School of Social Work

BSW Field Work Manual
Academic Year 2014-2015
Faculty and Staff

The School of Social Work is located on the ground and third floors of Masterton Hall, Portland Campus. The School telephone number is 780-4120  (FAX 780-4902)

TEACHING AND FIELD FACULTY

Jeanette Andonian, Associate Professor/MSW Coordinator 780-4115  andonian@usm.maine.edu

Raymond Belicose, Lecturer 780-4123  rbelicose@usm.maine.edu

Vincent Faherty, Professor 780-4227  faherty@usm.maine.edu

Susan Fineran, Professor/Director 780-8533  sfineran@usm.maine.edu

Stacia Fitch, Field Work Coordinator 780-4107  sfitch@usm.maine.edu

Paula Gerstenblatt, Assistant Professor 780-4493  gerstenblatt@usm.maine.edu

Paul Johnson, Associate Professor 780-4438  pjohnson@usm.maine.edu

Hermeet Kohli, Associate Professor/BSW Coordinator 780-8453  hkohli@usm.maine.edu

Ana Lazar, Associate Professor 780-4121  lazar@usm.maine.edu

Barbara Rich, Associate Professor 780-4122  rich@usm.maine.edu

Leslie Richfield, Field Work Coordinator 780-4338  leslier@usm.maine.edu

Charles Smith, Assistant Professor 228-8301  casmith@usm.maine.edu

David Wagner, Associate Professor 780-4764  wagner@usm.maine.edu

DEPARTMENT STAFF:

Cathryn Egan-Arnold, Administrative Assistant 780-4120  ceganarnold@usm.maine.edu

Kate Corbett, Student Affairs Coordinator 780-4762  kcorbett@usm.maine.edu

Faculty descriptions are available online at: http://www.usm.maine.edu/swo/people
**Fall Semester 2014**

- Classes Begin: 8 a.m. Tuesday, September 2
- **Field Instructor Orientation:** Friday, September 12
- October Vacation Begins: Monday, October 13
- Classes Resume: Wednesday, October 15
- **Ethics Training:** Friday, October 31
- Thanksgiving Vacation: Wednesday, November 26
- Classes Resume: 8 a.m. Monday, December 1
- Last Day of Classes: Friday, December 12
- Final Exams: Sat., December 13-Fri., December 19

**Spring Semester 2015**

- Classes Begin: 8 a.m. Monday, January 12
- Martin Luther King (no classes): Monday, January 19
- Winter Vacation Begins: Monday, February 16
- Classes Resume: 8 a.m. Monday, February 23
- Spring Vacation Begins: Monday, March 30
- Classes Resume: 8 a.m. Monday, April 6
- Last day of classes: Friday, May 1
- Final Exams: Sat., May 2 – Fri., May 8
- Commencement: Saturday, May 9
# Table of Contents

Introduction to Field Instructors .................................................. 6
Introduction for Students Entering Field Work .................................. 7
Brief Definition of Roles ................................................................. 7
Generalist Practice Definition .......................................................... 8
School of Social Work Mission Statement .......................................... 8
School of Social Work Diversity Statement ........................................ 9
The Undergraduate Program ............................................................ 9
BSW Program Goals and Objectives ............................................... 10
BSW Requirements ......................................................................... 11
Undergraduate Course Descriptions ................................................ 11
Introduction ................................................................................. 14
  Field Practicum ........................................................................... 14
Field Practicum Experience ............................................................. 14
  Purpose ....................................................................................... 14
  Objectives .................................................................................. 15
Practicum Site ................................................................................. 16
  Selection of the Practicum Site ..................................................... 16
Roles and Responsibilities .............................................................. 17
  Field Work Coordinators ............................................................. 17
  Faculty Field Liaison ................................................................. 18
  Agency Field Instructor .............................................................. 18
  Site Supervisor ......................................................................... 20
  Student’s Role .......................................................................... 20
Monitoring and Assessment of Student’s Progress .............................. 21
Methods of Assessment Utilized by the School and Placement Site ........ 22
Field Seminar ............................................................................... 22
Evaluation of Student Performance ................................................ 24
Policies Related to Academic and Field Calendar, Holidays, and Absences .................................................. 25
Grievance Procedures ..................................................................... 25
Placement Difficulties

Academic Review Policy
  Purpose
  Procedures
  Appeals Process

Policy on Termination

Change of Seminar Policy

Policy on Students Using Their Employment as Field Placement

Class Attendance Policy

Pre-Placement Training Policy

Appendix A: SWO 411—412 Syllabus

Appendix B: SWO 411—412 Attendance Sheets

Appendix C: SWO 411—412 Assignments

Appendix D: BSW Field Evaluation Examples

Appendix E: Field Work Information Sheet

Appendix F: BSW Field Work Check List

Appendix G: Master Student Affiliation Agreement

Appendix H: Memorandum of Insurance

Appendix I: Other Policies (Equal Opportunity, Aids, Sexual Harassment, Alcohol & Drugs)

Appendix J: USM FAQ’s about the liability & Risk Insurance Program

Appendix K: Field Placement at Place of Employment Contract

Appendix L: Field Work Student Placement Profile

Appendix M: Agency Profile Form

Appendix N: Code of Ethics of the National Association of Social Workers (NASW)

Educational Policy and Accreditation Standards

Field Education Links
Introduction to Field Instructors

Perhaps the most important thing that a social work program can say to its field instructors is thank you for your commitment of time, energy, expertise, and dedication. Without this, the heart of our social work program, the field component, would not exist. Our aim is to support you in your role as social work educators in the field in as many ways as possible, so that the field placement experience is a true and meaningful collaboration between student, field instructor, and social work program. We attempt to accomplish this goal by providing this manual; through visits and phone contacts with the field coordinator; through visits and phone contact with the field faculty liaison; via regular mailings, campus meetings, and trainings for field instructors; and through our required field placement seminar class for all students in the field.

This manual is intended to serve as a useful tool in building the placement experience with your student. We hope that you will have the time to review it before your student arrives in September. It also may be useful to review the manual with your student during a supervisory meeting early in the academic year. In general, the manual presents the policies, procedures, and expectations for the field placement component of the BSW program. As you will note, the manual contains sections explaining the purpose, objectives, selection, roles, and responsibilities of various actors within the field placement experience. It also contains important policies regarding vacation sick time and student absences, termination, sexual harassment, and equal opportunity; grievance procedures; the process of academic review; the code of ethics; suggestions for handling placement difficulties; and an explanation of the evaluation process. Additionally, the manual contains syllabi, a faculty list, a School of Social Work BSW course list, and a time line for beginning tasks with your student. Finally, it contains many of the forms that you and your student will be using throughout the placement year.

We look forward to working with all of you in the year to come and welcome any comments and responses that you have about our program, students, field component, or this manual. Thank you again for your valued participation and for your willingness to take on this important challenge.

Leslie Richfield, MSW
Field Work Coordinator
leslier@usm.maine.edu
(207) 780-4338

Stacia Fitch, LCSW
Field Work Coordinator
sfitch@usm.maine.edu
(207) 780-4107
Introduction for Students Entering Field Work

Field work is a cooperative endeavor involving the University of Southern Maine School of Social Work and local community social service agencies, one in which each component provides the resources necessary to achieve a meaningful experience. As a participant, you must assume an active and responsible role, beginning with planning for field work with your program advisor and the field work coordinator, selection of a field work site, and continuing through the professional agency work assignments, termination at the end of your placement, and final evaluation of your learning experience.

Your participation in field work will provide you with the opportunity to apply the theories, skills, and processes learned in classes to real life situations. It will also allow you to test your interest in working with a particular client population, as well as fostering a stronger personal commitment to the social work profession, its ethics, values, and ideals.

It is important that you keep in mind that this is an educational experience, as opposed to an employment experience, and that your eventual career choice may be significantly different. You can practice your social work skills in any social service setting. Therefore, you may be encouraged to choose a field work placement site that might not seem ideal to you, but will nevertheless expose you to a new client population, agency, or learning opportunity, and ultimately help you to become more well-rounded and competent as a professional. For those of you who live in rural areas, more compromise may be necessary because of limited local resources. For example, you might be required either to commute to an area with a greater number of placement options, or to accept a local placement working with a population that you may not have otherwise chosen. Ideally, students approach this experience with flexibility and openness to learning and personal growth.

The process of selecting a placement is a mutual and collaborative one, involving students, advisors, field faculty, and the field department. It is vital that students and faculty make every effort to listen openly to each other. Students need to try to hear the suggestions of the faculty and field coordinator about where they might have the best educational experience. Faculty and the field coordinator try also to hear and accommodate the interests and needs of the student. Again, openness and flexibility are keys to a successful selection.

Throughout the spring semester the field work coordinators will be working with students entering field to discuss issues of concern, such as resume preparation, interview strategies, etc.

Brief Definition of Roles

Field Work Coordinator: The Field Coordinators assumes primary responsibility for the administration of both the undergraduate and graduate field work components of the School of Social Work's curricula.

Field Faculty Liaison: The Field Faculty Liaison is a faculty member of the School of Social Work (usually full time, but occasionally part time) who teaches the field seminar class students take concurrently with field placement. This person serves as a liaison between the University and the agency site.
**Field Instructor:** The Field Instructor is the social work professional within the placement site who serves as the supervisor to the student.

The field placement process itself should proceed as follows:

- In the Spring, entering field students will be contacted by a field work coordinator. Students will be emailed a BSW Information sheet and a BSW Checklist that they are asked to complete electronically and return to the field department along with a current resume. During registration time in April, students schedule individual appointments with one of the field coordinators to begin the field placement process.

- Students will be asked to review Agency Profile information online (a constantly changing file). All official placement sites are developed and chosen by the field department. (Students are welcome to make suggestions regarding possible sites, which may be explored. Please note that students do not develop their own sites.)

- Each student then meets individually with a field coordinators to decide on one or two placement options. The final selection is made by an agency field instructor after an interview process has been completed.

This entire process should be completed by June 1st.

**Generalist Practice Definition**

A generalist social work practitioner is trained to work with individuals, families, groups, and communities, with grounding in professional values, research, and a knowledge base that includes micro, mezzo, and macro theories of human behavior and practice. Central to a generalist approach is a focus on “private issues and social justice concerns” (Landon, 1995, p. 1103), with a deep appreciation for how human experience is shaped not only by characteristics and circumstances of people as individuals, but also by larger social, cultural, historical, and political forces. Fundamental to a generalist approach is the understanding of the synergistic relationship between and among the multiple layers of human experience. The generalist practitioner has broad-based intervention skills and is prepared to serve in a variety of roles and capacities. Knowledge and skills of the generalist practitioner are used to alleviate human suffering, empower and improve the lives of people in diverse contexts, and promote social and economic justice.

**Reference**


**School of Social Work Mission Statement**

The University of Southern Maine’s School of Social Work is committed to educating culturally competent social work practitioners who are prepared for multi-level, strengths-based practice that values social justice, and the centrality of community and environment in enhancing the well-being of diverse individuals, families, groups, organizations, and communities.
School of Social Work Diversity Statement

Commitment to diversity is an integral part of the School of Social Work’s mission. The School of Social Work faculty and staff are committed to preparing culturally competent social work practitioners. We welcome and honor people of all ages, abilities, creeds, cultures, genders, races, sexual orientations, socio-economic statuses. We value intellectual curiosity, pursuit of knowledge, academic freedom, and integrity, and vigorously promote a safe atmosphere where ideas can be presented and challenged in a mutually respectful manner. We promote values of social justice and social change, and strive to end discrimination, oppression, poverty, and other forms of social injustice through partnership with the community and in our teaching, scholarship, and service endeavors.

The Undergraduate Program

The goal of the undergraduate social work program in the School of Social Work at the University of Southern Maine is to prepare students for generalist social work practice with individuals, families, groups, organizations, and communities. Grounded in a commitment to professional ethics, social and economic justice and the empowerment of client systems, the generalist social work practice model provides an ecosystems framework for integrated multicultural, multi-level social work intervention, acknowledging the interaction across levels from individual to communal. The choice of appropriate intervention strategies for distinct situations is evidence-based, which assumes the presence of empirical data gained from scholarly research and practice wisdom. Fundamental to the generalist model is the understanding of the synergistic relationship between and among the multiple layers of human experience. The generalist practice model also expresses the ten core competencies as outlined in the Educational Policy and Accreditation Standards (2008) of the Council on Social Work Education. These ten competencies relate to: professional identity; ethical practice; critical thinking; diversity; human rights and social justice; research; human behavior and the social environment; social policy; evolving contexts of social work practice; and professional interventions at multiple levels. The ten core competencies are:

- 2.1.1 Identifies as a professional social worker and conducts oneself accordingly.
- 2.1.2 Applies social work ethical principles to guide professional practice.
- 2.1.3 Apply critical thinking to inform and communicate professional judgments.
- 2.1.4 Engage diversity and difference in practice.
- 2.1.5 Advances human rights and social and economic justice.
- 2.1.6 Engages in research-informed practice and practice-informed research.
- 2.1.7 Apply knowledge of human behavior and the social environment.
- 2.1.8 Responds to contexts that shape practice.
- 2.1.9 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
BSW Program Goals

1. To apply existing and develop new knowledge to advance social work practice through teaching, scholarship and service of faculty and students while building upon the profession’s history, purposes, and philosophy.
2. To prepare students at the baccalaureate level to practice generalist social work in an increasingly complex and diverse world.
3. To prepare students for social work practice that includes respect for human rights and social and economic justice.
4. To develop in students the skills to employ critical thinking in addressing complex human social problems throughout their lifetime

BSW Program Objectives

a. BSW graduates can apply the knowledge and skills of generalist social work practice at an entry-level with diverse populations within systems of all sizes.

b. BSW graduates can identify and articulate their own personal values and the values of the profession, analyze ethical dilemmas, engage in an ethical decision-making process, and assume accountability for ethical practice.

c. BSW graduates can use theoretical frameworks and practice knowledge, including those supported by empirical evidence, to understand individual development and behavior across the life span and to understand the interactions among individuals, families, groups, organizations and communities.

d. BSW graduates can understand the forms and mechanisms of oppression and discrimination, can practice social work with respect, knowledge, and skills regarding ethnicity, gender, sexual orientation, socio-economic status, age, color, culture, disability, family structure, relationship status, national origin, immigration status, race, religion, and sex.

e. BSW graduates can analyze, formulate, and influence social policies that promote social and economic justice.

f. BSW graduates can demonstrate the ability to function within the structure of organizations and service delivery systems, use supervision and consultation appropriate to social work practice, and seek necessary organizational change, while recognizing the limitations and ethical dilemmas of practice within organizations.

g. BSW graduates can evaluate their own practice interventions, analyze formal research studies, and apply research findings to practice.
BSW Requirements

Required Social Work Courses:
SWO 201  Introduction to Social Work (3 credits)
SWO 250  Introduction to Social Welfare (3)
SWO 333  Social Work Research I (3)
SWO 334  Social Work Research II (3)
SWO 350  Social Welfare Policy (3)
SWO 365  Diversity and Oppression (beginning with Fall 2002 catalog) (3)
SWO 370  Human Behavior in the Social Environment (3)
SWO 393  Methods of Social Work Practice I (3)
SWO 403  Methods of Social Work II (3)
SWO 404  Methods of Social Work III (3)
SWO 411  Field Work I (6)
SWO 412  Field Work II (6)
SWO Elective  Any 300- or 400-level Social Work Elective (3)

Undergraduate Course Descriptions

SWO 201  Introduction to Social Work
This course is an introduction to the profession of social work. Students are introduced to the core values of social work and the Code of Ethics that emanate from those values. Oppression and social justice are central themes of this course. The practice of social work is considered from the perspective of a collaborative strengths-based model working with complex social service systems. The course familiarizes students with various roles, functions, and tasks which social workers perform in a variety of settings, and acquaints students to the primary skills and practices of professional social work. Taking this course will help students to make a more informed decision about social work as a career. Cr 3.

SWO 250  Introduction to Social Welfare
Provides an introduction to the institution of social welfare through a review of social welfare history; the values and philosophy in America of treating the poor, the ill, and others in need; contemporary approaches to social policy; and possible alternative models of social welfare. Cr 3.

SWO 333  Social Work Research
A study of the methods of social work research for social policy and social work practice. The course emphasizes both quantitative and qualitative research processes with the goal of enabling the student to be competent as a "practitioner-researcher." Prerequisites: SWO 101, SWO 201; any introductory statistics course (MAT 120 or PSY 201D or SOC 307D). Cr 3.

SWO 334  Social Work Research II
In this continuation of SWO 333, students complete an empirical research project. Class members serve as a review committee for all research instruments used, learn the practical aspects of writing quantitative and qualitative research reports, and function as a research support group for one another. Prerequisites: SWO 101J, any introductory statistics course (MAT 120D, PSY 201D or SOC 307D); SWO 333. Cr 3.
SWO 350  Social Welfare Policy
A critical examination of social welfare institutions, the social problems and social needs to which they are addressed, and the policy decisions which determine the organization and direction of social welfare programs. Prerequisites: ECO 101, POS 101, and SWO 301 or permission of advisor. Cr 3.

SWO 365  Examining Oppression and Valuing Diversity
This course is designed to provide a framework for understanding and respecting cultural diversity. The cultural aspects of race/ethnicity, gender, sexual orientation, and socioeconomic status will be discussed. A central theme in organizing the course is the examination of the role of oppression in shaping lives of members of various culture groups. Prerequisites: SWO 201 or permission of instructor. Cr 3.

SWO 367  Relating Professionally to Sexual Diversity
Provides an understanding of varying concepts of sexual diversity. Employs recent theoretical empirical and clinical literature to assess attitudes toward sexual diversity. Examines motivation and skills to achieve constructive interaction between the professional and the gay, lesbian, or bi-sexual person. Prerequisite: junior standing or permission of instructor. Cr 3.

SWO 370  Human Behavior in the Social Environment
This course examines the ways in which normative and predictable human behavior throughout the life cycle is mediated by gender race, age, sexual preference, class and culture. The implication of this knowledge for social work practice will be explored. Prerequisites: SWO 101, 201; PSY 101, 102 and introductory course in biology. Cr 3.

