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University of Maine Presque Isle

Bachelor of Social Work Faculty

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FALL 2011

Aug. 30       BSW Student Field Practicum Orientation
Sept. 7       First Day of Field Practicum
Sept. 20/22   Paper #1 Due: Agency Paper
October       Faculty Field Coordinator Makes Mid-Semester Agency Visits
Oct. 4/6      Monthly Evaluation Due
               Paper #2 Due: Learning Plan
Oct. 10-11    Oct Break
Nov. 4        Video Taping
Nov. 8/10     Monthly Evaluation Due
Nov. 11       Veterans Day No Class
Nov. 15/17    Paper #3 Due: Group Proposal
Nov. 23-25    Nov. Break
Nov 28-Dec 2  BSW Students have evaluation conference with Field Practicum Instructor and complete semester evaluation
Dec. 6/8      Submit evaluation to Field Practicum Coordinator
Dec. 12-15    Final Exams
Dec. 16 - Jan. 16  Semester Break
SPRING 2012

Jan. 16    Martin Luther King Day – No classes
Jan. 17    Classes Resume
Jan. 24/26  Paper #1 Due: Revised Learning Plan
Feb. 20-24  Winter Vacation
March       Faculty Field Coordinator Makes Mid-Semester Agency Visits
Mar. 6/8    Paper #2 Due: Quality Assurance Study
Mar. 6/8    Monthly Evaluation Due
Mar. 26-30  Spring Vacation
Apr 3/5     Paper #3 Due: Process Paper
Apr. 13     Videotaping
Apr. 24/26  Paper #4: Termination Paper
April       BSW Students Have Evaluation Conference with Field Practicum Instructors and complete semester evaluation
            Last Day of Field Practicum will vary with student’s completed hours
May 1/3     Submit final evaluation to Field Practicum Coordinator
May 7-10    Final Exams
May 12      Commencement
The Field Practicum is designed to enhance the students’ ability to function as a Professional Social Worker and to build upon the students’ knowledge, skills, values, and personal qualities. The placement provides an opportunity to use information gained from the academic courses together with personal experience and apply skills in a community-based delivery system. It is a time for ascertaining a student's motivation, aptitude, and emotional readiness for a career in social work.

The Practicum is taken for two semesters for a minimum total of 500 hours for the academic year. It is expected the student will provide 16 – 18 hours per week of Practicum time at a designated agency. The students will participate in a Field Practicum seminar (SWK 496A and SWK 496B) on campus each semester for 3 hours per week. The seminar and Field Practicum will total six (6) credits each semester. The Field Practicum is taken concurrently with Social Work Practice courses (SWK 400, Social Work Practice II in the fall, and SWK 405, Social Work Practice III in the spring). Therefore, an incomplete or failure in SWK 400 may hinder starting SWK 405 and the second semester of the Field Practicum (SWK 496B).

Students enter the field practicum sequences after acceptance to the BSW Program and completion of SWK 315 – Social Work Practice I and SWK 396B – Junior Field II.
Mission of Bachelor of Social Work Program

MISSION

In conjunction with the mission statement of the University of Maine Presque Isle the Bachelor of Social Work Program is committed to preparing students for entry-level professional generalist practice. Global consciousness will be emphasized as the means to understand and practice social work ethics, values, and skills. The program is committed to promoting the well-being, growth and empowerment of all individuals, families, groups, communities and organizational systems.

BSW Goals

1. Educate individuals to enter social work practice across all systems.
2. Develop critical thinking and self awareness with regard to global consciousness.
3. Provide educational opportunities to analyze formulate and research social policy.
4. Prepare individuals to effect change through practice in rural and global communities.
THE GENERALIST MODEL OF SOCIAL WORK PRACTICE

Beginning in the late 1800’s the United States saw the growth of two approaches to helping people; the Settlement House movement and the Charity Organization Societies. Both approaches were developed out of concern about ‘what to do’ with the massive influx of immigrants to North America from all over the world. Settlement houses operated on the belief that creating systems of support in communities and organizations was the best way to helping immigrant groups successfully transition to American society. Much of the work done in the settlement houses was later incorporated into state and federal social welfare policies.

During this same era, Charity Organization Societies were created in many urban settings by concerned citizens who wished to help individuals and families. These groups consisted of wealthy people who were primarily compelled by religious tenets to help needy people. The underlying function of the groups was to try and reduce the crime, disease, and moral degradation that came to define immigrant groups in urban settings. This group employed ‘friendly visitors’ who were usually upper middle class, young, single women. The visitors went to the city’s immigrant enclaves and were charged with determining what was most needed by the people in that setting. Reports to the society would then lead to committee decisions about what, if any of the needs would be addressed. Most of the time, the society would arrange for things such as blankets or food and did not believe in providing money.

These two ways of helping evolved into the current concept of social work. Undergraduate social work education focuses on preparing people to practice
beginning generalist social work practice. Kirst-Ashman (2010) defines generalist social work practice as:

   The application of an eclectic knowledge base, professional values, and a wide range of skill to target any size system for change within the context of four primary processes. First, generalist practice emphasizes client empowerment. Second, it involves working effectively within an organizational structure and doing so under supervision. Third, it requires the assumption of a wide range of professional roles. Fourth, it involves the application of critical thinking skills to the planned change (intervention) process. (p. 27, Social Work and Social Welfare; Critical Thinking Perspectives)

   Social workers educated as generalists possess a knowledge, value and skill base that is readily transferable among diverse contexts, locations, and problem situations. Generalist practice incorporates skills to work within the five major systems in our society: individuals, families, groups, organizations, and communities. The generalist repertoire also includes skills applicable to the tasks of lifelong learning and to adaptation of the generalist foundation to specialized situations and contexts.

   The University of Maine at Presque Isle Bachelor of Social Work program is anchored in the doctrine of the generalist model. Generalist social work education enhances the effectiveness of graduates in addressing and alleviating the varied social problems of our region. The UMPI BSW program resides in a geographically and
socially isolated area. The program stresses that by starting where the client is at and utilizing their own strengths empowers people to move toward positive change. The economic base for rural Maine is driven by either global industry such as tourism and lumbering or self employment. Therefore, service delivery is most often organized through not-for-profit agencies and organizations. Social workers are the backbone to that workforce. The rural social service delivery systems of Maine are in need of practitioners who can competently fulfill a variety of practice roles, e.g., broker, advocate, administrator, case manager, networker, community organizer, group facilitator, change agent. Lastly, the ability to ask the right questions, determine the best means of addressing issues, and then implementing the strategies to affect change describes the critical thinking aspect of this BSW program.
FIELD EDUCATION LEARNING OUTCOMES

The Educational Policy and Accreditation Standards (EPAS, 2008) written by the Council on Social Work Education outlines a set of core competencies and defines them in the following way,

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1-EP 2.1.10(d)]

2.1.1 – Identify as a professional social worker and conduct oneself accordingly.
2.1.2 – Apply 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 – Advance human rights and social and economic justice.
2.1.6 – Engage in research-informed practice and practice-informed research.
2.1.7 – Apply knowledge of human behavior and the social environment.
2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
2.1.9 – Respond to contexts that shape practice.
2.1.10(a)-(d) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
FIELD EDUCATION POLICIES

1. All students in the Field Education Program will adhere to the UMPI BSW Program standards and the NASW Code of Ethics.

2. Students will complete a current background check from their state of province at their own expense and a copy given to the Field Director before entering Senior Field I.

3. The copy of the background check will be kept in the student’s academic file until completion of the BSW degree or a change of major, at which time the background check will be shredded.

4. If information is revealed on the background check which will impede completing the field work or obtaining a social work license, the student will be advised and assisted with educational options.

5. The student will purchase a student malpractice insurance policy and give a copy of the effective policy to the Field Director. The copy will be kept in the student’s academic file.

6. If a practicum is revoked by the agency or Field Director due to agency changes, the Field Director will work with the student to obtain field work to complete the field education requirements.

7. If a practicum is terminated due to student performance, conduct or comportment, the student will meet with the BSW faculty to determine the student’s future in the program. Each case will be handled individually, but will follow all University policies.

8. Life experience is not accepted as a substitute for field work.

9. If a student is employed in a social service agency, the student cannot use the employment setting as the field work site. If it is a large agency, the student and Field Director can work together to obtain a field work site in another part of the agency with a Field Instructor who is not associated with the student’s employment supervisor.
FIELD EDUCATION SEMINAR

The purpose of the seminar is to provide students with the opportunity to discuss concerns from their Practicums, to connect academic material with practical experience, and to present information to help achieve the Social Work Core Competencies. The seminar structure will be determined by students and faculty persons. It should include open discussion, student presentations, and role plays.

Each student will have an opportunity to facilitate the 3 hour seminar. It is expected the student facilitator will lead the seminar group and be prepared with a topic for discussion. This can include printed information, activities, role playing, short video, or a stimulating question. The student facilitator needs to manage the time so that each student can discuss any placement issues each week in addition to the facilitator's topic.

The spring semester the student facilitator presents a de-identified case from the field placement and leads a “team meeting”. Select a case and present the history, assessment, interventions, and barriers encountered. Develop a list of questions concerning the case which the seminar students are to discuss. This can be used to assist the student develop ideas in working with the client and provide information concerning resources for the agency and clients.
FIELD EDUCATION ASSIGNMENTS

PRACTICUM LOG

The log is a format in which the students can communicate with the Field Coordinator and receive feedback about their placement experience. It is hoped that it will become a learning tool through which the students will learn to analyze their own experience, a necessary skill for social work practice.

The log has two parts: contact form and narrative. The contact form needs to be reviewed and signed by the Field Instructor. The narrative is confidential and used only by the student and Field Coordinator. With the student’s permission, it may be shared with the agency, Field Instructor, or students during the seminar. If a student so chooses, it can be a focus for supervision with the Field Instructor.

