW and also CO for Families & Youth, Incorporated in
Las Cruces. Good morning everyone.

And my question is -- and I'm glad
that Bill was able to address this because my first
question was, what was suggested indication for trying
to put this rule through?

And I think that you explained it,
some of the justification for doing it.

And to me, some of that makes sense
with regards to doing it, to having a supervision for
Master Level Social Workers practicing clinical social
work not aspiring to achieve licensure at the
independent level.

My questions are more related to the
delivery of services. Is the Board prepared to
license those individuals that are going to provide
supervision to LMSWs? And how long -- what kind of a
time period will there be in going through that
process and making sure that there isn't a lapse
between this rule being implemented and the time that
there's going to be adequate supervision provided
throughout New Mexico? Is there likely to be a
backlog? And how -- what impact would that have on
the delivery of services on agencies like ours, which
depends on billing? We depend on being able to have a
hired licensed person to be able to deliver services
and to bill for those services. And if we're not able
to do that because of not having the supervision in
place, that's going to be a real impact on agencies
across the state. So that's my first concern.

My second one is, what about LMSWs
that might be directors of agencies? And might then
be responsible to a board of directors? And the board
of directors might not have on the board a person that
is certified by the Board to be able to provide
supervision. How would that be addressed? Is that
going to require another amendment to this rule in
order to be able to assure that that person that is an
LMSW isn't going to be sanctioned in properly because
they are not receiving the supervision that you
defined as being required? So that's my second
question. How do you plan to address that issue? And
those are the main points that I have with regards to
this rule change. Thank you.

MS. BALDWIN: Can I ask him a question?
CHAIRMAN KNOX: Wait until everybody
finishes on this part.

Anyone else wish to testify on this
part?

MS. MONTES DE OCA: Yes. Lydia Montes de
Oca.

As an LMSW and one who is majorly
shell shocked by the LISW exam, three times, taken it
each time, my score got lowered by one point. And I
have colleagues who are out of school, two three
years, take their LI and do not have the experience
that I have in the field of just about 11 years. And
I am just wondering, again, just like Mr. Jose said,
how the Board plans to address -- knows that -- feel
very confident in what they do in their job and yet
because of an exam that I feel is not really
reflective of my skills and yet I was able to pass it,
how is the Board then going to address that particular
situation whereas if I decide to become a director of
an agency with an MSW, very competent, everyone
believes that I can do it, and yet I am not able to
supervise?

And also, I'm not sure about the wording because what happens if the person that I'm supervising as well chooses not to go into -- to get their LISW as well? You know, was that considered, you know, because they may just be MSWs. I'll give you an example: John Donnes was the director at the Juvenile Detention Center here in Albuquerque. Because he graduated from Highlands as an MSW, he was a corrections officer before and has his background. So when he got into being the director of the Juvenile Detention Center, he decided that he was going to hire social workers. He felt very strong that social workers could do the job of family community individual work.

And so because of that dedication to social workers, he brought several of us in. And as soon as he left the position -- and I felt that, for him, clinically, he could actually talk to us about what we were looking at as social workers. But because of the supervision, he wanted us to get hours, etcetera. He did get an LI. So in this case, he married the two, I thought, beautifully. But there are some people who in APS, Albuquerque Public Schools, do not want to take the LI because they're
afraid to, but they go to other colleagues who are
MSWs asking for support for mentorship even though
they're not getting hours for this.

So I'm just not really clear about
this particular -- what is it, a statute?

MS. HOUCK: Rule.

MS. MONTES DE OCA: Rule, okay. -- I'm
not sure about this rule, but it sounds like it has a
lot of concerns from those of us here in the audience
that I would just like for the Board to kind of look
at and play around with and think about how it could
address all of these issues. Thank you.

MR. HEAD: Wayne Head, social worker in
Clovis, New Mexico and LMSW who received my degree in
UT Arlington back in May of '91.

The thing that we've come to address
with you-all is about the "Supervision for Master
Level Social Workers practicing clinical social work
not aspiring to achieve licensure at the independent
level, supervision shall be provided by a Licensed
Independent Social Worker or other supervision
approved by the Board."

What this looks like to us is if
this were ours, this would be called a "negative
image." And what we're doing is we're saying, "Well,
supervision by Medicaid allows for billing of my
services or Larry's services or other social workers
in our office that are not LISW but are LMSW, it
allows for billing purposes for our Ph.D.
psychologists, Dr. Collins, our supervisor, his
supervisors."

And so we can bill for those
clinical services that we provide in a school as
school counsellors who are social workers. That's a
precedent that's already set.

The wording of this seems to us to
say, "Well, we're going to cut that off," and say,
"because this happens, we're not going to allow LISW
licensure to occur." At least two other states that
we're aware of, Illinois and Arkansas, allow related
professions. And in Illinois, it says specifically
psychiatrists or psychologists to do the licensure, to
do the supervision for LISW.

One of my questions to the Board is,
what is the product that you're producing by the LISW
supervision? I'm not against the supervision or the
hours. In fact, we're lighter than some states as far
as our requirements per hour. My question is, what is
the product you're producing? If you're producing --
and the statute said that we're producing LISWs who
are capable of doing clinical social work, going out
and doing the psychology, counselling -- especially in
rural areas as it's already been talked about -- we
have a small population of LISWs to draw from.

In our particular county, in our
particular area, the LISWs that we do have, have come
from programs that weren't very strong in clinical
background and clinical work. So from their
university programs, not a strong foundation, and they
don't practice clinical social work. If I go and get
my LISW through that individual, have I then become an
LISW who's able to do clinical social work? If I get
my supervision through my supervisor, Dr. Collins, 30
years as a psychologist in different venues in
psychology, 12 years or so with the schools now, I am
prepared. In fact, I feel that I'm much stronger now
because I've been under Dr. Collins' supervision which
we receive at least once a month. That's something
that we've done internally.

I disagree with Mr. Greaves'
comments about that this would water -- that if we
didn't do this, it would water down that provision of
services.

I also think that we're denying our
own history as social workers. We have borrowed from
psychology; we have borrowed from counselling; we have
taken those and incorporated those. Clinical social
workers wouldn't have existed 200 -- 150 years. Not
200. There weren't social workers. But -- yeah, I'm
going really charged up now.

(LAUGHTER.)

But what I'm saying is, we borrowed
from these fields and now we're saying, "Well, they're
no longer extent. They no longer have any kind of a
force or ability to teach us anything or to give us
back." And what we're saying is, for clinical social
work for people who are doing clinical social work
especially in the rural areas where we don't have a
large supply of LISWs to provide the clinical work
that I think if licensure is saying that we're going
to provide that experience, we're saying, "Allow us
that." We're not saying, "Open the doors just anybody
any who." What we're saying is, "I can agree with
Mr. Greaves; I can agree with the other folks who
talked about this." And say, "Okay. Tighten those
standards up." So when you say, "related fields," say
who that is and say how that person has to know.

The other argument that I have with
all of this, going back to Mr. Greaves' statements
are, I don't believe that the LISW supervision teaches
you to be a social worker. If you haven't got that in
your BSW, if you haven't gotten it in your MSW, if you
didn't get it in your practice of experiences, you're
not getting it. You can do 90 hours of talk with
somebody else and it's not going to make you a social
worker. It's going to put the how to to the what.
And I think that's what the product you're trying to
create here, but it's not going to make you a better
social worker. It's not going to strengthen you and
it's not going to dilute social work as a profession
to allow individuals like our supervisor in the
clinical setting to supervise us and to allow that as
licensure for LISW.

What you-all are saying, "Yeah, he
can supervise us but it doesn't count for anything."

Does that make sense?

CHAIRMAN KNOX: Uh-huh.

MR. HEAD: Thank you.

MS. WALKER: Beth Walker from Western New
Mexico University. I provide a lot of LISW
supervision for folks moving -- trying to move from
LMSW to LI. I'm also from Arkansas. So my comment to
address what we've been talking about stems from my
experience at Western where we offer a master's in
counselling, but we do not offer a master's social
work. So my students come to me and they want to
know, "What about the master's in counselling?" You
know, "I want to be an LPCC because I can't be an
LMSW."

You know, I feel very uncomfortable
with that because of the difference between a social
work and counselling, which the way we teach it is
they're distinct professions and they do different
things. And I want my students to do social work.
And I want my LMSWs to see how an LISW does the work.
And I want that kind of supervision where if at all
possible -- and I understand Dr. Garcia's point about
the absence of social workers. Believe me, I live in
Grant County, so I understand that. But it is
difficult to argue for the merits of a social work
profession existing independent of the counselling
profession when we're going to see a rule change here
that says, "Oh, and by the way...oh, and by the way,
you can also just go and do the counselling thing."

So I'm uncomfortable with it. I'm
more comfortable with the idea of professional
supervision, you know, and I'm happy to see that. I
can certainly see the LPCC as an alternative where no
other source is available, but I see this is opening
the door more broadly than that and I want to express
my concern.

And thank you all for being here today. I think this is so cool that we have our opportunity to layout what matters to us. Thanks.

MS. HOUCK: Ann Houck. I'm a Licensed Independent Social Worker and recently retired from the Rio Rancho Public Schools.

In sitting here and listening to my colleagues speak -- I'm sorry, I just couldn't keep my mouth shut. What Beth had to say, I think, is terribly important. And it brings up for me -- and I will refer to this, again, later in my testimony to you-all, but it is the importance of you folks engaging with us in a more workable manner in terms of taking a look at what the issues really are.

I appreciate that New Mexico is a rural state, and that the majority of the population was right here in Albuquerque. You know, folks have come from Clovis to speak. And I'm very familiar with what happens in Clovis, in the schools, and they do an absolutely phenomenal job. But the issue still remains: Are we social workers or are we going to be a social work degree and a pretend psychologist? Or a pretend counsellor? We are social workers, and we chose that profession for a specific reason. And it wasn't
because we wanted to be counsellors; it wasn't because
we wanted to be something else.

And I think just about everybody in
this profession at some point will say to you, "I
maybe thought about doing something else, but you know
what, a social worker is where I need to be. It's a
fit for me."

Wayne is right. You don't become a
social worker through supervision. But you do need
that supervision to be able to bounce off ideas; to
protect yourself ethically. So, again, in situations
where there just is no other recourse, and you don't
want somebody out there in the middle of nowhere
having no dialogue with another professional that can
sort of keep you on the straight and narrow, so to
speak, there may be exceptions. But to make it a rule
that this can happen -- I've got to agree with those
folks who have said that it's just opening the door
wide to the potential of social workers becoming
something less than social work.