SWO 388  Alcohol and Other Drug Abuse Issues
Examines the causes, family dynamics, cultural issues, medical aspects, treatment, and prevention modalities of drug and alcohol use, abuse, dependency and addiction along with the influences of co-occurring disorders and integrated treatment practices. This course is designed to provide students with a foundation in both direct and indirect social work practice issues with clients, families and communities (micro, mezzo, macro) challenged by addiction and co-occurring disorders. The primary goal is to assist students in further developing integrated practice frameworks with deeper understanding and skill regarding the psychodynamic, biological and ecological nature of addictive disorders, as well as the range of evidence-based practices available to address them. Throughout the course, particular attention is given to populations who have historically been marginalized. The impact of social policies on use and abuse of substances is also examined. Cr 3.

SWO 393  Methods of Social Work Practice I
This course is an introduction to the basic concepts and skills of interviewing and generalist social work practice within the framework of a strengths perspective. Emphasis will be placed on interviewing skills and the integration of values and ethics. The process of reflection enables students to integrate learning at a service-learning site. Prerequisites: EYE, MAT 101, English Composition, statistics, SOC 100, PSY 101, HRD 200, POS 101, ECO 101, SWO 201, SWO 250, junior status, plus an additional 14-16 credits, for a minimum of 60 credits. A grade of C or
better in all required social work and foundation courses, and overall GPA of 2.5. Offered spring semester only.
Cr 3.

**SWO 397  Department Projects**
Individual or group projects, requiring independent study or field work in some aspect of social welfare, to be selected by students in consultation with faculty. Prerequisite: School permission and application prior to registration.
Cr var.

**SWO 403  Methods of Social Work Practice II**
Examines the dilemmas of professional human service workers in bureaucratic systems and the effects of professionalization and the bureaucracy on consumers. Develops a range of methods aimed at better meeting client need with particular reference to strategies of organizational change and community organization. Class discussions and assignments are based on field work experiences. Prerequisites: SWO 301. Fall semester. This course must be taken concurrently with SWO 411.
Cr 3.

**SWO 404  Methods of Social Work Practice III**
This course is a continuation of Methods of Social Work Practice I. It explores the contextual nature of generalist social work practice within a strengths perspective. Emphasis will be placed on the processes of assessment, intervention and evaluation of practice with individuals, families, and groups. Family systems, group, and crisis models of intervention will be presented. This course must be taken concurrently with SWO 412 (Field Work I). Prerequisite: SWO 301. Spring semester. SWO 403 and SWO 411.
Cr 3.

**SWO 411  Field Work I**
For social work majors: a required internship of 16 hours per week in approved agency settings, designed to relate social work theory to practice under professional supervision. Fall semester only. Must be taken as the first in a two-course sequence. Prerequisites: SWO 201; SWO 301; 401 (concurrent).
Cr 6.

**SWO 412  Field Work II**
A continuation of SWO 411. Spring term only. Must be taken as the second in a two-course sequence. Prerequisites: SWO 301, SWO 401, SWO 411, and SWO 402 (concurrent).
Cr 6.
Introduction

Field Practicum

The mission of the University of Southern Maine’s School of Social Work is to provide quality education from a generalist practice perspective. For students to acquire the knowledge, skills, and values necessary for beginning level practice, successful completion of the field work component is essential.

Through this field experience students are expected to integrate knowledge obtained from courses in methods of social work practice, human behavior in the social environment, social policy, and social research. Participation in the field practicum further promotes personal commitment to, and socialization in, the profession.

The field experience is a collaborative undertaking between the School of Social Work and various community social service agencies, organizations, and institutions within the state of Maine. Students actively participate in the collaborative process beginning with the application for field work and continuing throughout the subsequent year-long practicum (SWO 411 Field Work Seminar I is taken in the Fall Semester and SWO 412 Field Work Seminar II is taken in the Spring Semester.) The field work experience takes place in the students final academic year.

Normally, students are placed with a single agency for the full academic year and spend 16 hours per week for 14 weeks during each semester for a total of 480 hours. This 480 hour commitment should be completed by the end of the Spring semester in early May. In addition to this agency-based learning, students participate in a small group integrative seminar on campus. Students earn six credits per semester for participation in both aspects of the experience.

Classes for field seminar will be scheduled on a weekly basis, however, variations to individual seminar schedules will be discussed at the beginning of the semester.

The field practicum is taken concurrently with social work methods courses SWO 403 (Methods of Social Work Practice II) in the Fall semester and SWO 404 (Methods of Social Work Practice III) in the Spring semester. SWO 393 (Methods of Social Work Practice I) precedes the field practicum experience and is taken in the Spring of the junior year. Students must successfully complete both the field practicum course and the Methods II course in the Fall semester in order to continue the practicum in the Spring. Failure to do so requires the student either to repeat the field experience in the Fall of the following year, or to withdraw from the Social Work major.

Field Practicum Experience

Purpose

The field practicum is an integral part of preparing the student for generalist practice. Through this experiential learning, students have the opportunity to integrate theory with the realities and demands of professional social work.

The generalist practice experience is intended to provide students with:
1. an opportunity to engage actively in direct practice with socially and economically oppressed populations on both the micro and macro levels;

2. an understanding of the agency's purpose, function, and structure within the context of the overall human services network;

3. the development of a strong sense of professional identity with a firm commitment to public service;

4. an appreciation of the relationship between social work policy and services provided;

5. exposure to the day to day realities of social work as a profession in order to help clarify their career goals;

6. an understanding of the political, economic, social, and cultural influences on the human services;

7. an appreciation of the importance of their responsibility to evaluate the effectiveness of their interventions with clients;

8. an opportunity to develop sensitivity to human diversity; and

9. an understanding of the implementation of ethics and values in social work practice.

Objectives

The Field Placement is intended to provide an environment that will reinforce and integrate the student's understanding of theory. The placement is expected to include opportunities to practice and develop the skills, knowledge, and values necessary for entry level generalist practice.

It is anticipated that students be exposed to a progression of learning experiences from basic to more challenging, at a pace compatible with individual variations in readiness, rate of development, and learning styles.

Objectives of the Field Practicum are:

1. to develop an understanding of the placement agency, its place in the human service system, its clientele, and the community it serves;

2. to develop basic practice skills that are applicable to client systems of various sizes;

3. to demonstrate an ability to utilize the strengths perspective and systems framework within the context of a generalist practice model that includes empowering processes; forming partnerships; interviewing skills; articulating client situations orally and in writing; formulation of direction and goals; identifying strengths and resources; analysis, interpretation, and integration of data for assessment purposes; framing solutions; activating resources; expanding opportunities; and evaluation of one's own practice;

4. to develop skills in time management and in organizing one's own work;
5. to enhance one's understanding of and identification with the Social Work profession, in terms of its values, ethics, and responsibilities;

6. to develop an understanding of the role of supervision in Social Work and to become skilled in using supervisory time;

7. to develop the ability to communicate effectively both orally and in writing with individuals, families, and groups;

8. to identify and be sensitive to the ways in which cultural, economic, racial, ethnic, sexual orientation, and gender issues have a direct impact on the client's situation and access to services;

9. to gain an understanding of how one's own values, feelings, and attitudes are triggered by and have an impact on the client system, and to evaluate one's own appropriateness and readiness for the Social Work profession;

10. to develop understanding of how data management and social research is integrated into the range of processes and outcomes that are inherent in the operation of a social service agency;

11. to develop an understanding of how organizations and institutions may impede client need as well as assist clients, and to develop strategies of intervention that can promote improvement in agency services;

12. to develop an ability to collect and interpret data on organizations and communities in order to begin the process of organizational change, community organization, or a needs assessment.

**Practicum Site**

**Selection of the Practicum Site**

The field practicum plays a unique and particularly significant role in the education of students for social work practice. The School of Social Work places a high value on collaboration with human services organizations. We view the training of students as a shared endeavor between the academic and practice communities.

The selection of an agency as a practicum site is accomplished through a process of discussion and negotiation between the School of Social Work's field department and a representative of the agency. Such discussions may be initiated by either the agency or a field coordinator. An agency representative is asked to complete an agency profile to be kept on file in the field department. This form is reviewed and updated annually.

As an aid in determining appropriate practicum sites, the School of Social Work has established the following guidelines:

- the agency's practice should reflect a commitment to social work values
- the agency is engaged in the provision of social services to an economically and
socially oppressed population

- the agency recognizes that the primary objective of the placement is to provide a learning experience for the student appropriate to the student's educational needs
- the agency is able to provide meaningful assignments for the student. These should include direct practice experiences that will give the student the opportunity to integrate theory as she/he works with individuals, families, groups, communities, and other agencies and resources
- the student is expected to attend staff meetings, case conferences and other meetings and seminars that are relevant to her/his learning and to the agency's practice
- the student should have a place to conduct her/his work, affording confidentiality to clients, and should be reimbursed for agency related travel
- the agency will provide a qualified field instructor, who will supervise the student for a minimum of one hour per week with additional support as needed
- the field instructor will attend supervisory meetings or seminars conducted at the University
- the agency is ready to join with the School in planning, supervision, and evaluation
- the agency is committed to treating students and consumers in a non-discriminatory way with regard to ages, abilities, creeds, cultures, genders, races, sexual orientations, socio-economic statuses, ethnicity, race, religion, or handicapping condition.

Roles and Responsibilities

Field Work Coordinators
The Field Work Coordinators have overall administrative responsibility for direction and coordination of the field education program. In coordinating the activities of the field program, they:

- oversee the development, approval, and maintenance of all field sites, potential and ongoing;
- mediate any field related problems arising between field instructors, faculty field liaisons, students, or agency administrators at any point in the field experience;
- represent the Field Sequencing Committee at School Curriculum Committee meetings;
- provide agencies with information regarding the curriculum of the School of Social Work, the purposes and objectives of field education, and other materials related to the requirements for field study;
- implement and monitor field agency registration as defined in this manual;
- initiate the placement request with the agency and coordinate placement activities;
- provide opportunities for the field student to receive information about agencies (including their major function and the general nature of the learning experience
he/she can expect during placement) in order to enable the student to make an informed choice of his/her agency placement;
• formally assign the student to the field agency after the placement has been agreed upon by the agency and the student;
• authorize any changes of placement necessary after full discussion of the issues involved with the student, the field faculty liaison, and the current field instructor;
• coordinate a field orientation workshop and provide field instructor training throughout the year;
• assist faculty who serve as liaisons between agencies and the School during the placement semesters;
• facilitate regular field sequence committee meeting of the BSW and MSW field faculty to discuss field and student-related issues;
• attend all academic reviews where there are field issues involved.

Faculty Field Liaison

The Faculty Field Liaison function is to support the student's effective use of the practicum experience. In fulfilling this role the faculty member has responsibilities to the student, Field Instructor, Field Work Coordinator, the School of Social Work, and the profession.

The Faculty Field Liaison is expected to:

• meet with the field work seminar class to assist students to learn from each other's experiences in the field;
• encourage students to ventilate and problem solve in regard to challenges posed by their field work’
• guide students to integrate social work concepts, values, and practice methods in their field experience;
• be responsive to student needs related to the practicum;
• read and comment on the student narratives and assignments;
• meet with individual students as needed to monitor their progress;
• maintain contact with field agency and field department during the placement year’
• consult with the Field Work Coordinator(s) regarding issues that may arise in a student's field placement;
• facilitate student fulfillment of the core competencies and corresponding practice behaviors and expectations of the School of Social Work as stated in the School’s field practicum curriculum’
• attend and participate in regular field sequence meetings.

Agency Field Instructor

The field instructor is the student's primary teacher in the field and thus bears a special responsibility in social work education. It is the instructor who guides the student through the crucial task of translating abstract theory garnered from classroom learning into practical applications and experiences.

The following criteria are used to select field instructors within approved field work settings:
• it is expected that the field instructor will have established competence as a practitioner, and will hold either a Master's degree or Bachelor's degree in Social Work from an accredited program, and have supervisory experience

• the field instructor's professional philosophy, identity, and commitment must be consistent with those of the social work profession

• the field instructor must be willing and able to devote enough time to meet the needs of the student

• the field instructor must be willing to attend regularly scheduled meetings held by the Field Work Coordinator

• the field instructor must demonstrate a commitment to the values and ethics of social work practice and to the development of students as future professionals.

The responsibilities of the Field Instructor are:

• to participate in the selection and orientation of students for placement in the agency

• to provide a minimum of one hour a week of direct supervisory conference time, and additional support as needed. This time should be scheduled on a regular basis so that structure and consistency are lent to the educational process

• to develop, in consultation with the student's Faculty Field Liaison, the student's agency-based learning plan, formalized in a written contract

• to orient the student to the agency, its functions, its staff, and its role in the community

• to define the student's role and responsibilities in the agency

• to provide meaningful assignments for the student

• to provide appropriate feedback to the student in relation to those experiences that are responsive to the learning objectives

• to meet with the Faculty Field Liaison and the student on a planned basis

• to engage in an ongoing evaluation of the student's professional educational growth and performance

• to prepare with the student a written evaluation of her/his progress and potential in the middle of the first semester and at the end of each semester

• to attend meetings and/or seminars as conducted by the Field Work Coordinator at the School of Social Work

• to arrange for the student to attend staff, board, and in-service training meetings, and other appropriate activities
• to help integrate basic social work skills, knowledge, and values in the field instruction
• to hold the student responsible for her/his schedule and administrative routines
• to inform the Faculty Field Liaison in a timely fashion if and when there is any concern regarding the student's ability and willingness to develop professionally and to successfully complete work assignments.

Site Supervisor
Specifically, the Site Supervisor (who is the professional person the agency designates to provide day to day support for the student) when there is not an MSW or a BSW on site:
• Provides the student with a general orientation to the field agency;
• Identifies and/or designs learning assignments for the student in consultation with the external Field Instructor;
• Reviews, modifies (as needed), and signs the student's learning contract;
• Provides daily supervision to the student concerning field assignments;
• Schedules weekly supervisory conferences with the student to provide him/her assistance in planning, managing, and completing field assignments;
• Provides ongoing feedback to the student concerning his/her performance in the field;
• Maintains contacts with and meet with the external Field Instructor and Field Faculty Liaison to monitor student progress;
• Complete with the student field instructor an evaluation of the student’s performance; and
• Arranges for the external Field Instructor to review, modify (as needed), and sign the written evaluations of the student’s performance before submitting it to the Field Faculty Liaison.

Student's Role
Each student should be familiar with and responsive to the objectives, 10 core competencies, and expectations of the School of Social Work in relation to the field practicum. Every student is expected to participate actively in the learning process.

It is the responsibility of each student to:
• develop an educational plan for enrolling and completing field with academic advisor during the fall semester of the junior year;
• engage in a series of meetings with the Field Work Coordinator for orientation to, and discussion of, the placement process;
• attend and actively contribute to the field work seminar classes;
• keep a journal of activities in field work in accordance with procedures defined in the seminar class, and to submit it periodically to the Faculty Field Liaison,
and to successfully complete all other assignments;

- comply with the requirements of the School of Social Work regarding the number of hours to be completed in the field each semester. (240 hours);
- maintain regular attendance at the agency in accordance with the schedule agreed upon with the field instructor;
- comply with agency policies and procedures;
- attend staff meetings, workshops, conferences, and seminars in consultation with the Field Instructor;
- engage in direct practice with a small sample of the population at risk;
- test out, integrate, apply, and experience in practice those concepts, principles, values, and theories presented in the social work and related curriculums;
- meet at least one hour per week with field instructor;
- develop a written learning contract with the field instructor;
- share with the field instructor any problems, issues, and concerns at one’s field work placement;
- conduct oneself in a professional manner consistent with social work values and ethics in interactions with consumers and colleagues;
- evaluate continually one’s own professional growth and development;
- participate in the semester-long evaluation processes, including the mid-semester check-in.

Monitoring and Assessment of Students’ Progress in Field Placement

The review of each student’s progress is ongoing. The student registers for a section of SWO 411, the instructor of which serves as the field faculty liaison. The faculty’s role is to assist the student in integrating the educational program of the School, to monitor the field and class experience, to assist and guide the student regarding resources, and to evaluate the learning process in conjunction with the student and the field instructor.

Monitoring of students is the joint responsibility of the School and the placement site. At the University level, the field faculty liaison provides monitoring of students; in the agency, the field instructor serves this function. The review of each student’s progress by field faculty liaison is ongoing, which is in keeping with educational principles enunciated by the University. The field faculty liaison’s role is to assist the student in integrating the educational program of the School, monitoring the field and class experience, assisting and guiding the student in regard to resources, and facilitating a learning process throughout the educational program. It is the student’s responsibility to make and keep appointments on a regular basis, attend classes, and
present specific concerns and issues.

There are a number of structures that facilitate this monitoring process:

- The initial admission’s process and interview with field department;
- Faculty-student discussions which occur throughout the semester;
- Contacts between field instructor and field faculty liaison;
- Discussions between field faculty liaison, faculty advisors, and the field department which occur when there are special issues or concerns about a student’s progress; and
- Preparation of the student evaluation (mid-year and end of the year evaluations)

**Methods of Assessment Utilized by the School and Placement Site**

The methods that the field faculty liaison utilizes to monitor students’ progress in the placement are as follows:

- Students’ participation and performance in field seminar:
- The use of written assignments such as the field journal, learning contract, narratives, supervisory agendas and other assignments;
- Individual meetings between field faculty liaison and student as needed;
- Field site visits;
- Field faculty liaison phone or email “check-ins” with agency field instructor; and
- The use of mid-term check-in, end of semester, and end of year written evaluations

The field instructor monitors the student in the placement through various means:

- Direct observation of student activities;
- Learning contract and evaluations;
- Weekly supervisory conferences including students’ agendas;
- Feedback from other agency personnel;
- Student performance in professional meetings within the agency; and
- Client feedback

**Field Seminar**

The field work seminar, which is taken concurrently with the field placement experience, is the primary mechanism that facilitates students’ integration of classroom content with work in the field. Students secure placements in a variety of settings. By sharing their experiences in field
seminar, students enable others to learn about the various fields of practice and the social service delivery system. Through this peer learning model, students develop knowledge about the resources and the range of social welfare policies and programs. Seminar discussions and assignments reinforce the concept of generalist social work practice as students come to understand that social work skills and knowledge can be used effectively with diverse client systems in all fields of practice. The seminar structure creates a supportive environment in which students can process their experiences in becoming generalist practitioners. Because a primary focus of the course is student sharing of field experiences with one another, students are expected to arrive on time, attend the entire class, and be prepared as participants to listen and support classmates in the learning process. The collaborative development of group norms and social work practice values include the following:

- Attendance at all seminars except for circumstances that have been discussed with the field faculty liaison prior to the seminar;
- Maintaining confidentiality;
- Arrival to class on time;
- Equitable distribution of seminar time among all members;
- Respect for different levels of individual assertiveness in class participation;
- Creation of space and safety for all students to join in the group process;
- Respectful attention to class members who are speaking;
- The use of “I” rather than “you” statements; and
- The absence of any disrespectful language regarding race, ethnicity, color, socio economic status, gender, sexual orientation, age, culture, disability, family structure, relationship status, national origin, religion, and mental health issues.
Evaluation of Student Performance

The evaluation of a student’s field practicum performance is intended to be a continuous process that encourages reciprocal mutual participation between student and field work instructor. The process culminates in the completion of a written Mid-Semester Progress Update in the Fall and an electronic evaluation at the end of the Fall and Spring semesters.

