

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:

Occupation [SWK = social work or social worker(s)]	2002 – 2012	Change	Annual openings	Degree production 1995 – 2004 (annual avg.)
Child/Family SWKs	1640 – 2560	920 – 56%	120	42
Medical/Health SWKs	1060 – 1400	630 – 31%	100	79
Mental Health/Substance Abuse SWKs	410 - 600	190 – 36%	30	(w/child and family)
Marriage/Family Therapists	30 - 40	10 – 33%	Unknown	(w/child and family)
Total	3140 – 4600	1460 – 46%	250+	121

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

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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.

Requirements for faculty

	Walker	Williams	MSW A	Dr. X	Dr. Y	Dr. Z	MSW B	MSW C	
BSW									
adm	0.25	0.25							primary BSW
teach MSW			0.75	0.75	0.25	0.25	0.25	0.25	primary MSW
adm	0.5	0.5							
teach IV-E	0.25	0.25	0.25	0.25	0.75	0.75	0.75	0.75	

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:

Occupation [SWK = social work or social worker(s)]	2002 – 2012	Change	Annual openings	Degree production 1995 – 2004 (annual avg.)
Child/Family SWKs	1640 - 2560	920 – 56%	120	42
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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.

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:

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

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

Students	New	Returning (2 nd year)	Advanced standing (considered 2 nd year for enrollment purposes)	Total
2008-2009	12			
2009-2010	12		10	22
2010-2011	14	11	10	35
2011-2012	14	11	10	35
2012-2013	14	11	10	35

*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

Students	New	Returning (2 nd year)	Advanced standing (considered 2 nd year for enrollment purposes)	Total
2008-2009	12			
2009-2010	12		10	22
2010-2011	14	11	10	35
2011-2012	14	11	10	35
2012-2013	14	11	10	35

*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 vitas 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 to the 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 NAVAJO NATION

DIVISION OF SOCIAL SERVICES • NAVAJO LIFE CARE PROGRAM
P.O. BOX 2490 • WINDOW ROCK, ARIZONA 86515 • PHONE (928) 877-6850/6556

JOE STURLEY JR.
PRESIDENT

MEN SHELLY
VICE-PRESIDENT

August 3, 2007

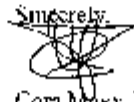
Beth Walker, LCSW, Ed. D.
Associate Professor and Social Work Department Chair
P.O. Box 680
Silver City, New Mexico 88062

Re: Support Letter

Dear Ms. Walker:

The Navajo Division of Social Services whole heartily 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 has six Regional Offices strategically located on the 27,000 square mile 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.

Similar 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 continue their social work education they travel daily or on weekends to Northern Arizona University and New Mexico Highland 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 become available this will give majority of our employees to obtain their master degree. At the Division we are working toward 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 work department near by, I hope we work in a collaborative effort to improve our social work skills and continue to work within the confine of the Navajo culture.

Sincerely,


Cora Maxx-Phillips, MSW
Title IV-B Specialist

cc: Title IV-B

Transcript of hearing before licensing board, 11/30/07

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.

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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

1 A P P E A R A N C E S

2 ROLL CALL:

- 3 F. Robert Knox, Chairman
- 4 Donald Montoya, Professional Member
- 5 Mabel Marquez, Public Member
- 6 Chriselda Smart, Professional Member
- 7 Gino Rinaldi, Public Member
- 8 Jacquelyn Buckhanan, Professional Member
- 9 Lauren Baldwin, Public Member

10 STAFF PRESENT:

- 11 Vadra Baca, Board Administrator
- 12 Marge Tomada, Compliance Officer
- 13 Annette Thompson-Martinez
- 14 Tania Maestas, Assistant Attorney General

15 ALSO PRESENT:

- 16 Ann D. Houck, LISW
- 17 Alfredo Garcia, NMHU
- 18 Jose Frietze, LISW-FYI
- 19 Lydia Montes de Oca, NASW
- 20 Wayne K. Head, LMSW
- 21 Larry Hart, LMSW
- 22 Beth Walker, WNMU
- 23 Sandra Herrera, Namaste
- 24 Mary Jo Baca, Namaste
- 25 Bill Greaves, LISW

I N D E X

2	EXHIBITS	REFERRED/ADMITTED
3	Exhibit 1 - Legal Notice published in the New Mexico Register on October 15, 2007	11/13
4	Exhibit 2 - Meeting Notice sent to interested parties on September 27, 2007	11/13
5	Exhibit 3 - Legal Notice published in the Alb. Journal on October 1, 2007	11/13
6	Exhibit 4 - Proposed Amendments to Part 1 of 16.63 NMAC, "General Provisions"	11/13
7	Exhibit 5 - Proposed Amendments to Part 3 of 16.63 NMAC, "Application for Licensure"	11/13
8	Exhibit 6 - Proposed Amendments to Part 6 of 16.63 NMAC, "Licensure by Credentials"	11/13
9	Exhibit 7 - Proposed Amendments to Part 7 of 16.63 NMAC, "Provisional License"	11/13
10	Exhibit 8 - Proposed Amendments to Part 8 of 16.63 NMAC, "Fees"	12/13
11	Exhibit 9 - Proposed Amendments to Part 9 of 16.63 NMAC, "Baccalaureate Social Worker"	12/13
12	Exhibit 10 - Proposed Amendments to Part 10 of 16.63 NMAC, "Master Social Worker"	12/13
13	Exhibit 11 - Proposed Amendments to Part 11 of 16.63 NMAC, "Independent Social Worker"	12/13
14	Exhibit 12 - Proposed Amendments to Part 12 of 16.63 NMAC, "Continuing Education"	12/13
15	Exhibit 13 - Proposed Amendments to Part 16 of 16.63 NMAC, "Code of Ethics"	12/13
16	Exhibit 14 - Public Comments from A. Hamilton Williams	12/13
17	Exhibit 15 - Public Comments from Wayne Head and Larry Hart	12/13
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1	Exhibit 16 - Public Comments from Patrick Tyrrell, NASW-NM	12/13
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3	Exhibit 17 - Public Comments from Barbara Binder	12/13
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5	Exhibit 18 - Public Comments from Ann D. Houck	12/13
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1 CHAIRMAN KNOX: The meeting is -- this
2 rule hearing is going to be called to order. I'm
3 probably going to be clearing my throat during this
4 entire proceeding. I have no idea why, but there's
5 something in the air out there.

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

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

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

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

24 Public notice of this meeting was
25 advertised in the New Mexico Register on October 15th,

1 2007, and in the Albuquerque Journal on October 1 of
2 2007. Copies of the proposed rules were available
3 from the Board Office; were e-mailed to all persons
4 who requested them. Copies of the proposed rule
5 amendments are also available on the table located
6 near the door, which I assume is that table there,
7 right? (Indicating)

8 MS. BACA: Yes.

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

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

15 MS. BACA: Bill.

16 MR. GREAVES: Sure.

17 CHAIRMAN KNOX: I'm sorry -- Bill.

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

20 MS. BACA: Chair Knox?

21 CHAIRMAN KNOX: Huh?

22 MS. BACA: I'm calling roll.

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

25 MS. BACA: Mr. Montoya.

1 MR. MONTOYA: Present.

2 MS. BACA: Ms. Marquez.

3 MS. MARQUEZ: Present.

4 MS. BACA: Ms. Smart.

5 MS. SMART: Present.

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

7 MS. BACA: Mr. Rinaldi.

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

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

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

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

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

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

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

24 MR. FRIETZE: Jose Frietze from Families
25 & Youth, Incorporated, LISW.

1 MR. GARCIA: Alfredo Garcia, LISW.

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

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

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

8 MR. HART: Larry Hart, LISW.

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

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

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

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

1 pick up your comments.