One of the whole reasons for the
Licensing Act many years ago was to recognize the fact
that the social work profession is unique and that we
provide very unique services.

So I'm hopeful that you will
consider this carefully. That maybe there are some things that have come up today that haven't entered into the conversations that you've had in proposing, you know, in coming up with this proposed rule and that you'll take some of this into account and maybe step back and say, "Look. Maybe we need to think about this a little bit further."

And I also would encourage folks to look at this provision that we have about video conferencing being the same as like supervision. It's a wonderful way to open up supervision to those rural areas. And I don't think it's something that the Board needs to get involved in, but I think it's something to consider and for us to think about, because it works beautifully. And I speak from personal experience. And so there are other ways of getting the supervision into the rural areas than simply saying, you know, "Let's take an LPCC or a counsellor or somebody else." Thanks.

CHAIRMAN KNOX: Let me go to the gentleman in the back.

MR. HART: My name is Larry Hart, and I'm a social worker in the Clovis school system. I've just received my license this year. Before that, I have a master's degree in Counselling.
One of the interesting things as I went through the social work program is that -- one of the things when I read in the ethics is how, as a social worker, at the need of the client is the absolute number one thing. We're concerned about the client. When I think about supervision in terms of getting my LISW, because that's one of my goals and that's one of my objectives is to become a LISW. And if I'm going to be a LISW -- in the rules it talks about an in-depth knowledge, you develop an in-depth knowledge, and the skills and an intervention strategy and understanding theory and their application.

And when I look at that, I think, when I have my LISW and I hang out my shingle, the client that comes in there are going to want the best possible service that can be provided. And I don't think that client is going to be concerned about whether I received my supervision from a LISW or a clinical psychologist.

And so when I look at the field and I think and I see that in terms of billing, we talked about that earlier, that through Medicaid, a psychologist can supervise us for billing purposes. But if I wanted to become a LISW, he doesn't have that ability or skill. And when I watched my
supervision -- and I know that that's not true -- and
I'm talking about clinical work because that's what I
want to do. I want to do clinical work. And so if
I'm going to do clinical work, I want the best
possible supervision that I can get. I realize that I
can get that from a LISW. I can do that. But there,
in some cases, I'm not able to do that because of
location. But I also realize that in the field of
psychology, there are people also in that field that
can provide me that knowledge.

And so I look at it in terms of, I'm
still a social worker; I'm going to be a social
worker; I'm going to hang my shield up as a LISW, so I
want the best training and mentoring and whatever I
can find in order for me to get there. LISW can do
that, yes. But I also -- I don't think we should
discard the fact that there are other people in other
professions, especially psychology, specifically, that
can also provide that.

CHAIRMAN KNOX: Okay.

MS. MONTES DE OCA: Lydia Montes de Oca.
Now I'm putting on my NASW hat as vice president.

Two weeks ago I was a -- I'm an
alternate for the Delegate Assembly in Washington, DC.
Every three years, Washington hosts a -- this
coalition of all social workers throughout the nation
to look at policies effecting the work that social
workers do. Many of you may be familiar with "Social
Work Speaks." That is our Bible, essentially, for
social workers. Policies that effect us all.

At this coalition for the Western
two weeks ago in Dallas, the Coalition Chair and the
Texas Chair of NASW made the comment that they would
like to see throughout the nation a couple of
accreditations: The LI, which not a lot of states
use, but the ACSW, which is the Academy of Certified
Social Workers. And that it would be all throughout
the states. That way, states could be reciprocal.
When one social worker goes to one state and then to
another.

And so we have been asking, you
know, what is the Board going to do? Right now, the
Board always looks at LISW. I know that in Pat's
letter he said, you know, that it looked like that
would also be a consideration for an ACSW
certification. And the ACSW, I understand, has three
modalities of getting a certification that it would be
equivalent to the LISW.

So that is something that just came
up as I was thinking about, What else could the Board
consider? Thank you.

CHAIRMAN KNOX: Okay. Any other comments on this provision? Any questions or comments from the Board?

MR. RINALDI: Mr. Chairman. You know, me, it's hard for me to hold back. Just kidding.

I think one of the things that all of you can appreciate and probably, you know, are very familiar with is the whole issue of how do you balance the need with professionalism, with the profession? The licensure sort of established social work from a licensure perspective and perhaps maybe even from a professional perspective as professionals. It is something that we've worked on and trying to be achieved by your profession.

Sometimes when I hear folks talk about, you know, others can supervise -- and I recognize the need. I often ask myself this question: "Well, why do they have a clinical psychologist? Why do they have a," you know, "an upper-level counsellor board licensed? Why do they have," you know, "RNs on board?" And yet they don't make the effort to seek out and pay enough for a LISW to be on board.

So sometimes I feel that it is the minimization of the profession by institutions out
there that hire social workers. So you have to be
careful and we have to be careful because we're trying
to balance that. Need, we're recognizing that it's
happening already out there. We know out there that
psychologists in the schools and nurses and, you know,
just administrators who have master's in
administration are supervising social workers out
there. And that's occurring. So it's trying to
address some of the needs within New Mexico. So, I
mean, I think that's what we're trying to look at.

But I'd like to also read from the
law -- or not the law, but the rules on this. And I
have some questions for my colleagues.

MS. MAESTAS: If I may, Mr. Chair,
in order to keep the quorum and formality as this is a
rule hearing, I would ask that each board member
address a question to a specific witness or to one of
the other board members one question at a time that
way our court report can keep them --

MR. RINALDI: So are we doing questions
or are we allowed to make comments?

MS. MAESTAS: No, no comments.

MR. RINALDI: No comments. Okay.

MS. MAESTAS: Just questions.

MR. RINALDI: I'm just going based on
what the Chair said, "Does anyone have a comment or question?" That's why.

MS. MAESTAS: Yeah. No, we're just doing questions of any witnesses or of any specific forum member.

CHAIRMAN KNOX: Okay. All right. Good suggestion. Thank you.

MR. RINALDI: I don't. I mean, I'm clear on what I -- and the reasoning behind why we did what we did. And, you know, so...

MS. MAESTAS: Thank you.

CHAIRMAN KNOX: Any other questions from anyone else on the Board for any of the witnesses?

MS. BALDWIN: I have a question for Alfredo and for -- and actually, for other folks who testified with concerns about this provision. Does the fact that we've included an alternative of other supervision approved by the Board in any way resolve any of your concerns about this provision?

MR. GARCIA: I'm Alfredo Garcia.

I think it has to be more specific than leave it open and it has to be approved by the Board, because who knows what happens. You know, I don't have a problem with alternative supervision, per se. It's just that the procedures to how -- what's
going to be the process and procedure for you-all to
approve an alternative supervisor where there's not an
LMSW available?

And I think about our curriculum
presently. We're going to be graduating our first
school degree students that have an MBA/MSW. And I
can assure you a lot of them will be practicing
primarily with their MBA but will become LMSWs. A lot
of them, because they have the licensure, will be
supervised by CEOs of hospitals and organizations that
have other MBAs. Does that mean that their
supervisor, like Mr. Frietze said, will have to submit
a resume and say, "My supervisor, as an LMSW, is the
vice president of..." Do I have to submit his resume
for your approval for him to supervise me as an LISW?

MS. BALDWIN: Thank you.

MR. GARCIA: You know, those are the
questions that I'm not very clear on. And I think it
really creates problems within an institution. And I
agree with the comments by the Board Members in
saying, "Well, a lot of these organizations are about
protecting the profession. They should go out and
hire LISWs."

But until then, you know, what
alternatives and what's the direction in implementing
this rule is the Board going to follow?

MS. BALDWIN: Okay. Thank you.

CHAIRMAN KNOX: Okay. Any other questions from anyone on the Board?

MS. BALDWIN: I think there were two other people who wanted to respond to the question.

CHAIRMAN KNOX: Right.

MS. MAESTAS: And, again, Mr. Chair, just for clarification, I would ask the Board Member to direct their question to one witness specifically.

MR. RINALDI: Yeah.


MS. HOUCK: Mr. Chair, and Member Baldwin, I'm getting confused.

MS. MAESTAS: And, again, I apologize --

MS. HOUCK: I'm sorry. Ann Houck.

When I'm hearing the conversation, it doesn't speak to me just clinical. And I think when I look at this paragraph, you are saying, "master level social workers practicing clinical social work..." which is a very specific area of social work that they need to be supervised. Now, if you've got an MBA who also happens to be an MSW who's practicing MBA work is perfectly appropriate for, you know, the administrator or whoever to be supervising them. And
I think that happens in many instances where we cross over from clinical into administrative or from clinical into, you know, another arena of social work. So perhaps if we clarify or make it, you know, more obvious that we’re addressing just clinical social work here. It’s when you are working with a client in a clinical setting that this is the kind of supervision that’s required. And I don’t know how you do that. But it just seems to me that we’re taking this statement and making it much broader than perhaps it’s intended.

CHAIRMAN KNOX: Ms. Montes de Oca.

MS. MONTES DE OCA: And I just want to --

CHAIRMAN KNOX: Please state your name.

MS. MONTES DE OCA: Lydia Montes de Oca. -- that we’re going to start looking at, you know, the clinical psychologist. Being more specific, I would really like to encourage the Board that an ACSW is a social worker, however, they may have a Ph.D.

As in the case of our national president, NASW president, she’s Ph.D as well as an ACSW. For those who are not familiar with the ACSW, it’s a threefold exam. One is an exam, one is three letters of recommendations from colleagues stating why
they think that this person should go to this next level, and the third is a portfolio of your own work that you would submit. This three-part prong is also looked at by other social workers, not by another group of people who are clinically positioned like a psychologist or a psychiatrist, but other social workers in order to get the certification. So an ACSW would be an appropriate person to supervise even if they do not have an LI.

CHAIRMAN KNOX: Okay.

MR. HEAD: Wayne Head.

Just for clarification for what I spoke to earlier with what's come up so far is, I understand and support the wording for allowing other individuals, other supervision approved by the Board for people like mine and Larry's situation where our supervisor is a Ph.D. And we don't have an LISW in our system. So if I couldn't practice social work in the schools, it would do what you were talking about. That provision alone would limit the -- that would pull us out of the running. If we're not allowed to be supervised by a Ph.D., psychologist, we'd be in trouble.