1. The log may be typed or handwritten, but it must be neat and legible.
2. Use a contact form for each week of Field Practicum.
3. It is not to be a time clock, but to help the student organize the week’s experiences.
4. Fill in the contact form as soon as possible after events occur, but the narrative is not to be written on agency time or during the seminar.
5. The log is to be handed in to the Field Coordinator each week and arrangements for this will be made during the first seminar.
6. The narrative should be spontaneous, so keep rewriting and editing to a minimum.
7. The log will not be graded. However, failure to write complete and adequate logs regularly, and to hand them in on time will be seen as an indication of lack of interest in the learning experience and will be reflected in the final grade for the Field Practicum.
8. Material related to clientele should be de-identified so confidentiality is maintained.
9. Summarize all major client contacts and/or agency activities for each day. Include the purpose of the activity or contact from a systems theory framework.

10. Describe your functions and roles used to carry out the intervention. Keep in mind the social work roles, problem solving process and social work process.

11. Include yourself when writing about the events. Describe your feelings, behavior, and thoughts. Expand upon your feelings by using them to gain insight into your experience and incorporate thoughts and knowledge.

12. Use quotes when possible.

13. Look at your own limitations. Becoming aware of your strengths and limitations is a necessary part of the growth experience.

14. Write about events in the Field Practicum in terms of social work concepts you learn in class and in the readings.

15. Address the progress with the learning goals once the learn plan has been written.
LOG CONTACT FORM

Name:                                                                 Log #: 

Week covered by Log:                                                  Field Instructor: 

I. Critique your time usage this log. Where do you think time was well spent and where not? Why? What roles did you see or use during this log?

____________________________________________________________________________________

____________________________________________________________________________________

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II. Use of Time in Agency this log period. Name:

Please use the following format:  Balance To Date:

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<th>MON. (Date)</th>
<th>TUE. (Date)</th>
<th>WED. (Date)</th>
<th>THUR. (Date)</th>
<th>FRI. (Date)</th>
<th>SAT./S UN (Date)</th>
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Balance each day: 

BALANCE FORWARD:

Supervisor’s signature:

(Please attach narrative)
PAPERS

The papers are designed to help the student conceptualize field work experience, and incorporate field and academic learning. The papers will not be graded, but the Field Coordinator will read and comment on each paper. Papers that are considered unsatisfactory will be returned to the student for rewriting. Papers must be typed, double spaced, with adequate margins, be grammatically correct, void of spelling errors, and include a bibliography when references are used. If a paper needs to be resubmitted, it is due at the next seminar class. The original paper needs to be submitted along with the newly written paper. After that time, the paper will be considered late and given a zero. Incomplete or late papers will be considered to reflect a lack of commitment to the learning process and will be reflected in the final grade.

The assignments should be shared with the Field Instructor. Therefore, the student should make two copies, and submit one to the Field Coordinator and one to the Field Instructor.

SCHEDULE FOR PAPERS

Fall 2011

<table>
<thead>
<tr>
<th>Paper #</th>
<th>Title</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>The Agency</td>
<td>Sep. 20/22</td>
</tr>
<tr>
<td>2</td>
<td>The Learning Plan</td>
<td>Oct. 4/6</td>
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<tr>
<td>Video</td>
<td>Video Taping</td>
<td>Nov. 4</td>
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<tr>
<td>3</td>
<td>Group Proposal</td>
<td>Nov. 15/17</td>
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Spring 2012

<table>
<thead>
<tr>
<th>Paper #</th>
<th>Title</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Revised Learning Plan</td>
<td>Jan. 24/25</td>
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<tr>
<td>2</td>
<td>Quality Assurance Study</td>
<td>Mar. 6/8</td>
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<tr>
<td>3</td>
<td>Process Paper</td>
<td>Apr 3/5</td>
</tr>
<tr>
<td>Video</td>
<td>Video Taping</td>
<td>April 13</td>
</tr>
<tr>
<td>4</td>
<td>Termination Paper</td>
<td>April 24/26</td>
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16
FALL SEMESTER PAPERS

1. The Agency Paper

Write a macro practice assessment of the agency, explaining all the services provided. If social services are not the primary function of the agency, concentrate on the social services with a brief description of how these relate to the primary function. If the agency offers many aspects of social service, concentrate on those services with which you are affiliated and show how they relate to other services of the agency.

The paper should include the historical development of the agency and its programs. How and where did the development of the agency occur, what were its original purposes and what major changes have occurred in the agency toward providing services within the past five years? Are the agency’s purposes related to those of other agencies in the community? Which ones? Is the agency affiliated with regional, statewide, national or international organizations? What influence does this affiliation have in determining the agency’s purposes and policies? What is the staffing and criteria for staff? What is the hierarchy for policy making? What is the funding source? Include an organizational chart. Please document all sources of your information.

2. Student Assessment and Learning Plan

An important aspect of social work practice is planning with a client system the goals to be achieved through an evidence-based intervention method. Likewise it is important for each student to plan educational goals and objectives and how these might be achieved within the field practicum. In accordance with CSWE core competencies will be used to assess the educational outcome performance of each
student and the UMPI BSW Program overall. Competencies are measurable practice behaviors that are comprised of knowledge, values and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities.

The general purpose of SWK 496A and SWK 496B, the Field Practicum in Social Work I and II is to provide the student with an opportunity to integrate and apply knowledge derived from the social work curriculum in an agency setting. This assignment provides an opportunity for the student to structure the field experience to integrate these competencies and practice behaviors with individual tasks and activities which meet the student’s goals and are realistic for the practicum agency site.

There are three parts to the assignment:

A: an assessment of the student and Field Practicum learning situation;
B: learning plan;
C: progress report

PART A: ASSESSMENT

Assess your current level of functioning relative to the following questions:

1. Considering generalist social work practice, what do you perceive as strengths and weaknesses of the theory? What brings you to these conclusions? What relevant knowledge and personal qualities and areas to improve do you bring to this experience?

2. What social work roles have you had experience with thus far in your field placement? What other roles used in your agency can you identify? These roles are identified in the Practice I text.

3. All social work practice involves similar tasks (data collection, assessment, intervention planning, etc.). In which task areas do you need additional knowledge or skills?
4. What coping methods do you utilize in working through professional and personal conflicts? What resources do you have available to you either within or outside of the agency to assist or support you in dealing with problem situations?

5. Describe the nature of your relationship with the agency Field Instructor and discuss the elements of this relationship that have been particularly helpful to you.

6. Describe your input in determining both the method and content of your meetings with your Field Instructor. Discuss any barriers to communication with your Field Instructor or other problems in working together.

7. Discuss the nature of your relationships with agency personnel other than your Field Instructor.

8. Discuss the specific areas of knowledge that are necessary for social work practice within your agency. Consider biological, psychological, social and cultural knowledge. Explain how you are obtaining this needed knowledge and identify the resources available to you.

9. Discuss the types of learning experiences that might be available to you in the agency.
PART B: LEARNING PLAN

For this part of the assignment the student should carefully review the information presented in the self-assessment, Part A. This information should then be analyzed and a brief summary written. The summary should provide the basis for forming learning tasks for the Field Practicum experience. It should include discussion of any barriers to the student’s work in the agency.

The student will receive an electronic copy of the competencies and practice behaviors. There will be space for the student to identify what activities/tasks will be performed to accomplish the practice behaviors. The learning plan will be used with the evaluation form to determine the student’s strengths, areas to improve and progress.

PART C: THE PROGRESS REPORT (Given orally to the seminar participants)

This part of the assignment is due during the seminar on a periodic basis and serves as an update to the plan for the work to be completed during the spring semester. The student needs to address his/her progress with one competency each week during his/her individual discussion time in seminar. Over the semester all the competencies should be addressed at least once. The student should review the progress made on each competency and note any changes in the tasks. Tasks may be added or deleted reflecting the changing nature of the learning process. The outcome of each competency will be an aspect of the Revised Learning Plan to be written in the Spring semester.
The Educational Policy and Accreditation Standards (EPAS, 2008) written by the Council on Social Work Education outlines a set of core competencies and defines them in the following way,

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1-EP 2.1.10 (d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods (p.3).

<table>
<thead>
<tr>
<th>Core Competence</th>
<th>Resulting Practice Behaviors</th>
<th>Generalist Field Tasks/Activities:</th>
<th>Evaluation Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Social Work Skills &amp; Supervision</td>
<td>Utilizes effective supervision to improve professional and personal growth.</td>
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<td>Demonstrates the effective use of consultation and supervision to guide ethical decision making in one's own practice.</td>
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<td>Works satisfactorily within the structure of an agency.</td>
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<td>Exhibits professional social work practice habits. (exp., reliable, maintenance of days, hours, dress, timeliness, time management.)</td>
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<td>Understands the agency's</td>
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<td>Professional Communication</td>
<td>Illustrates clarity in verbal communication.</td>
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<td>Illustrates clarity in written communication.</td>
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<td>Communicates effectively with diverse populations.</td>
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<td>Communicates effectively with clients.</td>
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<td>Communicates effectively with colleagues and supervisors.</td>
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<td>Empathizes effectively with clients.</td>
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<td>Social Work Values and Ethical Practice</td>
<td>Shows knowledge of social work principles, values, and ethics to guide behavior.</td>
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<td>Demonstrates the effective use and integration of social work values and ethics to guide behavior.</td>
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<td>Understands how personal principles, values, and ethics influence policy.</td>
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<td>Analyze one’s own practice in relation to</td>
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<td><strong>Critical Thinking</strong></td>
<td>Demonstrates an understanding of problem solving skills.</td>
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<td>Applies critical thinking skills within the context of practice.</td>
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<td>Applies problem solving skills within the context of practice.</td>
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<td>Capable of developing strategies for assessing personal and professional growth.</td>
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<td>Develops goals and objectives for assessing personal and professional growth.</td>
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<td>Evaluates the processes and effectiveness of one’s own practice.</td>
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<td><strong>Diversity</strong></td>
<td>Demonstrates knowledge of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation in social work generalist practice.</td>
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<td>Accepts human difference in social work generalist practice.</td>
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<td>Respects differences in relation to age, class, color, culture, disability, ethnicity, family structure,</td>
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<td>Gender, marital status, national origin, race, religion, sex, and sexual orientation in social work generalist practice.</td>
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<td>Practices without discrimination in relation to diversity in social work generalist practice. (exp. Age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race religion, sex, and sexual orientation.</td>
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<tr>
<td>Develops a positive worker/client relationship with diverse populations.</td>
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**Human Rights, Social & Economic Justice & Policy Practice**