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

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

7 MS. BALDWIN: Hi.

8 CHAIRMAN KNOX: I didn't even notice you.

9 MS. BALDWIN: I'm so quiet.

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

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

17 Exhibits admitted into the evidence
18 are available for review by members of the public.
19 However, exhibits may not be removed from the room.
20 After Ms. Baca offers exhibits, and their admission is
21 ruled upon, I will open the hearing for comments from
22 the audience.

23 We will proceed in numerical
24 sequence through each proposed rule.

25 We will address only one rule at a

1 time. However, you may refer to other rules that
2 reasonably relate to that rule discussed or which
3 relate to your comments.

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

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

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

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

24 Discussion on the rules by the Board
25 is going to take place during the Board's regular

1 meeting following this hearing. The final action,
2 such as actual amendments, adoptions, tabling and so
3 on will be taken during that board meeting.

4 The hearing is now opened.

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

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

9 Exhibit 1 is the Legal Notice
10 published in the New Mexico Register on October 15th,
11 2007, more than the required minimum of 30 days
12 advance notice for a public rule hearing;

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

17 Exhibit 3, the Legal Notice
18 published in the Albuquerque Journal on October 1st,
19 2007 more than the required minimum of 30 days advance
20 notice for a public rule hearing;

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

23 Exhibit Number 5 is proposed
24 amendments to Part 3 of 16.63 NMAC, "Application for
25 Licensure";

1 Exhibit 6 is proposed amendments to
2 Part 6 of 16.63 NMAC "Licensure By Credentials";

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

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

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

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

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

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

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

17 Exhibit 14 is public comments from
18 A. Hamilton Williams;

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

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

23 Exhibit 17, public comments from
24 Barbara Binder;

25 And Exhibit 18, which is public

1 comments from Ann Houck, I believe. Is that correct?

2 MS. HOUCK: Perfect.

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

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

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

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

13 MS. BACA: Not at this time.

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

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

24 At this time, each proposed rule
25 will be introduced, in turn, into the record and the

1 floor will be opened for testimony and comments from
2 the audience on each rule. Members of the hearing
3 board or of the audience may question each witness
4 upon being recognized to speak.

5 Would anyone wish to comment on Part
6 3, "Application for Licensure"?

7 MS. HOUCK: Yes.

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

10 CHAIRMAN KNOX: Pardon?

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

13 CHAIRMAN KNOX: In terms of testifying on
14 that?

15 MR. GREAVES: At this point on --

16 CHAIRMAN KNOX: Well, hang on a second.
17 Let me find my place here in my --

18 MR. RINALDI: Isn't it attached?

19 MS. BACA: Page 6.

20 CHAIRMAN KNOX: Yeah.

21 MS. BACA: It should start with Part 1.
22 I apologize. You're just going to take Part 1 and
23 just --

24 CHAIRMAN KNOX: That's what I was just
25 looking at. Okay. Well, let's back up here.

1 Okay. Does anyone want to comment
2 on Part 1, 16.63, "General Provisions"?

3 MR. GREAVES: Yes, William Greaves.

4 CHAIRMAN KNOX: Pardon?

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

7 CHAIRMAN KNOX: Okay. We have two
8 people.

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

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

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

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

21 And before I -- the way I interpret
22 under Definitions, Sections 16.63.1.7 Definitions on
23 A, Number 2, (as read): "Supervision for master level
24 social workers practicing clinical social work not
25 aspiring to achieve licensure at the independent

1 level, supervision shall be provided by an LISW, or
2 Licensed Independent Social Worker, or other
3 supervision as approved by the Board."

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

14 I think if this passes, what you're
15 saying, basically, is if -- in Hobbs, New Mexico or
16 any other rural community, Hatch or wherever, if they
17 don't have an LISW or a Licensed Social Worker, they
18 can't be supervised unless they get approved by this
19 Board. And the question I have, what procedures do
20 you-all have in place to approve that supervision?
21 And what credentials will you be looking at?
22 And more importantly, how will this impact, for
23 example -- forget about the impact on rural America
24 where there's a shortage of Licensed Social Workers,
25 or social workers in general, how will this impact on

1 institutions like UNM school of medicine where you
2 have psychologists and psychiatrists also supervising
3 social workers as part of an interdisciplinary team.

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

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

21 CHAIRMAN KNOX: Anybody on the Board have
22 any questions?

23 MS. MAESTAS: If I may, Mr. Chair, what I
24 would suggest is that you allow all testimony
25 beforehand and then let Board Members comment after

1 the testimony has been taken.

2 CHAIRMAN KNOX: Per part you mean?

3 MS. MAESTAS: Yes, per part, yes.

4 CHAIRMAN KNOX: Okay. I'm good with
5 that. I think Bill is next.

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

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

19 In a larger situation in a city like
20 Albuquerque, I work in the public schools as the Lead
21 Social Worker for the schools. The situation we run
22 into is that we have people who are not social workers
23 trying to provide supervision. And they are saying
24 things like, "Well, you don't get to have social work
25 added on to that person's program" or "you don't get

1 to have social work with that person," even though
2 this person is presenting a suicidal or that there's
3 clear indication that the social worker as a
4 professional says, "I think this is important." You
5 know, people who don't have any training in social
6 work, trying to come up with determinations about
7 whether the social worker should do their practice or
8 not. And I actually think that's uncalled for that we
9 would even have to be in that situation. I think that
10 even in situations where you're in a hospital where
11 you have other professionals who are trained that
12 that's a different situation.

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

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

24 In addition, I think one other thing
25 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

1 that needs to occur and the type of supervision.

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

11 So I'm engaged in having to work
12 with people who don't have any understanding of social
13 work practice who are saying, "We don't want to
14 provide supervision." In fact, there are districts
15 now out there who are saying, "We don't even provide
16 social work supervision at all to our social workers,"
17 and they're practicing and they're acting -- well, how
18 do I say it? What we have is districts that are
19 saying they won't provide supervision at all to social
20 workers. So now we have social workers out there not
21 receiving supervision. And I think supervision -- an
22 appropriate supervision is one of the best ways that
23 you can advance as a professional. This is the way
24 you receive mentorship; this is the way you develop
25 within the profession, and I think it's a standard

1 that we really need to be paying careful attention to
2 and really need to be working to achieve a higher
3 standard in quality of social work in the state.
4 Thank you.

5 CHAIRMAN KNOX: Any other comments on
6 that?

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

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

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

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

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

23 My questions are more related to the
24 delivery of services. Is the Board prepared to
25 license those individuals that are going to provide

1 supervision to LMSWs? And how long -- what kind of a
2 time period will there be in going through that
3 process and making sure that there isn't a lapse
4 between this rule being implemented and the time that
5 there's going to be adequate supervision provided
6 throughout New Mexico? Is there likely to be a
7 backlog? And how -- what impact would that have on
8 the delivery of services on agencies like ours, which
9 depends on billing? We depend on being able to have a
10 hired licensed person to be able to deliver services
11 and to bill for those services. And if we're not able
12 to do that because of not having the supervision in
13 place, that's going to be a real impact on agencies
14 across the state. So that's my first concern.

15 My second one is, what about LMSWs
16 that might be directors of agencies? And might then
17 be responsible to a board of directors? And the board
18 of directors might not have on the board a person that
19 is certified by the Board to be able to provide
20 supervision. How would that be addressed? Is that
21 going to require another amendment to this rule in
22 order to be able to assure that that person that is an
23 LMSW isn't going to be sanctioned in properly because
24 they are not receiving the supervision that you
25 defined as being required? So that's my second

1 question. How do you plan to address that issue? And
2 those are the main points that I have with regards to
3 this rule change. Thank you.