The thing that brought us here, the thing that helped fuel our vehicle from Clovis was the
aspiring -- not aspiring to achieve licensure. Where
we read that as, this is more statement against
allowing some other related field to allow us to
achieve the LISW. I understand the arguments that
have been put forth by everyone here, including the
Board. Our statement is, in reality, not all social
workers are created equal right now. Not all programs
in social work are created equal.

Psychology, if you come out with a
Ph.D., you are Ph.D anywhere else you go. The same
with nursing. You're a nurse anywhere else you go.
Those programs are created equal. Unfortunately, in
the evolution of what we're doing in New Mexico
through school social work, we're not there yet. And
to pretend that we are creates the problem and concern
that I stated earlier.

So I'm not against allowing this
wording -- of course, it's not up to me -- against the
wording acceptable but "not aspiring to." Because to
me, that's an end-cap decision. "No way, not going to
happen. Only LISWs can supervise LISWs." And I won't
repeat my earlier argument. Thank you.

MS. SMART: Mr. Chair, I'd like to
address Mr. Head.

MR. HEAD: Yes, ma'am.
MS. SMART: This is Chriselda Smart.

CHAIRMAN KNOX: Sure.

(NOTE: Mr. Rinaldi exits the hearing at 10:05 a.m.)

MS. SMART: And I totally agree. Is it just a matter of in the manner the sentence is written that is confusing people because my recollection is the whole purpose that we did is exactly what you were saying because of the rural areas. I also come from a rural area. I can't even get into a master's level because it's like beyond reach for me financially to be traveling anywhere.

And so definitely, LISW would be an issue also. But maybe it's just the way it's worded. It was never in any shape, fashion or form the Board's, I think, intent to sidetrack or to say, "Yes, the psychologist is fine for this, but now if you want to use the same psychologist to get an LISW, you can't." And I think that was the whole purpose for putting other supervisions, because if we specified, then we were stuck with that, and we have to go through another whole board, you know, meeting and go through this time limit to have the rules changed because it's happened before. And I think that was the intent was to still make sure we maintain the social work professionalism and not down plain
psychologists when it came to, "Okay. Now we can't
use" or "we don't need you" or "you're not good enough
for that."

And I think it was to serve --
because the whole intent of the Social Work Board is
to protect the public to make sure that we have people
who are in that profession, that are professional,
that know the rules they need to abide by and that the
public is -- that's the whole purpose for the Board.

CHAIRMAN KNOX: Excuse me. Could you ask
that to Mr. Head more in the form of a question?

MS. SMART: So is that the whole -- I
guess what I'm hearing is that the manner in which
this is written, that is not okay or not coming
across? Is that the concern?

MR. HEAD: Wayne Head, again.

Yeah, I think what I hear from you
and as I'm thinking about this, what it says to me is
it's one more thing that the Medicaid ruling has
already done that says, "Well, psychologists can
supervise LMSWs." And so we're allowing that to
happen. Now we're saying -- within our own licensing
board, we're saying, "And these other related
professions as approved by the Board can license, but
not over here." And so it's almost like you're
speaking with two tongues. It's almost like you're saying -- you're giving on one hand and you're taking away on the other.

I understand about social work.

I've been a social worker since 1981. I went to the BSW program at NMSU, one of the earlier classes. Pursued and got my MSW -- MSSW, actually, from Arlington. I am a social worker. When I was digging ditches -- I was a social worker digging ditches. I understand about holding the profession in sacrosanct. I believe in that. But I also believe -- so, yes, to answer your question, I think that wording puts a doorstop is what it does. And I think what you intended to do was open a door and to validate --

MS. SMART: Right.

MR. HEAD: -- a situation that is already occurring. But I think that wording also allows the doorstop. It just stops there. Thank you.

(NOTE: Mr. Rinaldi enters the hearing at 10:08 a.m.)

MS. SMART: Thank you very much.

CHAIRMAN KNOX: Okay. Any other questions?

MR. MONTOYA: Mr. Chair, I would like to ask, perhaps, Dr. Garcia and Ms. Houck, to be specific, or anyone else for that matter that is
familiar with the process and is involved at the
university level about what is the intention in the
future regarding supervision via, maybe a telemedicine
kind of approach or that type of process? We've
talked about, yes, some people were interested in
starting that kind of process; however, I'm still not
familiar with anyone who's actually doing it at this
time in regards to perhaps offering group supervision
or for that matter, individual supervision.

MR. GARCIA: I'm Alfredo Garcia.

I'll answer that. We're working
with UNM right now at the school of medicine to be
able to do that. It's called "Telemedicine for
supervision with physicians and nurses," and to extend
it into social workers as well. But, again, the
technology is not available in some of these rural
areas. There's some rural areas that don't have the
T1 lines and all that technology ready or ITV or
anything else. You know, some areas, they do. You
know, and it's very effective. I mean, we even use it
for classroom instruction and use it for the Web for
classroom instruction, classroom delivery. And that
can be done. But it's going to take awhile.

I'm not opposed to it, you know, I'm
in support of the intent. I think it's just unclear.
And I think we're not there yet. I think the intent that you -- what you meant to achieve here, I think, is well-worthy of note. However, I don't think that we are there yet, you know, without recognizing the other professions to be involved in helping us with this provision.

MR. MONTOYA: Thank you, Dr. Garcia.

CHAIRMAN KNOX: Ms. Houck.

MS. HOUCK: Mr. Chairman, Member Montoya, the kind of supervision that are --

CHAIRMAN KNOX: Ann D. Houck.

MS. HOUCK: Pardon me? I'm sorry, Ann D. Houck.

The kind of supervision that I provide is not on a level that Dr. Garcia is talking about. I have a webcam. It sits on top of my computer. It costs me $75. I subscribe to MSN Messenger, it's free. My supervisee does the same thing. Now, my supervisee is lucky enough that the school system that she works in provided the webcam and the computer and so on for her. But it's a free service. I mean, if you've got a computer and you have the little eyeball, you know, sitting wherever -- and now, of course, they're integral in laptops. Now, I haven't figured out yet how you do group supervision
this way, but certainly individual supervision, it's low cost, it's efficient and it works.

MS. WALKER: Beth Walker, Western New Mexico University.

Certainly we do so much teleconferencing that we would be very open to the supervision being provided that way as well, and it would work just fine for someone on our Deming campus, T or C campus, Socorro, Lordsburg, Gallup, in fact, any of our campuses. The arrangement we have is not by the minutes. So as long as I book the time, there's not an issue and that would accommodate group supervision as well. We just haven't done it yet.

MR. MONTOYA: Thank you very much.

MR. RINALDI: Mr. Chair, may I ask a question?

CHAIRMAN KNOX: (Complies.)

MR. RINALDI: Dr. Garcia, under that portion of the language or "other supervision approved by the Board," could you suggest any other language?

MR. GARCIA: I think, you know, I think that the other supervision or the other supervisor as approved by the Board, I guess the question I would have is, what was your intent like? What would this other supervisor's credentials look like? Like you
were raising, would a psychologist be acceptable? Or
a psychiatrist? Or a LPCC? I mean, I guess --

MR. RINALDI: Okay. Is that in the form
of a question to me?

MR. GARCIA: Yes, it's in the form of a
question. I guess you-all drafted these -- what would
this other supervisor look like? What would those
credentials look like? Is a psychologist acceptable?
Is an LPCC acceptable? Psychiatry? Or any other
behavioral sciences? What about a Ph.D. in Sociology?
Even though it's clinical, will you accept that? You
know what I mean? I think that has to be maybe in a
profession that provides clinical practice with X
number of years in clinical practice. And leave it at
that, you know? And then each profession can define
itself.

Since you said minimum standards of
practice would seem to me that as long as they can
demonstrate clinical competency like a psychologist
and they're licensed to provide clinical supervision
or clinical services, that would be acceptable because
then it would cover a broader array of professions.

MS. MAESTAS: Dr. Garcia, if I may.

MR. GARCIA: So you wanted some suggested
language. I guess that would cover it.
MS. MAESTAS: May I have you repeat that?

"In a profession that provides" --

MR. GARCIA: I feel like a student in my class, you know, answering questions all the time.

Okay.

I'd say I can draft it for you if you'd like. I'd say something to the effect of, one, include the number of years of clinical supervision or clinical practice and be licensed to provide clinical services. And I think that would cover the licensure in psychiatry, psychology, LPCC -- what other profession?

MS. MONTES DE OCA: ACSW.

MR. GARCIA: -- ACSW. And as long as they're licensed to provide clinical services within their discipline and within X number of years of experience like we require for the LISW, I think that would cover it. Would you agree with that?

MR. MONTOYA: Dr. Garcia, if I may, also in addition, would that only be applicable to the frontier of rural parts of New Mexico rather than the metropolitan areas and everyone else especially with like the executive agency that should more often than not, don't? However, that's a different matter.

MR. GARCIA: I would leave it open to
everybody, because I think that also impacts -- and
I'm thinking of my former employer at the medical
school at UNM. You know, where you do have
psychiatrists working along side and supervising
LISWs. I mean, we have a lot of our interns being
supervised, you know, the primary supervisor being a
psychiatrist, for example. But I think if you broaden
the clinical licensure to other disciplines, but also
insist that maybe five years of clinical practice to
make sure that they're competent, demonstrate
competency in that field, in that area, I think that
would address the concerns that we have and wouldn't
be in conflict with the Medicaid provisions.

MR. RINALDI: And part of the question
was -- what we were looking at was that the Board have
the ability to review and ensure competency. And I
think --

MR. GARCIA: But I think that if you make
it explicit, if I may, you make it explicit to the
point where you identify the licensed clinical
professions that are acceptable to you-all,
Psychiatry, Psychology, LPCC and ACSW and also limit
the number of years, minimum number of years, you
won't have to establish a new procedure amongst
yourself for the approval process.
MR. RINALDI: I appreciate that. That really helps.

MR. GREAVES: Bill Greaves.

While they were talking about that, one of the things that you can look at is the statute and it's called the "ED STD," E-D S-T-D, ED STD. And it's the -- the title of it is "Early Periodic Screening for Medicaid School-based Services."

I can get you the statute if you'd like me and deliver it to you. In that statute that Wayne is talking about from Clovis, they do specify the professions that are able to then provide supervision in a social worker, school social work. And that's an important distinction. And this statute is only for school-based services.