The purpose of the Field Practicum Evaluation Form is to obtain information about the student’s performance from the field work instructor. It requires the field work instructor to assess the student’s performance in the areas of skill development and competency (with particular emphasis on the ten core competencies and corresponding practice behaviors). In evaluating the student, field work instructors are expected to consider the following:

- the learning contract (prepared by student and field work instructor);
- direct observation by the field work instructor;
- the student’s views concerning her/his progress;
- written records and/or tapes;
- feedback from other agency staff;
- meetings between student, faculty field liaison, and field instructor.

The evaluations for each of the two semesters serve different functions. The Fall semester evaluation identifies the student’s strengths and learning needs at the midpoint of the field experience. The evaluation focuses primarily on assessment of the student’s adjustment to the agency, skill development, the appropriate use of supervision, the degree to which the student has developed an awareness of her/his learning needs, and whether the student has acquired a working knowledge of the agency itself and the community it serves.

The Spring semester evaluation provides a detailed review of the student’s progress over the course of the entire year, centering primarily on how successfully the student has acquired the skills necessary to function as an entry level generalist practitioner and has successfully mastered the ten core competencies.

The student may add comments to the evaluation, and is encouraged to do so, especially in those circumstances in which a student believes that the field instructor’s assessment does not adequately reflect her/his competencies. A meeting between the student, faculty field liaison, and field instructor may be advisable. In some cases a field work coordinator may also be asked to participate or intervene.

The timely receipt of the evaluation form by the field faculty liaison is necessary for the student to receive credit for the field work placement. If the evaluation cannot be submitted on time, the field work instructor should inform the field faculty liaison prior to the deadline.
Policies Related to Academic and Field Calendar, Holidays and Absences

Students normally work in the field 16 hours per week and are required to complete 240 hours per semester. Weekly schedules are negotiated between the student and agency field instructor. It is expected that the majority of placement time will be completed during regular business hours, although arrangements for some placement hours on weekends and evenings may be possible.

Students are required to attend their placement only during the academic calendar year (field instructors are given a calendar at the beginning of each semester), unless otherwise negotiated between the student, field coordinator, and field instructor. Students are strongly urged to maintain some type of contact with their agency placement during semester break.

The academic calendar lists the holidays and school vacation days during which students are not required to be in field placement. If an agency holiday occurs on a normal placement day, it is considered a holiday for the student. However, students will need to make up missed hours at another time. Planned absences should be negotiated in advance.

In the event of illness, emergency, inclement weather, or other unavoidable absence, students should inform the agency as soon as possible. If a student misses a considerable amount of placement time, the field faculty liaison should be contacted by the field instructor to discuss a plan for making up the time. In extreme situations the student may need to withdraw from field and begin a new placement the following academic year. Students must submit a re-admission to field application by the designated deadline. (See section on Placement Difficulties).

It is expected that students will work their 480 hours over the course of the entire academic year. The 480 hours should be completed by the end of the Spring semester.

Grievance Procedures

There are formal procedures for the adjudication of student grievances in instances where students rights are allegedly denied or violated. Grievance from students can be brought because of grading practices, discrimination or harassment, and difficulties in the field practicum.

The first step in any grievance process is that the student speak with the BSW Coordinator and depending on the outcome of this interview the student and BSW Coordinator may set up another meeting with the faculty member whom the student alleges has denied his or her rights. When grievances are not resolved at this level the student may then appeal to the School of Social Work Director.

Grade disputes that cannot be resolved between faculty and student are handled by the dean of the College of Management and Human service. This procedure is explained in the student handbook.
Claims of discrimination or harassment are brought to Sue Ellen Bordwell at the Office of Equal Employment Opportunity.

Unlike the first two processes, difficulties between student, field faculty liaison, and field instructor are handled within the School. Student complaints regarding field practicum are first addressed to his/her field faculty liaison. It is the responsibility of that faculty liaison to set up a meeting with the field instructor to discuss the student’s concerns. Although most grievances
are resolved at this level, in a few cases there is a need to take the process further. In such instances the following procedure occurs.

The Field Faculty Committee is consulted regarding the issues being raised by the student and a plan of action is determined based on the Committee’s decision regarding the problem. This can result in several outcomes:

1. Changing the student's field placement based on available information.
2. Asiting that the agency provide another field instructor to take the student.
3. Counsel the student regarding his/her readiness for the rigors of field placement and suggesting that he/she withdraw from field.
4. Requesting that one the field work coordinator work with the other three parties to mediate the issues regarding the field placement.

This process does not have to be accomplished in one meeting, and throughout the process the field work coordinator and field faculty liaison report progress to the field faculty committee for their continued support and input.

If after working in the above way it is decided that the student is not currently able to meet the needs of client and agency and therefore should not continue in field, but the student refuses to accept this decision, then an Academic Review Meeting is called to make a final decision.

**Placement Difficulties**

In the event that a student encounters difficulties or develops concerns related to her/his field placement experience for any reason, it is expected that s/he will raise the issue first with their field instructor. If an agreeable plan cannot be worked out then the student should meet directly with the field faculty liaison, either in the context of the field seminar or in a privately arranged meeting. The faculty field liaison’s role is to discuss and provide support around field related issues and to assist students in dealing with and resolving them. Students are responsible for raising concerns honestly and in a timely fashion and working with their faculty liaison to address difficulties they are encountering. Most placement concerns can be resolved readily if students, their faculty liaison, and field instructor work together to address them. Field faculty liaisons are responsible for keeping the field department informed about placement difficulties.

**Academic Review Policy**

Difficulties between a student, a faculty member, Faculty Field Liaison, and Field Instructor are handled within the School of Social Work. If field is involved, it is the responsibility of the Faculty-Field Liaison to notify the Field Work Coordinator and to set up a meeting with the Field Instructor to discuss the student’s concerns. Although most grievances are resolved at this level, in a few cases there is a need to take the process further. In such instances an Academic Review will be arranged. The procedure is outlined as follows:
(1) Purpose of and Reasons for the Academic Review:

The purpose of an Academic Review Meeting is to provide a forum for discussion and decision making when the traditional advisor/advisee relationship is believed to be inadequate for resolving the problem situation.

The issues that are the focus of an Academic Review are often related to problems that emerge in field work (e.g., the suitability of a student for the field of social work as defined in the Code of Ethics of the National Association of Social Workers). However, there are many other reasons an Academic Review might be called. The following list, though not exhaustive, offers some examples of issues that could prompt an Academic Review:

- A student is evidencing academic or field difficulties;
- A student receives a failing grade in a critical course or is placed on academic probation;
- Problems emerge between a student and his/her field instructor that cannot be remediated with the faculty-field liaison;
- A student violates the NASW Code of Ethics in field or in the classroom;
- A student receives a poor field evaluation or has been dismissed from field placement.

The outcome of the Academic Review usually includes: (a) resolution without conditions, or (b) a plan for resolution with conditions. In some situations, when a resolution cannot be achieved, the Academic Review may result in the student’s termination from the Social Work program.

In addition to addressing clearly identified problems needing resolution, the Academic Review may be used as a forum to facilitate early intervention when a student is evidencing signs of academic or fieldwork difficulties. In some situations, developing plans to deal with emerging problems can mitigate more serious complications, and efforts are made to use the Academic Review in this way whenever possible.

(2) Academic Review Procedures:

A) An Academic Review is requested.

- Any social work faculty member or student can request an Academic Review. This meeting may be called after a student has spoken to his/her advisor but before the issue is taken to the level of the Office of the Dean.

B) An Academic Review is scheduled.

- The Academic Review is called by the MSW or BSW Coordinator. The Coordinator contacts the individuals involved to invite them and arrange for a day and time. The student is then informed when the meeting is scheduled. The Academic Review will occur within ten business days of the request for such a meeting.

- All relevant social work faculty and community professionals may be invited to attend the Academic Review Meeting, along with the student and his/her advisor. If key individuals
cannot be present for the meeting, they are asked to submit their contributions in written form to be read aloud at the review meeting.

- The student may choose to invite one person to accompany him/her at the review meeting. This person can serve as a support only and is not a participant in the meeting. The support person may be invited to add information at the end of the meeting but should not plan to be a contributor. If the student does invite someone, he/she must notify the Coordinator in advance of the meeting.

- The academic advisor, or his/her proxy, serves as the note taker during the Academic Review to ensure the discussion is accurately documented.

C) An Academic Review is held.

- The MSW or BSW Coordinator serves as Chair of the Academic Review and facilitates the meeting.

- The advisor serves as the recorder of the Academic Review and is also a participant.

- All people present at the review, except for the support person, are invited to participate in the discussion of the issues at hand.

- The meeting usually takes one hour (a bit more or less, depending on the situation). Once the discussion has come to a close, the student and the support person are asked to leave the room and the Academic Review Committee remains to discuss and make a decision about the outcome.

- A letter summarizing the academic review and the outcome is prepared by the Coordinator. Since the formal written letter may take some time to compose, usually the Coordinator informs the student promptly of the outcome by phone or via e-mail once decisions have been made.

- The official letter is mailed to the student within ten business days following the meeting and a copy is placed in the student's record. The student has the option to prepare a written response within ten days of receiving the letter and it is also placed in the student's record.

- If a resolution plan is the outcome of the review, this serves as a contract between the student and the SSW. The student is expected to follow through with the plan as detailed in the letter.

(3) The Right to Appeal

Nothing in this policy statement is intended to interfere with or deny any right guaranteed to a student by the University of Maine system.

A) Appeal Process

Should a student not agree with a decision resulting from the Academic Review, an appeal may be precipitated by the student. The appeal process is initiated by a letter from the student to the
Director of the School of Social Work outlining the reasons for the appeal. The Director may contact the student for more information or to schedule a meeting to discuss the situation in more detail. The appeal could be resolved at this level, but should the student feel the process has not addressed the issue in a satisfactory manner, he/she may appeal to the Dean of the College of Management and Human Services by contacting the Dean’s office. Further, if the student is not satisfied with the resolution at the Dean’s level, the student may appeal further to the Provost. All stages of the appeal process are documented and filed in the student’s record.

If the student feels the above process has not resolved the issue, he or she may request that the USM Student Senate Executive Committee review the issue and report its findings to the President of the University. The final decision rests with the President, after the receipt of recommendations from those involved.

**Policy on Termination**

In addition to the policies and procedures delineated as “Academic Dismissal” (University of Southern Maine Undergraduate Catalog 2003—2004, page 33) and “Student Conduct Code” (2003—2004 Navigator, page 99), a social work major may be terminated from the School of Social Work for the proven violation of any of the dictates of the Code of Ethics of the National Association of Social Workers (NASW). Students are responsible for acquiring a copy of the Code of Ethics during their course of study in social work.

An academic review meeting will be held to determine if, in fact, the student did violate one or more dictates of the Code of Ethics. This meeting will be organized according to the procedures outlined in the Academic Review Policy of the School of Social Work. A copy of this Academic Review Policy will be provided to each Social Work major by his/her assigned faculty advisor.

NOTE: Following is the Academic Dismissal policy from the 2003—2004 catalog:

“Students placed on academic suspension for a second time are dismissed from the University. In rare cases, students may be readmitted if they can provide evidence of significant academic improvement to the dean of their school or college. Such evidence would normally include high quality academic coursework at another institution. For details of disciplinary dismissal consult the Student Conduct Code.”

**Change of Seminar Policy**

Students must submit an electronic request for a change of seminar to their current field faculty liaison, to the field faculty liaison whose seminar they propose to transfer and to the field coordinators. The request must outline the reasons for the transfer. In consultation with one another, a transfer will be approved or denied. The student will be informed of the decision by the field department.

**Policy on Students Using Their Employment as Field Placement**

Students are strongly discouraged from using their employment site for a field practicum for the following reasons:
1. field placement is intended to expose students to a new learning experience and environment;

2. the student, clients, staff, and employment supervisor are apt to experience role confusion with the addition of a field practicum relationship;

3. the expectations of a placement relationship and a work relationship are different (field placement should be educationally focused rather than centered on agency service), and the School has little ability to facilitate necessary changes in the student’s learning environment;

4. students might be less likely to take a critical/objective stance toward their agencies or to question agency policies.

Therefore, if students propose to use their place of employment as their field site:

1. They must consult with their Field Faculty Liaison. Students must submit preliminary plans outlining how they will separate their paid employment from their field placement work. A current job description should be attached, as well as a description of the different tasks and duties that would be considered placement work.

2. If the faculty liaison supports the proposal, students must then apply to the Field Work Coordinator, who will assess the employment site for field placement suitability, which includes the appointment of a qualified Field Instructor (someone other than the employment supervisor).

3. If the Field Work Coordinator approves the site, students must submit a Field Placement at Place of Employment Contract outlining the proposed placement plan and addressing the concerns cited in the above paragraph. This contract must be signed by the student, work supervisor and field instructor. A copy of this contract will be forwarded to the student’s Field Faculty Liaison.

**Class Attendance Policy**

Students are expected to attend regularly scheduled classes, and field work agencies should not schedule students or require the attendance of students during class time, with the exception of client emergencies.

**Pre-Placement Training Policy**

When field placement sites require training prior to the start of an internship and field seminar class, students may participate and count such training hours toward their yearly total. They are still expected however, to remain in their field placement for the entire academic year, but may alter their weekly hours accordingly if necessary. Training may not include client contact.
APPENDIX A - Syllabus

University of Southern Maine
School of Social Work
Syllabus

SWO 411 - 412 Field Work I & II

Field Coordinator:  Leslie Richfield                         780-4338
                            leslier@usm.maine.edu

Field Coordinator:  Stacia Fitch                         780-4107
                               sfitch@usm.maine.edu

COURSE DESCRIPTION

The mission of the University of Southern Maine’s School of Social Work is to provide quality social work education from a generalist practice perspective. In their field placement, students are expected to integrate knowledge obtained from courses in the methods of social work practice, human behavior in the social environment, social policy, oppression and diversity, and social work research. It is anticipated that participation in field work and the seminar will develop a personal commitment to and socialization into the profession and foster practice skills that promote social and economic justice.

Students are placed in one social service agency for the full academic year and spend an average of 16 hours per week for a total of 480 hours. In addition to this agency based learning, students participate in a two and one half hour per week small group integrative seminar on campus. Students earn six credits per semester. Successful completion of two semesters, SWO 411 and 412, is required to graduate.

The field practicum is taken concurrently with Social Work Methods: SWO 403 in the Fall semester and SWO 404 in the Spring. Students must successfully complete both the field practicum course and the Fall methods course in order to continue the practicum in the Spring. Failure to do so requires the student to either repeat the field experience in the Fall of the following year, or withdraw from the Social Work major.

The field sequence is designed to integrate social work theory, multiculturalism, research, policy, and methods, with social work practice. Such student practice occurs under professional supervision in approved agency settings. The weekly seminar class that students are required to attend is designed as a forum in which they discuss their field work experiences and integrate them with course work. Students are expected to participate actively in all aspects of the seminar, which includes identifying and discussing their ethical dilemmas, integrating personal and professional value concerns, learning how to develop a practice methodology including making difficult decisions and evaluating the effectiveness of their own practice.

EDUCATIONAL OBJECTIVES

By the end of this year-long seminar, students will:
1. Develop self-confidence and capacity for independent and interdependent functioning as a professional social worker;
   2.1.1

2. Reflect on, identify the impact of, and manage personal values, feelings, and behavior in a way that allows professional values to guide practice;
   2.1.2

3. Apply social work ethical principles to guide professional practice by applying strategies of ethical reasoning to arrive at principled decisions;
   2.1.2

4. Demonstrate the ability to distinguish between facts, impressions, opinions, and feelings in their work with clients and collateral systems;
   2.1.3

5. Engage diversity and difference in practice by uncovering and highlighting their own biases around the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation;
   2.1.4

6. Appreciate and understand forms and mechanisms of oppression and discrimination and work to advance social justice;
   2.1.5

7. Evaluate the effectiveness of practice interventions;
   2.1.6

8. Apply strengths perspective and systems model within the context of generalist social work practice in the field;
   2.1.7

9. Continuously discover, appraise, and attend to changing needs/problems within communities and propose solutions for organizational or policy change;
   2.1.8, 2.1.9

10. Develop an understanding of how organizations and institutions may impede service user need as well as assist users by developing strategies of intervention that can promote change in service delivery;
   2.1.9

11. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities;
    2.1.10

12. Utilize the seminar setting to develop and practice small group facilitation skills.
    2.1.10
Students will demonstrate meeting the above objectives through their participation in seminar discussions, their journal entries and other written work. These objectives are a basis for evaluating student performance in the seminar.

TEACHING AND LEARNING PROCESS

This is a seminar format course that provides students with a confidential forum to explore generalist social work practice issues within agency settings. It is organized around discussion sessions, experiential learning activities and case presentations. Students are active and committed participants in seminar discussions in order to offer peer support and share achievements, concerns and disappointments related to field work experiences. Students also have the opportunity to serve as a group facilitator for the seminar process.