4 MS. BALDWIN: Can I ask him a question?

5 CHAIRMAN KNOX: Wait until everybody
6 finishes on this part.

7 Anyone else wish to testify on this
8 part?

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

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

1 supervise?

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

16 And so because of that dedication to
17 social workers, he brought several of us in. And as
18 soon as he left the position -- and I felt that, for
19 him, clinically, he could actually talk to us about
20 what we were looking at as social workers. But
21 because of the supervision, he wanted us to get hours,
22 etcetera. He did get an LI. So in this case, he
23 married the two, I thought, beautifully. But there
24 are some people who in APS, Albuquerque Public
25 Schools, do not want to take the LI because they're

1 afraid to, but they go to other colleagues who are
2 MSWs asking for support for mentorship even though
3 they're not getting hours for this.

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

6 MS. HOUCK: Rule.

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

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

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

23 What this looks like to us is if
24 this were ours, this would be called a "negative
25 image." And what we're doing is we're saying, "Well,

1 supervision by Medicaid allows for billing of my
2 services or Larry's services or other social workers
3 in our office that are not LISW but are LMSW, it
4 allows for billing purposes for our Ph.D.
5 psychologists, Dr. Collins, our supervisor, his
6 supervisors."

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

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

19 One of my questions to the Board is,
20 what is the product that you're producing by the LISW
21 supervision? I'm not against the supervision or the
22 hours. In fact, we're lighter than some states as far
23 as our requirements per hour. My question is, what is
24 the product you're producing? If you're producing --
25 and the statute said that we're producing LISWs who

1 are capable of doing clinical social work, going out
2 and doing the psychology, counselling -- especially in
3 rural areas as it's already been talked about -- we
4 have a small population of LISWs to draw from.

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

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

24 I also think that we're denying our
25 own history as social workers. We have borrowed from

1 psychology; we have borrowed from counselling; we have
2 taken those and incorporated those. Clinical social
3 workers wouldn't have existed 200 -- 150 years. Not
4 200. There weren't social workers. But -- yeah, I'm
5 getting really charged up now.

6 (LAUGHTER.)

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

23 The other argument that I have with
24 all of this, going back to Mr. Greaves' statements
25 are, I don't believe that the LISW supervision teaches

1 you to be a social worker. If you haven't got that in
2 your BSW, if you haven't gotten it in your MSW, if you
3 didn't get it in your practice of experiences, you're
4 not getting it. You can do 90 hours of talk with
5 somebody else and it's not going to make you a social
6 worker. It's going to put the how to to the what.
7 And I think that's what the product you're trying to
8 create here, but it's not going to make you a better
9 social worker. It's not going to strengthen you and
10 it's not going to dilute social work as a profession
11 to allow individuals like our supervisor in the
12 clinical setting to supervise us and to allow that as
13 licensure for LISW.

14 What you-all are saying, "Yeah, he
15 can supervise us but it doesn't count for anything."
16 Does that make sense?

17 CHAIRMAN KNOX: Uh-huh.

18 MR. HEAD: Thank you.

19 MS. WALKER: Beth Walker from Western New
20 Mexico University. I provide a lot of LISW
21 supervision for folks moving -- trying to move from
22 LMSW to LI. I'm also from Arkansas. So my comment to
23 address what we've been talking about stems from my
24 experience at Western where we offer a master's in
25 counselling, but we do not offer a master's social

1 work. So my students come to me and they want to
2 know, "What about the master's in counselling?" You
3 know, "I want to be an LPCC because I can't be an
4 LMSW."

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

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

1 my concern.

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

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

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

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

1 because we wanted to be counsellors; it wasn't because
2 we wanted to be something else.

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

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

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

25 So I'm hopeful that you will

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

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

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

22 MR. HART: My name is Larry Hart, and I'm
23 a social worker in the Clovis school system. I've
24 just received my license this year. Before that, I
25 have a master's degree in Counselling.

1 One of the interesting things as I
2 went through the social work program is that -- one of
3 the things when I read in the ethics is how, as a
4 social worker, at the need of the client is the
5 absolute number one thing. We're concerned about the
6 client. When I think about supervision in terms of
7 getting my LISW, because that's one of my goals and
8 that's one of my objectives is to become a LISW. And
9 if I'm going to be a LISW -- in the rules it talks
10 about an in-depth knowledge, you develop an in-depth
11 knowledge, and the skills and an intervention strategy
12 and understanding theory and their application.

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

20 And so when I look at the field and
21 I think and I see that in terms of billing, we talked
22 about that earlier, that through Medicaid, a
23 psychologist can supervise us for billing purposes.
24 But if I wanted to become a LISW, he doesn't have that
25 ability or skill. And when I watched my

1 supervision -- and I know that that's not true -- and
2 I'm talking about clinical work because that's what I
3 want to do. I want to do clinical work. And so if
4 I'm going to do clinical work, I want the best
5 possible supervision that I can get. I realize that I
6 can get that from a LISW. I can do that. But there,
7 in some cases, I'm not able to do that because of
8 location. But I also realize that in the field of
9 psychology, there are people also in that field that
10 can provide me that knowledge.

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

20 CHAIRMAN KNOX: Okay.

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

23 Two weeks ago I was a -- I'm an
24 alternate for the Delegate Assembly in Washington, DC.
25 Every three years, Washington hosts a -- this

1 coalition of all social workers throughout the nation
2 to look at policies effecting the work that social
3 workers do. Many of you may be familiar with "Social
4 Work Speaks." That is our Bible, essentially, for
5 social workers. Policies that effect us all.

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

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

24 So that is something that just came
25 up as I was thinking about, What else could the Board

1 consider? Thank you.

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

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

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

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

24 So sometimes I feel that it is the
25 minimization of the profession by institutions out

1 there that hire social workers. So you have to be
2 careful and we have to be careful because we're trying
3 to balance that. Need, we're recognizing that it's
4 happening already out there. We know out there that
5 psychologists in the schools and nurses and, you know,
6 just administrators who have master's in
7 administration are supervising social workers out
8 there. And that's occurring. So it's trying to
9 address some of the needs within New Mexico. So, I
10 mean, I think that's what we're trying to look at.

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

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

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

22 MS. MAESTAS: No, no comments.

23 MR. RINALDI: No comments. Okay.

24 MS. MAESTAS: Just questions.

25 MR. RINALDI: I'm just going based on

1 what the Chair said, "Does anyone have a comment or
2 question?" That's why.

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

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

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

11 MS. MAESTAS: Thank you.

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

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

20 MR. GARCIA: I'm Alfredo Garcia.

21 I think it has to be more specific
22 than leave it open and it has to be approved by the
23 Board, because who knows what happens. You know, I
24 don't have a problem with alternative supervision, per
25 se. It's just that the procedures to how -- what's

1 going to be the process and procedure for you-all to
2 approve an alternative supervisor where there's not an
3 LMSW available?

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

16 MS. BALDWIN: Thank you.

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

24 But until then, you know, what
25 alternatives and what's the direction in implementing

1 this rule is the Board going to follow?