- Demonstrates understanding of significant social issues.
- Understands the structural factors that create adversity for specific out-groups in society.
- Advocates for the needs and concerns of diverse populations.
- Advocates on behalf of clients who have been oppressed and discriminated against.
- Develop and implement effective advocacy strategies and tactics in social work generalist practice.
<p>| Shows an understanding of the consequences of oppression and discrimination on attainment of social justice. |
| Understands the ways policy impacts social work generalist practice. |
| <strong>Research</strong> | Develops research for evaluating social work generalist practice. |
| | Critically analyzes empirically based research findings and apply them to generalist social work practice. |
| | Utilizes program evaluation techniques to assess program effectiveness. |
| Human Behavior in the Social Environment | Understands social work theories and their application to professional social work practice. (Biological, Social, Cultural, Psychological, and Spiritual development) |
| | Critiques and applies social work theories to guide the process of assessment, intervention, and evaluation. |
| Generalist Practice | Applies the knowledge and skills of generalist social work practice. |</p>
<table>
<thead>
<tr>
<th>Social Work Practice With Individuals, Families, Groups Organizations, and Communities</th>
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<tr>
<td>Understands the problem solving process, including assessment, planning, intervention, evaluation, termination, and follow-up.</td>
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<td>Able to assess one’s personal generalist practice skills.</td>
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<td>Applies the strengths perspective in generalist social work practice.</td>
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<td>Shows foundation knowledge of social work practice with individuals and family systems.</td>
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<td>Exhibits practice skills enabling them to help individuals enhance their well-being from a strengths based perspective.</td>
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<tr>
<td>Applies entry-level social work generalist practice with an ecological systems perspective.</td>
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<td>Understands the socialization process as it is reflected in the dynamics of individual and group behavior.</td>
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<tr>
<td>Demonstrates knowledge of group processes, structure, and dynamics in social work generalist group practice.</td>
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<td>Demonstrates the ability to effectively facilitate</td>
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<td>Understands the stages of group development as they apply to group process.</td>
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<tr>
<td>Applies the generalist practice model to the culture and behavior of organizations.</td>
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<td>Demonstrates an understanding of client advocacy knowledge and skills at the macro level.</td>
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<tr>
<td>Identifies the dynamics of change within organizational structures and communities.</td>
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<tr>
<td>Understands the stages of group development as they apply to group process.</td>
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<tr>
<td>Recognizes the impact of social policy on agencies, workers and populations at risk.</td>
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</tbody>
</table>
3. **The Group Proposal**

The group modality is an effective and efficient method of providing services. Many agencies and institutions offer group services to the client population they serve. This assignment involves writing a proposal for a group appropriate for the population served by your field practicum agency. If the setting of your field practicum does not offer any group services and after speaking with the field instructor, a group is not appropriate, speak with the field coordinator to establish a setting in which this assignment can be completed.

Develop a group proposal. The proposal needs to identify what type of group, the rationale, objectives, practical considerations, procedures and techniques to be used, and an evaluation tool. The method for attracting group members and advertising and how members will be screened needs to be included.

The intent is for the student to follow through with obtaining agency approval for the group, solicit members, screen members, facilitate the group, and then conduct an evaluation of the group.

This assignment will be submitted in parts due to the potential timeframe for this process. The proposal is due according to the schedule on page 23.

Discussion of the group facilitation and group process will be ongoing during the seminar.

The group evaluation is due once the group is completed.
4. Video Critique

To continue with the interactional skills emphasized in Social Work Practice I and II, the student will participate in a taped interview of a couple, family, or small group. The student will be the facilitator, and the agency and situation will be comparable to the field practicum, if possible. The session should be 20 - 30 minutes in length. If, during the taping, the student assesses the need to ask a particular individual to leave, this is acceptable, i.e., to interview a child with abuse symptoms separate from the parents. If the student determines activities would be a useful technique for a group, i.e. children, this is acceptable and the student needs to bring the material necessary for the activity.

The limitations are boundaries within a certain range of the video camera, which will be explained at the time of the taping. Students need to bring their own video tape. Each student will review his/her tape. Each tape will be shown during the seminar. The student will lead a discussion of his/her strengths and areas for improvement.

All papers must follow an approved format of citation, either MLA or APA. Lack of citation implies plagiarism, a form of academic theft of words, ideas, or data of others by not giving proper acknowledgment of sources. It is a serious offense in academic work, which can result in sanctions being imposed by the professor, and/or the University. It is also identified as a violation of the National Association of Social Workers Code of Ethics. A paper that does not use appropriate bibliographic citation will be rejected and grade for the assignment will be zero. If you are not familiar with how to write a referenced paper, it is your responsibility to obtain the information.

(The entire Academic Integrity Policy may be accessed at: http://www.umpi.maine.edu/stulife/stacintp.htm.)
1. **Revised Student Assessment and Learning Plan**

As the second semester of field placement is entered, it is important for each student to reflect on the first semester and assess the learning needs for this semester. It is important to consider areas of accomplishment from the first semester and areas which have been identified as needing improvement. Review the competencies, practice behaviors, tasks and evaluation measures from the first semester. Conduct a qualitative analysis by indicating to what degree you have met the competencies and completed the tasks associated with the practice behaviors. If tasks for a competency have been met, add new tasks which reflect the progress which has been accomplished and will continue to assist the student in developing knowledge, values and skills.

If the student wants to be able to participate in a particular activity at the field practicum agency, make it part of the learning plan and discuss it with the field instructor.

2. **Quality Assurance Study**

Quality assurance is an important aspect of human service agencies. The ability to provide a service which is effective, efficient, and satisfying to the client system is vital. This assignment is designed to introduce the student to evaluating the policies and services within the field practicum agency. The student will select a policy or service, with the field instructor’s approval, and develop a simple evaluative tool to measure the effectiveness of the policy or service. The student will gather and analyze the data and write a report indicating the results and making recommendations. This
process includes obtaining agency approval and submitting a proposal to the
University. Institutional Review Board (IRB) where applicable.

3. **Social Work Process**

The social work process involves engagement, assessment, planning, intervention evaluation, termination, and follow-up as presented by Kirst-Ashman in Generalist Practice or use other generalist social work text. To assess the student’s integration of theory and course material, select one case and describe each step of the social work process, include roles which you used within the process. Describe the stages and characteristics of the social work process according to the theory. Next describe your actions, statements, and behaviors to corroborate how you followed the social work process with your case. As has been pointed out, the social work process is ongoing and is not always smooth. What aspects worked well for you and the client and what didn’t? How did you handle any frustrations which may have occurred? Consider human development theory, cultural aspects, ethics, and research which supports your assessment in this case. Explain any creative and resourceful thinking you used to develop and obtain the goals set with the client. Both the client’s involvement and your own should be indicated in each aspect of the process. Document all references used.
4. **Termination**

As the student nears the end of the field placement and the end of his/her BSW program, the issue of termination becomes very important. Write a paper addressing the aspects and importance of termination. Research the aspects and characteristics of termination and include your assessment of these aspects. The student should include how termination is handled personally and how he/she is assisting with the termination in his/her respective field placements. Include termination from classmates, the campus, professors and the identity of being a student. An aspect of this paper needs to include an assessment of the learning goals. List each goal with the accomplishments and outcomes. Document all references used.

5. **Videotaping**

To continue with the interactional skills emphasized in the Social Work Practice courses and the Field Practicum, the student will participate in a taped interview of an Emergency Room evaluation. The student will be the facilitator, and the client/s and situation will vary. It may consist of clients exhibiting symptoms of psychosis, postpartum depression, dementia, suicidal ideation, abuse, etc. The student will be expected to assess the client and develop a plan during the interview. Review the tape and be prepared to conduct a qualitative analysis by viewing the tape in the seminar, critiquing your skills, communication, and assessment abilities as the social worker. Classmates will be invited to offer feedback.
FIELD EDUCATION EVALUATION

Evaluation of student performance in the Practicum is an ongoing collaborative effort involving the student, the Field Instructor and the Field Placement Coordinator. The evaluation is reflective of the field CSWE core competencies and practice behaviors as well as the student’s individual objectives, the agency’s objectives and setting opportunities.

The student needs to complete a minimum of 500 hours total over two semesters in the Field Practice. This is accomplished by having the students at the Practicum site for 16 to 18 hours per week for the length of the semester. This is usually handled with two full days (Mondays and Wednesdays) per week. After looking at the agency’s needs and the student’s needs, other arrangements can be made by a cooperative decision between the Field Instructor, the student, and the Field Placement Coordinator.

If a student misses hours at the Field Practicum, for whatever reason, it is the student’s responsibility to make arrangements to fulfill these hours. If the student realizes he/she needs to continue the practicum past the end of the semester, arrangements and a plan need to be developed with the Field Instructor and the Field Coordinator. In the event the hours do not total 500 by the end of the spring semester and the student has not shown effort to complete the hours nor has developed a plan to complete the hours, a failing grade is given.
GRADING CRITERIA

It is difficult to establish an absolute, objective basis for grading in a Field Practicum course. The log and papers are learning and communication tools, and as such are not graded. However, the quality of the written work and responsibility in completing the assignments will be reflected in the final grade. Logs, papers and participation in seminar also serve as a way of informing the faculty Field Coordinator about the level of the student’s work.

If written assignments, log narratives and/or papers are late, the final grade will be reflective of this. If a paper is not satisfactory it will be returned to be rewritten. The number of papers needing to be rewritten will be reflected in the final grade.

The student’s attendance and contributions in weekly seminar will also be taken into consideration. The grade reflects the total level of learning and performance by the student.