SUPPORT SERVICES

If you have a disability or become disabled during the course of the semester and need special accommodations for class, please contact the Office of Academic Support for Disabilities (780-4706). It is located on the second floor of Luther Bonney Hall (242 Luther Bonney).

For support with writing, student tutors are available through the Learning Commons, 253 Luther Bonney, 780-4228.

It is not unusual for students to experience emotional stress in the context of studying and practicing social work. If you feel the need for support around personal issues, help is available through University Counseling Services, 105 Payson Smith, 780-4050.

COURSE REQUIREMENTS, POLICIES AND GRADING

This is a Pass (P), Low Pass (LP), Fail (F) course. A grade of LP (Low Pass) or below in any field seminar class will automatically trigger the convening of an academic review, if one has not already occurred.

Field Seminar Grading scale

Pass

- Timely attendance to every class
- Full engagement in each class including giving feedback to colleagues.
- High to good quality and timeliness in all assigned written work.
- Good performance in field as documented in field evaluation.
- Clear and concise learning contract that is actively used in placement.
- Behavior in field and class in accordance with the NASW Codes of Ethics.

Low Pass (A student may be at risk of a low pass grade at the end of a semester if one or more of the following is evident. Students receiving a low pass will automatically be subject to an Academic Review.)

- Absent three or more classes
- Lack of professional comportment in class and/or in field.
- Late submission of written work.
- Marginal quality of written work.
- Field evaluation that minimally meets expectations.

Fail
• Evaluation that does not meet expectations.
• Low quality written assignments.
• Chronically late assignment submission.
• Poor class participation.
• Excessive absences from class and/or field.
• Behavior in class and field that is not in accordance with NASW Code of Ethics.

Course objectives and requirements must be met for the student to pass the course. The instructor maintains contact with your supervisor throughout the semester and may visit the field placement site during the semester. Your grade is based upon satisfactory completion of all of the following requirements as well as your agency supervisor’s evaluation of your work. In order to take SWO 412 you must receive a passing grade in SWO 411. Incomplete course grades will be considered only in emergency and hardship situations and a request for such a grade option must be discussed with the field faculty liaison and the agency field instructor. A time frame and method for completing the necessary work will be negotiated among all involved.

A. Satisfactory Completion of 240 hours of field work per semester (480 for the year) in an approved social service agency. The 480 hours should be completed by the end of the Spring semester. See attached sheet for recording your hours.

B. Class Attendance. Attendance at each class is expected and is recorded. It is important that students attend class weekly so that your instructor can follow your progress and so that group cohesion can be established. Students who miss 3 or more classes during a semester may receive a failing grade. You should not schedule agency activities during any of your academic classes; however, should important field learning opportunities present themselves that conflict with class time, you must discuss this with your field faculty liaison.

C. Class Participation. Social work is a profession that requires people to think and talk about their work. This seminar is a place to begin to hear oneself talk among colleagues, to share concerns, to expose one's uncertainties, to consider feedback and in general, to learn the tools of reflective social work practice. The "heart" of this course is the discussions we have about students’ experiences in their agency. It is, therefore, each student’s responsibility to share their experiences, thoughts and questions within the field work seminar. All students are expected to come to class with some topics for discussion in mind. In addition, it is expected that they will be actively involved by asking questions, giving suggestions, and joining in the discussion when classmates are sharing their experiences. Students are expected to behave in a professional, accountable manner at all times. The quality of your participation in class is considered as part of your overall performance in this course.

D. Field Work Journal. Journals reflect the thoughts and feelings that you have about your work in your placement. The journal gives you a way to organize the experiences you are having on the job, as well as provide a way in which you can reflect upon and re-examine those experiences. The journal should not be written as a personal journal. The journal is also an educational learning tool through which faculty and students communicate about the field work experience and progress. It will be treated as a private communication. For example, what is written in your journal will never be shared in class without your permission. Also, you are not required to share your journal entries
with your agency field instructor unless you choose to do so. However, it is important to note that journals are regarded by the University and under the law in the same category as other academic work. While it is highly unlikely that your journal will ever be read by anyone other than your faculty liaison, there is that possibility. This is an important reason not to regard your journal as a personal journal. Journals will be submitted to your faculty liaison. Specific dates will be given by your seminar instructor. Below are guidelines for writing your journal entries:

E. Students are expected to remain in the section of field seminar for which they are registered. A request to transfer from one section of field to another must be made in writing to both instructors. Any change in seminar class must be approved by both field faculty and field coordinator prior to a change.

**Expectations for Journal Writing**

The purpose of your journal is to (1) document field placement activities; (2) reflect on your thoughts and feelings about your experiences in order to enhance learning; and (3) prepare for supervision and field seminar; (4) provide a forum for communicating with your faculty field liaison about your field experiences; and (5) provide an opportunity for you to integrate knowledge and skills with field work. It is important to remember that your journal must protect the identity of all clients and consumers in your agencies (see NASW Code of Ethics).

**Possible Question to focus on:**

What new social work practice skill(s) did you use this week?
What was it like for you using this skill? (e.g. Did it make you uncomfortable? Did you feel competent? Were you pleased?)
What was the most important thing that you learned this week?

Based on your experience this week, what do you want to learn next week? How will you go about meeting your personal learning objective next week?
*Please do not ever use client’s real name or identifying information in your journal.

**F. Assignments**

Faculty field liaisons will create assignments designed to insure that students demonstrate the integration and application of core competencies. *Initiation and completion of assignments is the responsibility of students.*

**G. Confidentiality**

The seminar is meant to provide students with an opportunity to reflect on and process field experiences. To this end, students are required to share personal and specific information related to those experiences. In order to take full advantage of peer support and input, it is crucial that all members of the seminar adhere to the following rules of confidentiality:

- No information regarding clients should be discussed outside the seminar setting;
- Information that would identify the client, including contextual and ancillary information, should be changed to avoid revealing the client's identity;
- No specific information regarding the student-field instructor relationship should be discussed with anyone outside of the seminar.

VI. REQUIRED READING


B. NASW Code of Ethics (See BSW Field Manual)

SEMINAR PLAN

This seminar is conducted as a collaborative process between students and the field faculty liaison. In this sense, it is different from the traditional classroom experience. The content of seminar discussion is generated by students with the guidance of the faculty liaison. In addition to the practice issues and challenges experienced by students in their placements, the following topics may be integrated into seminar discussions:

- Issues of social justice
- Social work values and ethics
- Relationship with supervisors: Use of supervision time
- Oppression: Institutional, cultural and personal
- Working with diverse populations
- Agency and organizational dynamics
- Development of reflective practice and professional identity
- Application of a generalist model in social work practice
- Relevance of research to professional practice
- Impact of social policies on clients and service delivery
- Self care
- Launching your social work career: Licensing, graduate education, resume writing, job hunting, career planning
### Appendix B

#### Attendance Sheets

**University of Southern Maine**  
**School of Social Work**

**Fall SWO 411   ATTENDANCE SHEET**

<table>
<thead>
<tr>
<th>WEEK BEGINNING</th>
<th>HOURS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPTEMBER 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEPTEMBER 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEPTEMBER 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEPTEMBER 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEPTEMBER 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCTOBER 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCTOBER 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCTOBER 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCTOBER 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOVEMBER 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOVEMBER 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOVEMBER 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOVEMBER 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DECEMBER 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DECEMBER 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DECEMBER 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional 1st Semester Hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(please indicate dates)

---

Student: ________________________________ Date: ____________

Field Instructor: ________________________________ Date: ____________

---
### ATTENDANCE SHEET  
**SPRING SWO 412**

**STUDENT ________________________**

**AGENCY ______________________**

**Supervisor Signature _____________________**

**Date ___________**

**Student Signature___________________**

**Date ___________**

<table>
<thead>
<tr>
<th>WEEK BEGINNING</th>
<th>HOURS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>JANUARY 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JANUARY 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JANUARY 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEBRUARY 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEBRUARY 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEBRUARY 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEBRUARY 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARCH 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARCH 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARCH 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARCH 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARCH 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APRIL 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APRIL 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APRIL 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APRIL 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAY 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional 2nd Semester Hours (please indicate dates)**

**Total of 1st Semester and 2nd Semester Hours**

---

**Supervisor Signature _____________________**

**Date ___________**

**Student Signature _____________________**

**Date ___________**
Learning Contracts

A. Purpose of Learning Contracts:

1. to provide a planned approach to student learning in the field setting
2. to promote effective linking of field agency goals and objectives with those of the student and University
3. to promote clear and continual overall communications among all parties involved in the students' total learning program: student, field instructor, field agency and University
4. to clarify University expectations of field agencies, field instructors, and students
5. to promote effective integration of students' classroom theory-based with practical application through identifying tasks or activities specifically designed to meet stated learning objectives
6. to encourage student self-awareness through identification of learning strengths and deficits, and through negotiation of contract content to meet identified needs
7. to promote effective delivery of services to identified client populations

B. Guidelines for Effective Learning Contracts:

1. terminology is clear and understandable
2. written content is thorough, but as brief as possible
3. established goals and objectives are realistic and obtainable:
   a. for the specific student
   b. in the specific agency
   c. with the specific field instructor
4. objectives are measurable (and thus can be evaluated)
5. student and supervisor agree and commit to it.
BSW LEARNING CONTRACT

Student’s Name: ___________________________ Faculty Liaison’s Name: ___________________________

Agency Name: __________________________________________

Address: ____________________________________________

Field Instructor: ___________________ Telephone number(s): __________________________

Email: _____________________________________________ [please print]

Secondary Field Instructor(s) & Degree: ____________________________________________

Phone number(s): __________________________ Email: _____________________________ [please print]

---

**Days and Hours of Field:** (16 hours/week-Field education must total 480 hours for the academic year)

Agency Expectations: Discuss the expectations regarding illness, holidays, personal time, make-up for lost time, notification and coverage during absences, appointed supervisor or person covering when primary field instructor is unavailable, etc.-refer to page 16 of the field manual for added information.

Discussion completed: ___________________ (please check)

Supervision: Students are expected to receive a minimum of 1 hour per week of direct supervisory conference time, and additional support as needed. Refer to page 16 of the field manual.

Supervision Day/Time: __________________________

Date Placement Begins: __________________________

Anticipated Ending Date (spring semester): __________________________

---

BSW LEARNING CONTRACT

This learning contract is based on the exit competencies students are expected to demonstrate in May. The final field evaluation will ask you to evaluate skill development in each of these areas. Some learning objectives are closely related to each other and may be addressed with the same internship activities. The learning contract is a living document. You should refer to it each week in supervision, and update it as field activities change. A Field Addendum, listing any changes from the fall contract, is due early in the spring semester.
By the end of the internship, the student will have demonstrated competency in each of the following arenas of performance as a generalist social worker:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OBJECTIVES</th>
<th>INTERNSHIP ACTIVITIES</th>
<th>BEGIN/END</th>
<th>HOW WILL LEARNING OBJECTIVES BE EVALUATED? (E.G., progress notes, process recordings, supervisory logs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>— Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Practice personal reflection and self-correction to assure professional development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understands and maintains professional roles and boundaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate professional demeanor in behavior, appearance, dress, communication, and responsible and reliable time management skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engages actively in supervision by coming prepared and presenting work openly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accepts and utilizes critical feedback from supervisor as evidenced through self-evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understands when to seek out consultation from supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT LEARNING OBJECTIVES</td>
<td>INTERNSHIP ACTIVITIES</td>
<td>BEGIN/END</td>
<td>HOW WILL LEARNING OBJECTIVES BE EVALUATED? (E.G., progress notes, process recordings, supervisory logs)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>-----------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>— Competency 2.1.2:</td>
<td></td>
<td></td>
<td>Apply social work ethical principles to guide professional practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Recognize and manage personal values in a way that is consistent with professional practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Make ethical decisions by applying standards of the NASW Code of Ethics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Apply strategies of ethical reasoning to arrive at principled decisions.</td>
</tr>
<tr>
<td>— Competency 2.1.3:</td>
<td></td>
<td></td>
<td>Apply critical thinking to inform and communicate professional judgments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Applies critical thinking skills in the context of practice.</td>
</tr>
<tr>
<td>— Competency 2.1.4:</td>
<td></td>
<td></td>
<td>Engage diversity (broadly defined) and difference in practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Recognizes ways in which cultural structures and norms may oppress, marginalize, alienate, create, or enhance privilege and power.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Demonstrates understanding of the importance of difference in shaping life experiences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Demonstrates self-awareness of personal biases and values</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Understands how personal biases and values inform culturally sensitive</td>
</tr>
</tbody>
</table>
practice
- Views and treats all people with dignity and respect.
- Presents self as an open and active learner

<table>
<thead>
<tr>
<th>STUDENT LEARNING OBJECTIVES</th>
<th>INTERNSHIP ACTIVITIES</th>
<th>BEGIN/END</th>
<th>HOW WILL LEARNING OBJECTIVES BE EVALUATED? (E.G., progress notes, process recordings, supervisory logs)</th>
</tr>
</thead>
</table>
| Competency 2.1.5:  
Advance human rights and social and economic justice.  
- Demonstrate an understanding of the dynamics of oppression and discrimination |
| Competency 2.1.6:  
Engages in research-informed practice and practice-informed research.  
- Uses research evidence to inform practice |
| Competency 2.1.7:  
Applies Knowledge of human behavior and the Social Environment.  
- Critiques and applies knowledge to understand person and environment |
| Competency 2.1.8:  
Engages in policy practice to advance social and economic well-being and to deliver effective social work services.  
- Collaborates with colleagues and clients for effective policy action |
<table>
<thead>
<tr>
<th>STUDENT LEARNING OBJECTIVES</th>
<th>INTERNSHIP ACTIVITIES</th>
<th>BEGIN/END</th>
<th>HOW WILL LEARNING OBJECTIVES BE EVALUATED? (E.G., progress notes, process recordings, supervisory logs)</th>
</tr>
</thead>
</table>
| — Competency 2.1.9: Responds to contexts that shape practice  
  - Develops awareness of the various social and economic forces and trends that influence the delivery and accessibility of social services.  
  - Collaborates in promoting sustainable changes in services delivery and practice to improve the quality of social services. | | | |
| — Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.  
  A. Engagement  
  - Connects with client systems in a purposeful and respectful manner in accordance with the professional code of conduct.  
  - Uses empathy, active listening and other interpersonal skills with client systems.  
  - Develops mutually agreed upon goals and desired outcomes with client systems. | | | |
<table>
<thead>
<tr>
<th>STUDENT LEARNING OBJECTIVES</th>
<th>INTERNSHIP ACTIVITIES</th>
<th>BEGIN/END</th>
<th>HOW WILL LEARNING OBJECTIVES BE EVALUATED? (E.G., progress notes, process recordings, supervisory logs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.10 Continued</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Collects, organizes, and interprets client data.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assesses client strengths and limitations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develops mutually agreed upon interventions goals and objectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.10 Continued</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Intervention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Works to support Agency’s missions, goals, and objectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Learning Goals:**

---


**SIGNATURES:**

Student: ___________________________________________ Date: ______________________

Field Instructor: _________________________________ Date: ______________________

Site Supervisor if applicable: ______________________ Date: ______________________

Faculty Liaison: _________________________________ Date: ______________________

(September 2010)
Prejudice and discrimination can take many forms. Think about a situation in your field setting when you experienced or witnessed overt or covert prejudice, discrimination, or bias. Include in your presentation:

- a description of what you witnessed
- the reason you consider it to be prejudicial or discriminatory
- the targeted person’s response, if he/she was present
- your responses on your inner reactions and/or outward response to the incident

Be prepared to present and discuss this incident in the seminar. Generate a few questions to facilitate the seminar discussion about the situation. Here are a few examples of questions you might consider:

What are your reactions to hearing about this incident?

What does the incident bring up for you?

What are some possible ways of handling encounters with prejudice or discrimination?
BSW Field Seminar SWO 411
Fall

Mid-Semester Field Progress Update

This assignment form is meant to be completed following a reflective discussion between the field instructor and student. Its purpose is to provide an opportunity for a mutual exchange about how the field experience is progressing. It also serves as a bridge between the faculty field liaison, the student, and the field instructor by highlighting both strengths and areas of potential concern at this early stage. Please use this as a guide for your discussion. The following offers some suggestions for what might be considered in the context of this discussion. In the following spaces, please write a summary of your discussion, including both the student’s and the field instructor’s perspectives. This is intended to be brief, but if more room is needed, feel free to attach an additional page. Please make sure this form is signed by both participants.

From field instructor’s perspective: student attendance, student availability, attitude toward clients, commitment, openness to learning, reliability, professional presentation of self, boundaries, etc.

From the student’s perspective: accessibility of field instructor, maintenance of confidentiality, availability, consistency, field instructor’s attitude toward their work, respectfulness, openness to student interests, goodness of fit, opportunities to meet the core competencies, etc.

Student _______________________________  Date __________________________
Field Instructor ________________________  Date __________________________
This assignment allows you to demonstrate your proficiency with the ten social work competencies while you are in your placement accruing hours. You will be able to work with your supervisor and your field faculty liaison to select an appropriate project that will benefit your agency and your client population. In addition, this project will benefit you in many ways by helping you to:

- Learn how to respond to a social work problem, gap in service, need, or issue
- Encourage lifelong learning
- Develop problem-solving skills within a social work agency
- Develop leadership and project planning skills.

Some examples of capstone projects are:

- Researching and developing a pamphlet that explains the day to day experience of incarceration for children whose parents are in prison
- Developing a grant proposal for a needed service not currently funded by an agency
- Researching and developing a plan to serve a new population due to a shift in neighborhood demographics
- Responding to a bedbug infestation in the children’s play area in an agency—researching the bedbug literature, consulting with local health experts, working with the janitorial staff to implement a cleaning plan, securing donations of furniture and floor covering that is bedbug resistant, helping to create a bedbug policy for the agency, developing a pamphlet for clients that explains how to guard against bedbugs
- Developing a series of powerpoint or video modules about local services that could be playing in a rural medical center’s waiting room
- With clients, researching and developing a proposal for a “Teen Entrepreneurs” group in an agency

This notion of a capstone project ties in with our existing idea of “legacy projects” that we have always encouraged students to implement.

The final product will be an in-class presentation of your project that is broken down into the following components.