2 MS. BALDWIN: Okay. Thank you.

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

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

7 CHAIRMAN KNOX: Right.

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

11 MR. RINALDI: Yeah.

12 CHAIRMAN KNOX: Okay. Ann.

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

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

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

17 When I'm hearing the conversation,
18 it doesn't speak to me just clinical. And I think
19 when I look at this paragraph, you are saying, "master
20 level social workers practicing clinical social
21 work..." which is a very specific area of social work
22 that they need to be supervised. Now, if you've got
23 an MBA who also happens to be an MSW who's practicing
24 MBA work is perfectly appropriate for, you know, the
25 administrator or whoever to be supervising them. And

1 I think that happens in many instances where we cross
2 over from clinical into administrative or from
3 clinical into, you know, another arena of social work.

4 So perhaps if we clarify or make it,
5 you know, more obvious that we're addressing just
6 clinical social work here. It's when you are working
7 with a client in a clinical setting that this is the
8 kind of supervision that's required. And I don't know
9 how you do that. But it just seems to me that we're
10 taking this statement and making it much broader than
11 perhaps it's intended.

12 CHAIRMAN KNOX: Ms. Montes de Oca.

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

14 CHAIRMAN KNOX: Please state your name.

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

21 As in the case of our national
22 president, NASW president, she's Ph.D as well as an
23 ACSW. For those who are not familiar with the ACSW,
24 it's a threefold exam. One is an exam, one is three
25 letters of recommendations from colleagues stating why

1 they think that this person should go to this next
2 level, and the third is a portfolio of your own work
3 that you would submit. This three-part prong is also
4 looked at by other social workers, not by another
5 group of people who are clinically positioned like a
6 psychologist or a psychiatrist, but other social
7 workers in order to get the certification. So an ACSW
8 would be an appropriate person to supervise even if
9 they do not have an LI.

10 CHAIRMAN KNOX: Okay.

11 MR. HEAD: Wayne Head.

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

24 The thing that brought us here, the
25 thing that helped fuel our vehicle from Clovis was the

1 aspiring -- not aspiring to achieve licensure. Where
2 we read that as, this is more statement against
3 allowing some other related field to allow us to
4 achieve the LISW. I understand the arguments that
5 have been put forth by everyone here, including the
6 Board. Our statement is, in reality, not all social
7 workers are created equal right now. Not all programs
8 in social work are created equal.

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

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

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

25 MR. HEAD: Yes, ma'am.

1 MS. SMART: This is Chriselda Smart.

2 CHAIRMAN KNOX: Sure.

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

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

12 And so definitely, LISW would be an
13 issue also. But maybe it's just the way it's worded.
14 It was never in any shape, fashion or form the
15 Board's, I think, intent to sidetrack or to say, "Yes,
16 the psychologist is fine for this, but now if you want
17 to use the same psychologist to get an LISW, you
18 can't." And I think that was the whole purpose for
19 putting other supervisions, because if we specified,
20 then we were stuck with that, and we have to go
21 through another whole board, you know, meeting and go
22 through this time limit to have the rules changed
23 because it's happened before. And I think that was
24 the intent was to still make sure we maintain the
25 social work professionalism and not down plain

1 psychologists when it came to, "Okay. Now we can't
2 use" or "we don't need you" or "you're not good enough
3 for that."

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

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

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

16 MR. HEAD: Wayne Head, again.

17 Yeah, I think what I hear from you
18 and as I'm thinking about this, what it says to me is
19 it's one more thing that the Medicaid ruling has
20 already done that says, "Well, psychologists can
21 supervise LMSWs." And so we're allowing that to
22 happen. Now we're saying -- within our own licensing
23 board, we're saying, "And these other related
24 professions as approved by the Board can license, but
25 not over here." And so it's almost like you're

1 speaking with two tongues. It's almost like you're
2 saying -- you're giving on one hand and you're taking
3 away on the other.

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

15 MS. SMART: Right.

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

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

20 MS. SMART: Thank you very much.

21 CHAIRMAN KNOX: Okay. Any other
22 questions?

23 MR. MONTROYA: Mr. Chair, I would like to
24 ask, perhaps, Dr. Garcia and Ms. Houck, to be
25 specific, or anyone else for that matter that is

1 familiar with the process and is involved at the
2 university level about what is the intention in the
3 future regarding supervision via, maybe a telemedicine
4 kind of approach or that type of process? We've
5 talked about, yes, some people were interested in
6 starting that kind of process; however, I'm still not
7 familiar with anyone who's actually doing it at this
8 time in regards to perhaps offering group supervision
9 or for that matter, individual supervision.

10 MR. GARCIA: I'm Alfredo Garcia.

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

24 I'm not opposed to it, you know, I'm
25 in support of the intent. I think it's just unclear.

1 And I think we're not there yet. I think the intent
2 that you -- what you meant to achieve here, I think,
3 is well-worthy of note. However, I don't think that
4 we are there yet, you know, without recognizing the
5 other professions to be involved in helping us with
6 this provision.

7 MR. MONTOYA: Thank you, Dr. Garcia.

8 CHAIRMAN KNOX: Ms. Houck.

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

11 CHAIRMAN KNOX: Ann D. Houck.

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

14 The kind of supervision that I
15 provide is not on a level that Dr. Garcia is talking
16 about. I have a webcam. It sits on top of my
17 computer. It costs me \$75. I subscribe to MSN
18 Messenger, it's free. My supervisee does the same
19 thing. Now, my supervisee is lucky enough that the
20 school system that she works in provided the webcam
21 and the computer and so on for her. But it's a free
22 service. I mean, if you've got a computer and you
23 have the little eyeball, you know, sitting wherever --
24 and now, of course, they're integral in laptops. Now,
25 I haven't figured out yet how you do group supervision

1 this way, but certainly individual supervision, it's
2 low cost, it's efficient and it works.

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

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

14 MR. MONTOYA: Thank you very much.

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

17 CHAIRMAN KNOX: (Complies.)

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

21 MR. GARCIA: I think, you know, I think
22 that the other supervision or the other supervisor as
23 approved by the Board, I guess the question I would
24 have is, what was your intent like? What would this
25 other supervisor's credentials look like? Like you

1 were raising, would a psychologist be acceptable? Or
2 a psychiatrist? Or a LPCC? I mean, I guess --

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

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

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

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

24 MR. GARCIA: So you wanted some suggested
25 language. I guess that would cover it.

1 MS. MAESTAS: May I have you repeat that?

2 "In a profession that provides" --

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

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

13 MS. MONTES DE OCA: ACSW.

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

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

25 MR. GARCIA: I would leave it open to

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

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

18 MR. GARCIA: But I think that if you make
19 it explicit, if I may, you make it explicit to the
20 point where you identify the licensed clinical
21 professions that are acceptable to you-all,
22 Psychiatry, Psychology, LPCC and ACSW and also limit
23 the number of years, minimum number of years, you
24 won't have to establish a new procedure amongst
25 yourself for the approval process.

1 MR. RINALDI: I appreciate that. That
2 really helps.

3 MR. GREAVES: Bill Greaves.

4 While they were talking about that,
5 one of the things that you can look at is the statute
6 and it's called the "ED STD," E-D S-T-D, ED STD. And
7 it's the -- the title of it is "Early Periodic
8 Screening for Medicaid School-based Services."
9 I can get you the statute if you'd like me and deliver
10 it to you. In that statute that Wayne is talking
11 about from Clovis, they do specify the professions
12 that are able to then provide supervision in a social
13 worker, school social work. And that's an important
14 distinction. And this statute is only for
15 school-based services.

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

22 And one of the things I'd like to
23 say is I don't want people to get lost in the idea
24 that what we're trying to do here is to create a
25 professional way of going about business with social

1 workers. And one of the things that I'm concerned
2 about is when you say, "Well, we don't have the
3 technology yet," it's kind of like saying to a
4 frontiersman, "Well, the road is not there." And as
5 the professionals what we need to do is explore and
6 learn and go there. But you don't say, "I can't do
7 that because the road is not there."