A portion of the student’s grade is dependent upon the final evaluation completed by the student and the Field Instructor. A copy of the evaluation is attached at the end of this section. Each student should become familiar with the elements of the evaluation so they are familiar with the areas to be evaluated.

The monthly evaluation form is to provide the student and the Field Instructor a basis for on-going evaluation. It should be completed by the Field Instructor and shared with the student. The completed form is given to the Field Coordinator on the due dates – in October, November, and March.
A mid-semester conference is held with the student, the Field Instructor and the Field Placement Coordinator to discuss the learning plan developed by the student and to determine how the placement is going.

At the end of the semester, the student and Field Instructor each fill out an evaluation form. Then, together, collaborate on the final evaluation. The final copy is sent to the Field Placement Coordinator.

The final grade will be determined by the Field Placement Coordinator, who will consider the evaluation form, logs, papers, attendance and seminar participation.

25% Evaluation forms: monthly and end of semester
25% Logs: on time and complete
25% Papers: on time, satisfactory quality and information
25% Attendance and Participation (facilitating seminar and weekly participation.)

2 absences 1/2 grade deduction;
3 absences 1 grade deduction;
4 or more absences 1 ½ grade deduction

Over four (4) absences, student will be dropped from the course.
STUDENT PERSONAL DEMOGRAPHIC INFORMATION
TO BE COMPLETED BY THE BSW PROGRAM DIRECTOR/ASSISTANT BEFORE SENDING TO THE FIELD SUPERVISOR.

1. Student permanent Identification number which permits the researchers to identify and connect information over time: ________________________ (Please write in)
Please base your assessment of how well the BSW Field Student demonstrates ability in each of the following areas using the rating scale shown below.

Please circle your answer. Thank you.

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<thead>
<tr>
<th>Very Poor</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>Very Good</th>
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**PROFESSIONAL SOCIAL WORK SKILLS & SUPERVISION**

1. Utilizes effective supervision to improve professional and personal growth.  
   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/O |

2. Demonstrates the effective use of consultation and supervision to guide ethical decision making in one’s own practice.  
   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/O |

3. Works satisfactorily within the structure of an agency.  
   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/O |

4. Exhibits professional social work practice habits. (exp., reliable, maintenance of days, hours, dress, timeliness, time management.)  
   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/O |

5. Understands the agency’s relationship to their community delivery system.  
   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/O |

6. Seek necessary organizational change within an agency.  
   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/O |

7. Incorporates the planned change model to specific agency tasks.  
   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/O |

**PROFESSIONAL COMMUNICATION**

8. Illustrates clarity in verbal communication.  
   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/O |

   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/O |

10. Communicates effectively with diverse populations.  
    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/O |

11. Communicates effectively with clients.  
    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/O |

12. Communicates effectively with colleagues and supervisors.  
    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/O |

13. Empathizes effectively with clients.  
    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/O |

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<td><strong>SOCIAL WORK VALUES AND ETHICAL PRACTICE</strong></td>
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<td>14. Shows knowledge of social work principles, values, and ethics to guide behavior.</td>
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<td>15. Demonstrates the effective use and integration of social work values and ethics to guide behavior.</td>
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<td>16. Understands how personal principles, values, and ethics influence policy.</td>
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<td>17. Analyze one’s own practice in relation to social work standards.</td>
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<td><strong>CRITICAL THINKING</strong></td>
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<td>18. Demonstrates an understanding of problem solving skills.</td>
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<td>19. Applies critical thinking skills within the context of practice.</td>
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<td>21. Capable of developing strategies for assessing personal and professional growth.</td>
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<td>22. Develops goals and objectives for assessing personal and professional growth.</td>
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<td>23. Evaluates the processes and effectiveness of one’s own practice.</td>
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<td><strong>DIVERSITY</strong></td>
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<td>24. Demonstrates knowledge of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation in social work generalist practice.</td>
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<td>25. Accepts human difference in social work generalist practice.</td>
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<td>26. Respects differences in relation to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation in social work generalist practice.</td>
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<td>27. Practices without discrimination in relation to diversity in social work generalist practice. (e.g., Age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.</td>
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<td>28. Develops a positive worker/client relationship with diverse populations.</td>
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**HUMAN RIGHTS, SOCIAL & ECONOMIC JUSTICE & POLICY PRACTICE**

29. Demonstrates understanding of significant social issues.

30. Understands the structural factors that create adversity for specific out-groups in society.

31. Advocates for the needs and concerns of diverse populations.

32. Advocates on behalf of clients who have been oppressed and discriminated against.

33. Develops and implement effective advocacy strategies and tactics in social work generalist practice.

34. Shows an understanding of the consequences of oppression and discrimination on attainment of social justice.

35. Understands the ways policy impacts social work generalist practice.

**RESEARCH**

36. Develops research for evaluating social work generalist practice.

37. Critically analyzes empirically based research findings and apply them to generalist social work practice.

38. Utilizes program evaluation techniques to assess program effectiveness.

**HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT**

39. Understands social work theories and their application to professional social work practice. (Biological, Social, Cultural, Psychological, and Spiritual development)

40. Critiques and applies social work theories to guide the process of assessment, intervention, and evaluation.

**GENERALIST PRACTICE**

41. Applies the knowledge and skills of generalist social work practice.

42. Understands the problem solving process, including assessment, planning, intervention, evaluation, termination, and follow-up.

43. Able to assess one's personal generalist practice skills.

44. Applies the strengths perspective in generalist social work practice.

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### Social Work Practice with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th></th>
<th>Very Poor</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>Very Good</th>
<th>Not Observed</th>
</tr>
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<tr>
<td>1</td>
<td>2 3 4 5 6 7 8 9</td>
<td>N/O</td>
<td>N/O</td>
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<td>N/O</td>
</tr>
</tbody>
</table>

#### 45. Shows foundational knowledge of social work practice with individuals and family systems.

#### 46. Exhibits practice skills enabling them to help individuals enhance their well-being from a strengths-based perspective.

#### 47. Applies entry-level social work generalist practice with an ecological systems perspective.

#### 48. Understands the socialization process as it is reflected in the dynamics of individual and group behavior.

#### 49. Demonstrates knowledge of group processes, structure, and dynamics in social work generalist group practice.

#### 50. Demonstrates the ability to effectively facilitate groups.

#### 51. Understands the stages of group development as they apply to group process.

#### 52. Applies the generalist practice model to the culture and behavior of organizations.

#### 53. Demonstrates an understanding of client advocacy knowledge and skills at the macro level.

#### 54. Identifies the dynamics of change within organizational structures and communities.

#### 55. Understands the stages of group development as they apply to group process.

#### 56. Recognizes the impact of social policy on agencies, workers and populations at risk.

---

**Thank you for taking the time to answer the questions.**

Please return this survey unfolded to the BSW program indicated. (Only the original Field Instructor Survey can be read for its data-faxed or photocopy versions cannot be processed.) The BSW program of your field student will forward all completed surveys to the National Baccalaureate Education Assessment Project.


(Special assistance from Clouser, B.) Revised 02-24-09
Additional Comments/Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Field Supervisor’s Signature ____________________________________________________________________________ Date _______________________________________________________________________

Social Work Program Field Coordinator’s Signature __________________________________________________________________________ Date _______________________________________________________________________

Student’s Signature (If Applicable) __________________________________________________________________________ Date _______________________________________________________________________

THANK YOU FOR TAKING THE TIME TO ANSWER THE QUESTIONS

Please return this form unfolded to the BSW program indicated

© BEAP (Buchan, V.V.; Christenson, B.L.; DeLong-Hamilton, T.; Foster, D.J.; Gerritsen-McKane, R.; Gilbert, A.; Hull, G.H.; Rodenhiser, R. W.; Rogers, J.P. Smith, M.L., 2008). (Special assistance from Clouser, B.) Revised 02-24-09
Seminar Assignments
The Field Instructor should indicate whether the student shared assignment papers 1-3.

1. ____________________  2. ____________________  3. ____________________

COMMENTS: (Field Instructor)

IV. Developing Potential and Overall Appraisal
Please include a brief description of the student as a potential helping person at beginning of Field Practicum and at the present time.

Overall Evaluation (Circle one):

Very High Level       Above Acceptable Level       Acceptable Level
Below Acceptable Level          Unacceptable Level

We certify that the foregoing evaluation was reviewed jointly at a conference set aside for that purpose.

________________________________________________________________________ (Student) (Date)

________________________________________________________________________ (Field Instructor) (Date)
Please base your assessment of how well the BSW Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please circle your answer. Thank you.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Performance Measure</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mastered Performance</td>
<td>The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Mastered: “somebody highly skilled at something.” Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Superior Performance</td>
<td>The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Superior;“surpasses competent in one or more ways.” Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Competent Performance</td>
<td>The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Competent:&quot;having enough skill or ability to do something well.&quot; Competent performance is demonstrated of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3     | Inadequate Performance       | The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior. | Inadequate:"failing to reach an expected or required level or standard. "Inadequate performance is demonstration of knowledge, values, and skills where one or
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>more of the components of the practice behavior are missing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1 | Lacking Performance | The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.  
Lacking: "missing, not present or available."  
Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior. |
| 0 | Not Observed | The intern/student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.  
Observed: "to see or notice something, especially while watching carefully."  
There was no observation of the performance of the practice behavior. |

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(Special assistance from Clouser, B.) Revised 10-22-09
Monthly Evaluation

#1. Professional Social Work Skills and Supervision

Strengths:

Needs Improvement:

#2. Professional Communication

Strengths:

Needs Improvement:
#3. Social Work Values and Ethical Practice

Strengths:

Needs Improvement:

#4. Critical Thinking

Strengths:

Needs Improvement:
#5. Diversity

Strengths:

Needs Improvement:

#6. Human Rights, Social & Economic Justice & Policy Practice

Strengths:

Needs Improvement:
#7. Research

Strengths:

Needs Improvement:

#8. Human Behavior in the Social Environment

Strengths:

Needs Improvement:
#9. Generalist Practice

Strengths:

Needs Improvement:

#10. Social Work Practice with Individuals, Family, Groups, Organizations and Communities

Strengths:

Needs Improvement:
SELECTING A FIELD PLACEMENT

The field practicum is an integral component of the curriculum in social work. The selection of field practicum sites and field instructors follow CSWE guidelines. The field practicum site needs to be able to provide an opportunity for the student to apply foundation knowledge, skills, values and ethics to practice.