1. Identify as a professional social worker and conduct oneself accordingly.
   - How did you advocate for client access to services?
   - How did you practice personal reflection and self-correction?
   - What social work roles did you perform?
   - Did you experience threats to professional boundaries and, if so, how did you deal with them?
   - How did you demonstrate professional demeanor in behavior, appearance, and communication?
   - How did you use supervision or consultation?

2. Apply social work ethical principles to guide professional practice.
   - What personal values were challenged in developing this project?
   - What professional values and ethics guided you in carrying out your project? Cite those specifically, referring to the NASW Code of Ethics.

3. Apply critical thinking to inform and communicate professional judgments.
   - How did you use oral and written communication skills in carrying out your project?
   - What is your definition of critical thinking and how did you use these skills in your project?
   - What is your definition of generalist social work practice and how does your project relate to this definition?
● What learning from other courses in general education and other courses has contributed to your ability to successfully conclude this project?

4. Engage diversity and difference in practice.
   ● What types of diversity and difference did you engage with in carrying out your project?
   ● How did you view yourself as a learner and engage those you worked with as informants in carrying out your project?

5. Advance human rights and social and economic justice.
   ● What basic human rights were targeted or involved in your project?
   ● What kinds of oppression and discrimination of clients did you encounter in your work?
   ● How did your project target social and economic justice?

   ● How did you evaluate your project?
   ● How did you identify the problem or gap in service that was the focus of your project?
   ● How did you use research findings to improve practice, policy, or service delivery?
   ● How did you collect data, analyze data, and apply knowledge gained in research courses?

7. Apply knowledge of human behavior and the social environment.
   ● Which human theory (ies), micro and macro, provides the foundation for your work? Explain how you apply the specific concepts to your work.

8. Engage in policy practice to advance social and economic well-being and to effective social work services.
   ● Provide an example of how a public policy has impacted your clients’ situational challenges.

9. Respond to contexts that shape practice.
   ● How did you provide leadership at your agency to carry out your project?
   ● How did you make your changes sustainable at your agency?
   ● How did you improve the quality of services at your agency?
   ● How will these changes improve the well-being of clients and/or the community?

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
    a) Engagement
       ● How did you use empathy?
       ● How did you develop a mutually agreed-on focus of work and desired outcomes?
    b) Assessment
       ● How did you collect, organize, and interpret data?
       ● How did you assess strengths and challenges?
       ● How did you develop mutually agreed-on project goals and objectives?
       ● How did you select appropriate intervention strategies?
    c) Intervention
       ● How did you use the skills of negotiation, mediation, and/or advocacy?
       ● How did you carry out your intervention?
       ● How did you present your project to your agency or supervisor?
       ● How did you collaborate with others carrying out your project?
    d) Evaluation
       ● How did you evaluate your project and the way you carried it out?
       ● How did you share your project with others.
Another final product of this assignment is a reflective essay that allows you to think about how your education at USM, especially in social work, informs your academic, professional, and personal life.
APPENDIX D
End of Semester Evaluations

*End of the semester evaluations will be completed electronically.* Each Field Instructor will be emailed a PDF file to fill out electronically prior to the end of the each semester.

**School of Social Work**

**BSW Field Evaluation**
1st Semester

Student Name: __________________________ Placement Site: __________________________

Field Instructor: ________________________ Date Evaluation Completed: _______________

**Introduction:** Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of this approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities (CSWE, 2008). The ten competencies are listed below (2.1.1-2.1.10), each with corresponding practice behaviors for which students will be assessed. For BSW students, please understand that performance assessment should be aligned with first year expectations, which is at a beginning level. The entire 0-10 point scale should be used to evaluate student achievement considering this level of practice. Please use the comment section to supplement your assessment of each competency.

**Reference**

Please use the following scale to evaluate your student.

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Minimally Meets Expectations</th>
<th>Partially Meets Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  1  2</td>
<td>3  4</td>
<td>5  6</td>
<td>7  8</td>
<td>9  10</td>
</tr>
<tr>
<td>The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior expected at this point.</td>
<td>The intern/student demonstrates a limited application of the knowledge, values, and skills related to the performance of the practice behavior, less than what is expected at this point.</td>
<td>The intern/student demonstrates somewhat more than a beginning level of competency of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>The intern/student demonstrates a level of competent application of the knowledge, values, and skills related to the performance of the practice behavior expected at this point.</td>
<td>The intern/student demonstrates superior, effective, and even innovative application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
</tr>
</tbody>
</table>
**Competency 2.1.1: Identifies as a professional social worker and conducts oneself accordingly.**

1. Develops advocacy skills to facilitate client access to Agency services.  
   
   Field Instructor comment about this competency:  
   
   Field Student comment about this competency:  

2. Builds capacity for personal reflection and self-correction to develop as a professional.  
   3. Understands and establishes professional roles and boundaries.  
   4. Demonstrates professional demeanor in behavior, appearance, dress, and communication.  
   5. Demonstrates responsible and reliable time management skills.  
   6. Learns to utilize supervision by coming prepared, presenting work openly, and seeking critical feedback.  
   7. Learns to accept and utilize critical feedback from supervisor as evidenced through self-evaluation.  
   8. Understands when to seek out consultation from supervisor.  

   
   Field Instructor comment about this competency:  
   
   Field Student comment about this competency:  

**Competency 2.1.2: Applies social work ethical principles to guide professional practice.**

9. Recognizes own personal values in a way that is consistent with professional practice.  
   
   Field Instructor comment about this competency:  
   
   Field Student comment about this competency:  

**Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.**
10. Describes the use of critical thinking skills in the context of practice.

Field Instructor comment about this competency:

Field Student comment about this competency:

**Competency 2.1.4: Engage diversity (broadly defined) and difference in practice.**

11. Recognizes ways in which cultural structures and norms may oppress, marginalize, alienate, create, or enhance privilege and power.

12. Demonstrates the importance self-awareness of personal biases and values.

13. Understands how personal biases and values inform culturally sensitive practice.

14. Demonstrates understanding of the importance of difference in shaping life experiences.

15. Presents self as an open and active learner.

16. Views and treats all people with dignity and respect.

**Competency 2.1.5: Advances human rights and social and economic justice.**

17. Demonstrates understanding of human rights and social and economic justice in relation to social work practice.

Field Instructor comment about this competency:

Field Student comment about this competency:
**Competency 2.1.9: Responds to contexts that shape practice.**

18. Develops awareness of the various social and economic forces and trends that influence the delivery and accessibility of social services.  

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
</table>

19. Develops understanding of importance to promote sustainable changes in service delivery and accessibility of social services.  

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Field Instructor comment about this competency:**

**Field Student comment about this competency:**

---

**Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**A. Engagement**

20. Relates with client systems in a purposeful and respectful code of manner in accordance with the professional conduct.  

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
</table>

21. Uses empathy, active listening skills with client systems.  

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
</table>

22. Works to develop mutually agreed upon goals and desired outcomes with client systems.  

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Field Instructor comment about this competency:**

**Field Student comment about this competency:**
B. Assessment

23. Collects, organizes, and interprets client data.  
   0 1 2 3 4 5 6 7 8 9 10 N/A

24. Identifies client strengths and challenges.  
   0 1 2 3 4 5 6 7 8 9 10 N/A

25. Identifies mutually agreed upon intervention goals and objectives.  
   0 1 2 3 4 5 6 7 8 9 10 N/A

Field Instructor comment about this competency:

Field Student comment about this competency:

C. Intervention

26. Works in accordance with agency/organizational goals.  
   0 1 2 3 4 5 6 7 8 9 10 N/A

27. Helps clients resolve problems.  
   0 1 2 3 4 5 6 7 8 9 10 N/A

Field Instructor comment about this competency:

Field Student comment about this competency:

Signature of Field Instructor: ________________________________ Date: ________________

I have read and discussed this evaluation with my field instructor.

Signature of Student: ________________________________ Date: ________________

To the student, if you disagree with any portion of this evaluation, please attach a statement.

Thank you very much for your time and effort in completing this Field Evaluation.
Introduction: Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of this approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities (CSWE, 2008). The ten competencies are listed below (2.1.1-2.1.10), each with corresponding practice behaviors for which students will be assessed. For BSW students, please understand that performance assessment should be aligned with first year expectations, which is at a beginning level. The entire 0-10 point scale should be used to evaluate student achievement considering this level of practice. Please use the comment section to supplement your assessment of each competency.

Reference

Please indicate the appropriate number on the 0-10 point scale for each practice behavior.

<table>
<thead>
<tr>
<th>Conversion Table for Measures of Practice Behaviors within Field Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior expected at this point.</td>
</tr>
</tbody>
</table>
**Competency 2.1.1: Identifies as a professional social worker and conducts oneself accordingly.**

1. Develops advocacy skills to facilitate client access to Agency services.  
   - 0 1 2 3 4 5 6 7 8 9 10 N/A

2. Builds capacity for personal reflection and self-correction to develop as a professional.  
   - 0 1 2 3 4 5 6 7 8 9 10 N/A

3. Understands and establishes professional roles and boundaries.  
   - 0 1 2 3 4 5 6 7 8 9 10 N/A

4. Demonstrates professional demeanor in behavior, appearance, dress, and communication.  
   - 0 1 2 3 4 5 6 7 8 9 10 N/A

5. Demonstrates responsible and reliable time management skills.  
   - 0 1 2 3 4 5 6 7 8 9 10 N/A

6. Functions as an active learner who seeks new and additional knowledge.  
   - 0 1 2 3 4 5 6 7 8 9 10 N/A

7. Learns to utilize supervision by coming prepared, presenting work openly, and seeking critical feedback.  
   - 0 1 2 3 4 5 6 7 8 9 10 N/A

8. Learns to accept critical feedback from supervisor.  
   - 0 1 2 3 4 5 6 7 8 9 10 N/A

9. Understands when to seek out consultation from supervisor.  
   - 0 1 2 3 4 5 6 7 8 9 10 N/A

**Field Instructor comment about this competency:**

**Field Student comment about this competency:**

**Competency 2.1.2: Applies social work ethical principles to guide professional practice.**

10. Recognizes own personal values in a way that is consistent with professional practice.  
    - 0 1 2 3 4 5 6 7 8 9 10 N/A

11. Distinguishes own personal values in a way that is consistent with social work values.  
    - 0 1 2 3 4 5 6 7 8 9 10 N/A
<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
<th>Field Instructor comment</th>
<th>Field Student comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Develops knowledge of NASW Code of Ethics as a guide for ethical decision-making in practice.</td>
<td>0  1  2  3  4  5  6  7  8  9  10  N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Understands the ambiguity in processing ethical conflict.</td>
<td>0  1  2  3  4  5  6  7  8  9  10  N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Develops knowledge of ethical reasoning to arrive at principled decisions.</td>
<td>0  1  2  3  4  5  6  7  8  9  10  N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Instructor comment about this competency:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Student comment about this competency:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
<th>Field Instructor comment</th>
<th>Field Student comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Describes the use of critical thinking skills in the context of practice.</td>
<td>0  1  2  3  4  5  6  7  8  9  10  N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Evidences effective oral and written communication in working with individuals.</td>
<td>0  1  2  3  4  5  6  7  8  9  10  N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Evidences effective oral and written communication in working with families.</td>
<td>0  1  2  3  4  5  6  7  8  9  10  N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Evidences effective oral and written communication in working with groups.</td>
<td>0  1  2  3  4  5  6  7  8  9  10  N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Evidences effective oral and written communication in working with organizations.</td>
<td>0  1  2  3  4  5  6  7  8  9  10  N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Evidences effective oral and written communication in working with communities.</td>
<td>0  1  2  3  4  5  6  7  8  9  10  N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Evidences effective oral and written communication in working with colleagues.</td>
<td>0  1  2  3  4  5  6  7  8  9  10  N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Identifies and applies multiple sources of knowledge.</td>
<td>0  1  2  3  4  5  6  7  8  9  10  N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Recognizes and compares models of assessment and intervention.</td>
<td>0  1  2  3  4  5  6  7  8  9  10  N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Field Instructor comment about this competency:

Field Student comment about this competency:

**Competency 2.1.4: Engage diversity (broadly defined) and difference in practice.**

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.</td>
<td>Recognizes ways in which cultural structures and norms may oppress,</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>marginalize, alienate, create, or enhance privilege and power.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Demonstrates the importance self-awareness of personal biases and values.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>26.</td>
<td>Understands how personal biases and values inform culturally sensitive</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Demonstrates understanding of the importance of difference in shaping life</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>experiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Presents self as an open and active learner.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>29.</td>
<td>Views and treats all people with dignity and respect.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

Field Instructor comment about this competency:

Field Student comment about this competency:

**Competency 2.1.5: Advances human rights and social and economic justice.**

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.</td>
<td>Demonstrates understanding of human rights and social and economic</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>justice in relation to social work practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

59
31. Demonstrates knowledge of empowerment principles in promoting social and economic justice. | 0 1 2 3 4 5 6 7 8 9 10 N/A
32. Exhibits understanding of the forms and mechanisms of oppression and discrimination. | 0 1 2 3 4 5 6 7 8 9 10 N/A
33. Identifies gaps in services and resources and understands the connection between resource disparities and the forces of oppression. | 0 1 2 3 4 5 6 7 8 9 10 N/A

Field Instructor comment about this competency:

Field Student comment about this competency:

**Competency 2.1.6: Engages in research-informed practice and practice-informed research.**

34. Demonstrates understanding of how research evidence informs practice. | 0 1 2 3 4 5 6 7 8 9 10 N/A
35. Demonstrates an understanding of how practice experience informs research. | 0 1 2 3 4 5 6 7 8 9 10 N/A

Field Instructor comment about this competency:

Field Student comment about this competency:

**Competency 2.1.7: Apply knowledge of human behavior and the social environment**

36. Demonstrates understanding of theories of human behavior to inform practice. | 0 1 2 3 4 5 6 7 8 9 10 N/A
37. Demonstrates knowledge of human behavior in assessments, interventions, and evaluations. | 0 1 2 3 4 5 6 7 8 9 10 N/A
38. Employs critical thinking skills to examine constructs. | 0 1 2 3 4 5 6 7 8 9 10 N/A

Field Instructor comment about this competency:
Field Student comment about this competency:

**Competency 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

<table>
<thead>
<tr>
<th>39. Demonstrates understanding of historical development of social welfare system.</th>
<th>0 1 2 3 4 5 6 7 8 9 10 N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>40. Applies conceptual tools to analyze social policy.</td>
<td>0 1 2 3 4 5 6 7 8 9 10 N/A</td>
</tr>
</tbody>
</table>

**Competency 2.1.9: Responds to contexts that shape practice.**

<table>
<thead>
<tr>
<th>41. Develops awareness of the various social and economic forces and trends that influence the delivery and accessibility of social services.</th>
<th>0 1 2 3 4 5 6 7 8 9 10 N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. Develops understanding of importance to promote sustainable changes in service delivery and accessibility of social services.</td>
<td>0 1 2 3 4 5 6 7 8 9 10 N/A</td>
</tr>
</tbody>
</table>

Field Instructor comment about this competency:

Field Student comment about this competency:

**Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

C. **Engagement**

<table>
<thead>
<tr>
<th>43. Relates with client systems in a purposeful and respectful code of manner in accordance with the professional conduct.</th>
<th>0 1 2 3 4 5 6 7 8 9 10 N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>44. Uses empathy, active listening skills with client systems.</td>
<td>0 1 2 3 4 5 6 7 8 9 10 N/A</td>
</tr>
<tr>
<td>45. Works to develop mutually agreed upon goals and desired outcomes with client systems.</td>
<td>0 1 2 3 4 5 6 7 8 9 10 N/A</td>
</tr>
</tbody>
</table>
Field Instructor comment about this competency:

Field Student comment about this competency:

D. Assessment

46. Collects, organizes, and interprets client data.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
</table>

47. Identifies client strengths and challenges.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
</table>

48. Identifies mutually agreed upon intervention goals and objectives.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
</table>

49. Chooses intervention strategies that are beneficial to client systems.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
</table>

Field Instructor comment about this competency:

Field Student comment about this competency:

C. Intervention

50. Works in accordance with agency/organizational goals.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
</table>

51. Helps clients resolve problems.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
</table>

52. Negotiates, mediates, and advocates for clients.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
</table>

53. Demonstrates skill for facilitating transitions and endings.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
</table>

54. Understands importance of prevention in social work practice.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>N/A</th>
</tr>
</thead>
</table>

Field Instructor comment about this competency:
Field Student comment about this competency:

D. Evaluation

55. Analyzes, monitors, and evaluates interventions.

0 1 2 3 4 5 6 7 8 9 10 N/A

Field Instructor comment about this competency:

Field Student comment about this competency:

Signature of Field Instructor: ___________________________ Date: ________________

By signing this evaluation you are confirming that this student has completed a minimum of 480 field placement hours for the academic year.

Signature of Student: __________________________________ Date: ________________

I have read and discussed this evaluation with my field instructor.

To the student: if you disagree with any portion of this evaluation, please attach a statement.

Thank you very much for your time and effort in completing this Field Evaluation.
APPENDIX E

Field Work Information Sheet

Today's Date:

Name:

Current Address:

Phone Number:

E-mail Address:

Advisor:

What populations do you think you would be interested in working with in your field placement?

What work experience do you have that is social service related?

Are you hoping to use your current employment as your field placement? Yes ____ No ____
(If yes, please refer to the “place of Employment contract” on blackboard)

What other work experience do you have? (volunteer and paid)

What trainings and certifications do you have?

Do you plan to be employed (either full or part time, please specify which)

How far are you willing to commute for a field placement?

Are you planning to attend graduate school immediately upon graduation? Yes ___ No ___

Do you have any community contacts that you would like me to pursue as a possible placement site for you or some other student? (Field Instructor must have either an MSW or BSW) please list.

Is there anything else I should know that will effect your placement selection? (i.e. any special needs you have)

Because of changes in University policy, students are required to obtain health insurance coverage before entering their fieldwork placement. Please visit the campus Student Health office to obtain a pamphlet, which explains the University policy in detail.