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

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

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

20 In the language, was there a
21 particular reason why you're saying, "Not aspiring to
22 be a license, LISW," why that is written that way?
23 What's the idea behind that?

24 MS. BALDWIN: Can I respond?

25 MS. MAESTAS: Actually, this is only

1 testimony on the actual statute.

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

6 MS. BALDWIN: You mean the rule?

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

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

17 MR. HART: Okay.

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

21 And that this Number 2 section
22 proposed to be added would say that if you are not
23 aspiring to that, then you need to be supervised by an
24 LISW or someone approved by the Board. So there's --
25 it creates a distinction between the two.

1 MR. HART: And, again, Larry Hart.

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

6 CHAIRMAN KNOX: Not really, no.

7 Robert Knox, Chair.

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

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

23 MS. BALDWIN: Okay.

24 CHAIRMAN KNOX: Any other comments? Yes.

25 MR. FRIETZE: Jose Frietze.

1 I don't know if your rule-making
2 process would allow it, but, you know, it would have
3 been helpful to have gotten some background
4 explanation about what your thinking was with regards
5 to this particular rule. And I would think that in
6 the future when you have rule-making hearings that
7 you're able to provide some background explanation.
8 It would help us in terms of being able to provide to
9 you input that is more focused on what the issue
10 really is. Because I think that some of the things
11 that have surfaced -- you had a very clear
12 understanding of why you're doing this, but I don't
13 think all of us -- and maybe I missed it somewhere in
14 the process. This is my first time coming here, but
15 just a suggestion for future sessions that you
16 incorporate some process for providing background and
17 explanation about what the reason is for the rule.
18 Just a suggestion. Thank you.

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

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

24 CHAIRMAN KNOX: Sure. About ten minutes
25 will work.

1 (Recess was taken from 10:23 a.m. to 10:28 a.m.)

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

6 MR. RINALDI: What page? I got it,
7 16.63.3.8.

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

11 (LAUGHTER.)

12 MR. GREAVES: William Greaves.

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

21 And it seems like if you are in
22 social work and you're in course work that what you
23 are learning is to be culturally competent and to be
24 able to work with anyone. And when we create a
25 standard that applies only to our state, then what

1 we're saying to people is, "You can't take social work
2 from your practice, in your state, and come to our
3 state and practice and be culturally competent and
4 practice as a social worker." And I'm not sure that
5 that's a standard that we would want to continue to
6 hold as a professional body in New Mexico.

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

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

24 MS. BALDWIN: I would like to ask this
25 individual a question. I think it's important to ask

1 it now before we enter into further testimony.

2 This is Lauren Baldwin, Public
3 Member.

4 My question is, are you aware that
5 this is already a requirement in our rules? And if
6 you look at what was being stricken at Line 265, it
7 states, "A three-credit hour course in New Mexico
8 cultures." My question is, are you aware that this
9 was already a requirement and that this new section of
10 the rule, the new language, is simply articulating
11 that requirement in a little bit different way?
12 Are you aware that this is not a new requirement, that
13 this was already in the rules and already put in place
14 earlier in -- when did this come into effect? In
15 2000? Gino?

16 CHAIRMAN KNOX: The essential requirement
17 was always there, the specific requirement for the
18 course which was as of last executive session.

19 MS. MAESTAS: '02.

20 MS. BALDWIN: '02. Right. But the
21 three-credit hour course was actually -- it's just in
22 the last six months to a year.

23 CHAIRMAN KNOX: Bill.

24 MR. GREAVES: William Greaves.

25 I am aware that it was a

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

15 MS. BALDWIN: Thank you.

16 MS. WALKER: Beth Walker, Western.

17 I come from Arkansas, as I said, and
18 one of the issues that I faced coming into this state
19 is I thought I was culturally competent. You know,
20 two cultures, I thought I had it down. Well, perhaps
21 not. And I took the test. That's when I came in.
22 The test was what was occurring. I would like not to
23 argue that it's not a good idea to do some kind of
24 something to determine that folks at least have a
25 nodding familiarity with the terminology and with -- I

1 teach in Gallup, so Navajo, Zuni, those kinds of
2 issues. I think we need a familiarity with at least
3 the terminology. However, we have been offering a
4 course that is acceptable to the Licensing Board since
5 day one. And the day this came into effect we began
6 offering something online.

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

16 But I'd be happy to provide you with
17 the WebCT transcripts from the people who are taking
18 the class and who have the same opinion that Bill has
19 that, you know, we learned how to do this stuff.
20 Leave us alone. So I would argue for something like
21 six hours of continuing ed that has a much more
22 flexible applicability. It could also be done online.
23 12 hours of continuing ed if you want. 15 is the
24 equivalent to 45 hours of -- 45 hours of continuing Ed
25 is the equivalent of one college course. So taking

1 this college course in most states is the equivalent
2 of 45 hours of continuing education. I don't think
3 you want that. I don't think you need that for what
4 we, as a profession, would like to see folks know
5 about being culturally competent, not broadly, but New
6 Mexico specifically.

7 So I would like to argue for a
8 different approach to doing it because these people
9 are miserable, and they really are suffering, the ones
10 that are trying to take the course. They want to move
11 to New Mexico. They're trying to get a job. And all
12 of a sudden they have to spring for \$400 from Western,
13 650 if you take it at State. You know, for an online
14 class, it's expensive and it goes beyond what I think
15 you would like to accomplish because most cultural
16 diversity courses also include -- my textbook has a
17 chapter on White guys. You know, I don't think that's
18 what you want. When you talk about New Mexico
19 cultures, I think it could better be accomplished with
20 something more flexible and shorter. And I would like
21 to recommend that you consider that. And, again,
22 thank you.

23 CHAIRMAN KNOX: Dr. Garcia first.

24 MR. GARCIA: Thank you. I'm Alfredo,
25 again.

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

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

20 And I also speak for Dr. Anderson,
21 the director of the social work program in Las Cruces.
22 He's in favor of it. We would like to just proceed
23 and implement and see how we can come up with meeting
24 your needs and the licensing requirements. And making
25 them culturally competent at minimal costs to those

1 students. So I'm in favor of the proposal and
2 regulation changes in this section.

3 CHAIRMAN KNOX: Ann.

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

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

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

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

25 MS. MAESTAS: Ms. Houck, if I may

1 interrupt. I apologize. This has been entered as an
2 exhibit and all members have read it. So I'm going to
3 ask that you not repeat it as it is redundant for this
4 hearing.

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

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

14 MS. HOUCK: And have you all read it?

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

17 MS. HOUCK: Uh-huh. Okay. Well, let me
18 just say that, again, one of the questions that I had
19 was, how come I never heard about this three-credit
20 course that went into the rule last legislative
21 session until it was a done deal? How come I'm
22 hearing here, and I can't remember exactly what was
23 said, but it came from a member over here
24 (indicating.) So it must have been either you,
25 Ms. Smart or Mr. Rinaldi, that may -- that indicated

1 to me that these changes have already been done. That
2 you've discussed all this, this is what you're going
3 to do. And basically, are we wasting our time here
4 speaking to you now?

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

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

25 These issues are covered in the Code

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

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

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

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

24 And do I know enough to know that if
25 I don't know a particular culture and my client is

1 very immersed in that culture I'd better learn? Yeah,
2 I do.

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

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

17 CHAIRMAN KNOX: Okay.

18 MR. FRIETZE: Jose Frietze from Las
19 Cruces.

20 Jose Frietze. You can catch the two
21 cultures, the two names reflected there. I support
22 the rule change. New Mexico is a unique state, and
23 we're unique in a couple of different ways. We're not
24 just urban, we're not just rural. We're territorial.
25 We have territorial areas. And that makes us

1 different. But in addition to what really makes us
2 different is our constitution. Our constitution is a
3 very explicit state that we're a bilingual state. I
4 don't think any other state in the United States has
5 that as part of their constitution.

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

10 CHAIRMAN KNOX: Woman in the back.

11 MS. MARY JO BACA: Hi, I'm Mary Jo Baca.
12 I guess I want to offer myself as a guinea pig for all
13 of you to ask questions. I'm currently in the process
14 of this three-credit course and will complete it on
15 December the 1st. And I'd like to say that it has
16 been extremely difficult to get through this
17 three-credit course, not because of how difficult the
18 content of the course is, but the time it requires and
19 the money involved. I think I've spent close to
20 \$1,200 in this whole process. I don't make that much.
21 I mean, I'm here with my supervisor today that
22 supports me being here and I'm disappointed there's
23 not more young social workers here. I think that's
24 sad. I think that's very sad.

25 I moved here from New Orleans where

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

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

10 MS. SMART: I'm Ms. Smart.

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

15 MS. MARY JO BACA: Well, the three-credit
16 course was \$650. The required text was 125. Again,
17 time that's taken out of work hours, which I've had to
18 do some of that. If you want to include that, that
19 adds up. And I actually didn't include that with the
20 \$1,200, but I did include the examination fees and the
21 testing fees. And then the course fee for helping me
22 with the test. And so I'm doing both at the same
23 time. So that did add up to 1,200. And that's a very
24 conservative budget that I just gave you.

25 MS. SMART: And I'm just curious of what

1 the content of that three-credit hour course is? Like
2 what --

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

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

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

24 MS. SMART: But I'm going to ask you,
25 again, though --

1 MS. MARY JO BACA: Uh-huh.

2 MS. SMART: -- what is the content -- and
3 I'm not trying to be difficult --

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

5 MS. SMART: It's a what?

6 MS. MARY JO BACA: It's Human Behavior
7 and the Social Environment. It's a first year's
8 master's course. And so the professor is excellent.
9 I don't want to say anything against the professor.
10 She's been nothing but excellent. I think it's a
11 really good course for a first semester master
12 student. I really do. But for someone like myself
13 that has been practicing so long and has achieved two
14 master's degrees related to this field, it's
15 redundant. It's very redundant.

16 MS. SMART: Well, now, and I agree with
17 you. I've been a social worker -- or in social work
18 since 1981 and I -- being out in the field for very
19 many years, I don't care if they had the best and a
20 thousand dollars course, it's just really misconstrued
21 what actually is culturally competent. You can't put
22 me and all my Mexican comrade and saying being
23 culturally competent means that you think we all eat
24 bean burritos, because that's not true.

25 You know, my sisters and I grew up

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

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

14 The intention and the whole point of
15 it originally was to simply ensure that people, and in
16 particular, coming into New Mexico, but people
17 functioning as social workers in New Mexico were aware
18 of the fact that New Mexico was a -- in the
19 legislative terminology, was a tricultural state.
20 That was the point and to have a little bit of
21 information about what that meant. This is not a
22 cultural competency requirement. This is not a
23 competency requirement for New Mexico cultures. It's
24 a requirement for some sort of a demonstration of
25 awareness of the nature in existence of the primary

1 cultures in New Mexico as a feature that makes this
2 state different from other multiply cultural states.

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

9 MS. MONTES DE OCA: Chairman Knox.

10 This is Lydia Montes de Oca.

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

20 Beth, you made the recommendation of
21 CEUs?

22 MS. WALKER: Yes, absolutely.

23 MS. MONTES DE OCA: -- CEUs and
24 associated with the NASW conference or online CEUs
25 would be a wonderful way for someone to be aware of

1 New Mexico cultures. Thank you.

2 MS. WALKER: Beth Walker, Western New
3 Mexico.

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

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

25 But the continuing education piece,

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

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

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

22 CHAIRMAN KNOX: Okay. Bill first.

23 MR. GREAVES: William Greaves.

24 My suggestion would be to do away
25 with the time frame and the course work that's

1 required and to just ask people to do continue
2 education, whether it be three units a year or six
3 units a year, but to continue their education.
4 Because I think that people who are professionals are
5 interested and would be interested and do continue
6 their education in the areas around them and trying to
7 understand the people around them. So I think that
8 that's just acknowledging that these folks are
9 professionals, and that they're trying to learn more
10 about the land that they live in and the people that
11 they work with.

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

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

17 CHAIRMAN KNOX: (Complies.)

18 MR. RINALDI: In the CEU process, there
19 is a component for, you know, I guess, credits and a
20 requirement for credits in culture. We don't specify,
21 you know, that it has to be in New Mexico cultures,
22 okay, specifically. It's just to continue an ongoing.

23 So my question to you is, if an
24 individual is coming -- if the intent is to expose
25 folks to New Mexico cultures and an individual who's

1 coming out of state without that -- I'm not saying
2 that they didn't get an education, you know, an
3 appropriate education, but without the exposure to New
4 Mexico culture -- certainly the triculture aspect, how
5 would you propose we ensure that they get that without
6 changing the CEU credits to, say, three hours or six
7 hours in New Mexico cultures?

8 MR. GREAVES: William Greaves.

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

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

20 MR. GREAVES: Just like any other social
21 worker that's practicing in the state, that you would
22 also need to have those hours and you would have to
23 have those to maintain licensure. So that somebody
24 coming into the state, when they're applying for
25 licensure, would also have to demonstrate within that

1 year or the two-year period that they have met that
2 standard of Continuing Education Units. I think
3 you're acknowledging that they're coming in with the
4 training to be culturally aware, but what you're
5 asking them to do is continue their professional
6 education. And that's what you're doing by asking for
7 CEUs.

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

15 But anyways, I appreciate that.

16 MR. GREAVES: I guess I'm wondering if
17 the standard is you want them to be aware before they
18 even start practicing because I think that's what the
19 timeline is all about. And I think that the concern
20 with this timeline is that -- what you're having is
21 people are saying that they don't want to come
22 practice here. And I've had people call up and
23 complain and say, you know, "I can't come to New
24 Mexico and practice because, number one, these
25 timelines aren't something" -- when they offer a

1 course in the fall and they offer a course in the
2 spring, and the course is already offered, you have
3 these timelines in place. The timelines aren't
4 manageable for someone. And then they can't practice
5 at all. I mean, they can't practice at all in the
6 state to come in when they have to meet that standard.

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

13 CHAIRMAN KNOX: Okay. Dr. Garcia.

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

25 And it would seem to me that if

1 they -- and I didn't know this until now -- if the
2 students, or I shouldn't say -- if the Licensed Social
3 Worker in other states such New Mexico, I'm assuming
4 they can't practice until they pass the cultural. Do
5 they get a provisional license?

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

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

24 And I think then that would provide
25 choices. The more choices you give and opportunities

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

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

18 MS. MAESTAS: Yes. Again, during the
19 open meeting, which will follow the rules hearing, we
20 will discuss the options of the different types of
21 courses that the Board has discussed and discuss the
22 different options that the Board has met and looked
23 into. This is just an opportunity for a public
24 comment because at the opened board meeting, there's
25 little to no opportunity for public comment.

1 So, yes, that shall be reserved for
2 the public meeting.

3 MR. RINALDI: Okay. Thank you.

4 CHAIRMAN KNOX: Ms. Houck.

5 MS. HOUCK: Ann D. Houck.

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

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

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

16 MS. HOUCK: Okay.

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

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

23 MS. MAESTAS: At the public meeting.
24 This is not the property time.

25 MS. BALDWIN: No, I think that the

1 public -- the people attending this meeting are
2 wanting to have a discussion with the Board and are
3 asking -- and I think Gino is asking, is it during the
4 Board meeting, would there be an opportunity for a
5 discussion?

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

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

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

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

16 MS. MAESTAS: Correct.

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

20 MS. MAESTAS: No, hypothetically --

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

23 MS. MAESTAS: To approve a rule.

24 MS. BALDWIN: -- or a rule or to take
25 action of some kind?

1 MS. MAESTAS: Correct.

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

5 MS. MAESTAS: Correct.

6 MS. BALDWIN: Okay. Thank you.

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

18 MS. BALDWIN: Can I respond to that?

19 MS. MAESTAS: Sure.

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

22 I beleive that the rule-hearing
23 process is designed for the Board to propose a rule
24 change and then for the public to come in and responds
25 to the proposed rule change and for then the Board to

1 go into a meeting and have a discussion about the
2 proposed rule change now that we've heard from the
3 public or from members of the profession.

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

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

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

20 And the whole -- the intent would be
21 that if you come here -- if the public and members of
22 the profession come here today and say to us, "This is
23 not a good idea and here's why," and there's reason
24 and sensibilities in those comments, it would prompt
25 us to then go back and slow down or even stop or even

1 change what we're proposing to do. I think the intent
2 is for us to get feedback before a final decision is
3 made.

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

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

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

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

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

20 MS. BALDWIN: Nobody comes.

21 MR. RINALDI: And we publicize our
22 meetings to let people know that we're going to do
23 this. And then sometimes -- but we're still being
24 pushed by the need to having to make decisions. And
25 when we make decisions, I'm glad we're getting input.

1 This has been very helpful.

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

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

24 MS. MAESTAS: If I may interrupt you.
25 I'm sorry. This is a recorded proceeding. Can we get

1 back onto our formality?

2 MS. HOUCK: And, again --

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

4 MS. HOUCK: I'm sorry, Attorney Maestas,
5 but, again, these are the kinds of things that we want
6 to be able to have in exchange with.

7 MS. MAESTAS: Appropriate for a public
8 board meeting.

9 MS. HOUCK: But then you're telling me
10 that the public board meeting -- it's the Board who's
11 talking. And unless somebody moves that we can have
12 this -- you know, I mean, I don't know. Again, I'm a
13 social worker. How is it possible to just sit down
14 with you guys and say, "Hey," you know, "here we are.
15 We're the working public. We're out there in the
16 field. This is what we see. We want to come to you."
17 So maybe what I'm saying is -- what this has certainly
18 said to me is, can we ask that maybe something like
19 that could be instituted? You know, where there is an
20 opportunity for informal input by, you know,
21 practicing social workers. But, again, I've
22 digressed, and I know.

23 CHAIRMAN KNOX: A short answer to your
24 question is yes. And board meetings are the place to
25 do it.

1 MS. BALDWIN: Because -- well, let's
2 clarify that. Because you can come to a board meeting
3 and say, "I'm here because I would like to address the
4 Board on a topic." You can choose it. We don't have
5 to be discussing it. You can come -- you can ask for
6 a time at the Board meeting to talk to the Board about
7 something.

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

10 MS. BALDWIN: Yes.

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

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

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

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

21 MS. HOUCK: Okay. But now...

22 MS. MAESTAS: Comments on Application for
23 Licensure.

24 MS. HOUCK: Yes. So regarding this, and
25 I appreciate about your explanation of where the

1 legislation came from and how it, you know, how we
2 came sort of to this place about the tricultures and
3 the, you know, the concern of the legislature that,
4 you know, those of us are coming in particularly from
5 another area of the country to practice have an
6 awareness of these cultures.

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

18 Now, cost is a big issue because I
19 know when I moved here and I did that exam, there was
20 no cost associated with it other than what it cost me
21 to, you know, to get my license. So we are asking
22 people to put a little more, you know, to put out more
23 money for being able to practice in this state. And I
24 think that is an issue that has to be considered when
25 you do this.

1 But Mr. Rinaldi, I also want to
2 comment on your -- on the continuing education units
3 having so many hours be within cultural competence.
4 Now, I suspect that that's got something to do with
5 this New Mexico cultural awareness. And if it
6 doesn't, I'm going to say, again, it's redundant
7 because within the Code of Conduct that's a part of
8 your rules, it's very clear that social workers -- and
9 you're proposing the word "Shall," and I certainly
10 have no objection to that. So you're proposing that
11 social workers shall be culturally competent. You
12 know, we should be able to determine which CEUs we
13 need to have in order to have a really skillful
14 professional practice.

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

24 MR. RINALDI: Thank you.

25 CHAIRMAN KNOX: Thank you. Any further

1 comments on this particular proposed regulation?

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

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

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

20 And so if we maybe would have done
21 that, I would have liked to have seen the Board
22 actually follow through with the ad-hoc committee and
23 we would have been able to do that. Because now, like
24 Dean Garcia made the comment, "Okay. So if we have
25 these rule changes, how are we going to now implement

1 that? At what point? And who's going to be doing
2 this?" Whereas perhaps the committee may have already
3 put that into a motion of sorts so that new social
4 workers would have an idea and support. And for Vadra
5 who answers the phone and says -- you know, just
6 information she gets. She would have already had a
7 good idea of what the social work community was
8 feeling. So that's it. Thank you.

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

11 Now, are you saying that --

12 MS. MONTES DE OCA: To me or to Vadra?

13 MR. RINALDI: To yourself.

14 MS. MONTES DE OCA: Okay.

15 MR. RINALDI: If we had the meeting, you
16 would have been able to provide input to the rules or
17 to the process or to both?

18 MS. MONTES DE OCA: To both. That was my
19 understanding.

20 Was that your understanding,
21 Alfredo, at the ad-hoc committee that we would have
22 been able to have conversation that --

23 MR. RINALDI: Just for -- and then a
24 question to Vadra. When we had that meeting, we had
25 to move in order to put the rules hearing on. So we

1 had a specific amount of time available to announce it
2 and then time before we had the meeting. So we were
3 under a timeline. So I don't think the intent was to
4 dialogue about what was going to be proposed in the
5 opened forum. I mean, it was to dialogue on the
6 second part of what you had said which was putting
7 together. And I agree with you, too. Unfortunately,
8 we don't get paid. We volunteer to do this. And at
9 times, you know, we get overwhelmed just like anyone
10 else. And as much as we want to put something like
11 that together rapidly, we didn't. But it's still
12 going to happen.

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

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

17 CHAIRMAN KNOX: Dr. Garcia.

18 MR. GARCIA: This is probably one of the
19 very few times that I want to give full authority to
20 the Board, okay? And this is the suggested changes
21 that I would make to this section. And, again, I
22 agree with the spirit and intent of this change. But
23 I also, I think, in going back to that discussion, I
24 certainly don't want to take up a lot of air space
25 here. If the intent is to also consider CEU credit,

1 like workshop seminars and so on and so forth, not
2 just university courses so that we don't impose a
3 financial burden on these students, then it seems to
4 me that verification -- the wording should read
5 something such as, "Verification the applicant has
6 completed a board approved course or courses, workshop
7 or workshops or seminars in New Mexico cultures,"
8 period. And leave it at that.

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

22 MR. RINALDI: I appreciate it.

23 CHAIRMAN KNOX: Ms. Baca.

24 MS. MARY JO BACA: I'm not going to say a
25 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 MR. RINALDI: That's why after that
6 meeting, we move forward so we can put this on. We
7 knew we had to do it rapidly. Thank you.

8 CHAIRMAN KNOX: Okay. Any other comments
9 on this proposed rule?

10 MR. FRIETZE: I'd like to comment.

11 Again, I support the rule change. I
12 think that there are some recommendations that have
13 been made that are very valid. But I want to add, I
14 traveled from Las Cruces to be here. And my schedule
15 may not be as flexible as other people's schedule
16 would be. And I think that if you're going to set a
17 rule that says ten minutes per person, you need to
18 follow that rule. That's something that I expect. I
19 think that that's something that everybody should play
20 by. We set the rules, let's play by them.

21 CHAIRMAN KNOX: I hear you.

22 Any comments? Okay. Moving on.
23 Does anyone have any comments on proposed amendment to
24 Part 6, Licensure by Credential?

25 MS. MAESTAS: For a note of

1 clarification, Mr. Chair --

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

4 MS. MAESTAS: Correct.

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

9 MS. BACA: No, Part 7 is different.

10 CHAIRMAN KNOX: It would be...

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

14 CHAIRMAN KNOX: Right. Okay.

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

18 CHAIRMAN KNOX: Does anybody have any
19 objections to that?

20 ALL MEMBERS: No.

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

22 CHAIRMAN KNOX: The meeting is now called
23 to order. Meeting is back in session and we -- I'm
24 asking now for comments on the proposed rule change
25 for part -- what is it, Part 7, 16.63.7.8 A, which is

1 simply a language change dropping the words
2 three-credit hour course -- or "three credit hours."
3 So that the language tracks with the issue we were
4 just discussing. Does anybody want to make any
5 comments on that? Yes, ma'am.

6 MS. HOUCK: Ann D. Houck.

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

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

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

18 16.63.7.9, extends the length of the
19 provisional license from six months to 12. Anybody
20 want to comment on that?

21 Part B of that is the same language
22 change.

23 MS. BACA: Chairman.

24 CHAIRMAN KNOX: Oh, I'm sorry.

25 MS. BACA: Ann D. Houck just wanted to

1 say she likes it.

2 CHAIRMAN KNOX: Say what?

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

5 CHAIRMAN KNOX: All right. We did
6 something right.

7 (LAUGHTER.)

8 CHAIRMAN KNOX: Okay. That's Part 7.

9 Any comments on that part? Okay.

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

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

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

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

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

24 MS. BACA: Yes.

25 CHAIRMAN KNOX: And semi is -- well,

1 we're going from one year to two year renewal period.

2 Any comment on that? Okay.

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

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

9 Part 11 is the same thing, again.
10 Any comment on that?

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

18 Any comment on any of that?

19 MS. HOUCK: Mr. Chair.

20 CHAIRMAN KNOX: Yes.

21 MS. HOUCK: Mr. Chairman, thank you.

22 I've spoken on what I think about
23 the board intruding in our practice, but I also wanted
24 to mention that should this requirement remain,
25 currently any continuing education courses that social

1 workers take must be approved in some fashion either
2 by NASW or, you know, by an NASW worker, approving
3 those things now in order to receive continuing
4 education. And I would submit that if you're going to
5 require that three hours every year in essence or six
6 hours every two years be in the area of cultural
7 awareness, it's certainly -- I don't know how you
8 would determine that. I certainly don't see workshop
9 information coming across my desk that says, you know,
10 that indicates that that particular workshop addresses
11 cultural awareness nor does, you know, whether it's
12 entirely about that or a piece of it.

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

21 CHAIRMAN KNOX: Bill.

22 MR. GREAVES: William Greaves.

23 I guess my concern with this piece
24 would be if NASW is monitoring this. What would be
25 their criteria for issuing CEUs, because I don't think

1 there's any guidelines given at this point. So I
2 would be concerned about who is interpreting it and
3 how they're interpreting it with no guideline
4 issuance.

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

8 16.63.12.10, "Continuing Education
9 Participation/Formal Social Work Education," changing
10 the hourly requirement from 15 to 30 in order to track
11 with going to the biennial renewal. Are there any
12 comments on that?

13 16.63.12.12, adding the language
14 "two year" to the continuing education credit
15 carryover indicating that all continuing education
16 hours must be renewed -- a current two-year period
17 rather than what had previously been the one-year
18 period. Any comment on that?

19 16.63.12.13, "Documentation of
20 Participation," language change enabling that language
21 to track with a change from a one year to a two-year
22 renewal period. And in Section A, same thing.
23 Language change to accommodate going to a two-year
24 renewal period. Any comment on that?

25 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 Part 16, "Code of Ethics." This is
5 a change that includes changing the word "should" to
6 "shall" throughout. And rather than go through each
7 one of those one at a time, I would request that if
8 there are comments to be made about that change from
9 "should" to "shall" in any of the provisions to deal
10 with that first. Yes.

11 MS. HOUCK: Again, Ann D. Houck,
12 Mr. Chairman.

13 Just a comment on the "Cultural
14 Competent" Section E. Again, my reading in changing
15 the "should" to "shall" eliminates the need for
16 mandating three hours -- or six hours of cultural
17 competence per renewal year in CEUs. I mean, this
18 pretty much mandates that that's what a social worker
19 is going to do and how they accomplish that, I think,
20 should be up to the social worker. Thanks.

21 CHAIRMAN KNOX: Okay. Any other comments
22 on that? Any questions from the Board? Okay.

23 I guess going to line 1996, under 4.
24 Changing the -- some of the language and the
25 requirement for "social workers who believe that a

1 colleague acted unethically shall take action through
2 appropriate formal channels established by employers,
3 agencies, licensing and regulatory bodies, and other
4 professional organizations."

5 Any comments on that?

6 MS. HOUCK: Ann D. Houck, again.

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

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

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

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

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

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

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

24 That brings us to exhibits now that
25 are correspondence.

1 MS. MAESTAS: Mr. Chair, we're at that
2 point where we have to enter the exhibit -- we have to
3 enter the attendance sheet as an exhibit. We're at
4 that point.

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

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

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

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

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

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

19 (Exhibit Number 19 admitted into the record.)

20 CHAIRMAN KNOX: Board Members, do you
21 have any questions on admitting the attendance sheet?
22 Okay. It's in the record.

23 The comments submitted and
24 discussion heard during the rule hearing will be
25 considered and discussed by the Board during the Open

1 Meeting following the rule hearing. The Board will
2 vote on the proposed rules during the meeting.

3 Members of the audience are invited to stay.

4 Any rules adopted by the Board will
5 be filed at State Records and Archives in accordance
6 with the State Rules Act and New Mexico Register
7 publication deadlines. The adopted rules will become
8 effective 30 days after the filing date.

9 Any rules not adopted may be
10 postponed for future discussion at a definite time in
11 the future or may be postponed indefinitely.

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

20 The regular meeting of the Board is
21 going to be in -- yeah, I need to set a time.

22 MS. BACA: Lunch is just now being called
23 in. So it'll be a few minutes before it gets here.

24 CHAIRMAN KNOX: Okay. The regular board
25 meeting then is going to begin immediately following

1 this rule hearing. And let the record show that this
2 meeting was adjourned at 11:57 a.m.

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2 COUNTY OF BERNALILLO

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REPORTER'S CERTIFICATE

6

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

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

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