As the CSWE Curriculum Policy statement indicates, the field practicum site must provide the student with opportunities for:

1. The development of an awareness of self in the process of intervention;
2. Supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the wellbeing of people and to work toward the amelioration of environmental conditions that affect people adversely;
3. Use of oral and written professional communications which are consistent with the language of the practicum setting and of the profession;
4. Use of professional supervision to enhance learning; and
5. Critical assessment, implementation and evaluation of agency policy within ethical guidelines.

New agencies have many aspects to develop, address and contend with during the first year in order to provide ethical practice. These agencies must have provided services for at least a year before being considered as a field practicum site. Agencies under NASW sanction will not be considered.

Field practicum instructors are vital to the field practicum experience. The field practicum instructors should hold a CSWE-accredited baccalaureate or Master's social work degree. This affirms the continuation of social work knowledge, values, and philosophy from the classroom to the field.
The rural area in which we practice has limited agencies, services, and field instructors. When an agency does not have a field instructor with a CSWE accredited baccalaureate or Master’s social work degree, then the University field coordinator will be responsible for the supervision of the student to ensure that a social work perspective is provided.

Employees who have been at their position for less than one year will not be considered as field instructors. Individuals whose social work license is on probation, under suspension, or under NASW sanction are not qualified to be field instructors.

Each academic year an orientation is conducted by the field coordinator for the field instructors. This orientation includes a review of the field practicum manual, evaluation procedures, ethics, the program philosophy and social work perspective, respecting individual student strengths and limitations and the continual contact with the field coordinator.
RECOMMENDATIONS FOR ORIENTATION OF BSW STUDENTS

The Field Practicum is a vital part of the Social Work Program and is the aspect which develops social work professionals versus individuals with a college degree. Thus, the Field Instructors are very important. Students will be looking to the Field Instructors as role models, mentors, teachers, supervisors, and confidantes. Initially, students are apt to be nervous, uncomfortable and need continual guidance. The orientation which the Field Instructors provide a student will help to decrease the student’s apprehension and increase their ability to function more independently.

The following are some suggestions for orientation:

1. Have a space available for the student to work. This reflects the agency’s desire to have the person there and relays a sense of respect.

2. Give a tour of the agency.

3. Introduce the student to other agency staff and explain the organization hierarchy.

4. Review the agency’s policies.

5. Review the forms used and the expectations for documentation.

6. Develop a timetable, with increasing expectations, for the semester’s work.

7. Schedule times for supervision.
MEMORANDUM OF AGREEMENT
BSW PROGRAM FIELD PLACEMENT

The parties to this Agreement are the Bachelor of Social Work Program of the University of Maine at Presque Isle (BSW) and: ________________________________.

The Bachelor of Social Work Program, in placing students at the above named agency from __________________________ to ______________________________ agrees to the following responsibilities:

The BSW Program will:

1. Assess and screen students with regard to readiness for field placement.
2. With the knowledge of the student, inform the agency of any major area of concern regarding a student’s readiness for field placement.
3. Provide students with knowledge of their general responsibilities for the field placement.
4. Develop objectives for the field learning experience.
5. Provide materials to assist field instructors with their role and to enhance the integration of the field and academic learning experience.
6. Provide students with the knowledge and guidelines for professional conduct articulated in the NASW Code of Ethics.

In accepting student for field placement, the agency agrees to the following responsibilities:

1. Assign a qualified field instructor for the student. This involves assigning a field instructor with knowledge and skill in Social Work and sufficient time and resources to supervise a student.
2. Provide for adequate field instruction. The field instructor is involved by:

a. Meeting weekly with the student (an average time would be one hour per week, although this will vary over the course of the year and, in addition, will depend on the individual needs of the student and the nature of the field assignments).

b. Developing educationally sound learning experiences relevant to the field objectives of the Bachelor of Social Work Program and the individual student’s objectives and needs (the experiences should be of increasing complexity with increasing level of student autonomy as the semester progresses).

c. Providing the Bachelor of Social Work Program with a resume.

4. Provide for adequate working space and other resources as needed by the student for the performance of the field assignments.

5. Treat students in a nondiscriminatory way with regard to race, ethnicity, religion, gender, age, sexual orientation, or handicapping condition.

6. Conduct the programs and services of the agency in a manner consistent with the guidelines for professional conduct articulated in the NASW Code of Ethics.

It is understood that field placement students are not University or Agency employees and, therefore, are not covered by Social Security, unemployment, or workers’ compensation. The Agency shall be responsible for arranging immediate care in case of an accident or illness of a student, but it is not responsible for the costs involved, follow-up care, or hospitalization. The medical costs incurred shall be the responsibility of the student.

____________________________________  __________________________
Agency Administrator or Representative     Date

____________________________________   __________________________
Agency Field Instructor       Date
Agency Name: ____________________________

Student Name: ____________________________
SUPERVISION

The purpose of the supervision is to help guide the students in putting their knowledge and skills together in a professional manner. Each student will bring their own unique personality, experience, and perception of course material to the Practicum. These differences among students should be respected and the supervision used to encourage and develop the student’s greatest potential as a professional.

Supervision should be provided for one to one and one-half hours weekly. Both positive and negative aspects of a student’s performance should be addressed. Some suggestions for supervision would include case material, approaches to specific situations, social work issues, and feedback on style and integration of knowledge and skill. The student should take an active role in determining the agenda for supervision.

By working with others, many professionals’ own problems and issues come to the forefront. It is a continual process of personal change and growth to be able to keep one’s personal issues separate from the client’s. The Field Instructor and Field Placement Coordinator can be helpful to the student in this area. It is important for the student to be able to identify what he/she is feeling and why, when working with clients. It is appropriate to discuss this information with the Field Instructor or the Field Placement Coordinator to help gain perspective and understanding.

If the Field Instructor realizes there are problems with a student, the Field Placement Coordinator should be notified. Together a plan will be developed to help address the issues.
Preferably, the supervision should be provided by a professional with a degree in social work. If the student's immediate Field Instructor does not have a degree in social work, but is supervised by a social worker or the agency has a social worker as a consultant, this is acceptable. The student should meet periodically with the social worker to obtain a social work perspective concerning the work in the field.
CONFIDENTIALITY

The human service professions deal with sensitive information from individuals. This information should be handled with respect, which includes strict policies, laws and ethics about confidentiality. It is the responsibility of each social work student to become aware of the policies regarding confidentiality for the Field Practicum agency. Some case material will be used in the courses taken concurrently with the Practicum. Thus, the student needs to clarify, with the Field Instructor, the procedure to obtain the agency’s consent, the client’s written consent, and how to de-identify information before using case material or agency records for class papers.

At any time, if the student breaches a client’s confidentiality, inform the Field Instructor immediately so corrective measures can be implemented.

The preservation of confidentiality is a crucial element of social work practice. The issue of confidentiality is addressed in the social work curriculum and it should be an ongoing topic of supervision during the Field Practicum. Learning both the overt and subtle ways in which client confidentiality is violated is important to the practice of social work. The agency’s policy on confidentiality should be reviewed with the student and since some case material will need to be used for courses taken concurrently, a policy for this procedure should be discussed.
Field Setting Evaluation

The Field Work Setting:

1. Provides space for the student  5 4 3 2 1 NA
2. Provides access to a computer  5 4 3 2 1 NA
3. Provides access to client charts  5 4 3 2 1 NA
4. Includes student in staff training and development  5 4 3 2 1 NA
5. Provides opportunity for generalist practice with:
   Individuals  5 4 3 2 1 NA
   Families  5 4 3 2 1 NA
   Groups  5 4 3 2 1 NA
   Community  5 4 3 2 1 NA
   Policy  5 4 3 2 1 NA
   Research  5 4 3 2 1 NA

Overall agency rating  5 4 3 2 1 NA
Comments:

The Field Instructor:

1. Oriented the student to the field setting  5 4 3 2 1 NA
2. Explained expectations to student  5 4 3 2 1 NA
3. Provided supervision on a regular basis  5 4 3 2 1 NA
4. Was available to the student  5 4 3 2 1 NA
5. Provided instruction for documentation  5 4 3 2 1 NA
6. Modeled professional generalist practice  5 4 3 2 1 NA

Overall field instructor rating  5 4 3 2 1 NA
Comments:
Classroom Conduct and Comportment

Social work is a profession and an aspect of social work education is developing professional behavior. This begins in the classroom with how students conduct themselves and relate to classmates and the instructor.

Expected behavior in addition to punctual attendance:

Students will show respect to all persons, whether classmates, instructor, or guest speakers. Respect means paying attention to anyone who is speaking, not talking on the side, sleeping, completing homework, or other distracting activity.

Expressing opposite opinions and views is encouraged. Students will participate in a manner which allows all individuals to express their views. All opinions should be expressed openly. People should be allowed to finish statements and not be interrupted, and facial statements or body language, which reflects disapproval, should not be conveyed without an explanation.

Technology manners: Texting during class, answering cell phones during class, cell phone photos or videos in class are disrespectful to the entire class. Audio or video taping a lecture, participation, or activities without permission of the instructor is a breach of confidentiality and not allowed. The use of laptops during class is distracting for everyone. A letter from Student Support Services is needed to indicate if this is an accommodation needed for a student.

If you are expecting a call due to a family issue, such as a sick child, inform the instructor before the class begins and step out of class to accept the call.

Role playing is an important aspect of the social work courses. Photographing and/or videoing these role plays by a classmate without the participants’ permission is a violation of confidentiality and is not allowed.
The Field Practicum is an aspect of social work education when students actually use the skills learned in the classroom. Professionalism and professional behavior is expected not only in the classroom, but in the field practicum as well. It is an aspect of the field practicum evaluation and will be addressed if there are concerns.