Are you currently covered by health insurance? Yes ____ No ____

I understand that I need to make arrangements for health coverage prior to beginning my placement. Yes_______
APPENDIX F

BSW Field Work Placement Checklist

The following is a check list of tasks that you must accomplish before your scheduled appointment with a field coordinator. This checklist serves as a guide that will help you organize this process. The Field Coordinators will begin meeting with students the week of April 8th. You will need to bring the fully completed checklist and requested documents with you to your appointment. If you come to your appointment without the completing the checklist you will be asked to reschedule your appointment.

1. Schedule an appointment with your advisor to be sure you have met the prerequisites ______
   a. Successfully completed SWO 201 & 250 ______
   b. Junior status ______
   c. C or better in all required SWO and foundation courses____
   d. GPA 2.5 or better____
   e. Social Work Major____

2. A copy of your unofficial transcript or Degree Progress Report ______

3. Review our listing of field placements located on Blackboard. Login to Bb and look for My Organizations and BSW Social Work Field Work Practicum on the right. Click that tab and you should see purple tabs on the left and Field Placements. The Field Placement tab will bring you to another login page where you will login with your maine.edu user name and password. Review the profiles and select 3 or 4 sites of interest that can be discussed during your appointment with your field coordinator. ______

4. Resume – create or update your resume (If you have never prepared a resume -- Student Success office can help you with this and it’s a free service to students ) ______

Thank you,
Stacia & Leslie
Field Coordinators
APPENDIX G

Master Student Affiliation Agreement

This Agreement is entered into between _____________________________, ("Facility"), and the University of Maine System, on behalf of all of its campuses, (the Institution) a public, non-profit educational institution located in Maine.

Recitals:

1. Institution is an educational institution with approved programs within various educational disciplines (hereinafter the "Programs"), which are benefitted by educational experiences and training for students therein enrolled.
2. Facility operates facilities and employs or has arrangements with professionals and is able to provide educational experience and training required by the Programs sponsored by the Institution.
3. It is to the benefit of the Institution that the resources of Facility be made available to its students and faculty for the provision of educational experiences and training toward attainment of the goals of the Programs. It is beneficial to both the Institution and Facility to collaborate in the educational preparation of students enrolled in the Programs so as to promote excellence in care, support professional competence, and afford maximum utilization of community resources.

Now, therefore, in consideration of the mutual promises herein contained, and other good and valuable consideration, the receipt whereof is hereby acknowledged, the parties agree as follows:

1. Purpose. The purpose of this Agreement is to establish procedures and guidelines for the provision of educational experiences within the facilities operated by Facility for students of the Programs (the educational experiences of the Institution taking place at Facility shall be referred to as the "Educational Programs"). Educational Programs include programs seeking academic credit for their placement or in conducting research for either academic credit or community service credit.
2. Term. The term of this Agreement shall be for a period of One (1) year beginning on ______________________, 20__, and ending ______________________, 20__. This Agreement shall be renewed automatically for additional terms of One (1) year each, unless either party provides notice to the other no less than Ninety (90) days prior to the end of the then current term that they wish to terminate the Agreement as of the end of the current term.
3. General Compliance. During the term of this Agreement, the Facility and Institution shall comply with all applicable laws, rules and regulations relating to or pertaining to its existence and operations and shall secure and maintain all applicable approvals, certifications, accreditations, or licenses in order to execute its obligations under this Agreement.
4. Standards of Conduct. During the term of this Agreement, Institution and any students participating in Educational Programs shall comply with the Facility policies and procedures which have been provided to the Institution at the time of execution of this Agreement, and may be updated as needed, after written notice.
5. Responsibilities and Duties of Institution. In addition to the other responsibilities and duties required under this Agreement, Institution shall during the term:
   A. Present students for participation in the Educational Program who have adequate prerequisite instruction and who, in the discretion of the faculty of the Institution, have adequately fulfilled the prerequisite requirements of the curriculum for the Educational Program.
   B. Indemnify and hold Facility and its trustees, officers, employees and/or agents harmless from and against any and all claims and liabilities, including reasonable attorney's fees, relating to personal injury or property damage to the extent caused by the negligent acts or omissions of the Institution, its directors, employees, students and/or agents in connection with or arising out of this Agreement. This indemnification obligation shall not apply to any claim for which Institution would not be liable under the Maine Tort Claims Act (14 M.R.S.A. '8101, et seq.) if such claim were made directly against Institution and Institution shall continue to enjoy all rights, claims, immunities and defenses available to it under law.
   C. Advise Facility no less than Thirty (30) days prior to the commencement of the Educational Program of the names of students who will participate in the Educational Program and the dates (start date and end date), total hours, and days/times each such student will be assigned to educational experiences as determined by the Educational Program curriculum and students' class schedules, except in the case of Social Work, where students interview and negotiate their schedules. Students are not to start
educational experiences on site until all clearance and orientation requirements have been met and confirmed in writing. In the case of pre-doctoral interns in School Psychology and Masters’ students in Counselor Education, selection of students will be up to the Facility and not the Institution.

D. Provide the services of a faculty, administrative, and/or leadership member of the Program who will:
   i. Plan, in conjunction with staff member(s) of Facility, the educational experiences and assignments which will fulfill the educational requirements of the curriculum for the Educational Program; and
   ii. Meet with staff member(s) of Facility to discuss the quality of the educational experiences and any problems that may have arisen in the provision of those experiences; and
   iii. Designate a qualified person (providing contact information - email, address, phone and fax) who will coordinate and communicate with Facility regarding implementation of this Agreement throughout its Term and propose to Facility educational schedules for participating students, which schedules shall be subject to approval and modification by Facility.
   iv. Upon written request, submit documentation evidencing licensure by the applicable Board for all its faculty members participating at the Facility under this Agreement.

E. Retain responsibility for the education of students in and for the curriculum of the Educational Program, its design, delivery and quality.

F. Acknowledge that each student and faculty member participating in the Educational Program must receive proper orientation from Facility regarding all required licensing/ accreditation topics including the Health Insurance Portability and Accountability Act ("HIPAA") prior to beginning their educational experience on site and provide all needed documentation requested to include but not be limited to a confidentiality statement prior to beginning their education experience on site.

G. Explain to Facility the philosophy, purposes, and objectives of the Educational Program, the curriculum of the Institution of which the Educational Program is a part, and the criteria for selection of educational experiences for the students.

H. Notify Facility as soon as practical of any changes in: the Educational Program or policies or procedures relating to the Educational Program; designations of faculty to participate in the Educational Program; designation of the Institution's coordinator for the Educational Program; assignment of students to the Educational Program, or attendance of students in the Educational Program.

I. Arrange cooperatively with Facility for the orientation of students and faculty to the educational area at Facility.

J. Upon request, evaluate annually the effectiveness of the Educational Program and communicate with Facility regarding the evaluation.

K. Require that its students: appear in such dress as is prescribed by or acceptable to Facility; observe the hours of educational participation agreed upon by Facility and the Institution; and participate in relevant departmental activities.

L. Be responsible for the maintenance and replacement of its own equipment used in the Educational Program.

M. All students and faculty of the Institution assigned to Facility pursuant to this Agreement must provide confirmation that all students and on site faculty have, based upon vaccination records or proof of immunity, current and appropriate vaccination or proof of immunity for (1) measles (Rubeola), mumps and Rubella (German Measles), (2) Varicella (chicken pox), (3) influenza or declination on file at Facility completed for the defined influenza season, (4) Tuberculin test (PPD) negative results or positive results with documentation of TB not being active completed no later than within a year of student experience (can also be referred to TST tuberculin skin testing), (5) Hepatitis B or declination on file at Facility (for students with direct resident/patient contact), and (6) Pertussis usually administered with tetanus diphtheria or declination on file at Facility (for students with direct resident/patient contact).

N. Have the student provide to Facility, if required, the results of a Maine Criminal Background check conducted at the expense of the student or the Institution prior to the placement of the student. The decision as to the acceptance of a student is the Facility’s to make unilaterally.

6. Responsibilities and Duties of Facility. In addition to other responsibilities and duties required under this Agreement, Facility shall during the term:
   A. Make provision for supervised educational experiences for students that fulfill the curriculum requirements of the Educational Program and meet the objectives agreed upon by the Institution and Facility.
B. Provide the Institution with the number of student placements available or reasonable notice in the event it is unable to place Institution students.

C. Provide the Institution's participating students and faculty with an orientation to Facility, or orientation packets about Facility.

D. Provide, to the extent feasible and reasonably practicable, the services of staff members who will:
   i. If relevant, assist the Institution's coordinating faculty members with the planning of educational experiences and educational assignments; and
   ii. Communicate with the Institution's coordinating faculty members to discuss the quality of the educational experiences and any problems which may have arisen in the provision of those experiences.

E. Provide for qualified supervision of all educational activities. Facility shall retain sole responsibility for patient/client/pupil care. Students will be supervised by a professional licensed in the jurisdiction where the Facility is located.

F. Allow faculty members of the Institution access to the property of Facility for the purposes of coordinating, observing and instructing students engaged in educational experiences.

G. Provide, on forms furnished by the Institution or as otherwise approved by the Institution, any needed or appropriate evaluation and report on the performance of each student participating on a full-time basis. Facility agrees to implement and maintain reasonable safeguards to ensure the security and confidentiality of student records and information, protect against anticipated threats to the security or integrity of such records and information and protect against unauthorized access to, or use of, such records and information that could result in substantial harm or inconvenience to the student. Facility shall not use or disclose student information received from or on behalf of the Institution (or its students) except as permitted or required by the Agreement or as required by law.

H. Determine, in its own discretion, but after consultation with the Institution, the maximum number of students who may participate in the Educational Program.

I. Orient students and faculty as to all applicable facilities, roles, regulations, quality requirements, policies, and procedures of Facility (including all applicable policies relating to the privacy and confidentiality of health care information) as they relate to the activities of students participating in the Educational Program. Facility shall also notify the Institution of any changes in facilities, rules, regulations, quality requirements, policies, or procedures that could materially affect the Educational Program. Provide students and faculty with educational materials and training addressing (i) the principles and requirements of HIPAA, and (ii) Facility policies and procedures relative to HIPAA.

J. Provide space for meetings and discussions for the Institution's faculty and students to the extent that appropriate space is available.

K. In the case of School Psychology pre-doctoral interns and Master's students in Counselor Education, provide private office space adequate for individualized assessment, consultation and therapy.

L. Be responsible for maintenance and replacement of its own equipment used in the Educational Program.

M. Allow the Institution to identify Facility as a provider of educational affiliation in the Institution's catalogs and materials relating to recruitment of students, subject to prior approval by Facility.

N. Comply with all regulations and laws, including those affecting health and safety and exposure to blood or other potentially infectious bodily fluids, including providing to students the same testing and counseling provided to the Facility's employees.

O. Provide initial emergency care, if available, for students who are injured or become ill while on duty in an assignment at Facility. It is understood that students (or their parents or guardians as the case may be) shall be responsible for their own medical expenses, whether incurred at Facility or elsewhere.

P. Indemnify and hold Institution and its trustees, officers, employees and/or agents harmless from and against any and all claims and liabilities, including reasonable attorney's fees, relating to personal injury or property damage to the extent caused by the negligent acts or omissions of the Facility, its directors, employees and/or agents in connection with or arising out of this Agreement.

Q. At all times when a Counselor Education student is working on site, there will be another facility employee on site to assist with emergency situations.

7. Termination. Either party may terminate this Agreement by providing the other party with no less than Ninety (90) days written notice prior to the effective date of the termination. If notice of termination is
given by either party, students currently assigned to Facility by the Institution shall be permitted to complete their Educational Program at Facility, unless continued participation in the Educational Program would not be reasonably practical for Facility or the Institution.

8. Non-Employee Status. Although the parties understand and agree that students and faculty of the Institution participating in the Educational Program are deemed to be part of the work force of Facility for purposes of 45 C.F.R. Section 160.103 (HIPAA), the parties also understand and agree that students and faculty of the Institution participating in the Educational Program shall not serve or be classified as employees of Facility. Except for pre-doctoral interns in the School Psychology Program and Counseling students, students and faculty shall not be entitled to any compensation for participation in the educational experience, and neither students nor faculty participating in the educational experience, nor the Institution, shall be entitled to any payment from Facility for any vacation pay, paid sick leave, retirement benefits, social security, worker's compensation, health, disability, professional malpractice or unemployment insurance benefits or any other employee benefits of any kind. School Psychology pre-doctoral interns and Counseling students may receive monetary compensation from the Facility in the form of a stipend. Nothing in this Agreement shall preclude receipt by Facility of compensation from any person or entity for services performed by a student in the Educational Program. It is intended that for all purposes the students shall be considered students of the Institution and not employees of Facility or the Institution.

9. Insurance. Institution shall maintain, and on request furnish proof of, commercial general liability insurance (including coverage for professional malpractice of students while in practicum) in an amount of coverage of not less than $1,000,000 per occurrence and $3,000,000 annual aggregate, insuring against the negligent acts or omissions of University students or faculty participating in the Educational Program at the Facility pursuant to this Agreement.

10. Non-Discrimination. The parties agree that during the term of this Agreement, they will not engage in any form of discrimination on the basis of race, national origin, religion, sex, color, age, disability, sexual orientation, including transgender status and gender expression, veteran's status, genetic information, citizenship status or any other basis that is or may become a prohibited consideration or classification. The Institution encourages the employment of individuals with disabilities.

11. Assignment. This Agreement may not be assigned by the Institution without the express written consent of Facility.

12. Integration. This Agreement constitutes the entire Agreement between the parties with respect to the subject matter hereof and supersedes all prior agreements, arrangements or understandings with respect thereto. This Agreement shall not be modified in any way, except in writing, signed by both parties.

13. Waiver. Failure of any party to insist upon strict compliance with any of the terms of this Agreement in one or more instances shall not be deemed to be a waiver of its rights to insist upon such compliance in the future.

14. Applicable Law. This Agreement shall be construed and governed in accordance with the laws of the State of Maine, except for its conflict of law provisions.

15. Forum Selection. Any proceeding arising between the parties and any matter pertaining to this Agreement shall be brought exclusively in the State or Federal Courts located in the State of Maine.

16. Agreement Binding. This Agreement shall bind the parties hereto, their heirs, successors and permitted assigns.

17. Notices. Any requirement to "notify" or "for notice" or "notification" in connection with this Agreement shall be in writing and shall be effective when delivered personally, including Federal Express, Express Mail, or some other courier service or Five (5) days after deposit into the United States Mail, Certified Mail, Return Receipt Requested, first class postage prepaid, addressed to such party at the address set forth below. Either party may designate a different address by written notice.

If to Institution, to: __________________________________________
If to Facility, to: __________________________________________

18. Third Parties. Facility and Institution agree that it is not their intent to create any enforceable rights in third parties by the execution of this Agreement.

19. Amendment. This Agreement may only be amended by a writing signed by both parties.

20. Student Removal. Institution shall accord the Facility the right to suspend or terminate the affiliation of any student for reasons of unsatisfactory performance, a medical condition which renders the student unable to perform Program requirements with reasonable accommodation, or other reasonable causes. Any action
which may result in suspension or termination will not take effect until an Institution representative and a Facility representative have discussed the situation and have come to an agreement on the appropriate action to be taken. This does not limit the right of the Facility in its sole discretion on any specific occasion to deny the privilege of practice or participation in the Educational Program at the Facility when in the considered opinion of the Facility, it is in the best interest of its clients to do so.

In Witness Whereof, the parties have executed this Agreement effective as of the day and year first above written.

Facility

By: ________________________________.

Title: ______________________________.

Institution

By: ________________________________.

Title: ______________________________.
UNIVERSITY OF MAINE SYSTEM MEMORANDUM OF INSURANCE

This Memorandum of Insurance provides evidence of insurance in regards to the operations at the University of Maine System. Also evidenced is the Professional Liability for the various academic internship activities. General Liability Provisions in regards to Additional Insured – where required under contract or agreement: Any person or organization we become obliged to is included as an additional insured under this policy, as a result of any contract or agreement which requires us to furnish insurance for that person or organization of the type provided by this policy, but only with respect to liability arising out of our operation, or premises owned by or rented to us. However, the insurance provided will not exceed the lesser of the coverage and/or limits of these policies or the coverage and/or limits required by said contract or agreement.

COVERAGES

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED BELOW FOR THE POLICY PERIOD

INDICATED NOT WITHSTANDING ANY REQUIREMENT, TERM OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT

TO WHICH THIS MEMORANDUM MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED

HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES.

LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

COMPANIES AFFORDING COVERAGE

A. General Star Indemnity Company
B. Self- Insured
C. Midwest Employers Casualty Company
D. Midwestern Higher Education Compact
E. United Educators

INSURED

The University of Maine System
16 Central Street
Bangor, ME 04401
United States

COMPANY LETTER TYPE OF INSURANCE POLICY NUMBER POLICY EFFECTIVE DATE POLICY EXPIRATION DATE LIMITS
in United States Dollars

A GENERAL LIABILITY Commercial General Liability Occurrence #IYG402022E 8.1.12 8.1.14 General Aggregate Each Occurrence $1,000,000 $1,000,000 Self-Insurance Retention $400,000

A AUTOMOBILE LIABILITY #IYG402022E 8.1.12 8.1.14 General Aggregate Self-Insurance Retention $1,000,000 $400,000

A EXCESS LIABILITY Umbrella #IUG390212H 8.1.12 8.1.14 General Aggregate $15,000,000

B WORKERS COMPENSATION Self-Insured 7.1.13 6.30.14 Statutory

C EXCESS WORKERS' COMPENSATION #EWC008302 3.1.13 3.1.14 Limit Each Accident $10,000,000

D PROPERTY #066095361 7.1.13 7.1.14 Limit Blanket Replacement Cost $100,000 Deductible

E PROFESSIONAL LIABILITY EDUCATORS LEGAL LIABILITY #ELA201300242100 5.1.13 5.1.14 Limit per Claim $3,000,000 Self- Insurance Retention $150,000

This memorandum is issued as a matter of information only to authorized viewers for their internal use only and confers no rights upon any viewer of this memorandum. This Memorandum does not amend, extend or alter the coverage. This Memorandum may only be copied, printed and distributed within an authorized viewer and may only be used and viewed by an authorized viewer for its internal use. Any other use, duplication or distribution of this Memorandum without the consent of the University of Maine System is prohibited. “Authorized viewer” shall mean an entity or person which is authorized by the insured herein to access this Memorandum via www.maine.edu. The information contained herein is as of the date referred to above. Any modifications of this Memorandum of Insurance are not authorized.
APPENDIX I

Equal Opportunity

In complying with the letter and spirit of applicable laws and pursuing its own goals of pluralism, the University of Southern Maine shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veterans status in employment, education, and all other areas of the University.