It also describes the services that provide services in the schools and Medicaid billing. So that might be a reference. And Dr. Garcia covered almost everything that they have in this statute as well, but he might use that as a mirror or as an example.

And one of the things I'd like to say is I don't want people to get lost in the idea that what we're trying to do here is to create a professional way of going about business with social
workers. And one of the things that I'm concerned
about is when you say, "Well, we don't have the
technology yet," it's kind of like saying to a
frontiersman, "Well, the road is not there." And as
the professionals what we need to do is explore and
learn and go there. But you don't say, "I can't do
that because the road is not there."

So I think that it's really
important that we ask people to advance themselves,
and we ask the profession to advance themselves. And
that we ask the profession to become professional
about what they're doing. And only by doing that will
we really get to the place where social work is a true
profession that is very publicly recognized as an
outstanding quality of service.

CHAIRMAN KNOX: Okay. Any other
questions for the Board?

MR. HART: I just have a question for the
Board. I'm Larry Hart.

In the language, was there a
particular reason why you're saying, "Not aspiring to
be a license, LISW," why that is written that way?

What's the idea behind that?

MS. BALDWIN: Can I respond?

MS. MAESTAS: Actually, this is only
testimony on the actual statute.

If you'd like to testify as to why
you don't think that's appropriate -- because within
the statute itself, if you'll read within, it
should --

MS. BALDWIN: You mean the rule?

MS. MAESTAS: I'm sorry, within the rule
itself. If one of the Members of the Board would care
to answer that. But generally, I mean, you can answer
if you'd like to.

MS. BALDWIN: I mean, Section 1 and above
requires that an LMSW aspiring to achieve licensure as
an LISW receive supervision from an LISW. So there is
now a distinction. There would now be a distinction
between an LMSW aspiring to become an LISW and an LMSW
not aspiring to that. And that was the reason.

MR. HART: Okay.

MS. BALDWIN: If you are aspiring to
become an LISW, the rules require that you have
supervision only by an LISW.

And that this Number 2 section
proposed to be added would say that if you are not
aspiring to that, then you need to be supervised by an
LISW or someone approved by the Board. So there’s --
it creates a distinction between the two.
MR. HART: And, again, Larry Hart.

Is this coming from the -- with the Medicaid thing in terms of the billing for Medicaid that a psychologist can't supervise us in that setting? Is that where it's coming from?

CHAIRMAN KNOX: Not really, no.

Robert Knox, Chair.

The impetus for that really came from what seemed to be a confusion in the community on the part of a number of employer agencies that were reading the regulations as requiring all LMSWs to always be only supervised by LISWs in the work force, period. And that creates the very kinds of problems that many of you have wondered.

As part of that -- the primary part of the intention of that language was to seek to clarify that an LMSW working in some -- either working for an agency or a program or whatever could, in fact, work without being required to have supervision by an LISW for purposes of work. Not necessarily for purposes of advancing in licensure, but for purposes of work.

MS. BALDWIN: Okay.

CHAIRMAN KNOX: Any other comments? Yes.

MR. FRIETZE: Jose Frietze.
I don't know if your rule-making process would allow it, but, you know, it would have been helpful to have gotten some background explanation about what your thinking was with regards to this particular rule. And I would think that in the future when you have rule-making hearings that you're able to provide some background explanation. It would help us in terms of being able to provide to you input that is more focused on what the issue really is. Because I think that some of the things that have surfaced -- you had a very clear understanding of why you're doing this, but I don't think all of us -- and maybe I missed it somewhere in the process. This is my first time coming here, but just a suggestion for future sessions that you incorporate some process for providing background and explanation about what the reason is for the rule.

Just a suggestion. Thank you.

CHAIRMAN KNOX: Okay. Any other questions from anyone on the Board to any of the witnesses? Okay. Then moving along.

MS. MAESTAS: Mr. Chair, could we take just a brief recess?

CHAIRMAN KNOX: Sure. About ten minutes will work.
(Recess was taken from 10:23 a.m. to 10:28 a.m.)

CHAIRMAN KNOX: Okay. We're back in session. And we're moving on now to Exhibit 5. Would anybody wish to comment on the proposed amendments to Part 3, "Application for Licensure"?


CHAIRMAN KNOX: Okay. You folks are interested in commenting on that part, right? Okay. Bill or Tom.

(LAUGHER.)

MR. GREAVES: William Greaves.

On Application for Licensure and the -- we were commenting on cultural competency. It seems to me like what we're asking is something that has already been asked of social workers and their school. I remember taking the Cultural Competency Exam way back when I sat for licensure and felt like this was a repetition of what we were already -- something we already done in our course work.

And it seems like if you are in social work and you're in course work that what you are learning is to be culturally competent and to be able to work with anyone. And when we create a standard that applies only to our state, then what
we're saying to people is, "You can't take social work
from your practice, in your state, and come to our
state and practice and be culturally competent and
practice as a social worker." And I'm not sure that
that's a standard that we would want to continue to
hold as a professional body in New Mexico.

I think that to say to somebody from
New Mexico, "You can't go to Maine and practice. You
can't go to Alabama and practice. You can't go to
Florida and practice," we're essentially saying that
to people from Alabama, Florida, Maine and anywhere
else across the country.

But I think we really need to
carefully look at this because I really, truly believe
that our education is the standard and our social work
in schools create the program that really should be
training people to be able to work with anyone,
anywhere at any time. And if you don't get that in
your school, you aren't going to get that from -- I
think that was the concern about this course or the
exam. You don't get through an exam, you're also not
going to get it from the course. So I would actually
move to strike the provision.

MS. BALDWIN: I would like to ask this
individual a question. I think it's important to ask
it now before we enter into further testimony.

This is Lauren Baldwin, Public

Member.

My question is, are you aware that

this is already a requirement in our rules? And if

you look at what was being stricken at Line 265, it

states, "A three-credit hour course in New Mexico

cultures." My question is, are you aware that this

was already a requirement and that this new section of

the rule, the new language, is simply articulating

that requirement in a little bit different way?

Are you aware that this is not a new requirement, that

this was already in the rules and already put in place

earlier in -- when did this come into effect? In

2000? Gino?

CHAIRMAN KNOX: The essential requirement

was always there, the specific requirement for the

course which was as of last executive session.

MS. MAESTAS: '02.

MS. BALDWIN: '02. Right. But the

three-credit hour course was actually -- it's just in

the last six months to a year.

CHAIRMAN KNOX: Bill.

MR. GREAVES: William Greaves.

I am aware that it was a
requirement. And when I sat for licensure in '96, it was one of the requirements to sit through this exam. And I think that at that point, the exam felt like it was a sham because essentially you watched a video and then they taught you the information in the exam. And at that point, I had the same feeling. So I wasn't available for comment when the rule change came in, but I would like to comment now that I feel like that this portion of the -- or actually, this whole section is something that is redundant and is also really creating a lot of controversy in terms of, what is the goal of this? When really the goal of your social work education is to create somebody who is culturally competent.

MS. BALDWIN: Thank you.

MS. WALKER: Beth Walker, Western.

I come from Arkansas, as I said, and one of the issues that I faced coming into this state is I thought I was culturally competent. You know, two cultures, I thought I had it down. Well, perhaps not. And I took the test. That's when I came in. The test was what was occurring. I would like not to argue that it's not a good idea to do some kind of something to determine that folks at least have a nodding familiarity with the terminology and with -- I
teach in Gallup, so Navajo, Zuni, those kinds of
issues. I think we need a familiarity with at least
the terminology. However, we have been offering a
course that is acceptable to the Licensing Board since
day one. And the day this came into effect we began
offering something online.

And so I have lots and lots and lots
of experience with the folks who are coming in from
Michigan and California, particularly the young woman
from Kansas who took these courses. And there's
something wrong with the process. I'm not sure
exactly what it is. I think you had every intention
of improving, making a quantum leap forward over the
exam when you built the rule that is currently in
effect.

But I'd be happy to provide you with
the WebCT transcripts from the people who are taking
the class and who have the same opinion that Bill has
that, you know, we learned how to do this stuff.
Leave us alone. So I would argue for something like
six hours of continuing ed that has a much more
flexible applicability. It could also be done online.
12 hours of continuing ed if you want. 15 is the
equivalent to 45 hours of -- 45 hours of continuing Ed
is the equivalent of one college course. So taking
this college course in most states is the equivalent
of 45 hours of continuing education. I don't think
you want that. I don't think you need that for what
we, as a profession, would like to see folks know
about being culturally competent, not broadly, but New
Mexico specifically.

So I would like to argue for a
different approach to doing it because these people
are miserable, and they really are suffering, the ones
that are trying to take the course. They want to move
to New Mexico. They're trying to get a job. And all
of a sudden they have to spring for $400 from Western,
650 if you take it at State. You know, for an online
class, it's expensive and it goes beyond what I think
you would like to accomplish because most cultural
diversity courses also include -- my textbook has a
chapter on White guys. You know, I don't think that's
what you want. When you talk about New Mexico
cultures, I think it could better be accomplished with
something more flexible and shorter. And I would like
to recommend that you consider that. And, again,

thank you.

CHAIRMAN KNOX: Dr. Garcia first.

MR. GARCIA: Thank you. I'm Alfredo,

again.
I'm in support of the changes here before us, you know. I mean, I'm being supportive of the original social work practice act that does require a cultural competency exam. And I really do think that New Mexico, aside from writing proposals and justifying federal funding that we're a multicultural state, I'd like to see it put into action. I think that was the intent of the original Licensing Act. Let's put it into action. So I'm all in favor of the Board's intent here.

The only question I have is the clarity that I would like to proceed in our discussions is to how we're going to implement -- maybe not forcing students to take a three-credit unit course, but I'd rather have workshops and other ways that I think there is a task force to be -- and how to implement this and, you know, our university is ready to work with the task force in getting this implemented.

And I also speak for Dr. Anderson, the director of the social work program in Las Cruces. He's in favor of it. We would like to just proceed and implement and see how we can come up with meeting your needs and the licensing requirements. And making them culturally competent at minimal costs to those
students. So I'm in favor of the proposal and regulation changes in this section.

CHAIRMAN KNOX: Ann.

MS. HOUCK: I'd like to read my statement, Mr. Chairman, if I may, and I think you-all have a copy of it.

I do apologize for not sending my comments to you in a timely manner. I was out of the country at the time that I received the notice of the rule hearing, and I just received it two days ago.

I'm here to speak in opposition of this rule. I will amend this, at the moment, Member Baldwin, to say yes, I am aware that there has been something in the rule since the Licensing Act began. And since I moved to New Mexico, I have not been in favor of that being in the rules. And one of the things that concerns me is the lack of input from the social body as a whole to you as a Board on, you know, the differences that we have and the rationals and the thinking that goes into whether we support it or not.

In my opinion, these changes are demeaning, redundant, intrusive and create too much power by you, the Board, into the way the social work practices.

MS. MAESTAS: Ms. Houck, if I may
interrupt. I apologize. This has been entered as an exhibit and all members have read it. So I'm going to ask that you not repeat it as it is redundant for this hearing.

MS. HOUCK: Uh-huh. Okay. I have no problem with that, but I am not clear that they've all read it.

MS. MAESTAS: All Board Members -- it has been entered as an exhibit and all Board Members have received a copy of it. You may testify to anything additional that you'd like to say to it, but this statement itself has been entered as an exhibit and all members have it.

MS. HOUCK: And have you all read it?

MS. MAESTAS: All members have it. It's been entered as an exhibit, ma'am.

MS. HOUCK: Uh-huh. Okay. Well, let me just say that, again, one of the questions that I had was, how come I never heard about this three-credit course that went into the rule last legislative session until it was a done deal? How come I'm hearing here, and I can't remember exactly what was said, but it came from a member over here (indicating.) So it must have been either you, Ms. Smart or Mr. Rinaldi, that may -- that indicated
to me that these changes have already been done. That
you've discussed all this, this is what you're going
to do. And basically, are we wasting our time here
speaking to you now?

I've been informed by some of my
social work colleagues that there was a meeting with
members -- some members of the Board a few months back
about this particular change, the cultural competency
issue, and that their impression was when they left
that meeting that some sort of an ad-hoc committee or
a task force was to be brought together to look at
this issue in a broader sense. My colleagues who
attended that meeting have never been informed of any
kind of an ad-hoc committee or a task force coming
forth. And some of them have inquired, "What's
happening?" It didn't happen.

So, you know, probably you can tell,
I'm an angry social worker right now. I don't like
what you're doing. I don't like the fact that you're
making these decisions for us without getting
sufficient information from practicing social workers
about our opinions and about how changes like this
affect our practice. Same thing about the previous
conversation that we had.

These issues are covered in the Code
of Conduct. I have no idea what you mean by "New Mexico Cultures." I know since I moved here I hear the word, "a triculture state." We have Native Americans, we have Hispanics and we have Anglos. You know what, I'm not an Anglo. I may look like an Anglo to you, but I'm not. I'm a Celt. And I live in New Mexico. That means that there's a Celtic culture here in New Mexico. Can I take a course on Celtic cultures and meet your requirements?

I taught in the Rio Rancho Public Schools. There is an enormous Italian American community in New Mexico. Does that fulfill the requirement? I suspect not. You're not being clear. Cultural competence was covered in every course I took when I got my master's degree at the University of Maryland. We covered it all.

Do I know in depth what it means to be a Navajo? No.

Do I know enough to know that if I am working with Navajo client, I had better be sympathetic to that person's culture and what that culture and that person brings to their relationship with me? You bet.

And do I know enough to know that if I don't know a particular culture and my client is
very immersed in that culture I'd better learn? Yeah,
I do.

And I would submit to you that every
social worker, if they've had a good training, stands
in that same place. And coming into our practices and
saying, "You've got to do this," is way too much
control from my point of view. Thanks.

MS. MAESTAS: Mr. Chair, if I may. For
the record, as legal counsel for this Board, I would
like to state that every rule change that is enacted
or that has been discussed today or is in anticipation
of an action has been done in compliance with New
Mexico Rules and Regulations. It has been discussed
at an opened meeting and this Board has never held a
closed meeting with regard to any of these rules.

Thank you, Mr. Chair.

CHAIRMAN KNOX: Okay.

MR. FRIETZE: Jose Frietze from Las
Cruces.

Jose Frietze. You can catch the two
cultures, the two names reflected there. I support
the rule change. New Mexico is a unique state, and
we're unique in a couple of different ways. We're not
just urban, we're not just rural. We're territorial.
We have territorial areas. And that makes us
different. But in addition to what really makes us
different is our constitution. Our constitution is a
very explicit state that we're a bilingual state. I
don't think any other state in the United States has
that as part of their constitution.

So our creators of the constitution
recognize that as -- that cultures are important and
recognize the impact of language. So I support the
rule-hearing change.

CHAIRMAN KNOX: Woman in the back.

MS. MARY JO BACA: Hi, I'm Mary Jo Baca.

I guess I want to offer myself as a guinea pig for all
of you to ask questions. I'm currently in the process
of this three-credit course and will complete it on
December the 1st. And I'd like to say that it has
been extremely difficult to get through this
three-credit course, not because of how difficult the
content of the course is, but the time it requires and
the money involved. I think I've spent close to
$1,200 in this whole process. I don't make that much.
I mean, I'm here with my supervisor today that
supports me being here and I'm disappointed there's
not more young social workers here. I think that's
sad. I think that's very sad.

I moved here from New Orleans where
that's a difficult state to be a social worker, 
admittedly, and I've been to these meetings before. 
And there was a ton of social workers. It's important 
for young social workers to be here. So I'm very sad 
today. And I'm sad for you-all that you haven't got 
feedback directly from people like myself. 

So if you do have any questions 
regarding my process, please ask because it has been 
very difficult. Thank you. 

MS. SMART: I'm Ms. Smart. 

Ms. Baca, I'm just curious, you said 
you've spent almost 1,200. And, I guess, I'm just -- 
because I'm always on a budget, too. So is that 1,200 
for the three-hour credit course? 

MS. MARY JO BACA: Well, the three-credit 
course was $650. The required text was 125. Again, 
time that's taken out of work hours, which I've had to 
do some of that. If you want to include that, that 
adds up. And I actually didn't include that with the 
$1,200, but I did include the examination fees and the 
testing fees. And then the course fee for helping me 
with the test. And so I'm doing both at the same 
time. So that did add up to 1,200. And that's a very 
conservative budget that I just gave you. 

MS. SMART: And I'm just curious of what
the content of that three-credit hour course is? Like
what --

MS. MARY JO BACA: It's like a first
semester social work class that I took at Tulane
University. And I have my master's in both
International Public Health and Social Work, and I've
been a member of the United States Peace Corp. To me,
I felt like I'm pretty culturally competent after
doing services such as that. I've been a social
worker now for 12 years. Half of that has been
internationally in developing countries.

So when I moved here from New
Orleans who, in their own right, is a very culturally
diverse city, I was pretty surprised and shocked. And
honestly, my husband and I have discussed moving from
this state and when he's done with law school because
it's been so difficult.

It's not -- you know, talking to
other social workers that are going through this or
deciding to get their licensing have just said,
"Nevermind. It's too expensive. It's too much. The
test is hard enough as it is," and that's been echoed.
And I agree with that. It is --

MS. SMART: But I'm going to ask you,
again, though --
MS. MARY JO BACA: Uh-huh.

MS. SMART: -- what is the content -- and

I'm not trying to be difficult --

MS. MARY JO BACA: It's an HBSE class.

MS. SMART: It's a what?

MS. MARY JO BACA: It's Human Behavior

and the Social Environment. It's a first year's

master's course. And so the professor is excellent.

I don't want to say anything against the professor.

She's been nothing but excellent. I think it's a

really good course for a first semester master

student. I really do. But for someone like myself

that has been practicing so long and has achieved two

master's degrees related to this field, it's

redundant. It's very redundant.

MS. SMART: Well, now, and I agree with

you. I've been a social worker -- or in social work

since 1981 and I -- being out in the field for very

many years, I don't care if they had the best and a

thousand dollars course, it's just really misconstrued

what actually is culturally competent. You can't put

me and all my Mexican comrade and saying being

culturally competent means that you think we all eat

bean burritos, because that's not true.

You know, my sisters and I grew up
in the same house and culturally competent as a social
worker, like Mr. Greaves said, is be aware why I do
what I do. If I'm beating my child or if I'm drinking
or -- what is going on with me and where I came from.
Not where my ancestors -- because every person is
different and, yes, I agree with that.

CHAIRMAN KNOX: Let me interject here for
a minute, if I may. I just want to do two things. I
want to put this into context and then ask you a
question. The history on this issue with regulations
is, number one, it's statutory and was part of the
original requirement of the legislature in order to
pass the Licensing Act in the first place.

The intention and the whole point of
it originally was to simply ensure that people, and in
particular, coming into New Mexico, but people
functioning as social workers in New Mexico were aware
of the fact that New Mexico was a -- in the
legislative terminology, was a tricultural state.
That was the point and to have a little bit of
information about what that meant. This is not a
cultural competency requirement. This is not a
competency requirement for New Mexico cultures. It's
a requirement for some sort of a demonstration of
awareness of the nature in existence of the primary
cultures in New Mexico as a feature that makes this
state different from other multiply cultural states.

From that standpoint, I guess I
would ask the witnesses is if they have any
suggestions on what would be more workable language to
ensure that folks, in fact, are aware of -- not
competent in -- but aware of the nature and extent of
the cultural uniqueness of New Mexico, please.

MS. MONTES DE OCA: Chairman Knox.

This is Lydia Montes de Oca.

If the point is for -- when it was
made for the legislatures to say that social workers
know primary cultures of New Mexico, that is
wonderful. I think all of this wording now has kind
of veered away from that making it a barrier to a
colleague such as the young woman behind me that she
wants to come and practice in a wonderful state. We
love our state. And so there was a recommendation by
NASW and by, I believe --

Beth, you made the recommendation of
CEUs?

MS. WALKER: Yes, absolutely.

MS. MONTES DE OCA: -- CEUs and
associated with the NASW conference or online CEUs
would be a wonderful way for someone to be aware of
New Mexico cultures. Thank you.

MS. WALKER: Beth Walker, Western New Mexico.

One other issue that's arisen which we also need to ask you-all to address is timing. I've got three return phone messages right now from folks who wanted to get their license in November which makes it roll over by May, which means they have to have this by May. The Board is not able to accept a letter from our registrar that they have completed. They have, in fact, completed the course successfully but requires it to be posted on their transcript.

The logistics are a nightmare. They are just a nightmare for these students. And we're already offering one full semester fall course, and we've offered two half semester compress three-hour college courses just to accommodate these folks. These are folks who want to serve clients in New Mexico, and it's too hard. Right now it's just too hard for them. And we're trying to make it work. But it's about killing my faculty, you know. "Oh, you want me to start another one next week? Sure, why not?" You know, so I want you to consider that one as well.

But the continuing education piece,
I think -- and Dr. Garcia and I have been talking and talking to Dr. Anderson from State, I think we're prepared to step in, put something together for you, you know, a proposal for you that might address continuing ed units available at NASW, but also online. We would spread, I think, we would agree to spread appropriately the offerings so that no school gets locked out, meaning itty bitty me, and no big school offers everything. And we can make it work for you-all. But it needs to be in conjunction with the Board and with the incoming social workers, which was me three years ago. So I think that's an important piece for you to consider.

And Vadra probably gets phone calls all the time, "What am I supposed to do? They're not going to finish up something before the semester," you know. So I would really like you to consider that as well.

And, again, I think it's so cool to have the chance to talk to you-all. I think it's wonderful.

CHAIRMAN KNOX: Okay. Bill first.

MR. GREAVES: William Greaves.

My suggestion would be to do away with the time frame and the course work that's
required and to just ask people to do continue education, whether it be three units a year or six units a year, but to continue their education. Because I think that people who are professionals are interested and would be interested and do continue their education in the areas around them and trying to understand the people around them. So I think that that's just acknowledging that these folks are professionals, and that they're trying to learn more about the land that they live in and the people that they work with.

So by continuing education units, I think that you're acknowledging that that's the way the people are doing it.

MR. RINALDI: Chairman Knox, may I ask a question?

CHAIRMAN KNOX: (Complies.)

MR. RINALDI: In the CEU process, there is a component for, you know, I guess, credits and a requirement for credits in culture. We don't specify, you know, that it has to be in New Mexico cultures, okay, specifically. It's just to continue an ongoing. So my question to you is, if an individual is coming -- if the intent is to expose folks to New Mexico cultures and an individual who's
coming out of state without that -- I'm not saying
that they didn't get an education, you know, an
appropriate education, but without the exposure to New
Mexico culture -- certainly the triculture aspect, how
would you propose we ensure that they get that without
changing the CEU credits to, say, three hours or six
hours in New Mexico cultures?

MR. GREAVES: William Greaves.

It's a good question to ask me. You
know, I think that that's something that you should
consider, as a Board, is how you can do that.
Currently, NASW is reviewing all CEUs. And I think
what you would do is create standards under which CEUs
under cultural awareness would be an issue.

MR. RINALDI: Would you require the
students or the individual coming from out of state
that within the course of a year that they would have
to achieve three CEU credit hours or six CEU credit
hours?

MR. GREAVES: Just like any other social
worker that's practicing in the state, that you would
also need to have those hours and you would have to
have those to maintain licensure. So that somebody
coming into the state, when they're applying for
licensure, would also have to demonstrate within that
year or the two-year period that they have met that
standard of Continuing Education Units. I think
you're acknowledging that they're coming in with the
training to be culturally aware, but what you're
asking them to do is continue their professional
education. And that's what you're doing by asking for
CEUs.

MR. RINALDI: Yeah. And under the CEU
component. But under the rules that are addressing
the cultural awareness of New Mexico cultures, we're
asking that those folks be aware, specifically, of New
Mexico cultures. So we want to be able to ensure that
piece. And so that was where -- I mean, I think
that's what we're looking at with this component.

But anyways, I appreciate that.

MR. GREAVES: I guess I'm wondering if
the standard is you want them to be aware before they
even start practicing because I think that's what the
timeline is all about. And I think that the concern
with this timeline is that -- what you're having is
people are saying that they don't want to come
practice here. And I've had people call up and
complain and say, you know, "I can't come to New
Mexico and practice because, number one, these
timelines aren't something" -- when they offer a
course in the fall and they offer a course in the
spring, and the course is already offered, you have
these timelines in place. The timelines aren't
manageable for someone. And then they can't practice
at all. I mean, they can't practice at all in the
state to come in when they have to meet that standard.

But I think if you have the standard
of asking these people who are coming into the state
to do CEUs as part of what everybody else does, then
you're saying, "It's okay for you to come practice in
the state, but we want you to learn about New Mexico
cultures as well."

CHAIRMAN KNOX: Okay. Dr. Garcia.

MR. GARCIA: A thought has just occurred
to me. Certainly, I'd like to apologize to the
students. You know, our school's position, as you
well know -- you know, it's not our intent, although,
we'd love to have your money and time and all the
profits, you know, I think that -- I guess the
question that you all have to answer is, how can you
make this requirement the least intrusive in the most
cost effective way for students who are moving into
New Mexico and yet accomplish your goal, exposure to
New Mexico cultures?

And it would seem to me that if
they -- and I didn't know this until now -- if the 
students, or I shouldn't say -- if the Licensed Social 
Worker in other states such New Mexico, I'm assuming 
they can't practice until they pass the cultural. Do 
they get a provisional license?

MS. MARY JO BACA: Yeah, but you have 
to -- no, I had to pass the cultural test. Yeah, 
before, I had my provisional when I moved here. And 
then I passed the cultural exam.

MR. GARCIA: The provisional is good for 
one year. It would seem to me that -- there was a, in 
your Web page, culturally approved or approved 
workshops and classes, a mixture of all, because it 
doesn't always have to be provided by the school as a 
social work. Sociology departments at UNM, they have 
excellent classes and workshops. And those that are 
approved by this board and/or by those entities like 
our school of social work that approve CEUs and list 
it on your website and have the student select it and 
the contact people and say, "Go to one of these 
classes," or "this workshop is being offered," or 
"NASW conference is coming out. Go and attend that," 
you know.

And I think then that would provide 
choices. The more choices you give and opportunities
you give to people moving in, I think you accomplish
that as well. And we will all teach it from a
different perspective. I think that's the -- the more
choices you can. And you still meet your desired
outcome and that is exposure and understanding of the
New Mexico cultures.

MR. RINALDI: Mr. Chairman, may I ask our
advisor here, our attorney -- that's what we're in
dialogue, you know, with that group and that we're
going to be working on is establishing more the
procedural and what's acceptable and what's not
acceptable. And so I guess I'm wanting to find out,
is it practical to have discussion about that now or
should we just, you know, just wait until we have
our -- I mean, when we have our opened meeting? That
way there's those who want to be involved with the
dialogue around that.

MS. MAESTAS: Yes. Again, during the
open meeting, which will follow the rules hearing, we
will discuss the options of the different types of
courses that the Board has discussed and discuss the
different options that the Board has met and looked
into. This is just an opportunity for a public
comment because at the opened board meeting, there's
little to no opportunity for public comment.
So, yes, that shall be reserved for the public meeting.

MR. RINALDI: Okay. Thank you.

CHAIRMAN KNOX: Ms. Houck.

MS. HOUCK: Ann D. Houck.

I'm a little confused. Didn't you just say at the opened board meeting there's no opportunity for public comments?

MS. MAESTAS: Generally, yes. The only discussion on public comment at the opened meeting will be if there's a motion and a second before a vote. They will be opportunity for public comment then.

But in opened forum for individuals to testify, that's now at the rule hearing, is the only opportunity.

MS. HOUCK: Okay.

MS. MAESTAS: It's more of a technicality.

MS. BALDWIN: I think the question being raised is -- I what I'm hearing in this room is that people want a discussion. And we're wondering when a discussion is going to take place.

MS. MAESTAS: At the public meeting.

This is not the property time.

MS. BALDWIN: No, I think that the
public -- the people attending this meeting are
wanting to have a discussion with the Board and are
asking -- and I think Gino is asking, is it during the
Board meeting, would there be an opportunity for a
discussion?

MS. MAESTAS: Yes, there will be an
opportunity for discussion.

MS. BALDWIN: But is it a discussion with
the people who attend the meeting or is it just a
discussion among Board Members?

MS. MAESTAS: It's mostly a discussion
among Board Members.

MR. GARCIA: Only if a motion is made and
seconded and you will then have it for public
discussion.

MS. MAESTAS: Correct.

MS. BALDWIN: So there could be a motion
made to discuss the matter with those attending the --
with the public attending the board meeting or --

MS. MAESTAS: No, hypothetically --

MS. BALDWIN: -- there could only be a
discussion if a motion was made --

MS. MAESTAS: To approve a rule.

MS. BALDWIN: -- or a rule or to take
action of some kind?
MS. MAESTAS: Correct.

MS. BALDWIN: Then there could be a discussion between the people attending the meeting and the Board Members?

MS. MAESTAS: Correct.

MS. BALDWIN: Okay. Thank you.

MS. HOUCK: So if I can digress and ask a question about that. Since one of my concerns is that I've not been aware of any opportunity to provide input to the Board during their decision-making process. So what's the best way to facilitate that in the future? So when the Board is considering making these kinds of changes, there's a way for us, the professionals who practice under these rules, to provide significant input. And input that's going to hopefully effect the kinds of decisions that they make?

MS. BALDWIN: Can I respond to that?

MS. MAESTAS: Sure.

MS. BALDWIN: I think I can respond to it as a Board Member.

I beleive that the rule-hearing process is designed for the Board to propose a rule change and then for the public to come in and responds to the proposed rule change and for then the Board to
go into a meeting and have a discussion about the proposed rule change now that we've heard from the public or from members of the profession.

I'm wondering if there is an assumption that because we've proposed the rule change, it doesn't matter what anybody who comes into this room today says to us, "It's a done deal. We're going to do this."

MS. HOUCK: Well, that's certainly my assumption.

MS. BALDWIN: And I can understand why people coming into a meeting would have that assumption. But, actually, the process is designed for us to propose the rule change and then hear from the public and members of the profession and then consider whether or not to actually implement the change. So the purpose of the process that I've just described is actually for us to get feedback before we actually adopt the rule change.

And the whole -- the intent would be that if you come here -- if the public and members of the profession come here today and say to us, "This is not a good idea and here's why," and there's reason and sensibilities in those comments, it would prompt us to then go back and slow down or even stop or even
change what we're proposing to do. I think the intent is for us to get feedback before a final decision is made.

And I think we, as a Board -- I think I can tell you that we as a Board do not operate from an attitude of "This is what we're going to do." You know, "Let them come in and say what they're going to say and then we're going to do it." I think that we, as a Board, are actually a thinking Board and a working Board and that we will go back and take these responses into consideration. It doesn't mean we will do what everyone wants, necessarily, but I do think that there's going to be a lot of dialogue and a lot of thinking among all of us about whether or not this is the solution to the problem we were trying to solve and whether or not we need to change what we're doing.

MR. RINALDI: May I add? Hopefully -- I guess, I want to apologize. I think you may have mistaken what I meant when I said that I know the reasoning behind this, so there was no need to go any further into discussion. Just for me it was. Now I know why, and I didn't need to present that to everybody. And I think that's what the attorney was telling me. I don't need to tell you why we did this.

What was the thoughts, what was the discussions, what
was the input that we had received from the public
over the course of several years on this. It was, I
needed to listen to what you had to say.

MS. MAESTAS: Yes. We just want to
reiterate this. The purpose of the rule hearing
portion is to hear from the public. At the Board
meeting, you will hear from the Board. But the
purpose of this rule hearing, this initial hearing, is
just for the public to testify. And that's why I'm
only allowing my Board Members to ask questions
because this is your forum. This is your option to
express yourself.

MR. RINALDI: And I agree with the young
lady in the back. It has been frustrating to not get
public input when we have our board meetings. We go
to all over the state. We make a tremendous amount of
effort. We go to the South, the North, everywhere, so
that we can get input from the public and nobody
shows.

MS. BALDWIN: Nobody comes.

MR. RINALDI: And we publicize our
meetings to let people know that we're going to do
this. And then sometimes -- but we're still being
pushed by the need to having to make decisions. And
when we make decisions, I'm glad we're getting input.
This has been very helpful.

MS. HOUCH: And Mr. Chairman, Member Rinaldi, I appreciate that. I, however -- and I will acknowledge, this is my shortcoming. I don't know how to get information about when your meeting is up. You know, I'm not somebody that's going to sit and check your website on a regular basis to see if there's a meeting that has come up on the website so that I can decide on whether or not I can go. I don't get any e-mails. I mean, you guys have got my e-mail. I don't get any notice electronically that there's going to -- that this meeting is going to be held here at such and such a time.

I appreciate since it's my pocketbook that's supporting the work that you guys do, the prohibitive cost of postage and that sort of thing, so mailing out a meeting notice every time there is one probably isn't going to work. But I don't know when they're going to happen. So it's not a question, I think, for many of us of not wanting to be there and provide input. You know, again, I'll tell you, we're social workers. We love providing input.

MS. MAESTAS: If I may interrupt you.

I'm sorry. This is a recorded proceeding. Can we get
back onto our formality?

MS. HOUCK: And, again --

MS. MAESTAS: I'm sorry. My apologies.

MS. HOUCK: I'm sorry, Attorney Maestas,

but, again, these are the kinds of things that we want
to be able to have in exchange with.

MS. MAESTAS: Appropriate for a public

board meeting.

MS. HOUCK: But then you're telling me

that the public board meeting -- it's the Board who's
talking. And unless somebody moves that we can have
this -- you know, I mean, I don't know. Again, I'm a
social worker. How is it possible to just sit down
with you guys and say, "Hey," you know, "here we are.
We're the working public. We're out there in the
field. This is what we see. We want to come to you."

So maybe what I'm saying is -- what this has certainly
said to me is, can we ask that maybe something like
that could be instituted? You know, where there is an
opportunity for informal input by, you know,
practicing social workers. But, again, I've
digressed, and I know.

CHAIRMAN KNOX: A short answer to your
question is yes. And board meetings are the place to
do it.
MS. BALDWIN: Because -- well, let's clarify that. Because you can come to a board meeting and say, "I'm here because I would like to address the Board on a topic." You can choose it. We don't have to be discussing it. You can come -- you can ask for a time at the Board meeting to talk to the Board about something.

MS. HOUCK: Okay. So if I know that there's a board meeting --

MS. BALDWIN: Yes.

MS. HOUCK: -- and I know that there are a bunch of us that want to come and sit down and dialogue with you about a particular issue, then we can do that then?

MS. BALDWIN: Yes. The best thing would be in advance to get put on the agenda.

MS. HOUCK: Okay. Cool. We'll do that.

CHAIRMAN KNOX: And the simplest way to do that would simply be to call the Board Office and ask when the next board meeting is.

MS. HOUCK: Okay. But now...

MS. MAESTAS: Comments on Application for Licensure.

MS. HOUCK: Yes. So regarding this, and I appreciate about your explanation of where the
legislation came from and how it, you know, how we
came sort of to this place about the tricultures and
the, you know, the concern of the legislature that,
you know, those of us are coming in particularly from
another area of the country to practice have an
awareness of these cultures.

Now, you know, my personal opinion
about that aside, it seems to me that it wouldn't be
that difficult to just -- I mean, given what the
universities have said, NASW can put something on its
website so that there's some kind, you know, of a
three-hour credit if you do this and get that, that
within a certain period of time when beginning your
practice, you know, that you accomplish this. If we
have things on the NASW website, if I were to move
into the state tomorrow, I could do it. I could start
working that course.

Now, cost is a big issue because I
know when I moved here and I did that exam, there was
no cost associated with it other than what it cost me
to, you know, to get my license. So we are asking
people to put a little more, you know, to put out more
money for being able to practice in this state. And I
think that is an issue that has to be considered when
you do this.
But Mr. Rinaldi, I also want to comment on your -- on the continuing education units having so many hours be within cultural competence. Now, I suspect that that's got something to do with this New Mexico cultural awareness. And if it doesn't, I'm going to say, again, it's redundant because within the Code of Conduct that's a part of your rules, it's very clear that social workers -- and you're proposing the word "Shall," and I certainly have no objection to that. So you're proposing that social workers shall be culturally competent. You know, we should be able to determine which CEUs we need to have in order to have a really skillful professional practice.

And I think that's where -- if I'm working with a Native American client and I feel that I need to know more about that person's culture, I'm going to get what I need for my continuing education units. But I think by saying, "You have to have so many hours in this or so many hours in this," you're opening it up to mandating what social workers take in their continuing education. And I just flat out do not think that's appropriate and do oppose that.

MR. RINALDI: Thank you.

CHAIRMAN KNOX: Thank you. Any further
comments on this particular proposed regulation?

MS. MONTES DE OCA: Lydia Montes de Oca.

Just to support my colleague and her frustration a little bit is that just it's -- in September when a few of us came to talk about this particular issue that got raised for many of us, I was really glad to know that the Board heard that, and I felt like they had heard that, especially when I saw this change. I would just like to mention that also from that meeting, Chairman Montoya, at the time, suggested an ad-hoc committee and get together.

"Those who were here, leave your name," you know, "e-mail," etcetera. And I think that had we gotten together in October, talked about this as a school social worker having e-mail addresses of other school social workers, perhaps we could have decimated information and gotten some feedback. And our colleagues would have felt like they had a little bit of buy into this process.

And so if we maybe would have done that, I would have liked to have seen the Board actually follow through with the ad-hoc committee and we would have been able to do that. Because now, like Dean Garcia made the comment, "Okay. So if we have these rule changes, how are we going to now implement
that? At what point? And who's going to be doing
this?" Whereas perhaps the committee may have already
put that into a motion of sorts so that new social
workers would have an idea and support. And for Vadra
who answers the phone and says -- you know, just
information she gets. She would have already had a
good idea of what the social work community was
feeling. So that's it. Thank you.

    MR. RINALDI: Mr. Chairman, I have a
    question.

    Now, are you saying that --

    MS. MONTES DE OCA: To me or to Vadra?
    MR. RINALDI: To yourself.
    MS. MONTES DE OCA: Okay.
    MR. RINALDI: If we had the meeting, you
would have been able to provide input to the rules or
to the process or to both?
    MS. MONTES DE OCA: To both. That was my
understanding.

    Was that your understanding,
Alfredo, at the ad-hoc committee that we would have
been able to have conversation that --
    MR. RINALDI: Just for -- and then a
question to Vadra. When we had that meeting, we had
to move in order to put the rules hearing on. So we
had a specific amount of time available to announce it
and then time before we had the meeting. So we were
under a timeline. So I don't think the intent was to
dialogue about what was going to be proposed in the
opened forum. I mean, it was to dialogue on the
second part of what you had said which was putting
together. And I agree with you, too. Unfortunately,
we don't get paid. We volunteer to do this. And at
times, you know, we get overwhelmed just like anyone
else. And as much as we want to put something like
that together rapidly, we didn't. But it's still
going to happen.

MS. MONTES DE OCA: Okay. It was then my
misunderstanding.

MR. RINALDI: But I just wanted to make
sure that I was clear.

CHAIRMAN KNOX: Dr. Garcia.

MR. GARCIA: This is probably one of the
very few times that I want to give full authority to
the Board, okay? And this is the suggested changes
that I would make to this section. And, again, I
agree with the spirit and intent of this change. But
I also, I think, in going back to that discussion, I
certainly don't want to take up a lot of air space
here. If the intent is to also consider CEU credit,
like workshop seminars and so on and so forth, not just university courses so that we don't impose a financial burden on these students, then it seems to me that verification -- the wording should read something such as, "Verification the applicant has completed a board approved course or courses, workshop or workshops or seminars in New Mexico cultures,"
period. And leave it at that.

And then at that point, the task group can approve CEUs and then have other things on the web and so on and so forth. And if you want to decide, for example, and that's so you can implement and make by policy, administrative policy, whether you want the workshops of the equivalent of six CEU credits or ten CEU credits. That's up to you. But those are the procedures that you would adopt as a board. And I think that would give you the latitude to recognize that because school to social work are not the only ones who have the authority or the expertise on New Mexico cultures. There's plenty of disciplines out there that do a great job.

MR. RINALDI: I appreciate it.

CHAIRMAN KNOX: Ms. Baca.

MS. MARY JO BACA: I'm not going to say a whole lot. I just ask that you expedite this because
1. I would like my independent license this year. And
2. this is, besides the test, the last thing I need to
3. complete. And it's a headache and I'm ready to be
4. done with it. Thank you.
5. 
6. MR. RINALDI: That's why after that
7. meeting, we move forward so we can put this on. We
8. knew we had to do it rapidly. Thank you.
9. 
10. CHAIRMAN KNOX: Okay. Any other comments
11. on this proposed rule?
12. 
13. MR. FRIETZE: I'd like to comment.
14. 
15. Again, I support the rule change. I
16. think that there are some recommendations that have
17. been made that are very valid. But I want to add, I
18. traveled from Las Cruces to be here. And my schedule
19. may not be as flexible as other people's schedule
20. would be. And I think that if you're going to set a
21. rule that says ten minutes per person, you need to
22. follow that rule. That's something that I expect. I
23. think that that's something that everybody should play
24. by. We set the rules, let's play by them.
25. 
26. CHAIRMAN KNOX: I hear you.
27. 
29. 
30. Does anyone have any comments on proposed amendment to
31. Part 6, Licensure by Credential?
32. 
33. MS. MAESTAS: For a note of
clarification, Mr. Chair --

CHAIRMAN KNOX: It's a repetition of the same language --

MS. MAESTAS: Correct.

CHAIRMAN KNOX: -- in this previous part including that same language of the requirement that's specified for Licensure by Credential. I think that the next one is going to be the same thing.

MS. BACA: No, Part 7 is different.

CHAIRMAN KNOX: It would be...

MS. MAESTAS: And, again, just to keep the record as clean as possible, we're on Part 7, "Provisional License."

CHAIRMAN KNOX: Right. Okay.

MS. MAESTAS: Mr. Chair, this may be an appropriate time to take a quick five-minute break and we regather and move on.

CHAIRMAN KNOX: Does anybody have any objections to that?

ALL MEMBERS: No.

(Recess was taken from 11:25 a.m. to 11:34 a.m.)

CHAIRMAN KNOX: The meeting is now called to order. Meeting is back in session and we -- I'm asking now for comments on the proposed rule change for part -- what is it, Part 7, 16.63.7.8 A, which is
simply a language change dropping the words
three-credit hour course -- or "three credit hours."
So that the language tracks with the issue we were
just discussing. Does anybody want to make any
comments on that? Yes, ma'am.

MS. HOUCK: Ann D. Houck.

Mr. Chairman, I'm just wondering if
you're leaving the word "course," if that will be
confusing given that we're talking about sort of
seminars, workshops, whatever. If there's some way --
and if you don't think it's going to be confusing, no
problem. But I just --

CHAIRMAN KNOX: That's a good point. And
thank you for that.

Any other comments on that? Any
questions from the Board of any of the witnesses on
the comment we just got? Okay.

16.63.7.9, extends the length of the
provisional license from six months to 12. Anybody
want to comment on that?

Part B of that is the same language
change.

MS. BACA: Chairman.

CHAIRMAN KNOX: Oh, I'm sorry.

MS. BACA: Ann D. Houck just wanted to
say she likes it.

CHAIRMAN KNOX: Say what?

MS. HOUCK: I really like this extension of the provisional license. I think it's a good move.

CHAIRMAN KNOX: All right. We did something right.

(LAUGHTER.)


Any comments on that part? Okay.

We're at proposed amendments for Part 8 regarding Fees, 16.63.8.17.

MS. BACA: The only thing is we're taking out the word "annual" and that's because we don't have an annual renewal anymore. That's the only thing that's changing in there.

CHAIRMAN KNOX: Okay. Any comments on that? Okay.

Part 9, 16.63.9.8 D. Again, a language change dropping the word "three-credit hours."

And 16.63.9.10, "Renewal of License." It's a language change to accommodate the going from an annual renewal to a biennial.

MS. BACA: Yes.

CHAIRMAN KNOX: And semi is -- well,
we're going from one year to two year renewal period.

Any comment on that? Okay.

Part 10, 16.63.10.8 D. It's that same three-credit hour language change. Any comment on that?

And 16.63.10.10 is the same language change related to going from a one year to a two-year renewal period. Any comment on that? Okay.

Part 11 is the same thing, again.

Any comment on that?

Part 12, 16.63.12.9, "Continuing Education Credit." Requiring that six of the 30 hours in a biannual period, renewal period, must be in the subject area of cultural awareness. And that all continuing education hours must be earned during the current two-year renewal period which runs from July 1 through June 30th.

Any comment on any of that?

MS. HOUCK: Mr. Chair.

CHAIRMAN KNOX: Yes.

MS. HOUCK: Mr. Chairman, thank you.

I've spoken on what I think about the board intruding in our practice, but I also wanted to mention that should this requirement remain, currently any continuing education courses that social
workers take must be approved in some fashion either
by NASW or, you know, by an NASW worker, approving
those things now in order to receive continuing
education. And I would submit that if you're going to
require that three hours every year in essence or six
hours every two years be in the area of cultural
awareness, it's certainly -- I don't know how you
would determine that. I certainly don't see workshop
information coming across my desk that says, you know,
that indicates that that particular workshop addresses
cultural awareness nor does, you know, whether it's
entirely about that or a piece of it.

And I do think, you know, I do think
Dr. Garcia had a good point. There are many other
organizations that provide courses in cultural
awareness that we'd never think about going to the
association of social work boards and getting approved
for continuing education. So I, you know, I find
logistically should this remain that that would be a
very difficult piece to monitor.

CHAIRMAN KNOX: Bill.

MR. GREAVES: William Greaves.

I guess my concern with this piece
would be if NASW is monitoring this. What would be
their criteria for issuing CEUs, because I don't think
there's any guidelines given at this point. So I would be concerned about who is interpreting it and how they're interpreting it with no guideline issuance.

CHAIRMAN KNOX: Any other comments on this proposal? Any other comments from the Board or the witnesses? Okay.

16.63.12.10, "Continuing Education Participation/Formal Social Work Education," changing the hourly requirement from 15 to 30 in order to track with going to the biennial renewal. Are there any comments on that?

16.63.12.12, adding the language "two year" to the continuing education credit carryover indicating that all continuing education hours must be renewed -- a current two-year period rather than what had previously been the one-year period. Any comment on that?

16.63.12.13, "Documentation of Participation," language change enabling that language to track with a change from a one year to a two-year renewal period. And in Section A, same thing.

Language change to accommodate going to a two-year renewal period. Any comment on that?

16.63.12.14, "Continuing Education
1 Professional Discretion." Again, language change for
2 tracking with a two-year renewal cycle. Any comment
3 on that? Okay.
4
5 Part 16, "Code of Ethics." This is
6 a change that includes changing the word "should" to
7 "shall" throughout. And rather than go through each
8 one of those one at a time, I would request that if
9 there are comments to be made about that change from
10 "should" to "shall" in any of the provisions to deal
11 with that first. Yes.
12
13 MS. HOUCK: Again, Ann D. Houck,
14 Mr. Chairman.
15
16 Just a comment on the "Cultural
17 Competent" Section E. Again, my reading in changing
18 the "should" to "shall" eliminates the need for
19 mandating three hours -- or six hours of cultural
20 competence per renewal year in CEUs. I mean, this
21 pretty much mandates that that's what a social worker
22 is going to do and how they accomplish that, I think,
23 should be up to the social worker. Thanks.
24
25 CHAIRMAN KNOX: Okay. Any other comments
26 on that? Any questions from the Board? Okay.
27 I guess going to line 1996, under 4.
28 Changing the -- some of the language and the
29 requirement for "social workers who believe that a
colleague acted unethically shall take action through appropriate formal channels established by employers, agencies, licensing and regulatory bodies, and other professional organizations."

Any comments on that?

MS. HOUCK: Ann D. Houck, again.

Could someone explain why you obstruct NASW? I believe they still have their committee on inquiry.

CHAIRMAN KNOX: It wouldn't be appropriate to answer that question now, would it?

MS. MAESTAS: I think you can answer, Chair.

CHAIRMAN KNOX: Would somebody from the subcommittee want to respond to that?

MR. MONTOYA: Mr. Chairman, actually, the NASW was struck out because that's included along with other professional organizations in the language that suggest all other professional organizations.

CHAIRMAN KNOX: So it just didn't want to single out any specific organization. Okay.

Any other comments on that provision change? Any questions from the Board? Okay.

That brings us to exhibits now that are correspondence.
MS. MAESTAS: Mr. Chair, we're at that point where we have to enter the exhibit -- we have to enter the attendance sheet as an exhibit. We're at that point.

CHAIRMAN KNOX: Okay. We don't do anything with these comments?

MS. MAESTAS: They've already been admitted as exhibits.

CHAIRMAN KNOX: They've already been admitted. Okay. So then Exhibits 1 through 18 are hereby admitted into the record.

Ms. Baca, are there any other exhibits to enter into the record?

MS. BACA: I would like to add the attendance sheet, which would be Exhibit Number 19.

CHAIRMAN KNOX: Okay. Number 19 shall be admitted into the record. Okay. Has everyone present signed the attendance sheet? Okay.

(Exhibit Number 19 admitted into the record.)

CHAIRMAN KNOX: Board Members, do you have any questions on admitting the attendance sheet?

Okay. It's in the record.

The comments submitted and discussion heard during the rule hearing will be considered and discussed by the Board during the Open
Meeting following the rule hearing. The Board will vote on the proposed rules during the meeting. Members of the audience are invited to stay. Any rules adopted by the Board will be filed at State Records and Archives in accordance with the State Rules Act and New Mexico Register publication deadlines. The adopted rules will become effective 30 days after the filing date. Any rules not adopted may be postponed for future discussion at a definite time in the future or may be postponed indefinitely.

I want to thank all the Board Members and everybody here for your participation today. I'm real gratified to see this many people turned out today for this hearing as they did. The last one we did, as we recall, I read my little script into an empty room. It was dismayed. But then we started hearing from people. And this rule hearing is a result of that.

The regular meeting of the Board is going to be in -- yeah, I need to set a time. MS. BACA: Lunch is just now being called in. So it'll be a few minutes before it gets here. CHAIRMAN KNOX: Okay. The regular board meeting then is going to begin immediately following
this rule hearing. And let the record show that this
meeting was adjourned at 11:57 a.m.
STATE OF NEW MEXICO
COUNTY OF BERNALILLO

REPORTER'S CERTIFICATE

I, Erika Perez, P-223, do hereby certify that I reported the fore proceedings in stenographic shorthand and the pages are a true and correct transcript of those proceedings and were reduced to printed form under my direct supervision.

I FURTHER CERTIFY that I am neither employed by nor related to any of the parties or attorneys in this matter and that I have no interest in the final disposition of this matter.

______________________________
ERIKA PEREZ
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