Disruptive behaviors of any nature are unprofessional, unacceptable and will be addressed. This includes but not limited to yelling, name calling, and threatening behavior. The University of Maine Presque Isle has a student code of conduct which all students are expected to follow.
**INSURANCE INFORMATION**

Insurance coverage for social work interns will vary from agency to agency. As the Field Instructor, you should become familiar with the coverage in your particular agency for students. Please check into the different aspects that the placement may address, i.e., transporting clients, professional liability, and workers’ compensation in the event of a Practicum-related injury or illness. Please discuss this information with the student and determine what situations should be avoided due to lack of coverage or potential danger for the student, i.e., restraining a client or exposure to an infectious disease.

Malpractice insurance for the individual professional is becoming good practice. Each social work student is covered by the University’s broad professional liability policy and required to have individual malpractice insurance.

Each student is responsible for their own medical care and coverage for medical care. The agency of field placement shall be responsible for arranging immediate care in case of an accident or illness of student, but it is not responsible for the costs involved, follow-up care, or hospitalization.

It is understood that field placement students are not University or Agency employees and, therefore, are not covered by Social Security, unemployment, or workers’ compensation.

Good communication and knowledge is the best insurance information for the agency and the student. If a problem does arise, please notify the field placement coordinator immediately.
NOTICE OF RISKS TO STUDENT PARTICIPANTS

Participation in the Bachelor of Social Work Program exposes you, the student, to certain inherent risks and dangers of which the student must be aware. Such dangers include: physical injury from clients or from unsafe environments in which they may reside; physical illness from exposure to disease; and emotional distress related to stressful situations. In addition, there may be other risks and dangers associated with your participation in this program, some of which are easy to identify, some not. You must understand that the University cannot guarantee your safety or otherwise protect you during participation in this program.

It is understood that field placement students are not University or Agency employees and, therefore, are not covered by Social Security, unemployment, or workers’ compensation. The Agency shall be responsible for arranging immediate care in case of an accident or illness of a student, but it is not responsible for the costs involved, follow-up care, or hospitalization. The medical costs incurred shall be the responsibility of the student.

You must remain alert to the presence of these risks and to take every reasonable precaution to protect yourself from harm. You must know and understand your work program and your work environment.

As a condition of participation in this program, you are required to report immediately to your field instructor and field faculty liaison any incidents or developments of which you become aware that pose any danger to you or other students.

ACKNOWLEDGEMENT

I have read the above Notice of Risks. I understand it and agree to abide by its terms.

________________________________________  ______________________________
Date                                                Student Signature
Background Checks

The UMPI BSW Program requires a background check of students for progression within the program. The field of social work places people in positions which work with vulnerable populations. If students’ past or present actions may place these individuals at risk, it is the responsibility of the BSW Program and the University to advise such students into another academic field of study. As an indication of integrity and professionalism the student will be expected to inform the BSW faculty during the BSW entrance interview of any criminal circumstances.

Some criminal activity or circumstances may not harm the client population, but it may limit entry into or field placement options. Past and present actions could impact the student’s ability to become licensed as a social worker. The UMPI BSW Program lays no claim to an assurance of a student’s ability to become licensed or the equivalent of licensure.

The student will be required to purchase a recent background check before entering the senior field practicum. This information will be kept in the student’s academic record in the Field Coordinator’s Office until completion of the BSW Program or the student leaves the program, at which time it will be shredded. The Field Coordinator and the student will decide together what and how information, if any, needs to be shared with the field instructor.
APPENDIX A

NASW CODE OF ETHICS
CODE OF ETHICS OF THE NATIONAL ASSOCIATION
OF SOCIAL WORKERS

THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

The National Association of Social Workers is the largest professional social work organization in the world, with more than 150,000 members. NASW’s four primary functions include professional development of its members; creation and maintenance of professional standards for social work practice and social services; professional actions to advance sound social policies and programs; and provision of membership services.

NASW membership is available at reduced cost to students enrolled in accredited baccalaureate social welfare programs. As part of its membership package, students receive subscriptions to the bi-monthly journal Social Work, the monthly NASW News/Personnel Information, and reduced cost subscriptions to Social Work Research and Abstracts and NASW periodicals and books. Student members continue to be eligible for reduced cost membership dues for the first two years after graduation provided they maintain continuous membership.

Membership applications are available on-line at www.NASW.org. We strongly urge students to join and become active participants in NASW.
CODE OF ETHICS
OF THE
NATIONAL ASSOCIATION OF SOCIAL WORKERS

As Adopted by the Delegate Assembly of August 1996
Revised by the 2008 NASW Delegate Assembly

The previous Code of Ethics may be found at http://www.ssc.msu.edu/~sw/oldeth.html.
The Draft Code from which the new code was developed may be found at

Overview

The National Association of Social Workers Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This code includes four sections.

• Section one, “Preamble,” summarizes the social work profession’s mission and core values.

• Section two, “Purpose of the Code of Ethics,” provides an overview of the Code’s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.

• Section three, “Ethical Principles,” presents broad ethical principles, based on social work’s core values, that inform social work practice.

1. Service
2. Social Justice
3. Dignity and Worth of the Person
4. Importance of Human Relationships
5. Integrity
6. Competence

• The final section, “Ethical Standards,” includes specific ethical standards to guide social workers’ conduct and to provide a basis for adjudication.

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.
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, organization, 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:

- The Code identifies core values on which social work’s mission is based.
- 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.
- The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
- The Code provides ethical standards to which the general public can hold the social work profession accountable.
- The Code socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.
- 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.

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.

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

1. Service
2. Social Justice
3. Dignity and Worth of the Person
4. Importance of Human Relationships
5. Integrity
6. Competence

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 Principal: 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' 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 Principal: 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,
   - 1.01 Commitment to Clients
   - 1.02 Self-determination
   - 1.03 Informed Consent
   - 1.04 Competence
   - 1.05 Cultural Competence and Social Diversity
   - 1.06 Conflicts of Interest
   - 1.07 Privacy and Confidentiality: Clients
   - 1.08 Access to Records
   - 1.10 Physical Contact
   - 1.11 Sexual Harassment
   - 1.12 Derogatory Language
   - 1.13 Payment for Services
   - 1.14 Clients Who Lack Decision-making Capacity
   - 1.15 Interruption of Services
   - 1.16 Termination of Services

2. social workers’ ethical responsibilities to colleagues,
   - 2.01 Respect
   - 2.02 Confidentiality: Colleagues
   - 2.03 Interdisciplinary Collaboration
   - 2.04 Disputes Involving Colleagues
   - 2.05 Consultation
   - 2.06 Referral for Services
   - 2.07 Sexual Relationships
   - 2.08 Sexual Harassment
   - 2.09 Impairment of Colleagues
   - 2.10 Incompetence of Colleagues
   - 2.11 Unethical Conduct of Colleagues

3. social workers’ ethical responsibilities in practice settings,
   - 3.01 Supervision and Consultation
   - 3.02 Education and Training
   - 3.03 Performance Evaluation
   - 3.04 Client Records
   - 3.05 Billing
   - 3.06 Client Transfer
3.07 Administration
3.08 Continuing Education and Staff Development
3.09 Commitments to Employers
3.10 Labor-Management Disputes

4. social workers’ ethical responsibilities as professionals
   4.01 Competence
   4.02 Discrimination
   4.03 Private Conduct
   4.04 Dishonesty, Fraud, and Deception
   4.05 Impairment
   4.06 Misrepresentation
   4.07 Solicitations
   4.08 Acknowledging Credit

5. social workers’ ethical responsibilities to the social work profession,
   5.01 Integrity of the Profession
   5.02 Evaluation and Research

6. social workers’ ethical responsibilities to the broader society.
   6.01 Social Welfare
   6.02 Public Participation
   6.03 Public Emergencies
   6.04 Social and Political Action

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent of 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
   1.02 Self-determination
   1.03 Informed Consent
   1.04 Competence
   1.05 Cultural Competence and Social Diversity
   1.06 Conflicts of Interest
   1.07 Privacy and Confidentiality: Clients
   1.08 Access to Records
   1.10 Physical Contact
   1.11 Sexual Harassment
• 1.12 Derogatory Language
• 1.13 Payment for Services
• 1.14 Clients Who Lack Decision-making Capacity
• 1.15 Interruption of Services
• 1.16 Termination of Services

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’ culture 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 client’s interests primary and protects clients’ interests to the greatest extent possible. Occasionally, 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, political or business interests.

(c) Social workers should not engage in a 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 service 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 a 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 or when laws or regulations require disclosure without a client’s consent. 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, when feasible, before the disclosure is made. This applies whether social workers disclose confidential information as a result of a legal requirement or based on 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, 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 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 workers’ 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 client’s 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 workers 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 inappropriate 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 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 service performed. Consideration should be given to the client’s 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 all available options for the continuation of service and their benefits and risks.

2. Social Workers' Ethical Responsibilities to Colleagues

- 2.01 Respect
- 2.02 Confidentiality: Colleagues
- 2.03 Interdisciplinary Collaboration
- 2.04 Disputes Involving Colleagues
- 2.05 Consultation
- 2.06 Referral for Services
- 2.07 Sexual Relationships
- 2.08 Sexual Harassment
- 2.09 Impairment of Colleagues
- 2.10 Incompetence of Colleagues
- 2.11 Unethical Conduct of Colleagues

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues 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, age, religion, sex, sexual orientation, marital status, political belief, mental or physical disability, or any other preference, personal characteristic, or status.

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

2.02 Confidentiality with Colleagues

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 employer to obtain a position or otherwise advance the social worker’s 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 advice and counsel of colleagues whenever such consultation is in the best interest of the clients.

(b) Social workers should keep informed of colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, 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 to achieve the purposes of the consultation.

2.06 Referral for Services

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

(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 current supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues where there is a 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, in order to avoid a conflict of interest.

2.08 Sexual Harassment

(a) Social workers should not engage in any sexual harassment of 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 which is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties, and which interferes with practice effectiveness, should consult with that colleague 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 Reporting Unethical Conduct

(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) 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
- 3.02 Education and Training
- 3.03 Performance Evaluation
- 3.04 Client Records
- 3.05 Billing
- 3.06 Client Transfer
- 3.07 Administration
- 3.08 Continuing Education and Staff Development
- 3.09 Commitments to Employers
- 3.10 Labor-Management Disputes

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 and 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 and 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 service 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 specifically by whom the service was provided 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. In order to minimize possible confusion and conflict, social workers should discuss with potential clients the nature of their 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 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 of Ethics.

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 be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds 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
- 4.02 Discrimination
- 4.03 Private Conduct
- 4.04 Dishonesty, Fraud, and Deception
- 4.05 Impairment
- 4.06 Misrepresentation
- 4.07 Solicitations
- 4.08 Acknowledging Credit

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 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, age, religion, sex, sexual orientation, marital status, political belief, 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, termination 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 worker profession, a professional social work organization, or of 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 organization.

(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 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 other persons 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
- 5.02 Evaluation and Research

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, consultations, 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 of 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 in order 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 utilize evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should consider carefully 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 the colleagues about responsible research practices.

6. Social Workers’ Ethical Responsibilities to the Broader Society

   • 6.01 Social Welfare
   • 6.02 Public Participation
   • 6.03 Public Emergencies
   • 6.04 Social and Political Action

6.01 General 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 change 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 persons, with special regard for vulnerable, disadvantaged, oppressed, and exploited persons 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, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
APPENDIX B

COUNCIL ON SOCIAL WORK

EDUCATION

EDUCATIONAL POLICY AND

ACCREDITATION STANDARDS

(EPAS)
FUNCTIONS OF EDUCATIONAL POLICY AND ACCREDITATION

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master’s, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master’s program levels.

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master’s levels. Accreditation Standards pertain to the following program elements:

- Mission, goals and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program’s self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards. These standards can be obtained at www.cswe.org
APPENDIX C
UMPI GENERAL EDUCATION
CURRICULUM (GEC) TRANSCRIPT
ANALYSIS FORM AND PROGRAM
PLANNING WORKSHEET
AND
B.S.W. TRANSCRIPT ANALYSIS
FORM
**General Education Curriculum (GEC)**

**Effective for students admitted: Fall 2008-Spring 2009**

### Foundations of Knowledge and Learning

**Writing and Cultural Literacy** 6 credits
- Eng 101 College Composition
- Eng 201 Advanced College Composition

**Multicultural Experience** 6 credits
- A world or indigenous language course
- American Sign Language course
- A diversity and global issues course

See over for a list of courses fulfilling this requirement and see your advisor for guidance.

**Quantitative Decision-making** 3 credits
- Mat 101, 131, 201 or higher level math course

### Important additional GEC requirements:

**Fulfilling the GEC:** The GEC requires a minimum of 40 credit hours. Please refer to the academic program for specific course requirements or recommendations regarding the GEC. Certain degree requirements may be met by informed choices within the GEC. Students should consult with their advisors to make the best choices for their needs and goals. Students changing majors may be advised to enroll for additional courses from the GEC to satisfy their new program requirements.

- **FYS 100 First Year Seminar**
  - The First Year Seminar course is required of all students matriculating with fewer than 12 college credits, and must be completed in the student's first semester.

- **Writing Intensive Requirement**
  - All students are required to take one course (beyond the initial composition sequence above) designated as writing intensive. These courses may be required courses in the major, existing general education courses, or free electives. See over for a list of writing intensive courses and see your advisor for guidance.

- **Technology Intensive Requirement**
  - All students are required to take a course designated as technologically intensive. These courses may be required courses within a major, GEC courses, or free electives. See over for a list of technology intensive courses and see your advisor for guidance.

### Approaches to Learning

**Physical and Life Sciences** 10-12 credits
- Select two courses of scientific literacy; at least one must be a 4-credit lab science course. Choices include courses with the designators Bio, Chem, Env, Geol, Phys, or Sci
  - Lab science course
  - Lab or non-lab science course

- Choose Option 1 for 4 credits or Option 2 for 3 credits

**Option 1:** Select one course in lifelong wellness and a one-credit lifelong wellness lab
  - Hpr 101 or 201
  - Hpr 101L or 201L

**Option 2:** Select Bio 300 or Rec 234

**Social Sciences** 12 credits
- Choose Option 1 or Option 2 for a total of 6 credits

**Option 1:** Select any two of the following historical analysis courses: Hly 115, Hly 116, Hly 161, Hly 162

**Option 2:** Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits
  - History course
  - History course

**Humanities and Fine Arts** 6 credits
- Select one of the following courses in literary writing, analysis, or philosophy: Eng 151, Eng 211, Phi 151, Hon 300
  - Literary Writing course

- Select one of the following courses in visual or performing arts: Art 101, Art 182, Art 103, Art 107
  - Visual or Performing Arts course


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**Total credit hours earned in the GEC:**
(a minimum of 40 hours is required)

**Student name (please print)**

**Director of Student Records' signature** (required for official transcript analysis)

**Student ID#**

**Date**

---

**Rev.11.17.08**  
**Page 1 of 2**  
**Please see over**
Important Note to Students and Academic Advisors:

GEC courses in the “Foundations of Knowledge and Learning” and “Approaches to Learning” may, in certain cases, fulfill requirements in multiple categories. For example, if a student selects PHI 151 as a GEC class, the course will fill both the “Literary Writing course” requirement under “Humanities and Fine Arts” and the “Diversity and Global Issues Course” requirement under “Multicultural Experience.” This can significantly reduce the total number of courses necessary to meet the distribution requirements in the GEC. However, students must take a MINIMUM of 40 credits of discrete course credit. (In other words, the total number of actual, individual courses must equal a minimum of 40 credit hours.)

### Diversity and Global Issues Courses*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 100</td>
<td>Introduction to Anthropology</td>
</tr>
<tr>
<td>ART 411</td>
<td>Aesthetics</td>
</tr>
<tr>
<td>ENG 259</td>
<td>Contemporary World Literature</td>
</tr>
<tr>
<td>ENG 357</td>
<td>20th-Century British/Commonwealth Lit</td>
</tr>
<tr>
<td>ENG 376</td>
<td>Native American Narratives</td>
</tr>
<tr>
<td>ENG 388</td>
<td>Literary Theory and Critical Practice</td>
</tr>
<tr>
<td>ENV 110</td>
<td>Introduction to Environmental Science</td>
</tr>
<tr>
<td>PRE 371</td>
<td>Francophone Africa and Antilles</td>
</tr>
<tr>
<td>HON 300</td>
<td>Honors Seminar</td>
</tr>
<tr>
<td>HLT 302</td>
<td>The Ancient World</td>
</tr>
<tr>
<td>HYT 213</td>
<td>Early Modern Europe</td>
</tr>
<tr>
<td>HYT 370</td>
<td>Topics in Non-Western History</td>
</tr>
<tr>
<td>HTY 491</td>
<td>Special Topic in Ancient History</td>
</tr>
<tr>
<td>PHI 151</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td>PHI 152</td>
<td>Ethics</td>
</tr>
<tr>
<td>PHI 360</td>
<td>Topics in Religion and Literature</td>
</tr>
<tr>
<td>POS 201</td>
<td>West European Governments</td>
</tr>
<tr>
<td>POS 211</td>
<td>Classic Political Thinkers/Modern Method</td>
</tr>
<tr>
<td>POS 371</td>
<td>Modern Conflicts</td>
</tr>
<tr>
<td>POS 377</td>
<td>Modern China</td>
</tr>
<tr>
<td>REC 400</td>
<td>History and Philosophy of Leisure</td>
</tr>
<tr>
<td>SOC 303</td>
<td>Race, Class, and Power</td>
</tr>
<tr>
<td>SOC 335</td>
<td>Social Deviance</td>
</tr>
<tr>
<td>SOC 375</td>
<td>Sex and Gender</td>
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<tr>
<td>SWK 305</td>
<td>Ethnicity and Multiculturalism</td>
</tr>
</tbody>
</table>

### Writing Intensive Courses*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIO 300</td>
<td>Human Nutrition</td>
</tr>
<tr>
<td>BIO/ENV 489</td>
<td>Science Seminar</td>
</tr>
<tr>
<td>BUS 320</td>
<td>Process of Management</td>
</tr>
<tr>
<td>BUS 489</td>
<td>Business Policy and Strategy</td>
</tr>
<tr>
<td>CRJ/SOC 358</td>
<td>Domestic Violence</td>
</tr>
<tr>
<td>CRJ/SOC 372</td>
<td>Police and Policing</td>
</tr>
<tr>
<td>CRJ/SOC 376</td>
<td>Punishment and Correction</td>
</tr>
<tr>
<td>CRJ/SOC 378</td>
<td>Women and Crime</td>
</tr>
<tr>
<td>EDU 340</td>
<td>Teaching of Writing</td>
</tr>
<tr>
<td>ENO 211</td>
<td>Introduction to Creative Writing</td>
</tr>
<tr>
<td>ENG 212</td>
<td>Journalism</td>
</tr>
<tr>
<td>ENG 3XX</td>
<td>Any 300 Level ENG Course</td>
</tr>
<tr>
<td>HON 300</td>
<td>Honors Seminar</td>
</tr>
<tr>
<td>MAT 286</td>
<td>Exploring Symmetry</td>
</tr>
<tr>
<td>MAT 312</td>
<td>Geometric Structures</td>
</tr>
<tr>
<td>PHIE/SOC 313</td>
<td>Psych and Soc of Sport and Movement</td>
</tr>
<tr>
<td>PHI 269</td>
<td>Topics in Religion and Literature</td>
</tr>
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<td>PHI 374</td>
<td>Topics in Philosophy and Literature</td>
</tr>
<tr>
<td>PHI 388</td>
<td>Literary Theory and Critical Practice</td>
</tr>
<tr>
<td>PSY/SOC 200</td>
<td>Social Psychology (Ayre)</td>
</tr>
<tr>
<td>PSY 475</td>
<td>History and Systems of Psychology</td>
</tr>
<tr>
<td>REC 400</td>
<td>History and Philosophy of Leisure</td>
</tr>
<tr>
<td>REC 421</td>
<td>Advanced Research Methods in Tourism</td>
</tr>
<tr>
<td>SOC 308</td>
<td>Urban Sociology</td>
</tr>
<tr>
<td>SOC 336</td>
<td>White-Collar, Corporate, &amp; Profess Crime</td>
</tr>
<tr>
<td>SOC 370</td>
<td>Sociology of Law</td>
</tr>
<tr>
<td>SOC 400</td>
<td>Social Theory</td>
</tr>
<tr>
<td>SWK 300</td>
<td>Social Welfare Policy and Issues</td>
</tr>
<tr>
<td>SWK 305</td>
<td>Ethnicity and Multiculturalism</td>
</tr>
<tr>
<td>SWK 315</td>
<td>Social Work Practice</td>
</tr>
</tbody>
</table>

### Technology Intensive Courses*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 231</td>
<td>Computer Art I</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Introduction to Business Computing</td>
</tr>
<tr>
<td>BUS 205</td>
<td>Accounting Research and Analysis</td>
</tr>
<tr>
<td>COS 105</td>
<td>Computer Programming</td>
</tr>
<tr>
<td>CRJ 125</td>
<td>Introduction to Criminal Justice Computing</td>
</tr>
<tr>
<td>EDU 261</td>
<td>Educational Computing</td>
</tr>
<tr>
<td>ENG 212</td>
<td>Journalism: News Reporting and Writing</td>
</tr>
<tr>
<td>ENV 308</td>
<td>GIS I – Fundamentals of GIS</td>
</tr>
<tr>
<td>ENV 408</td>
<td>GIS II – GIS Apps and Advanced Spatial Analysis</td>
</tr>
<tr>
<td>PSY 311</td>
<td>Research Methods I</td>
</tr>
<tr>
<td>PSY 312</td>
<td>Research Methods II</td>
</tr>
</tbody>
</table>

*Some courses have prerequisites – consult MainStreet Course Catalog for details*
Social Work, B.S.W.
College of Professional Programs

General Education Curriculum
Requirements (minimum 40 credit hours)

Writing and Cultural Literacy
Eng 101 College Composition ......................... 3
Eng 201 Advanced College Composition .................. 3

Multicultural Experience
World or indigenous or American Sign Language course .................................................. 3
Diversity and global issues course .................................. 3

Quantitative Decision-making
Mat 101, 131, 201 or higher level math course ........... 3

Physical and Life Sciences
Complete sections A and B
A. Select two courses of scientific literacy from the following:
Bio, Chy, Env, Ecy, Phy, Sci. At least one must be a 4-credit lab science course.
Lab science course .................................................. 4
Lab or non-lab science course .................................... 3-4

B. Select one of the following:
Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II ....................... 3

Social Sciences
Complete sections A and B
A. Select any two of the following historical analysis courses:
Hty 115, Hty 116, Hty 161, Hty 162
OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits
History course .................................................... 3
History course .................................................... 3

B. Select two of the following social science courses for a total of six credits: Ant 100, Eco 100, Geo 168, Pos 101, Pos 211, Psy 100, Soc 100
Social Science course ........................................... 3
Social Science course ........................................... 3

Humanities and Fine Arts
Complete sections A and B
A. Select one of the following courses in literary writing, analysis, or philosophy:
Eng 151, Eng 211, Phi 151, Phi 152, Hon 300. 3

B. Select one of the following courses in visual or performing arts:
Art 101, Art 102, Art 103, Art 107 .................................. 3

Important additional GEC requirements
FYS 100 First Year Seminar .................................... 1

Eco 100 Contemporary Economics * OR
Eco 207 Intro to Macro and Microeconomics .................. 3
Mat 101 Basic Statistics* OR
Mat 201 Probability and Statistics I * .......................... 3
Pos 101 American Government * OR
Pos 201 West European Governments ........................ 3
Psy 100 General Psychology * ..................................... 3
Psy/Soc 311 Research Methods I ................................ 3
Psy 446 Psychobiology ............................................. 3
Soc 100 Introduction to Sociology ............................... 3
Swk 200 Intro to Social Work and Social Welfare ........... 3
Swk 285 Human Behavior in Social Environment I ........ 3
Swk 287 Human Behavior in Social Environment II ........ 3
Swk 300 Social Welfare Policy and Issues * .................... 3
Swk 305 Ethnicity and Multiculturalism * ....................... 3
Swk 315 Social Work Practice I ................................... 3
Swk 380 Methods and Practice with Families ................ 3
Swk 396A Junior Field I ........................................... 3
Swk 396B Junior Field II ........................................... 3
Swk 400 Social Work Practice II .................................. 3
Swk 405 Social Work Practice III .................................. 3
Swk 496A Senior Field I ........................................... 6
Swk 496B Senior Field II .......................................... 6
Xxx### Bio Lecture and Lab * .................................. 3 or 4

* Course also meets GEC requirement

Select General Electives to Bring Total Earned Hours to 120

Total credits required for degree: 120
Minimum cumulative GPA for graduation: 2.50
Cumulative GPA in major and concentration: 2.50
UNIVERSITY OF MAINE AT PRESCUE ISLE

BACHELOR OF SOCIAL WORK PROGRAM

FIELD EDUCATION SELECTION PROCESS

The selection of a field practicum begins after a student has been accepted to the Bachelor of Social Work Program and is enrolled in Social Work Practice I and Junior Field II. The Field Director will explain the selection process at the beginning of the Junior Field II course. The process consists of the following:

1. Field Director distributes field practicum application forms, consent forms, insurance applications, and field practicum lists.

2. Field Director and seniors describe the field practicum sites available.

3. Each student fills out the application and forms and returns them to the Field Director the week after the presentation.

4. The Field Director will try to match each student with his/her preference. Due to limited resources, or special needs, this may not always be possible.

5. The Field Director will give each student the name of an agency, field instructor and phone number.

6. The student is expected to contact the field instructor and set up an interview. The interview is to be used by both the student and the field instructor to determine a compatible match. The student should ask specific questions to feel knowledgeable about what he/she would be doing and learning in this field practicum.

7. After the interview, the student gives his/her impressions and feedback to the Field Director. If the student would like to work with this particular field instructor, the Field Director will confirm this with the field instructor. If the interview revealed that the student would not like to work at this agency, the student and Field Director will discuss other options and begin the interview process again.

8. Apply for malpractice insurance. The student can apply to NASW and obtain student insurance from NASW Trust or obtain a policy from another insurance company. Students will not be allowed to begin the field placement until a copy of a current insurance policy is provided to the Field Director.

9. The students begin field practicum at his/her confirmed site the second week of the fall semester, if a copy of their malpractice insurance policy and background check has been given to the Field Director.
UNIVERSITY OF MAINE AT PRESQUE ISLE

BACHELOR OF SOCIAL WORK PROGRAM

APPLICATION FOR FIELD EDUCATION

Name: ____________________________ Student ID #: __________________

Present Address: ______________________ ____________________
Street/P.O. Box State Zip Code

Summer Address: ______________________________________________________
(if different) ______________________ ____________________
Street/P.O. Box State Zip Code

Present Telephone No.: ____________________________

Summer Telephone No.: ______________________________

E-mail Address: ________________________________________________

Will you have transportation for the field Practicum?  Yes □ No □

If you do not have access to transportation, your choices for field practicum will be more limited.

Do you have any special needs or concerns which will effect a field practicum selection?

Yes □ No □ If yes, please explain: _______________________________________

____________________________________________________________________

____________________________________________________________________

Field Practicum preferences:

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________
FIELD PRACTICUMS

ELDERLY
Aroostook Area Agency on Aging – Presque Isle (need car)
Presque Isle Nursing Home
TAMC Long Term Care – Mars Hill (need car)
Caribou Nursing Home (need car)
Houlton Regional Hospital Long Term Care

ADULT
Personal Services of Aroostook – Presque Isle (need car)
Probation/Parole – Presque Isle or Caribou
Temporary Shelter for the Homeless – Presque Isle
Roger Randel center – Houlton (need car)
Battered Women’s Center – Presque Isle, Caribou, Houlton
Women, Work and Community – Presque Isle, Houlton
Job Corp – Limestone
Department of Health and Human Services:
   Adult Protection- Caribou, Houlton (need car)

CHILDREN
Fort Fairfield School
Caribou School
Catholic Charities Maine – Caribou (need car)
Department of Health and Human Services:
   Protective – Caribou, Houlton (need car)
   Support Services
   Adoption
Community Care-Caribou, Fort Kent (need car)
Probation/Parole – Caribou (need car)
Community Health and Counseling – Caribou, Houlton (need car)
WINGS – Caribou (need car)
AMHC – Therapeutic Foster Care – Caribou (need car)
HEALTH
- Cary Medical Center – Caribou (need car)
- Visiting Nurses of Aroostook – Caribou, Houlton (need car)
- The Aroostook Medical Center – Presque Isle
- Houlton Regional Hospital

MENTAL HEALTH
- AMHC: Skyhaven – Presque Isle
- Community Support – Presque Isle, Caribou, Houlton, Fort Kent (need car)
- Madawaska Group Home – Madawaska (need car)
- Substance Abuse Program – Limestone (need car)
- Emergency Services – Presque Isle, Caribou, Houlton (need car)
- Adult Crisis Stabilization Unit – Presque Isle
- Children’s Crises Unit – Fort Fairfield (need car)
- Vicker’s Hope-Caribou
- Northern Maine Medical Center In-Patient Unit – Fort Kent (need car)

NATIVE AMERICAN
- MicMac Health – Presque Isle
- Tobique Reserve – Perth
- Maliseet Band – Houlton

NEW BRUNSWICK
- Health Services – Perth (need car)
- Mental Health – Perth
- Vocational Board – Perth
- Social Development- Woodstock

POLITICAL
- Senator Snowe’s Office
- Senator Collin’s Office
- Congressman Michaud’s Office