AIDS Policy

The USM AIDS (Acquired Immune Deficiency Syndrome) policy has been established to protect both the rights of individuals infected with HIV (Human Immunodeficiency Virus) as well as the health and safety of all others at the institution. Current research indicates that AIDS and ARC (AIDS-Related Complex) may develop from HIV infection. Individuals infected with HIV may not always be diagnosed or have symptoms of AIDS; HIV infection is not transmitted by casual contact.

1) Discrimination

The University of Southern Maine will not discriminate in any manner against any person who is infected with HIV. This includes admissions, facilities access, hiring, housing, promotion, tenure and/or termination.

2) Testing

The University of Southern Maine will not require HIV testing for either its students or employees. Persons who want more information on HIV testing may contact a health care provider either at the University or off-campus.

3) Confidentiality

Information about a person’s HIV status may only be included in medical or health care records and not in student or employee records of a general nature. Furthermore, it is against the law to disclose HIV test results to anyone without the written consent of the person tested. This means that no one, under any circumstances, may discuss or share records of HIV test results with anyone other than individuals designated in writing by the tested person.

4) Penalties

Disclosing a person's HIV test results without written consent may result in disciplinary measures under University policy. Also, Maine law states that anyone who does tell another's test results may be sued for actual damages and costs, plus a civil penalty of up to $5,000.

Sexual Harassment Policy

Sexual harassment of either employees or students is a violation of federal and state laws. It is the policy of the University of Maine System that no member of the University community may sexually harass another. In accordance with its policy of complying with non-discrimination laws, the University of Maine System will regard freedom from sexual harassment as an individual
employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy.

Sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;

2. submission to or rejection of such contact by an individual is used as the basis for academic or employment decisions affecting the individual; or

3. such conduct has the purpose or effect of interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive employment, educational, or living environment.

Consenting relationships may constitute sexual harassment under this policy. When a professional power differential exists between members of the University of Maine System and a romantic or sexual relationship develops, there is a potential for abuse of that power, even in relationships of apparent mutual consent. A faculty or staff member should not engage in such relationships. Further, the University prohibits the abuse of power in romantic or sexual relationships.

To assure that power is not abused and to maintain an environment free of sexual harassment, a faculty or staff member must eliminate any current or potential conflict of interest by removing himself or herself from decisions affecting the other person in the relationship. Decisions affecting the other person include grading, evaluating, supervising, or otherwise influencing that person's education, employment, housing, or participation in athletics or any other University activity.

It is the policy of the University of Maine System to ensure fair and impartial investigations that will protect the rights of the person(s) filing sexual harassment complaints, the person(s) complained against, and the University system as a whole.

Concerns, problems or questions should be directed to EEO, 7 College Avenue, Gorham 780-5171. (TDD 780-4395) or to the Office of Civil Rights, U.S. Department of Education, Region I, John W. McCormack, Post Office and Courthouse Building, Boston, MA 02109, (617) 223-9692.
USM Alcohol and Other Drugs Policy
Office of the Chief Student Affairs Officer

Applies to: Students and guests

Effective: 04/01/87
Last Revised: 05/01/12
Responsible Office: Chief Student Affairs Officer

Table of Contents:
I. Philosophy .................................................................................................................1
II. Good Samaritan Policy ..............................................................................................1
III. University Alcoholic Beverage & Drug Guidelines ..................................................2
IV. Local, State, and Federal Alcohol & Drug Laws .......................................................4
V. Sanctions ....................................................................................................................4
VI. Resources ................................................................................................................4

I. Philosophy
The primary goal of the alcohol and other drugs policy is the health and safety of all members of the University of Southern Maine community. We value and promote an environment of legal and lower risk alcohol use and support alcohol-free environments. We recognize alcoholic beverages may be available at some campus activities however such activities must be consistent with the University’s values and being under the influence of alcohol in no way lessens accountability to the University community.

The University complies fully with local, state, and federal laws regarding the sale, possession and consumption of alcoholic beverages. The unlawful manufacture, possession, use or distribution of drugs or controlled substances is strictly prohibited. All students and guests are held responsible for behavior in violation of this policy. The University provides education on alcohol and other drug use through programs, support, and resources.

II. Good Samaritan Policy
Abuse of alcohol and other drugs can create life-threatening situations that require an immediate response from emergency services personnel. In all instances, the University’s main concern is that those in need receive prompt medical attention. The University cannot guarantee absolute immunity from sanctions associated with violations of the Student Conduct Code. However, efforts may be made to mitigate sanctions under the Student Conduct Code associated with alcohol and other drug offenses for “Good Samaritans.” Sanction mitigation may be considered for any “Good Samaritan” who actively sought medical attention at the time of the incident for themselves or others. For complete policy visit http://www.usm.maine.edu/ocs/good-samaritan-policy.
III. University Alcoholic Beverage & Drug Guidelines

This policy, the Student Conduct Code, and all applicable laws apply to students while on-campus and on University related trips and University sponsored events off-campus. Additionally violations of the law and/or University policy that occur off-campus and at activities not directly sponsored by the University may also be resolved through the Student Conduct process and could result in University sanctions.

Alcoholic Beverages

The sale, possession, and use of alcohol on the campuses of the University of Maine System must comply with the local, state, and federal laws and regulations and with campus regulations and procedures. The acquisition, possession, transportation, sale, and consumption of alcohol by anyone under 21 years of age is prohibited by University policy. It is a violation to be intoxicated on campus or at any University sponsored activity off-campus regardless of where the consumption occurred. In addition, kegs and other common sources of alcohol, drinking games, and funnels and other similar paraphernalia are not permitted on-campus or at any University sponsored activity off-campus.

Alcohol may be possessed or consumed in lower risk ways on University property only by persons 21 years of age or older at University events approved under the Alcohol at Events Guidelines (included below) or under the following conditions:

- In a suite, apartment, or bedroom in the residence halls where alcohol consumption is permitted so long as a resident of the room is present who is 21 or older and all guests are 21 or older
- The room door is closed and there are no kegs or other common sources of alcohol
- Drinking games and funnels are not permitted

For the complete Residential Life Alcohol Policy please visit http://www.usm.maine.edu/reslife/residence-hall-policies

Coerced or Forced Consumption of Alcohol or other Drugs

In instances, such as hazing, where a person(s) forces another to consume alcohol or other drugs, or conspire(s) to force another to consume alcohol or other drugs, immediate and strict sanctions (including suspension or dismissal) may be imposed on the responsible individual(s) and/or sponsoring organization or anyone who fail(s) to take direct action to stop the incident (personal intervention, calling authorities).

Alcohol at On-Campus Events Guidelines

University policy permits alcohol consumption at on-campus events however the consumption of alcohol should never be the primary purpose or focus of an event. Alcohol-free social events are encouraged. In keeping with the philosophy noted above, the following policies and procedures for serving alcohol at on-campus events are in effect:

1. A request for alcoholic beverage service must be made for each function where alcohol will be served by contacting Conference Services at 207-780-5960 or Dining Services at 207-780-4204 or 207-780-5612 at least 21 days prior to the event. All alcohol service must be provided by Dining Services, as the holder of the Liquor License at USM. University community members and guests are prohibited from dispensing alcohol. Dining Services has the right to deny requests for alcohol service. Any requests to use a licensed and insured alternative alcohol provider must be submitted in writing to the Director of Administrative Services and the Chief Student Affairs Officer at least 21 days prior to the event. Non-alcoholic beverages and food/snacks must be available and provided by the Caterer in the same location as the alcoholic beverages during the entire time alcoholic beverages are being served.

2. All events that include alcoholic beverage service must have a USM Public Safety presence unless otherwise waived by the Director of Public Safety. A Request for Police Services Form must be submitted to USM Public Safety for each event at least 14 days prior to the event. USM Public Safety has the prerogative to deny approval of alcohol service.

3. A representative from the sponsoring organization/department must be at the site of the event, before, during, and after the event. The onsite representative is responsible for receiving any deliveries, ensuring the room is set up, greeting guests, overseeing the event, troubleshooting, and making certain that the University’s policies are followed. Outside groups being sponsored by a University department or student group must be in compliance with the Sponsoring External Programs policy. For more information please visit http://www.usm.maine.edu/conferences/sponsorship-external-programs.

4. The acquisition, distribution, possession, or consumption of alcohol must be in compliance with all local, state, and federal laws, strict controls must be enforced in order to prevent underage drinking, and risk management procedures must be in place. The sponsoring organization/University department is responsible for assisting the Caterer in ensuring that attendees’ behavior is consistent with University policies and the law and creating an atmosphere where norms of responsible alcohol use prevail.
5. Possession and consumption of alcoholic beverages is only permitted in the locations approved in the request for Police Services Form. All event venues must be in compliance with fire, safety, and crowd-control regulations.

6. University units purchasing alcoholic beverages and/or alcoholic beverage services must comply with the Use of University Funds Policy. The University may entertain dignitaries, donors or alumni to promote the advancement of the institution; however alcohol is considered an allowable expense only for the guests’ beverages, unless prior approval from the Chief Financial Officer or designee is obtained. Alcohol may also be served at some official University business events or functions with pre-approval from the Chief Student Affairs Officer (CSAO) or designee. The business purpose must be clearly indicated and submitted in writing at least 21 days in advance of the event to the CSAO. Examples of business related events include Board of Trustee and Board of Visitors meetings or senior level interviews spanning a day or more.

7. The Student Activity Fee and other funds under the control of student organizations may not be used to purchase alcoholic beverages.

8. There must be a primary purpose for a gathering other than the availability of alcohol. Alcohol should not be used as an inducement to attend.

9. No campus event involving alcoholic beverages is permitted where alcohol is consumed as part of a competition, such as drinking games or chugging contests is allowed.

Promotion of Alcohol
The University does not permit permanent sponsorship or advertising in its public spaces that promote alcohol. Sponsorship by companies or distributors who purvey alcohol is not permissible without the approval of the Chief Student Affairs Officer prior to acceptance. When permitted, the Sponsorship or Promotion must be portable and removed at the end of the event. In addition the sponsorship may not encourage underage drinking or the misuse of alcohol. This applies to events and activities directly organized or sponsored by the University on or off-campus, as well as to events sponsored by others who may be leasing, renting, or using University facilities.

Drugs

The following behaviors are a violation of law and/or University Policy:

- Illegally possessing, using, manufacturing, dispensing or selling drugs
- Intentionally or recklessly inhaling or ingesting substances (e.g., nitrous oxide, glue, paint, etc.) that will alter a person’s mental state
- Using someone else’s prescription drug, or the distribution or sale of prescription drugs.
- Possessing drug paraphernalia containing illegal drug residue, including but not limited to bongs or glass pipes
- Exhibiting signs of being under the influence of illegal drugs (such as smell of having used marijuana, blood-shot eyes, vomiting, difficulty standing, agitation, etc.) anywhere on campus or at a University sponsored activity off-campus, regardless of where the consumption occurred
- Permitting any person to violate the drug policy on-campus
- Supporting a violation of the drug policy by being present when other person(s) are violating this policy

Medical Marijuana
Federal law and the Drug Free Schools and Workplace Acts make possession and use of marijuana on-campus illegal, even in states with medical marijuana laws. Thus, the University of Maine System does not permit medical use of marijuana anywhere on campus. Furthermore, students who are under the influence of medical marijuana or in possession of marijuana for medical reasons are not exempt from normal conduct and job performance standards. Although the use of medical marijuana is not permitted on-campus, students on the medical marijuana registry may make a request for other reasonable accommodations through the Office of Support for Student with Disabilities.

Tobacco Policy
The University restricts smoking to designated smoking areas on all three USM campuses. The goals of the policy are to reduce exposure to the health hazards of second-hand smoke, provide an environment supportive of tobacco-free lifestyles, and to lessen the environmental impact of cigarette litter. The University does not permit tobacco advertising or sponsorships from tobacco companies or distributors.
IV. Local, State, and Federal Alcohol & Drug Laws

It is a violation of law to do any of the following (provided as a general summary of the major applicable laws):

- Purchase, order, pay for, or share the cost of alcoholic beverages if you are under 21
- Possess alcohol if you are under 21
- Consume alcohol if you are under 21, except in a home in the presence of your parent, guardian or custodian
- Transport alcohol if you are under 21
- Sell alcohol to, buy alcohol for, or furnish alcohol to anyone under 21
- Allow anyone under 21 who possess or is consuming alcohol to remain in your home or in other property that you own or occupy
- Show or give false information about your name, age, or other identification to purchase or obtain alcohol
- Have an open container of alcohol in your possession in any unlicensed public place
- Have an open container of alcohol in your possession while driving or riding in a motor vehicle
- Operate a motor vehicle under the influence of alcohol or other drugs
- Knowingly obtaining, possessing, using, or distributing a controlled substance

The Drug-Free Schools and Communities Act and the Drug-Free Workplace Act require the University to provide students, faculty, and staff with information on an annual basis regarding the unlawful use of drugs and alcohol, potential sanctions, health risks, and available assistance and treatment. For more information about these Acts and to view the University of Maine System’s annual notice, please visit http://www.maine.edu/pdf/alcoholdrugbroc.pdf. Students convicted of a federal or state drug conviction can be disqualified from receiving financial aid funds. For more information visit http://ifap.ed.gov/ifap/byAwardYear.jsp?type=drugworksheets.

V. Sanctions

Any student or guest found to be in violation of local, state, and/or federal law, or who violates the University’s guidelines contained herein, will be subject to the UMS Student Conduct Code Process and/or referral to the appropriate authorities for legal action. Athletes are also subject to the Athletes Code of Conduct.

VI. Resources

Education and Prevention

Alcohol and other drug use can interfere with the learning environment, affect the health and safety of students and guests, and is often a factor in campus crime. In keeping with USM’s commitment to foster a safe, healthy learning community, the University provides the following alcohol and other drug education and prevention resources.

The Well, 113 Upton Hall, Gorham Campus

The Well is dedicated to helping members of the USM community develop and increase their awareness of every aspect of wellness. Individual and group educational programs focus on reduced risk alcohol consumption and the learning and health effects of alcohol and other drug use. Outreach programs include: online assessments called Echug and Etoke, BASICS: Brief Alcohol Screening and Intervention for College Students, the PARTY program (Promoting Alcohol Responsibility Through You), Alcohol and Other Drug Classroom presentations and Prime for Life, an evidence-based alcohol and drug program designed to challenge common beliefs and attitudes that directly contribute to high-risk alcohol and drug use. The Well is managed by the Assistant Director of Gorham Student Life & Coordinator of Substance Abuse Prevention. For more information please visit www.usm.maine.edu/studentlife/thewell.

Promoting Reduced-Risk Alcohol Choices (PRAC)

This campus/community coalition is comprised of University students, staff, faculty and both University and Gorham Police Department representatives. PRAC meets monthly and addresses high risk alcohol and drug issues. PRAC has collaborated for over 11 years and is a member of Maine’s HEAPP: Higher Education Alcohol Prevention Partnership with 20 other colleges and universities in the state.
Substance Free Living
The Department of Residential Life offers Substance Free accommodations for students who are interested in living within a community of students who have committed to a substance free lifestyle. To reside in this community, students must sign a contract and commit to a substance free lifestyle. For more information, please contact the Department of Residential Life at (207) 780-5240 or visit www.usm.maine.edu/reslife.

Counseling and Treatment
Students who have concerns about their use of alcohol or other drugs are urged to seek assistance. University Health & Counseling Services offers individual and group counseling funded by the Health fee on all three campuses. A professionally trained, licensed drug & alcohol counselor is available for individual appointments and leads a weekly group counseling session focusing on substance abuse. For more information including the numbers to call for an appointment please visit www.usm.maine.edu/uhcs.

Links to information regarding alcohol and other drugs
- http://www.factsontap.org/
- http://www.tobaccofreemaine.org/

Off Campus Resources
- AL-ANON: (207)284-1844 https://sites.google.com/a/maineafg.org/ais/Home
- Day One: (207)-874-1045 http://www.day-one.org/
- Recovery Center at Mercy Hospital: (207) 879-3600 http://mercyhospital.com/cms
- Find Treatment: http://findtreatment.samhsa.gov/TreatmentLocator/faces/addressSearch.jspx?state=ME

Contacts – On Campus Resources

Services
Policy Clarification for Students
Student Conduct Code
207-780-5242 www.usm.maine.edu/ocs
Office of Community Standards
207-780-5211 www.usm.maine.edu/police
Policy Clarification for Visitors
Individual and group counseling/assessment for alcohol and other drug issues for students
University Health & Counseling Services
207-780-4050 (counseling) 207-780-5411 (health) www.usm.maine.edu/uhcs
Assessment, referrals, educational materials, and general information
The Well & the Coordinator of Substance Abuse Prevention
207-780-5158 www.usm.maine.edu/studentlife/thewell

Related Policies:
UMS Student Conduct Code
UMS Alcohol Policy: Student Affairs Section 502 of the UMS Trustees’ Policy Manual
UMS Student Substance Abuse Policy: Student Affairs Section 505 of the UMS Trustees’ Policy Manual
UMS Employee Substance Abuse Policy: Human Resources Section 412 of the UMS Trustees’ Policy Manual
Information about Alcohol and Other Drugs: UMS System Brochure Drug Free Schools & Workplace Acts
Use of University Funds Policy: UMS APL IV-I
UMS Athletes Code of Conduct
UMS Good Samaritan Policy
UMS Residence Hall Policies
UMS Tobacco Policy

Custodian: ____________________________ Reviewed Date: ______________
Chief Student Affairs Officer
This policy is reviewed at least annually by the Office of the Chief Student Affairs Officer. Last reviewed May 2012.
APPENDIX J

3/15/97

UNIVERSITY OF MAINE SYSTEM
FREQUENTLY ASKED QUESTIONS ABOUT
THE UNIVERSITY SYSTEM LIABILITY AND RISK
INSURANCE PROGRAM

Q. What type of insurance does the University System acquire?
A. The University System acquires several types of insurance, most of which fall into two general categories, liability and property.

Liability insurance provides protection against claims alleging some action by the University System, an employee, volunteer or student resulting in an injury or damage to a third party or discrimination against a third party. Examples of this type of insurance are commercial general liability insurance, educator's legal liability insurance and auto liability insurance. This coverage is subject to qualifications and interpretations discussed below.

Property Insurance provides protection against the damage or loss of property owned by the University System or property of others in the care, custody and control of the University. Examples of this type of insurance are fire insurance, fine arts insurance, all-risk insurance and auto collision insurance.

Q. What if I am sued because of some action I took while performing my University job?
A. The University System provides general and educator's legal liability insurance protection for employees and volunteers performing their University-related job or function, so long as the employee is acting with the good faith belief that the actions were in the best interests of the University (good faith) and the action is not criminal.

Q. Does this protection extend to claims which result from me driving a personally-owned vehicle on University business?
A. No. The University System does not provide any automobile insurance (collision or liability) to cover the use of a personally-owned vehicle. Any protection must come from personal insurance.

Q. What if I volunteer my services to another organization, does the University System liability insurance protect me from claims?
A. No. The University System General Liability Insurance only provides protection for activities which are a part of your University employment.

Q. I am a student, what liability protection do I have against claims which are the result of my classroom, laboratory or course-required activity outside of the classroom and possibly off campus?
A. The University System has general liability insurance which will provide protection in the event of a claim which resulted from your course-work activity so long as you are acting in good faith and the action is not criminal.

Q. I volunteer my services to the University to assist in a University program. What liability protection do I have?

A. The University System's general liability insurance extends to volunteers who are acting on behalf of the University System while performing a University function so long as you are acting in good faith and the action is not criminal.

Q. I am an independent contractor performing a service for the University. Does the University liability insurance provide protection for me?

A. No. As an independent contractor you must provide your own liability protection. Further, you must indemnify the University System against any claims brought against the University as a result of any services you provide to the University. (See Administrative Practice Letter (APL) # 29)

Q. I am a nurse employed by the University in a campus health clinic. Am I protected for medical malpractice claims?

A. Yes. Medical malpractice, as well as other forms of professional malpractice protection, are provided as a part of the general liability insurance to employees and students in professional programs for activities which are a part of their University activity.

Q. What if a faculty or staff member wants to use University facilities for their own personal program which is not campus sponsored?

A. From a liability insurance view, the same conditions exist as when an outside organization or individual wants to lease campus space. The University System insurance program covers University programs and alleged negligent actions by University employees while performing their University job. The University System's insurance is not intended to cover incidents caused by other organizations or individuals operating programs not sponsored by the University. This is the reason for the written agreements described in the above question. This does not address the issue of the use of campus facilities as this should be covered by a campus "policy on use of University facilities".

Q. A University program needs to hold a part of its activities in an off-campus location. Does the University System's general liability insurance extend to off-campus locations?

A. Yes, the University's general liability insurance covers the University System activities, even if they are held off-campus.

Q. I occasionally take students off-campus to visit an industrial plant or other off-campus sites as a part of their course work. Is this covered by the University's general liability insurance?

A. Yes, it is, but insurance is not the only item to consider. Whenever a University program takes participants off campus to a location which presents risks greater than would occur
in a normal classroom setting, each participant should be informed of the risks to which they may be exposed, and each participant should sign a "Release and Assumption of Risk" covering the particular activity. The format for this "Release" is available from University Legal Counsel. If the participant is under the age of 18, the parent or guardian must sign the form.

Q. I am arranging for students to participate in an off-campus practicum as a part of their academic course work in facilities operated by another organization. The organization has asked for a "Certificate of Liability Insurance". Where do I get this "Certificate"?

A. First of all, this practicum must be covered by a written agreement which has been approved by University Counsel between the University and the other organizations. You should then request this "certificate" through your campus insurance contact. In order to provide the certificate, you need to provide the name and address of the "Certificate Holder", the purpose of the certificate, and the time period which needs to be covered. The request for a "certificate" should be submitted at least 7 days before it is needed to provide time to process the request.

Q. What about Student Organizations, are they covered by the University System liability insurance program?

A. This question is a little more difficult, as it is not yes or no. Student organizations which are directly controlled by the University and for which the University bears a responsibility for their activities are covered by the University liability insurance. Student organizations which are not the direct responsibility of the University are not covered. Student organizations which have elected to become incorporated are not covered, because they are a separate corporation. There is one exception to these generalizations. Student Government organizations for all campuses are covered by the University System liability policy by a specific endorsement even if they have separately incorporated.

Q. I am taking a group of students to Europe as a part of an academic course. Does the University System provide liability insurance covering claims which might arise because of actions by class members?

A. The University System provides liability insurance covering employees or students who are in a foreign country as a part of a University System program or activity. This coverage exists so long as the employees or students are acting in good faith, the actions are a part of the job or course work, and the action is not criminal. The amount of coverage varies with country. This policy also provides excess auto liability coverage where vehicles are rented or leased to be used as a part of the activity. Auto liability coverage is for the amount in excess of $25,000, up to the limits for the country. This deductible is a campus responsibility. It should be noted that for most types of liability insurance, Canada is included in coverage for US activities and not considered as a foreign country.

Q. My campus is proposing to join with a group of non-University of Maine System Organizations to form an "Alliance" which will offer courses to selected groups of individuals. Does the University System insurance provide coverage for the proposed "Alliance" or the activities of the "Alliance"?
A. There are several parts to the answer to the question. First, the University System insurance does not extend to cover claims against the "Alliance" or the activities of the "Alliance". To the extent that a University employee was sued because of performing services for the "Alliance", coverage would exist for those activities for which the University had a responsibility to the "Alliance" and for which the employees were responsible as a part of the employee's University activities under the terms of the agreement which established the "Alliance". Here again it is extremely important for University Legal Counsel to review and approve the agreement creating the "Alliance" prior to its being signed. If the "Alliance" enters into any contracts for services or to rent space, these activities would not be covered under the University System insurance, as the "Alliance" is an independent organization.

Q. Is University-owned equipment insured against loss?

A. All University-owned equipment is insured for loss as a result of a fire or smoke damage caused by a fire or from sprinkler leakage. This insurance will provide for the replacement of equipment which is lost. In the event of a loss, the campus must provide an inventory of items which were damaged or destroyed, and this listing will become the basis for the items for which replacement will be provided. This policy provides replacement cost coverage.

Except where special insurance has been purchased, University-owned equipment is not insured for loss from any cause other than fire, fire caused smoke or sprinkler leakage.

This fire insurance policy has a $10,000 deductible for each occurrence. The deductible amount is the responsibility of the campus.

Q. I have brought my own books and some of my own equipment to my on-campus office. Does the University cover this material?

A. No. The University insurance does not provide any insurance for personally-owned equipment or materials with one exception. The University does provide secondary insurance of up to $5,000 per dormitory resident student for the student's personal property lost as a result of a fire in the student's dorm. All claims by dorm residents must be filed within 90 days of the loss to be valid.

Q. My employer has allowed me to take a University-owned computer home so that I can do part of my work at home rather than in my office. Is this equipment covered by insurance?

A. The insurance coverage on University System equipment is the same as if it was on campus. The item is covered for loss by fire, smoke or sprinkler leakage. There is no coverage for theft, breakage or any cause other than those listed above unless special insurance has been purchased.

Q. My department owns equipment which will be subject to a greater than normal possibility of loss. Is it possible to purchase special insurance to cover this equipment?

A. Yes, it is possible to purchase "All-risk" coverage on most items of moveable equipment. This type of insurance provides protection against virtually all perils. For planning purposes, the annual cost of this type of insurance normally is between 1 and 2 percent
of the insured value with a $250 deductible. If you desire to obtain this type of insurance, see your campus liability/property insurance contact.

Q. Does the University System establish qualifications to drive University vehicles?
A. Most qualifications are established by State law. The University System has established minimum standards, and these are contained in APL #27. Campuses may establish additional requirements for drivers of campus vehicles.

Q. Must the driver of a University-owned vehicle be a University employee?
A. For insurance purposes, there is no requirement the driver of a University vehicle be a University employee. The only requirement is that the driver have a valid drivers license and that the vehicle is being used with permission of the University. However, vehicles may only be used for official University business. (See APL #27)

Q. Does the University provide collision insurance for University-owned or leased vehicles?
A. The University provides collision coverage up to $20,000 per vehicle for University-owned or leased vehicles where the campus has specifically requested the coverage and paid the required premium. This coverage has a $250 deductible occurrence, and the deductible is a campus responsibility.

Q. What should I do if I'm the driver of a University vehicle and am involved in an accident?
A. The first thing would be to notify the police. Then obtain the name and address of the other driver, and the names and addresses of any witnesses. If the accident involved any injuries, you should notify your campus insurance contact as soon as possible. If there were no injuries, you should notify your campus insurance contact within 48 hours. In both cases, you should file a written report of the accident with the campus insurance contact. If there is an injury or if the property damage exceeds $500 it will be necessary to file a report with the Secretary of State, Motor Vehicle Division within 48 hours of the accident.

The major item is not to discuss the accident with anyone outside the University other than the police or representatives of the University’s insurance carrier. Above all, you should not admit responsibility for the accident.

Q. I am doing a research project and will be taking a University-owned vehicle to Mexico. Does this present any special concerns?
A. Yes - Mexican Auto insurance is significantly different than US or other foreign countries. This difference is so significant that it is very difficult to purchase it from a great distance. In cities and towns near the border, there is ample opportunity to purchase short-term auto insurance, and this should be done before crossing the border.

Q. I need to rent an auto from a vehicle leasing company as a part of my official travel. Should I take the “Collision Damage Waiver” (CDW) insurance provided by the agency?
A. You basically have these choices, and the choice depends on several factors. If you are renting the vehicle for a week or more, it is probably less expensive to ask the University System Office of Facilities to provide the "collision" coverage under a master program than purchase the CDW. In this event, the notification to the System Office of Facilities needs to be made prior to renting the vehicle. If the rental is for only a few days, it will be less expensive to purchase the CDW.

There are other alternatives which should be considered. Many "Gold" credit cards provide the collision coverage on rental vehicles if the card is used to charge the rental. The availability of this coverage should be checked prior to renting the vehicle.
APPENDIX K

University of Southern Maine School of Social Work

FIELD PLACEMENT AT PLACE OF EMPLOYMENT CONTRACT

Date ___________________ Academic year ___________________

BSW __________________ Foundation year __________________ Concentration year __________________

Student ____________________________________________________________

Agency/Organization ________________________________________________

Field Instructor ______________________________________________________

Employment Supervisor (if applicable) ____________________________________

In order for place of employment to be approved as field placement, the following must have taken place.

- Student will have consulted with a Field Coordinator, providing preliminary Plan of Study (in written form) outlining how field placement will differ from paid employment. A current job description should be attached, as well as a detailed description of the different tasks and duties that will be considered placement work and a clear statement regarding the number of hours to be spent in field placement activities.

- Field Coordinator will have assessed the employment site for field placement suitability, which includes the appointment of a qualified Field Instructor. The Field Instructor must be someone other than the student’s employment supervisor and have a MSW with two years post MSW experience (for MSW students) or a BSW/MSW (for BSW students).

- Agency/Organization will have agreed to adjust the student’s workload in order for student to carry out responsibilities of field placement and will have assigned different responsibilities to the student than previously undertaken. In addition, Agency/Organization will agree to release student from employment obligations in order to participate in field instruction supervision for an hour and a half per week, attend classes and complete required course work.

- Agency/Organization Field Instructor will make every attempt to attend Field Instructor training and submit evaluations at the end of each semester.

1. Preliminary Plan of Study may have been revised following consultation with Field Faculty Liaison, and Field Coordinator. Please attach a final, revised Plan of Study to Place of Employment Contract.
2. Student, Field Instructor and Work Supervisor sign Place of Employment Contract.

3. Forward signed Contract with attached Plan of Study to Field Coordinator.

We have read and agreed to the attached Plan of Study for ____________________
to do a field placement at our agency/organization. We agree to all conditions and will
support the student in completing field placement tasks and activities.

________________________________________________  __________________   
Agency/Organization Work Supervisor                        Date

________________________________________________  __________________   
Field Instructor                                          Date

________________________________________________  __________________   
Student                                                  Date

The Field Coordinator will make a final decision on the proposal and notify the student as
soon as possible. Field hours cannot be counted until final approval and notification
takes place and until student is enrolled in Field Work Seminar.

Reviewed by: ____________________________________________ __________________   
Field Coordinator and/or Associate                        Date

Approved_____    Not approved_____

Please provide us with the contact information for your field instructor below:

Name:_________________________________________________  

Address:_______________________________________________  

Email address:__________________________________________  

Phone number:__________________________________________  

________________________________________________
APPENDIX L

UNIVERSITY OF SOUTHERN MAINE
School of Social Work

FIELD WORK STUDENT PLACEMENT PROFILE
Please use the back of this form to answer questions if necessary

Name of placement agency________________________________________________________

Name of Student___________________________ Dates at placement_______________________

Level of Student: BSW_____ Foundation Year MSW_____ Concentration Year MSW_____

Would you be willing to speak to another student who may be interested in this placement for
next fall? ___yes ___no If so, provide email address or phone number.

Please give a detailed description of the work you did at your placement, highlighting some of
the strengths of the experience.

How did the placement help you meet your learning objectives?

What qualities and/or learning style would it be helpful for a student to have in order to gain the
most from this placement?
What (if anything) do you wish you’d known about this placement before you’d started there in the fall?

Other comments:
Name of agency: ___________________________ Date: _______________

Agency address: ________________________________

Agency telephone phone number: ________________

In arranging for field placements, whom should student contact?

Name of Field Instructor: __________________________

Field Instructor telephone number: ________________

Field Instructor email address: ______________________

Name of agency director and/or key administrative personnel:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Agency is able to handle:  BSW student____  MSW foundation year student____  MSW concentration year student ____

How many students can your agency accommodate?

Briefly describe the basic services/programs of the agency, client population served, and the size of your staff.

When (day and time) are agency staff and other important meetings held?

What characteristics or qualities would be helpful for a student to have to best utilize the placement as a learning opportunity?
Would a student who needs a highly structured learning environment do well in this placement?  _____Yes   _____No   Other comments:

List the learning opportunities available for the student in your setting:

Is there adequate physical space for the student(s)?

Does the student need a car?                 Is mileage reimbursable?

Can your agency provide an opportunity for students to fulfill part of their required placement hours on evenings or weekends?

Does your agency require any formal training for interns?

If yes, how many training hours are required?

When is the training offered?

Can the training be completed online?

Is the agency handicapped accessible?

Agency Requirements:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background check (SBI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immunizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes___</td>
<td>No___</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(If yes, please name immunizations required)

Other pertinent information:
APPENDIX N

Code of Ethics
of the
National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics
Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*. 
In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers’ ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession’s values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

**Ethical Principles**

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

**Value: Service**

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

**Value:** Social Justice

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

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

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

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

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

**Value:** Importance of Human Relationships

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

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

**Value:** Integrity

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

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

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

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

---

**Ethical Standards**

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

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients
   1.01 Commitment to Clients

   Social workers’ primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

   1.02 Self-Determination

   Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

   1.03 Informed Consent

   (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame
covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker’s, employer’s, and agency’s policy concerning the social worker’s disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged
information without a client's consent and such disclosure could cause harm to
the client, social workers should request that the court withdraw the order or limit
the order as narrowly as possible or maintain the records under seal, unavailable
for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to
requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and
electronic records and other sensitive information. Social workers should take
reasonable steps to ensure that clients' records are stored in a secure location
and that clients' records are not available to others who are not authorized to
have access.

(m) Social workers should take precautions to ensure and maintain the
confidentiality of information transmitted to other parties through the use of
computers, electronic mail, facsimile machines, telephones and telephone
answering machines, and other electronic or computer technology. Disclosure of
identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that
protects clients' confidentiality and is consistent with state statutes governing
records and social work licensure.

(o) Social workers should take reasonable precautions to protect client
confidentiality in the event of the social worker's termination of practice,
incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing
clients for teaching or training purposes unless the client has consented to
disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing
clients with consultants unless the client has consented to disclosure of
confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent
with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records
concerning the clients. Social workers who are concerned that clients' access to
their records could cause serious misunderstanding or harm to the client should
provide assistance in interpreting the records and consultation with the client
regarding the records. Social workers should limit clients' access to their records,
or portions of their records, only in exceptional circumstances when there is
compelling evidence that such access would cause serious harm to the client.
Both clients' requests and the rationale for withholding some or all of the record
should be documented in clients' files.
(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language
Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients’ ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects.
Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients’ needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers’ Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers’ obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work
profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social
workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers’ Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.
3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.
(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals
4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.
4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit
(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers’ Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform
participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race,
Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master’s, and doctoral levels—shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate. EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.

For the complete Educational Policy and Accreditation Standards please refer to the web address below.
http://www.cswe.org/File.aspx?id=13780

Field Education Links (to access links hold the control button and click):

   - NASW and its 56 chapters are **ONE** organization legally, financially, and programmatically.
   - When you join NASW, you get a two for one membership. That means you receive member benefits at both the national and state (local) levels through your chapter.
   - Chapters serve its members through the creation of units, branches, regions, or divisions.
   - There is a Chapter Services Department at the National Office that supports the chapters.
   - NASW has chapters in 50 states and in the following locations:

   - Whether you're looking for a new job, or ready to take the next step in your career, we'll help you find the opportunity that's right for you.

3. **Maine Social Work Board of Licensure:**
   - Information regarding the status of an application will not be provided by telephone or email.

   - The Society for Social Work Leadership in Health Care is an association, 1200 members strong, dedicated to promoting the universal availability, accessibility, coordination, and effectiveness of health care that addresses the psychosocial components of health and illness.

   - Welcome, social work students and professionals! Read articles from the Spring 2012 edition of *The New Social Worker* magazine, now in its 19th year!

   - Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards