

**SCHOOL OF SOCIAL WORK**

**MSW FIELD MANUAL**

**2022-2023**

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# LAND ACKNOWLEDGEMENT

The University of Maine and the School of Social Work recognizes that it is located on Marsh Island in the homeland of the Penobscot Nation, where issues of water and territorial rights, and encroachment upon sacred sites, are ongoing. Penobscot homeland is connected to the other Wabanaki Tribal Nations — the Passamaquoddy, Maliseet, and Mi’kmaq — through kinship, alliances and diplomacy. The university and the school also recognize that the Penobscot Nation and the other Wabanaki Tribal Nations are distinct, sovereign, legal and political entities with their own powers of self-governance and self-determination.

# INTRODUCTION

Welcome to the Master of Social Work Program Field Sequence. This field manual is intended to help you understand the field education program, its philosophy, its requirements and its operation. The information in this manual will assist you in planning graduate social work field experiences.

Social Work is a distinctive profession, requiring an interest in helping a wide range of people, with a wide range of needs, and in a wide range of settings. What then, binds social workers into a common profession? First, social work views people and their environment as integrally intertwined and interactive. Therefore, social workers not only work with individuals toward change, but also share a commitment to institutional and societal change. Finally, social workers share a common set of professional values and a common set of skills that enable them to work with diverse populations and fill diverse roles in diverse settings.

The University of Maine School of Social Work educates social workers from a generalist perspective of social work practice. Our advanced generalist curriculum is designed to prepare students to meet the complex needs of our rural state with the knowledge, values, and skills necessary to address interdependent “personal troubles and public issues” concurrently. The curriculum consists of foundation and specialized year courses, field practicum, and electives.

The mission of the University of Maine School of Social Work is to improve the quality of life for all people by promoting excellence in social work practice. We view the domain of social work as the promotion of social justice, celebration of diversity, elimination of oppression, and promotion of human achievement and well being of people across the entire life span, all of which are essential characteristics of a society in which individuals and groups can exercise their rights to grow and realize their potential to its fullest.

The goals of the MSW program are:

1. To educate students to be competent and effective at working across service delivery systems utilizing a strengths-based approach and respecting human diversity.
2. To prepare competent and effective students for advanced generalist social work practice for the purposes of enhancing human well-being, preventing and alleviating human suffering, and advancing social and economic justice.
3. To prepare students to work ethically with clients and client systems across the entire life span.
4. To initiate and promote research and knowledge building activities by faculty and students, for the purpose of improving the quality of social work practice.

# POLICY ON NON-DISCRIMINATION AND ACCESSIBILITY

## Non-Discrimination

The University of Maine is an EEO/AA employer and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran’s status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Director of Equal Opportunity, 101 Boudreau Hall, University of Maine, Orono, ME 04469-5754, 207.581.1226, TTY 711 (Maine Relay System).

As stated on the [Office of Equal Opportunity homepage](https://umaine.edu/eo/):

The University will regard freedom from discrimination and discriminatory harassment as an individual employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy. Retaliation against anyone who makes a complaint of discrimination or harassment or who is involved in a complaint process will not be tolerated.

The Office of Equal Opportunity at the University of Maine ensures that the University community upholds federal and state nondiscrimination laws. They can be reached at: Tel: 207.581.1226 or email: equal.opportunity@maine.edu

Inquiries about the University's compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin; Section 504 or the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, may also be referred to the U.S. Department of Education, Office for Civil Rights (OCR), 5 Post Office Square, Boston, MA 02109-3921, telephone (617) 289-0111 (voice) or (800) 87708339 (TDD) or at OCR.Boston@ed.gov. Generally, an individual may also file a complaint with the OCR within 180 days of the alleged discrimination.

## Accessibility

The School of Social Work is committed to providing access to the School for people with disabilities. A person with a disability is anyone who has, or is treated as having, a physical or mental impairment that substantially affects a major life activity such as seeing, walking or working. A qualified person with a disability is someone whose experience, education, and training enable the person to meet essential course or program requirements with or without a reasonable accommodation. An accommodation is any change in the work or learning environment or in the way things are customarily done that enables a person with a disability to have equal opportunities.

People with disabilities have a right to request accommodations, and are encouraged to talk directly with staff at Student Accessibility Services. If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581-2319, as early as possible in the term. Students who have already been approved for accommodations by Student Accessibility Services, and have a current accommodation letter should meet with their course instructors privately as soon as possible

Faculty members and administrators are responsible for responding to requests for accommodation. Some common types of accommodations that may be needed include:

▪ A note taker or qualified interpreter in class for a student with a hearing impairment

▪ Additional time for completing an exam needed by a student with a learning disability

**Additional information about University procedures for accommodating individuals with disabilities is available through the University of Maine Student Accessibility Services** [**website**](https://umaine.edu/studentaccessibility/)**.**

**University of Maine**

**School of Social Work**

# 2022-2023 MSW FIELD CALENDAR

**Fall 2022**

Week of August 29 – First day of MSW Field Placements

August 29 – Specialization MSW Orientation (Online Blended Program) (Students, Faculty Liaison, Field Director)

August 30 – Generalist MSW (Orono Program) Orientation (Students, Faculty

Liaisons, Field Director)

September 1 – Specialization MSW Orientation (Orono Program) (Students, Faculty

Liaison, Field Director)

September 5 – Labor Day - No Classes, No Field

September 16 – New Field Instructor Orientation

October 3 – Faculty Field Liaisons begin fall semester agency contacts

October 10 & 11 – Indigenous People’s Day/Fall Break– No Classes, No Field

November 7 – Student Progress Evaluations distributed

November 11 – Veterans Day – No Classes, No Field

TBA – Fall Field Instructor Appreciation Continuing Education Event

November 23 - November 27 – Thanksgiving break, No Class, No Field

November 28 - December 9 – Student evaluation conferences with Field Instructor

December 9 – Student Progress Evaluations due to Faculty Liaison/Last Day of Classes

December 16 – Last day of Field placement fall semester. (½ of total hrs. completed Orono Program Generalist & Specialization Years or total number of minimum hrs. completed, practice behaviors met, Online Blended Program Generalist Year only)

**Spring 2023**

January 17 – Spring Semester begins, regular field schedule resumes (Orono Program Generalist & Specialization Years)

February 20 – Presidents Day – No classes, No field

February 21 – Faculty Liaisons begin spring semester agency contacts

March 13 - March 19 – Spring Break – No classes, No field

March 27 – Student Progress Evaluations distributed

April 17 - April 28 – Student evaluation conference with Field Instructor

April 26 – Field Instructor Appreciation Day

April 28 – Student Progress Evaluations due to Faculty Liaison/Last Day of Classes

May 5 –Last day of field (total number of minimum hrs. completed,

practice behaviors met, Orono Program Generalist and Specialization Years)

May 5 – Graduate Commencement

**Summer 2023**

Monday, May 8 – Friday, August 18, 2023 (tentative)

Week of May 8 – First day of MSW Field Placements

(Specialization Year Summer Block and Online Blended Program Generalist Year).

May 8 – Specialization Year MSW Orientation (Summer Block) (Students, Faculty

Liaison, Field Director)

May 8 & May 14 – Generalist Year MSW Orientation (Online Blended Program) (Students, Faculty Liaison, Field Director)

May 29 – Memorial Day - No Classes, No Field

June 12– 1st Semester Student Progress Evaluations distributed (Summer Block Only)

June 19 - Juneteenth - No Classes, No Field

June 30 – 1st Semester Student Progress Evaluations due to Faculty Liaison (Summer Block Only)

July 4 – Independence Day – No Classes, No Field

July 31 – Student Progress Evaluations distributed (Summer Block and Online Blended Program Generalist Year)

August 11 – Student Progress Evaluations due to Faculty Liaison (Summer Block and Online Blended Program Generalist Year)

August 18 – Last day of Field placement summer semester. (total number of minimum hrs. Completed, practice behaviors met, Specialization Year Summer Block only or ½ of total hours completed Online Blended Program Generalist Year).

# **SECTION I:** INTRODUCTION TO THE FIELD PRACTICUM

The University of Maine School of Social Work acknowledges that the Field Sequence is an integral component of all MSW students’ professional education. The Field Curriculum adheres to the Mission and Goals of the School, as well as the knowledge base from Field Directors and Field Programs nationwide.

For more information about the School of Social Work Program, policies and curriculum, reference the [MSW Program Guide located on the University of Maine School of Social Work Website.](https://umaine.edu/socialwork/graduate-programs/msw-overview/)

The School of Social Work Field Sequence follows the Council of Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS) Educational Policy, which states Field Education is the signature pedagogy for social work.

*Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in the discipline - to think, to perform, and to act ethically and with integrity. Field Education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical worlds of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum and each contributes to the development of the requisite competencies of professional practice.*

*(p.12)*

## Why Is Field The Signature Pedagogy? The Nature Of The Field Practicum

Field education at the University of Maine School of Social Work provides students with an opportunity to assimilate, integrate, apply, and connect conceptual knowledge, theories and constructs that they have learned in the classroom to generalist and advanced generalist social work practice. The goal of MSW field education is to provide practice experiences specifically created to present generalist and advanced generalist social work practice opportunities for students to demonstrate the Core Competencies and the practice behaviors identified at the Generalist level and Specialization level respectively.

The field curriculum supports the values of the profession and seeks to assist students to incorporate the values and the mission of social work through ethical practice. Attention is paid to providing exposure to a socially, culturally, ethnically, spiritually, and economically diverse range of clients in diverse social service settings. Much of students’ practice learning focuses on direct work with individuals, families, groups, organizations, and communities in order to help client systems improve their functioning, and to gain access to social and economic resources. Students also learn skills in identifying and addressing injustices impacting client systems, including biases and systemic racism within social service agencies themselves, and about social policy and organizational change.

Students learn to use supervision effectively and to take initiative in their ongoing professional development. Students learn to integrate their personal and professional selves as they interact with client systems and the systems meant to serve clients. Self-reflection, self-evaluation, and providing and accepting critique as part of that reflection are viewed as primary tools for learning. Through all of their learning, they are guided to develop their professional self in the practice of social work.

In the field, students apply and refine values, knowledge, skills, and affective and cognitive processes, under the guidance of experienced social work practitioners who serve as Field Instructors. In addition, field experience is brought back to the university classroom, and re-examined in the context of faculty facilitated peer discussion and debriefing, faculty feedback on written assignments, including weekly process logs, and through a variety of in-vivo practice based learning activities.

## Core Social Work Competencies

Upon completion of the MSW Program, students will be able to meet the following Social Work Competencies and behaviors:

| MSW Generalist Year Behaviors | MSW Specialization Year Behaviors |
| --- | --- |
| 1. Demonstrate ethical professional behavior | |
| * Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, ethical conduct of research, and additional codes of ethics as appropriate to context * Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations * Demonstrate professional demeanor in behavior, appearance; and oral, written and electronic communication * Use technology ethically and appropriately to facilitate practice outcomes * Use supervision and consultation to guide professional judgment and behavior. * Attend well to professional roles and boundaries. | * Apply ethical principles and decision-making skills to resolve complex ethical dilemmas in advanced generalist social work practice with clients and constituencies * Employ strategies of ethical reasoning to address emerging practice issues * Continually improve practice through use of supervision and consultation, and self-reflection of personal and professional motives, needs, and actions * Commit to lifelong learning to enhance individual professional growth and development |
| 2. Engage Diversity and Difference in Practice | |
| * Treat diverse clients with dignity and respect * Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power * Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels * Present themselves as learners and engage clients and constituencies as experts of their own experience; and * Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | * Research, identify and assess knowledge of diverse populations for advanced generalist practice with clients and constituencies in a variety of settings * Identify and utilize differences between practitioners and individuals, families, groups, organizations, and communities from a strengths perspective. * Continually improve practice through self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |
| 3. Advance Human Rights and Social, Economic, and Environmental Justice | |
| * Recognize that each person has basic human rights, ( e.g safety, privacy, an adequate standard of living, health care, education) * Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels * Engage in practices that advance social, economic, and environmental justice | * Use knowledge of the effects of oppression, discrimination, and historical trauma to guide advanced generalist practice with individuals, families, groups, organizations, and communities * Demonstrate the ability to develop, analyze, advocate, and provide leadership for policies and services in order to promote social, economic, and environmental justice |
| 4. Engage in Practice-informed Research and Research-Informed Practice | |
| * Use practice experience and theory to inform scientific research * Engage in critical analysis of qualitative and quantitative research methods and findings * Use and translate research findings to inform and improve practice, policy, and service delivery | * Utilize research results to identify, evaluate and select effective strategies for advanced generalist practice with clients and constituencies in a variety of settings * Design and conduct research/evaluation of practice |
| 5. Engage in Policy Practice | |
| * Understand policy development and implementation in practice settings at the micro and macro levels and how social workers can affect change within the practice setting * Assess how social welfare and economic policies impact the delivery of and access to social services * Critically analyze and promote policies that advance human rights and social, economic and environmental justice | * Demonstrate leadership skills in policy/practice advocacy efforts with clients and constituencies in a variety of settings * Apply effective policy/practice legislative strategies to influence policies that affect clients and constituencies * Apply organization and leadership theories to the design and operation of human service organizations |
| 6. Engage with Individuals, Families, Groups, Organizations, and Communities | |
| * Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies * Use empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies * Understand how personal experiences and affective reactions may influence the ability to effectively engage with diverse clients and constituencies | * Synthesize and differentially apply theories of human behavior and the social environment to engage with clients and constituencies in a variety of settings * Engage difference and diversity in multi-level advanced generalist practice in a variety of settings with clients and constituencies * Use empathy and sensitive interviewing skills to engage clients and constituencies in identifying their strengths and problems * Use empathy and sensitive interviewing skills to establish rapport, and maintain effective working relationships with clients and constituencies |
| 7. Assess Individuals, Families, Groups, Organizations, and Communities | |
| * Collect and organize data, and apply critical thinking to interpret information from clients and constituencies * Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies * Develop mutually agreed-on focus of work and desired outcomes * Critically assess clients’ strengths, needs and challenges * Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the client or constituency | * Adapt, modify, and use multidimensional assessment tools and approaches for advanced generalist practice with clients and constituencies in a variety of settings * Synthesize and differentially apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from clients and constituencies * Evaluate, select, and implement appropriate assessment instruments for advanced generalist practice with clients and constituencies in a variety of settings * Conduct needs assessment for advanced generalist practice with clients and constituencies in a variety of settings |
| 8. Intervene with Individuals, Families, Groups, Organizations, and Communities | |
| * Implement interventions to achieve practice goals and enhance capacities of clients and constituencies * Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies * Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes * Negotiate, mediate, and advocate with and on behalf of clients and constituencies * Facilitate effective transitions and endings that advance mutually agreed-on goals | * Identify, evaluate, and select effective intervention strategies for advanced generalist practice with clients and constituencies in a variety of settings * Synthesize and differentially apply human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies * Use inter-professional collaboration as appropriate to achieve beneficial outcomes in advanced generalist social work practice * Identify, evaluate, and select effective strategies to negotiate, mediate, and advocate on behalf of clients and constituencies * Identify, evaluate, and select effective transitions and endings that advance mutually agreed-on goals. |
| 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | |
| * Select and use appropriate methods for evaluation of outcomes * Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes * Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and * Apply evaluation findings to improve practice effectiveness at the micro and macro levels | * Apply research skills in evaluating advanced generalist practice intervention processes and outcomes * Critically analyze, monitor, and evaluate advanced generalist practice intervention processes and outcomes * Identify and use evaluation tools for advanced generalist practice in a variety of settings with clients and constituencies * Communicate and disseminate evaluation results appropriate to the intended audience with clients and constituencies |

The field practicum courses are:

SWK 595: Generalist Year Field Practicum (8 cr.)

SWK 695: Specialization Year Field Practicum (10 cr.)

## Field Practicum Description

The University of Maine School of Social Work places social work students in agencies throughout the state, the nation, and in Canada in order to ensure exposure to and practice with a variety of client systems. Appropriate field settings include not only the entire range of human service organizations and institutions, but also health, justice, legislative, and educational settings where social workers practice. The client systems of a given field practicum agency may be individuals, families, groups, organizations and/or communities or various combinations of these systems.

All University of Maine MSW students complete a minimum of 900 hours of field education. Here is how that is done in each program:

All students in the regular MSW program complete a minimum of 400 hours during the generalist year practicum and minimum of 500 hours in specialization year practicum. Full-Time Campus program students are in a field placement for two consecutive years. Part-Time Campus program students fulfill the practicum during their second and fourth years of enrollment. 3 Year Online-blended program students complete field practicum at the 1.5 year point and during the last year of the program.

Advanced Standing MSW students submit a copy of their BSW final field evaluation including documentation of completion of a minimum of 400 hours of generalist field education prior to matriculation into the Advanced Standing program. All Advanced Standing students complete a minimum of 500 hours of specialization year field practicum during their last year of study.

All students have the opportunity to apply to complete their specialization year practicum as a block placement in the final summer of their program.

Students complete field practicum in agencies selected and vetted by the University of Maine Field Education department. Students may be in a “traditional” placement structure, where supervision and oversight is provided by a sole MSW field instructor or in “reinforced”placement structures. In “Reinforced” placement structures, a student has an agency site supervisor who is not an MSW providing day to day oversight and task supervision *and* an external MSW consultant who meets additionally with the student for supervision to reinforce the social work perspective and competencies throughout the practicum. An external MSW consultant may be employed or contracted by the agency or provided by the University of Maine School of Social Work. For details about the Process and Criteria for Selection of Practicum Sites and Supervisors, please section II of this manual.

Students typically complete their two years of field practicum in two different settings. The field practicum provides students the opportunity to integrate and use their academic learning in a practice setting. Every effort is made to place students in agencies convenient to their home communities, but this is not always possible. For details about the field selection process and student field acceptance process, please see Section II of this manual*.*

Field practicum experiences are required for all students, and are not waived under any circumstances. Previous work or life experience may not substitute for any practicum hours or assignments.

## Field Education Generalist Year

The generalist year field experiences and assignments occur concurrently with didactic education to facilitate the transactional nature of field education. Each semester of field practice carries a different emphasis that correlates with the content addressed in the field seminar classroom. This systematic relationship between field and classroom provides further opportunity for application of knowledge, values, skills, and cognitive and affective processes to the field placement and for analysis of field experiences through the lens of generalist social work practice.

Full-Time Campus program students are in the generalist field placement during the academic year [Fall & Spring Semesters] of the first year of the program. Part-Time Campus program students fulfill the generalist practicum during the academic year [Fall & Spring Semesters] of the second year of enrollment. Online Blended program students taking classes fulfill the generalist year practicum during their third and fourth semesters [Summer & Fall] of the program. (See MSW Program Guide for course schedules.)

It is important to note that although students in the Online Blended program complete a majority of their coursework asynchronously, their field placements typically require completion of hours during the week and the field seminar is held synchronously.

The field seminar serves as a forum for student sharing and analysis of field experience, and for integrating generalist concepts with all types of field experience. The total clock hours in field, excluding seminar time, are 200 hours per semester, for a total minimum number of 400 hours over the course of two semesters.

In addition to the field seminar, all students enrolled in SWK 595 take SWK 560, Practice in Generalist Social Work I, concurrently with the 1st semester practicum and SWK 563, Practice in Generalist Social Work II, concurrently with the 2nd semester practicum. Each of the three credit hour practice courses provide the theory knowledge, and skill requisites for framing and analyzing field experiences.

***SWK 595 - Field Seminar.*** Students participate in a two-hour weekly seminar that is facilitated by the Faculty Liaison. The purpose of the seminar is to foster critical linkages between class and field, to provide students the opportunity to discuss their mutual concerns, and to provide additional content designed to achieve Core competencies. The seminar structure is flexible depending upon the needs of students as they attain practice behaviors. The primary focus of this seminar is reflective practice, the integration and advancement of knowledge, skills and values through structured reflection of one’s own application in social work practice. In seminar discussion, students are encouraged to critically view their own practice, their agencies and the layers of the environment affecting practice.

***SWK 595 - Written Assignments.*** There are written assignments in each semester of the field seminar. Each written assignment is designed to enable the student to demonstrate Core Competencies. During the fall semester, the first assignment, *Student Assessment and Learning Plan*, provides an opportunity for the students to assess their strengths and areas for improvement and then to begin to structure the field learning experience to fit individual goals and needs. There are two parts to the Assessment and Learning Plan agreement assignment: 1) an assessment of the student and field practicum learning situation; and 2) a learning plan agreement for the year (Appendix G). In consultation with the Faculty Liaison and the Field Instructor, the student constructs the learning plan by stating learning objectives and developing tasks that will best provide an opportunity to attain the Core Competencies and demonstrate Practice Behaviors. The student develops a timetable for demonstration of the tasks and objectives associated with the specific competencies and practice behaviors, and a method for assessing progress towards each competency. The second assignment, *Agency History, Purpose, and Services,* directs student learning towards understanding an agency’s function, structure, values, and purpose. The third assignment, *Relationship Formulation: Critical Thinking, Disciplined Use of Self, and Reflective Practices,* explores the development of a professional social work relationship with a client system. Students begin to evaluate their own practice in a systematic way, by evaluating their actions and the outcomes in a process of self-reflection.

The first assignment in the second semester of SWK 595, *Practice with Diverse Populations,* provides students the opportunity to learn about a specific diverse population, become more prepared for work with this population, and think critically about how an agency may better serve this population. The second assignment, *Large System Changes*, involves students in defining a large systems issue, problem, legislation, change in service-delivery, etc. that is impacting field agencies. The third assignment, *Case Study using the CSWE Competencies (campus) and Self-Evaluation of Practice Using the CSWE Competencies (Online-Blended)* allows students to progress towards generalist social work competencies describing engagement, intervention, assessment, and evaluation practices that align with CSWE Competencies.

***SWK 595 Log Narrative and Contact Form*** The log is a medium through which the student and the Faculty Liaison can communicate and exchange input and feedback about the field practicum. The *Contact Form* requires the student to record contacts, goals for the contact, hours spent in various activities, and the description of activities that helped the student meet specific competencies and practice behaviors (Appendix H). The *Log Narrative* includes descriptive statements of the field experience, conceptualization of generalist knowledge, values, and skills, and connections with personal or professional experiences. The Faculty Liaison monitors the log narrative and assists the student to move from descriptive narrative to a primarily integrative and reflective perspective by the end of the first semester.

***SWK 595 Student Progress Evaluation Form****.* The last assignment of both semesters is the completion of the Student Progress Evaluation Several weeks before the end of the semester, the student’s progress evaluation will be made available to the student and assigned Field Instructor (or Site supervisor and MSW Consultant) by the School of Social Work. The Field Instructor (or Site supervisor and MSW Consultant) completes the evaluation as an independent assessment of the student’s progress, using the scoring rubric provided and in the context of holistic assessment of a new learner. Students have the responsibility to ensure they meet with their Field Instructor (or Site supervisor and MSW Consultant) to review the evaluation and discuss implications for future learning, and adjust the student learning plan agreement as applicable. Students then complete their portion of the *Student Progress Evaluation*, including additional comments or reflections about their experiences within field, and return the document to their faculty liaison for inclusion in grading the field seminar course.

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## Field Education Specialization Year

In the specialization year, students are expected to take increasing responsibility for determining, achieving and assessing their own outcomes in field education. SWK 695, Specialization Field Practicum, is taken in one of two ways: 1) during two consecutive semesters in the specialization year or 2) as a summer block placement following completion of all specialization year requirements. The practicum is taken for a total of 10 credit hours. All students complete their practicum in their final year. (See MSW Program Guide).

It is important to note that although students in the Online Blended program complete a majority of their coursework asynchronously, their field placements typically require completion of hours during the week and the field seminar is held synchronously.

The total clock hours in field, excluding seminar time, are 250 hours per semester, for a total minimum number of 500 hours over the course of two semesters or 500 hours during the condensed summer block semester.

In addition to the field seminar, all students enrolled in SWK 695 take SWK 661, Advanced Generalist Practice: Individuals and SWK 665, Advanced Generalist Practice: Organizations & Communities, concurrently with or in advance of the 1st semester practicum and SWK 664, Advanced Generalist Practice: Group and Families and SWK 600, Integrative Seminar concurrently with or in advance of the 2nd semester practicum. Each of the three credit hour practice courses provide the theory knowledge, and skill requisites for framing and analyzing field experiences.

***SWK 695 Specialization Year Field Practicum***. The SWK 695 Field Practicum is sequenced to assure that students have the opportunity to achieve expected outcomes in specialization year field as delineated in the Core Competencies, course syllabi, and field evaluations. Students may complete SWK 695 concurrently with didactic classroom courses or may apply to be considered for a summer block field placement. Students completing SWK 695 on a summer block schedule complete all the required advanced year social work courses prior to enrolling in SWK 695.

The specialized year field sequence consists of two consecutive semesters or a condensed 14 week summer block of SWK 695 during which students participate in a weekly field seminar. The total clock hours in the field, excluding the seminar meetings, are 250 hours per semester (or 500 hours over the summer). The specialization year sequence provides students with a diverse array of practice experiences, exposing students to a socially, culturally, ethnically, and economically diverse range of clients in diverse social service settings.

***SWK 695 Field Seminar*** Students participate in a 1-2 hour field seminar. The field seminar in the specialization year is designed to allow the students the opportunity to discuss mutual concerns, integrate new theoretical knowledge, and evaluate one’s own application of that knowledge in advanced generalist social work practice. The field seminar includes a focus on self care development, including weekly readings, discussion, and practice of self care and the development of an individualized self care plan. The seminar focuses on guided development toward autonomous practice, building on the Generalist knowledge from the previous year and the theoretical knowledge presented in the specialized practice classes.

***SWK 695 Written Assignments*** In the specialization year field practicum, students are expected to take increasing responsibility for determining, achieving and assessing their own attainment of the specialization year practice behaviors. Students complete several written assignments.

The first written assignment, *Self-Assessment and Learning Plan Agreement* (See Appendix G), requires students to write a detailed narrative, assessing their knowledge, values, skills, and cognitive and affective processes related to each of the Core Competencies and specialization year practice behaviors and dimensions. In the same assignment and based on their self-assessment, career goals, and the practice behaviors and dimensions for the specialization year, students develop a learning plan which serves as a basis for detailing each student’s individual expected outcomes. As the students proceed through the year, they periodically and independently evaluate their attainment of specialization year practice behaviors and share this evaluation with the Field Instructor and the Faculty Liaison in supervision and in field meetings respectively.

The second written assignment, *Evaluation of Practice: Reflective Practice*, requires the students to video record a 5 minute role play. The purpose of this assignment is to provide an opportunity for students to apply evaluation of practice/reflective practice skills to their field practicum, with specific attention to process outcomes, awareness and use of self (e.g., a clear sense of your characteristics and traits that must be monitored and controlled) and reflective practice skills (reflection on feelings, thoughts and motivations).

The first written assignment of the second semester, *Case Presentation,* provides an important process for students when they practice in the field. The exercise of developing and presenting the work done with a client gives students a chance to reflect and critically think about the strengths and challenges of the client system (individual, family, group, organization, community), their practice of assessing and developing intervention with their client, and how they are evaluating their work with their client. Students use a tool when presenting to examine their own cultural competency, cultural awareness and cultural humility. The assignment provides students an opportunity to reflect on ethical considerations and practice pertaining to working with their client, as well as uncover any biases they may be experiencing.

The second written assignment of the second semester, *Lifelong Learning Plan,* asks students to prepare an outline regarding their current plans, career goals, hopes and future speculations about their own life long education. Students consider all the social work competencies and practice behaviors that have been emphasized in this program, and the goals of social work practice as stated in the program guide. As they develop the plan, they consider both short and long term goals.

***SWK 695 Log Narrative and Contact Form*** Weekly written *Field Logs* and *Narratives* are completed by students and submitted to the Faculty Liaison. Students are encouraged to use the narrative form as the format for the time in supervision. The purpose of the field log and narrative are to enhance the student’s ability to structure and learn from the supervisory process; to serve as a vehicle for student-faculty liaison communication; and to serve as a vehicle for monitoring time spent in the field placement and achievement of the specialization year practice behaviors.

***SWK 695 Student Progress Evaluation Form****.*

The last assignment of both semesters is the completion of the Student Progress Evaluation Several weeks before the end of the semester, the student’s progress evaluation will be made available to the student and assigned Field Instructor (or Site supervisor and MSW Consultant) by the School of Social Work. The Field Instructor (or Site supervisor and MSW Consultant) completes the evaluation as an independent assessment of the student’s progress, using the scoring rubric provided and in the context of holistic assessment of a new learner. Students have the responsibility to ensure they meet with their Field Instructor (or Site supervisor and MSW Consultant) to review the evaluation and discuss implications for future learning, and adjust the student learning plan agreement as applicable. Students then complete their portion of the *Student Progress Evaluation*, including additional comments or reflections about their experiences within field, and return the document to their faculty liaison for inclusion in grading the field seminar course.

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# SECTION II: POLICIES AND RESPONSIBILITIES

## Process and Criteria for Selection of Practicum Sites and Supervisors

Selection of the field practicum sites is the responsibility of the Field Director and the Field Coordinators. Agencies are selected to provide students with the opportunities to achieve proficiency in the Practice behaviors as outlined in the Core Competencies. Agencies may nominate themselves as placements sites, the Field Education department may reach out to an agency, or students may request an agency be considered as part of an employment based application or suggestion during the field application process. The Field Director and/or the Field Coordinator will meet with the agency supervisor or field instructor to vet the agency prior to approval and assignment of a student. In no case may an agency owned by an individual student; or a relative; or former or current romantic partner; or former employee of an individual student be used as a field site by that same individual student in order to maintain healthy boundaries and avoid conflicts of interest.

Field Instructors and Site Supervisors may be assigned by agencies or they may nominate themselves or the Field Education department may reach out to a field instructor to inquire if they are interested in a student. The Field Director and/or the Field Coordinator will meet with the field instructor and site supervisor to vet the field instructor prior to approval and assignment of a student. Field instructors will be asked to upload resumes or curriculum vitae to the electronic field education system as part of their profile. All Field Instructors and Site supervisors are provided with training in the Core Competencies during the Field Orientation programs and Field Instructor continuing education. In no case may a field instructor or site supervisor charge a student for supervision or a student pay a field instructor or site supervision for the supervision. In no case may a relative; or former or current romantic partner; or former employee of an individual student be used as a field instructor or site supervisor by that same individual student in order to maintain healthy boundaries and avoid conflicts of interest.

## Criteria for Selection of Field Agencies

The criteria for selection of field agencies are outlined in the Memorandum of Agreement that is signed by the UM School of Social Work and the participating agency (Appendix A). The Memorandum states that the agency must:

1. Assign a qualified Field Instructor for the Student. This involves assigning a Field Instructor who meets the criteria outlined by the School of Social Work and providing the Field Instructor with sufficient release time and resources to carry out the responsibilities of this position. It may also involve ensuring supervision of the Field Instructor in the skills and responsibilities of field instruction.

2. Notify the Student of any potential health or safety hazards in the work environment, including notification of any potential exposure to bloodborne pathogens and the Agency’s protocol on bloodborne pathogens. The agency shall comply with all regulations and laws including those affecting health and safety and exposure to blood or other potentially infectious bodily fluids, including providing to Students the same testing and counseling provided to the Agency’s employees.

3. Implement and maintain reasonable safeguards to protect the security and confidentiality of student records and information, protect against anticipated threats to the security and integrity of such records and information and protect against unauthorized access to, and use of, such records and information. The Agency shall use such records and information only for the purposes for which the disclosure to the Agency was made, and shall not use or disclose such records or information except as permitted or required by this Agreement, as required by law, or as otherwise authorized in writing by the School.

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

5. Notify the Faculty Liaison or Field Director of the School of any changes in Agency personnel or resources that would affect the Student’s learning opportunities.

6. Treat Students in a nondiscriminatory way with regard to race, color, religion, gender, age, sexual orientation, including transgender status or gender expression, citizenship status, national origin, veteran status, disability or genetic information. The School encourages the employment of individuals with disabilities.

7. 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.

8. Arrange for emergency care, if available, for Students or faculty members who are injured or become ill while participating in the field learning experience. It is understood that Students (or their parents or guardians as the case may be) or faculty members shall be responsible for their own medical expenses, no matter where incurred.

9. Indemnify and hold the School harmless from any and all expenses, claims, lawsuits, judgments and costs, including reasonable attorney’s fees, that the School may become liable to pay or defend as the result of negligent acts or omissions of the Agency, its employees, or agents, or the negligent acts or omissions of School Students committed or omitted at the direction of the Agency, its trustees, directors, officers, employees, or agents, arising out of or in connection with their participation in the field learning experience pursuant to this Agreement.

10. Retain sole responsibility for patient and/or client care at all times.

## Criteria for Selection of Field Instructors

Field instructors are carefully selected to be able to **design field learning opportunities for students to demonstrate the Social Work Competencies.**

Field Instructor selection is based upon the following criteria and credentials:

1. Academic credentials: a social work degree from a CSWE accredited MSW program;
2. Two years Post or MSW social work practice experience;
3. Social work practice experience necessary to design field learning opportunities for students to demonstrate the Social Work Competencies;
4. Sufficient time and support from the agency to discharge the responsibilities of Field Instructor;
5. Adherence to the values and ethics of social work practice; and
6. Commitment to the growth and development of the student as a professional person, including the interest and ability to work in an educational partnership with the UMaine School of Social Work.

## When there is not a MSW at the agency: The “Reinforced” Model

It is sometimes the case that programs or agencies that offer desirable education

experiences for specific students cannot provide professional MSW level social work supervision. In such cases, the Director of Field Education works closely with the agency to ensure the design of appropriate student learning opportunities to demonstrate program competencies and coordinates with the agency to assign a MSW Consultant. The MSW consultant must meet the same criteria as an MSW field instructor. The MSW consultant may be another agency employee, agency consultant, or agency volunteer. If requested by the agency, the University of Maine may be able to provide MSW Consultation in a group or individual setting.

For example, a student may work on a day-to-day basis with an agency professional who is designated as the Site Supervisor. This person may provide daily interaction with the student and also provide task direction. In these cases, the student also meets regularly with the MSW Consultant who provides individual supervision reinforcing and emphasizing the **social work perspective and competencies**. Site Supervisors and MSW Consultants have been included in the Field Instructor training to provide additional support and knowledge to professionals working with the University of Maine social work students.

# AGREEMENTS BETWEEN THE UNIVERSITY OF MAINE AND FIELD AGENCIES

The effective field practicum is a result of collaboration and contributions on the part of faculty of the University, experienced social workers serving as Field Instructors in agency settings, and the individual students in the practicum. The responsibilities of each of the three parties are negotiated and renegotiated in each individual student's placement; such arrangements occur within the context of the expectations contained in the Memorandum of Agreement and in this section of the Manual. These sections delineate minimum expectations.

## Responsibility of the School of Social Work

Responsibility for ensuring the quality of the field experience is shared by all faculty and administrators of the School of Social Work. The School is obligated to act in ethical ways which encompasses the practice of cultural competency, cultural humility, and anti-oppressive antiracist social work practice, specifically with regard to students and their identities. In addition to these general responsibilities, the School delegates certain specific assignments to the Field Director and other faculty serving as Faculty Liaisons. These responsibilities are outlined in the Memorandum of Agreement. (Appendix A)

**Responsibilities of the Agency**

The University of Maine School of Social Work places students in agencies throughout the State of Maine, in other states and Canada, in settings delivering a wide range of direct and indirect services to a variety of populations, utilizing differing practice methodologies. Specific agencies and Field Instructors must meet the criteria discussed elsewhere in this *Manual* (see "Process and Criteria for Selection"). In accepting students for field placement, the agency and Field Instructor agree to responsibilities as outlined in the Memorandum of Agreement. The agency and Field Instructors partner with the School and student to support the self care of the student, including assisting the student to become aware of and address potential risk of compassion fatigue and secondary trauma.

## Responsibilities of the Student

In agreeing to the field placement, the student accepts the following responsibilities:

1. To observe, test, integrate and apply in social work practice the theoretical and conceptual knowledge presented in the social work curriculum;
2. To gain knowledge and understanding of the philosophy and methods of agency practice and operation and comply with agency work requirements;
3. To adhere to standards of professional ethics, including the principles of confidentiality and accountability reflected in the Code of Ethics of the National Association of Social Workers;
4. To prepare for regularly scheduled instructional sessions with the Field Instructor and be available for other important agency meetings, to share course syllabi with their field instructor, to keep the field instructor informed of the nature and content of their concurrent class work;
5. To attend and participate in regularly weekly seminar meetings with other students and university faculty during the practicum;
6. In the practicum, to complete paper assignments, readings as assigned and the weekly logs as outlined in the syllabus;
7. To account for field hours weekly and provide a total of the number of hours at the end of each semester. A minimum of 400 hours is required for Generalist year students, while a minimum of 500 hours is required for Specialization Year students. Field hours should be prearranged and regularized after consultation with the Field Instructor, students should negotiate any changes to the field calendar with both the Field Instructor and the Faculty Liaison. The Field Director or Field Coordinator must be consulted prior to any major changes to the field calendar;
8. To bring to the attention of the Field Instructor and Faculty Liaison any problems or conditions that may interfere with gaining maximum benefit from the field practicum experience (see Section II "Problems in the Field"); and
9. It is required that students inquire about potential dangers at the field placement and after discussion with their Field Instructor and Faculty Liaison, take reasonable action to protect themselves from serious harm.

## Faculty Liaison Responsibilities

The Faculty Liaison of the MSW practicum maintains communication with students and with the Field Instructor on a regular basis to ensure that the student is having meaningful learning in the field placement.

The Faculty Liaison:

1. Maintains regular contact with both Students and Field Instructors;
2. Closely monitors the field experience in order to ensure educational quality and consistency with the stated objectives of the field practicum curriculum;
3. Provides consultation to Students and Field Instructors regarding the learning plan and integration with the classroom curriculum;
4. Assists Students with field problems as needed;
5. Facilitate the field seminar and provide feedback regarding written materials and seminar participation;
6. Provide the course grade;
7. Consults with the Field Director of the School of Social Work when any serious problems arise in a field practicum.
8. Provides input to the Field Director related to the practicum sites and Field Instructors; and
9. Provides input to the Field Director related to the growth and improvement of the field practicum curriculum, and revisions in field policies.

In addition to the responsibilities above, the faculty liaison monitors student assignments and progress and evaluate students’ progress demonstrating competencies and behaviors; attends class regularly prepared with current and relevant course content, integrating the core Generalist or Specialization level competencies and practice knowledge in seminar class; read and grades written assignments in a timely and fair manner; communicate concerns about the class to the class as a whole, and communicates concerns about individual students to them in privacy; respects and maintains an environment that is welcoming and respectful of individual differences among students; uses inclusive language in class and in all written handouts; and informs the class if there is a change in the syllabus or class format.

# FIELD ADMISSION POLICY

Admission into the practicum requires a determination about students’ academic, personal and professional readiness based on the following **specific criteria:**

1. Placement of students in field settings begins immediately upon admission to the MSW program for full-time students and two semesters before current registration for current or extended time students. The Director of Field Education and/or the Field Coordinators conduct a student orientation session prior to the selection process to discuss the process and expectations in the field practicum, and to begin the dialogue between the students and the Coordinators of Field Education regarding potential placements.
2. Students are expected to complete an online field application specific to either generalist or specialization year field practicum and meet individually with one of the field coordination staff during the semester prior to entry to assess personal and professional readiness to enter field education.
3. The critical issues embodied in these requirements are achievement of an adequate professional knowledge base, understanding of social work roles and strategies at a level that enables the student to articulate meaningful goals for field education, and evidence of sound oral and written communication skills. Students entering the practicum need to be emotionally stable and have the psychological energy to endure the demands of practice and the stresses of learning in the field. The availability of self and the capacity to focus on client needs are essential to competent social work practice. Instability that interferes with the ability to effectively practice social work is cause for denying or postponing admission to the field education sequence. Students who are actively abusing substances, distorted in thought processes, or actively suicidal will not be permitted to move into the field. Students who have not successfully completed the prerequisite social work course sequence (appropriate to developmental level in the program) will not be permitted to move into the field.
4. Students who have been convicted of a criminal offense; substantiated for the abuse or neglect of a child, older adult, and/or person with disabilities; investigated for fraud or abuse of a public benefit program; or received disciplinary action against any professional license held or previously held are asked to provide written information about the situation.
5. The field team will share any concerns about a student’s readiness to practice with the student and work to develop an agreed-upon plan to address concerns and move forward. In the case of serious concerns by a field coordinator, students will be asked to attend an Academic and Professional Review Committee before they are able to enter into the field sequence.
6. Students are asked to identify their top areas of interest in available placements. Every attempt is made to match the student to one of their top areas of interest. The Field Team makes all final placement decisions and assignments.
7. Once the student and the potential Agency Field Instructor meet, agree with the assignment, and inform the Field Coordinator that the placement is a match, the field placement is confirmed. The student notifies the field education department by completing the Student Field Placement Information Form, which begins the Memorandum of Agreement process with the agency.
8. The student is responsible for completing all the required start up documentation as requested by the agency in a timely manner, including background and health checks. Students are responsible for the cost of these checks if not covered by the agency.
9. The School recognizes, at times, there may be a poor fit between students and potential placements and that some placement opportunities may be competitive. If either party does not agree to the placement after the student’s initial interview, the Field Coordinator selects another potential site from the negotiated placement list and the process begins again from the point of the assignment of the placement as a potential site. Under no circumstances will a student who declines two placement offers continue in the Field Placement process without an Academic and Professional Review Committee meeting. Any rejection of the student for placement by the agency due to concerns of student conduct, ethical concerns, concerns about the student’s readiness, or previously undisclosed history discovered during background check may result in a Academic and Professional Review Committee meeting. Under no circumstances will a student who fails two interviews continue in the Field Placement process without a Academic and Professional Review Committee Meeting.

# MSW FIELD APPLICATION AND SELECTION PROCESS

**NOTE: Students are prohibited from contacting any agency about an internship without the expressed approval of the Office of Field Education.**

All students must follow the Field Application and Selection Process. The application process is to inform the Field Coordinator of each student’s educational needs and desires. Failure to meet any or all components of this policy may result in delays in the field placement start date.

1. Students submit an application and resume through the field online platform by the dates provided by their assigned field coordinator for timely placement. Following the submission of the Field Application, students request a personal meeting with their Field Coordinator.
2. Specialization Year MSW students who want to complete the Specialization Year Field practicum (SWK 695) by doing a Summer Block Field practicum (May to August, 38-40 hours per week during their final semester in the program) must petition for a change in their Program of Study. To petition for a change in their program of study, students must submit the MSW Specialization Year Field Petition for Summer Block form to the field team via the field online platform by the date assigned by their field coordinator. The assigned field coordinator will review the student’s petition for change of program of study and communicate approval or disapproval accordingly.
3. If change of program of study is approved, the student must submit an online application to specialization year field practicum by the due date in the fall semester of the academic year the student will be entering summer block field practicum.
4. A placement planning meeting with the Field Coordinator must occur prior to an interview at an agency.
5. Students must notify the Field Coordinator of student specific needs or restrictions to placement. Restrictions may range from accommodations to legal convictions, DHHS investigations to transportation or time constraints.
6. An agency will be identified and determined by the Field Coordinator in collaboration with the student.
7. The Field Team makes all final placement decisions and assignments.
8. Students interview with the assigned agency and notify the Field Coordinator about the interview outcome.
9. If the outcome is positive, the student must submit the [*Student Field Information Placement Form*](https://umaine.edu/socialwork/field/field-forms-and-policies/field-placement-form/)to the Field Office to begin the process of the interagency agreement. Failure to submit this form in a timely manner may result in a delay in entering the field placement.
10. Agency requirements (such as orientations or background checks) must be met prior to the beginning of the semester per the deadlines established by the agency.
11. Students are responsible for payment of additional placement agency requirements including such things as State/Federal background checks or fingerprinting.
12. Students are personally responsible for notifying the Agency Field Instructor of individual University Approved Disability Accommodations. Students are responsible for assuring the Field Instructor receives the appropriate paperwork.
13. Students who identify obstacles or barriers to accepting the assigned placement (rejecting the placement) must notify the Field Coordinator immediately to re-start the placement process again.
14. The School recognizes, at times, there may be a poor fit between students and potential placements and that some placement opportunities may be competitive. If either party does not agree to the placement after the student’s initial interview, the Field Coordinator selects another potential site from the negotiated placement list and the process begins again from the point of the assignment of the placement as a potential site. Under no circumstances will a student who declines two placement offers continue in the Field Placement process without an Academic and Professional Review Committee meeting. Any rejection of the student for placement by the agency due to concerns of student conduct, ethical concerns, concerns about the student’s readiness, or previously undisclosed history discovered during background check may result in a Academic and Professional Review Committee meeting. Under no circumstances will a student who fails two interviews continue in the Field Placement process without a Academic and Professional Review Committee Meeting.

# POLICY ON PAID FIELD PLACEMENTS

**Paid Field Placements**

The University of Maine School of Social Work understands that students often must work during their studies and may find it difficult to manage the requirements of education, employment, and the field practicum. We also often have requests by students and agencies for paid employment-based field practicum. Paid employment-based field practicum can bring benefits to students and employers although there are important boundaries and safeguards that must be in place to protect the integrity of student learning. Regarding student protection, if placed at the work site, a student could jeopardize his/her paid employment if problems arise within the domain of the field placement. It is also possible for previous or current work experience and responsibilities to interfere with the successful completion of the field placement. CSWE provides standards and implementation guidelines for schools of social work about the importance of protecting the role of student as learner in any paid employment- based practicum and directs each school to create policies and procedures for how to address worksite-based field practicum.

## Stipended Placements

In recognition of the financial difficulties that graduate students may encounter, the Social Work faculty will consider stipend placements when possible and as offered by an agency or external funding source. A stipended placement must be structured so that the student is receiving a stipend, but is not being paid for service delivery. The payment of a stipend must in no way place employment expectations or requirements that result from the remuneration on the student.

## Paid Employment-based Practicum

At times a student may be interested in seeking a paid employment-based field practicum.

The School of Social Work believes that paid employment-based practicum can best structured in one of three ways:

1. when a student currently employed by a social service agency requests a paid employment-based practicum with their existing employment agency in a position that is different from their current or previous paid employment;
2. when a student in existing unpaid practicum is offered the opportunity to complete the rest of the field practicum as a paid employment-based practicum; or
3. when a student is offered a new paid employment-based practicum in a position they have not held before in an agency where they are not currently employed

In no circumstances may any student use the activities of their previous employment or employment responsibilities which they have held for more than 90 days to fulfill field practicum experiences. In no circumstances may students complete the field practicum earlier than outlined by the School of Social Work field practicum schedule due to working employment additional hours. Agencies should consult with employment statutes and understand students who are considered both employees and social work field students must be compensated for the entirety of their time with the agency to ensure compliance with wage and hour laws, workers compensation law and tax law.

It is the policy of the School of Social Work not to approve paid employment-based field placements unless special circumstances (as outlined below) are met. Any employment based arrangements requested by the student must include a **written proposal that ensures the integrity of the learning experience by documenting the requirements outlined below.** The proposal must be signed by the student, by the student’s agency administrator or administrative supervisor and by the BSW/MSW selected to be the Field Instructor. The proposal must be:

1. Submitted in writing to the Field Coordinator;
2. Agreed upon by the proposed field instructor, the student’s work supervisor and the administration of the placement agency;
3. Approved by the Field Director, the BSW Assistant Field Coordinator, and the MSW Distance Field Coordinator.

### Eligibility and process for current employee paid employment-based practicum

Students who are currently employees of an agency may request a paid employment-based field practicum with their employer in a position that offers new learning opportunities appropriate to their level of field practicum (generalist or specialization). Current employment is defined by employment of more than 90 days. In order to be eligible, agencies must meet criteria established by the school of social work that guides selection of field agencies and field instructors/site supervisors and offer the student different learning opportunities than the student’s current or previous employment responsibilities. Furthermore, agencies must ensure the student’s opportunity to engage in all social work competencies and behaviors in order to fulfill field education requirements.

Agencies:

1. negotiate the rate of pay/benefits for the employment-based practicum and the job description directly with the student;

2. agree that students will complete all required field practicum hours at the agency as paid employment-based practicum;

3. offer the student different learning opportunities than the student’s current or previous employment responsibilities

4. ensure the student’s opportunity to engage in all social work competencies and behaviors in order to fulfill field education requirements;

5. provide field supervision/site supervision\* above the required employment supervision. The school of social work requests that agencies assign separate field instructors /site supervisors and employment supervisors.

a. If that is not possible, then a single supervisor may offer both employment and field supervision but the two supervision purposes cannot be combined. Field instructors/site supervisors must offer 1.5 hours of field supervision (1 hour individually weekly and ½ hour as needed) in addition to any required employment supervision

6. sign completed student worksite application and discuss information contained within with the Field Coordinator prior to approval.

7. sign a University of Maine Field Placement Affiliation Agreement prior to the student beginning any practicum.

*\* Field instructors may hold BSW or MSW for BSW students only. Field Instructors must hold an MSW for MSW students. All field instructors must have two years post graduate social work experience.*

Students:

1. are current employees of the agency [as defined by employment of more than 90 days];

2. work with the employer to develop different learning opportunities than the student’s current or previous employment responsibilities;

3. understand they must demonstrate all social work competencies and behaviors in order to fulfill field education requirements;

4. negotiate the rate of pay/benefits for the employment-based practicum

5. clarify the expectations of the agency for employment timeframes, including post practicum and semester breaks**;**

a. may count up to 40 hours of pre-practicum *orientation only* towards their field practicum hours**.** No other pre-practicum employment will count towards field practicum hours.

b. Students are not able to engage in field placement activities during times they are not registered for classes (i.e. winter break/summer break) without special arrangements made with the faculty liaison.

c. In no circumstances may students complete the field practicum earlier than outlined by the School of Social Work field practicum schedule due to working employment additional hours.

5. complete the worksite application and submit to the field coordinator. This application must be approved prior to any paid employment-based placement hours being counted towards field hours.

### Eligibility and process for converting existing unpaid field practicum to paid employment-based practicum

In order to be eligible to convert an existing unpaid field practicum to a paid employment-based practicum, agencies and students must be in good standing with the School of Social Work (i.e. no concerns with student performance in the field practicum to date or academic concerns in the field seminar class, no concerns about agency setting, supervision, etc.).

Agencies:

1. must continue to offer the student opportunity to meet all the social work competencies as outlined in the student learning plan agreement;

2. negotiate the rate of pay/benefits for the employment-based practicum, the job description, and the length of employment (temporary or permanent) directly with the student;

3. agree that students will complete all required field practicum hours at the agency as paid employment-based practicum;

4. provide field supervision/site supervision\* above any required employment supervision. We request agencies assign separate field instructors /site supervisors and employment supervisors;

a. If that is not possible, then a single supervisor may offer both employment and field supervision but the two supervision purposes cannot be combined. Field instructors/site supervisors must offer 1.5 hours of field instruction or supervision (1 hour individually weekly and ½ hour as needed) in addition to any required employment supervision.

5. sign completed student worksite application and discuss information contained within with the Field Coordinator prior to approval.

6. sign a new University of Maine Field Placement Affiliation Agreement prior to the student beginning any paid practicum.

*\*Field instructors may hold BSW or MSW for BSW students only. Field Instructors must hold an MSW for MSW students. All field instructors must have two years post graduate social work experience*.

Students:

1. negotiate the rate of pay/benefits for the employment-based practicum, the job description, and the length of employment (temporary or permanent) directly with the agency;

2. clarify the expectations with the agency for employment timeframes, including post practicum and semester breaks;

a. Students are not able to engage in field placement activities during times they are not registered for classes (i.e. winter break/summer break) without special arrangements made with the faculty liaison.

b. In no circumstances may students complete the field practicum earlier than outlined by the School of Social Work field practicum schedule due to working employment additional hours.

3. complete and sign student worksite application and discuss information contained within with the Field Coordinator prior to approval. This application must be approved prior to any paid employment-based placement hours being counted towards field hours;

4. make any additions to the student learning plan agreement based on new opportunities offered.

### Eligibility and process for newly obtained paid employment-based practicums

In order to be eligible, Students must be offered a new position in an agency in which they are not currently employed that is different from a position the student has held before to ensure integrity of learning. A new position includes positions begun as an employee no more than 90 days prior to academic semester the field placement begins. Agencies must meet criteria established by the school of social work that guides selection of field agencies and field instructors/site supervisors and offer students the opportunity to engage in all social work competencies and behaviors in order to fulfill field education requirements

Agencies:

1. negotiate the rate of pay/benefits for the employment-based practicum, the job description, and the length of employment (temporary or permanent) directly with the student;

2. agree that students will complete all required field practicum hours at the agency as paid employment-based practicum;

3. provide field supervision/site supervision\* above the required employment supervision. The school of social work requests that agencies assign separate field instructors /site supervisors and employment supervisors.

a. If that is not possible, then a single supervisor may offer both employment and field supervision but the two supervision purposes cannot be combined. Field instructors/site supervisors must offer 1.5 hours of field supervision (1 hour individually weekly and ½ hour as needed) in addition to any required employment supervision

4. sign completed student worksite application and discuss information contained within with the Field Coordinator prior to approval.

5. sign a University of Maine Field Placement Affiliation Agreement prior to the student beginning any practicum.

*\* Field instructors may hold BSW or MSW for BSW students only. Field Instructors must hold an MSW for MSW students. All field instructors must have two years post graduate social work experience.*

Students:

1. must be offered a new position with a new employer that is different than one the student has held before to ensure integrity of learning;

a. Students often interview for and are offered field placement opportunities 1-2 semesters before the field placement begins. The definition of “new position” may include positions begun as an employee no more than 90 days prior to academic semester the field placement begins.

2. understand they must demonstrate all social work competencies in order to fulfill field education requirements;

3. negotiate the rate of pay/benefits for the employment-based practicum, the job description, and the length of employment (temporary or permanent) directly with the agency;

4. clarify the expectations of the agency for employment timeframes, including post practicum and semester breaks**;**

a. may count up to 40 hours of pre-practicum *orientation only* towards their field practicum hours**.** No other pre-practicum employment will count towards field practicum hours.

b. Students are not able to engage in field placement activities during times they are not registered for classes (i.e. winter break/summer break) without special arrangements made with the faculty liaison.

c. In no circumstances may students complete the field practicum earlier than outlined by the School of Social Work field practicum schedule due to working employment additional hours.

5. complete the worksite application and submit to the field coordinator. This application must be approved prior to any paid employment-based placement hours being counted towards field hours.

## Student Considerations in paid employment-based field practicum

There are benefits and considerations with any paid employment-based field practicum. For students this means that you have all the responsibilities and expectations of an employee, in addition to the responsibilities and expectations as a field practicum student. Examples of employee responsibilities may include required work schedules, on-call schedules, required shift coverage policies, state and federal employment laws and policies, and new hire trial periods and termination requirements. Students should clarify the expectations of the agency for employment post -field practicum timeframes, including semester breaks. Students are not able to engage in field placement activities during times they are not registered for classes (i.e. winter break/summer break) without special arrangements made with the faculty liaison. Furthermore, students should have explicit conversations with agencies about how they will jointly protect the learning experience of the field practicum. A student could jeopardize their paid employment if problems arise within the field placement.

It is important that students understand that if they choose to leave an employment-based field practicum and/or are asked to leave an employment-based field practicum, there may be academic consequences, as well as employment based consequences, depending on unique circumstances related to the reasons for leaving the practicum. Termination of the student’s field practicum by the agency due to student misconduct will require the School of Social Work to follow established procedures for field related concerns as outlined in the BSW and MSW field education manuals. Students voluntarily disrupting an employment-based field practicum should understand the policies of the School of Social Work field education and recognize this may result in a delay obtaining a new field practicum or even in the student’s program of study. Each student’s unique situation will be considered individually and according to field education policies and processes.

# SAFETY IN FIELD

Safety is an important component of social work practice for the social worker and the client systems with whom they work. Students, Practicum Agencies, and the School of Social Work all contribute to safety in the field practicum.

## Safety Orientation

The School of Social Work addresses safety in both student and field instructor orientation. These orientations include discussion of environmental safety, social safety, ethical and moral safety, and psychological safety. Field Instructors should also include agency specific safety procedures in their student orientations. Students are provided a safety in field checklist and asked to review with their field instructor and return to their faculty Liaison. The Faculty Liaison discusses safety with students throughout the seminar class and includes discussion about safety as part of the agency field visit. Field Instructors should also regularly include discussions of safety in their supervision with students. If a student or field instructor has a safety concern about the field setting, this should be addressed through the process outlined in this manual titled “Problems in field”.

## Transporting Clients in the Field Practicum

Students should not transport clients in their own personal vehicles during the field practicum.

The only exception to this policy is if the student is also an employee of the agency in an approved paid employment-based practicum for which client transportation is part of the job duties. In that case, students should carry additional insurance of a minimum of 100/300, or higher as required by the agency, and receive explicit training in transportation safety procedures. Students must follow all agency procedures related to transportation of clients.

## Physical Intervention in the Field Practicum

Students should never engage in physical intervention or restraint with clients in the field practicum. Agencies are strongly encouraged to send students to nonviolent de-escalation training and discuss de-escalation in supervision.

The only exception to this policy is if the student is also an employee of the agency in an approved paid employment-based practicum for which physical intervention is part of the job duties and they are specifically trained in nonviolent physical intervention techniques. Students must follow all agency procedures related to physical intervention.

## Racisim or/or other Identity-based Discrimination and Harrassment

The School of Social Work is cognizant that students have experienced or been exposed to racism, or other identity-based discrimination and harrassment in the field while completing their field placements. Identity based discrimination and harrassment may include, but is not limited to racism, homophobia, gender based discrimination, sexism, sexual harrassment, abilism, agism, and classism. This experience or exposure may be in the form of micro and/or macro-aggressions and on the part of client systems, and at times, field agency employees. Unfortunately, we know that this risk continues for students in the field of social work as racism and/or other identity based discrimiation and harassment, inequality, and oppression continues to exist in our state and country.

We encourage all students who are concerned about identity-based or sexual discrimination and/or harrasment in the field placement to notify thier faculty liaison, who will notify the field director immediately. Students may also notify the field director directly. The faculty liaison will meet with the student and the field director to include the student’s voice and opinion in planning the response. The field director will meet with the agency to address the issue. The student will be invited to attend (if desired). Options for resolve may include, but are not limited to, asking the agency to reassign an offending client or staff member; asking the agency to provide training and supervision to their staff around issues of race and identities; assisting the student to explore legal recourse against an offending client or staff member; to removing the placement agency from approved placement sites and reassigning the student to another field practicum.

We also know students may be hesitant to discuss these issues in the agency, and with the School of Social Work, for many reasons, including inherent differences in power in academic and agency structures, fear of retaliation, dominant cultures of white privilege, and previous individual experiences of needs not being heard or acted on when voiced. While we hope you will report directly to the field department, students may also report issues directly to the School of Social Work Director, the University of Maine Title IX office, or the University office of Student Life:

Sandra Butler, PhD

Professor, Director, and MSW Coordinator

School of Social Work

University of Maine

5770 Social Work Building

Orono, ME 04469-5770

207-581-2382

sbutler@maine.edu

Kenda Scheele, Associate Vice President for Student Life and Senior Associate Dean

5748 Memorial Union

Orono, ME 04469-5748

207- 581-1406

[kenda.scheele@maine.edu](mailto:kenda.scheele@maine.edu)

<https://umaine.edu/studentlife/>

Heather Hogan

Deputy Title IX Coordinator

5748 Memorial Union, Room 308

207-581-1485

[heather.hogan@maine.edu](mailto:heather.hogan@maine.edu)

<https://umaine.edu/titleix/>

### Mandated Reporting Responsibilities of University of Maine Employees

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a faculty member at the University of Maine the about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, that person is required to report this information to Title IX Student Services or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.

For confidential resources off campus: Rape Response Services: 1-800-871-7741 or Partners for Peace: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Title IX Student Services: 207-581-1406**, **Office of Community Standards: 207-581-1409**, **University of Maine Police: 207-581-4040 or 911**. Or [see the Title IX Student Services website for a complete list of services (open in a new window)](https://umaine.edu/titleix/) . Also, [Student Wellness Resource Center (opens in a new window)](https://umaine.edu/wellness/).

# ETHICAL CONDUCT

Policies elsewhere in this Manual indicate that all parties involved in this field practicum (faculty, students and field instructors) are to be guided in their conduct by the principles expressed in the NASW Code of Ethics.

The statements in the Code are necessarily quite general; their interpretation will vary depending both upon circumstances and the particular social worker that is applying them. Additional ethical guidance can be found by referring to books that discuss the Code in light of specific case examples and organizational dilemmas.

# CONFIDENTIALITY

The preservation of confidentiality is a crucial element of social work practice. Ethical mandates regarding confidentiality refer not only to the social worker's obligation to protect the privacy of clients, but also workers' responsibility for preserving the confidential nature of communications from colleagues.

In social work education confidentiality dilemmas are encountered when the enterprise involves using actual case material as data for student learning in the practicum and the classroom. Dilemmas are also present in the seminar and supervisory environments where we encourage students to be self disclosing and thereby develop self awareness.

In general, no information which would identify a client may be shared with others, and descriptive material which is very specific regarding an anonymous client's circumstances must be disclosed only in the class or in service environments where uses of the information are openly agreed upon and where class or workshop participants agree to keep such information within the confines of that group.

Supervision of staff and students within the agency setting is usually viewed as an exception to the strictest mandates of confidentiality, as case review in such settings is necessary in order to monitor and improve the services delivered to the client. However, students and instructors are reminded that even in supervisory relationships confidentiality must be respected: for example, circumstances under which such disclosure is and is not appropriate, e.g., case conferences, supervision, etc. should be made explicit, and agreements must be clear regarding the use of such information.

## Policy Regarding Student Papers and Use of Agency Records

The student is required to clear with the Field Instructor and follow the agency’s policies concerning the use of agency records and files (case records and/or administrative documents) for class purposes, except when such documents are a matter of public record. Agencies are made aware that such use is common practice and assumes the disguising of names and other identifying information that might violate clients' rights to privacy and confidentiality.

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## Policy Regarding Audio and/or Video Recording of Clients

Recordings of sessions with clients may prove beneficial for student learning, when processed with the Field Instructor, a faculty member, and/or students. However, such recording must be done with special regard for the confidentiality of the client.

Students are advised that audio and/or video recording may not be conducted without the consent of the Field Instructor, and the informed consent of the client(s). Procedures for ensuring consent may be established by the field agency as a matter of policy and must be complied with; when the agency has no such procedure, students must obtain the preapproval of their Faculty Liaison in addition to the Field Instructor.

Students are required to uphold the privacy of their client(s) and apply ethical standards from the NASW Code of Ethics throughout the entirety of the recording process. Consideration of the Code of Ethics includes where recordings will be stored and responses to potential data breaches. Guidelines for disposal of recordings, such as which method(s) will be used and duration of time to remain on file, should be outlined prior to the recording session in agreement with the agency, client(s), and the student’s Faculty Liaison and/or Field Instructor. Students are prohibited from posting audio and/or video recordings to any social media accounts or other online spaces.

# DIFFICULTIES IN THE FIELD

## Resolutions of Difficulties in the Field

Occasionally difficulties connected to a student's performance or to the supervisory relationship develop in the field practicum. These difficulties may relate to the completion of administrative tasks, (e.g., recording, statistical reports, etc.), the development of practice skills, ethical issues, or the supervisory process. Difficulties may also arise when personal issues interfere with a student's professional activities. The Field Instructor and student are responsible for alerting the Faculty Liaison to such concerns but are expected initially to attempt to address them in supervision. **It is important to address problematic issues in the field practicum as swiftly as possible.**

Difficulties are usually resolved through the following steps:

1. Student or Field Instructor addresses difficulty in supervision.

2. If no satisfactory resolution is reached or the problem persists, the Field Instructor and student are responsible for contacting the Faculty Liaison immediately in order to arrange a conference call or meeting between the Faculty Liaison, Field Instructor, and Student and seek resolution of the problem with the assistance of the faculty member.

3. In the rare event that problems are severe or irreconcilable and threaten the continuation of the practicum, the Faculty Liaison will notify and consult with the Field Coordinator of the School. A change of practicum may be warranted, and will be arranged by the Field Coordinator when necessary, or, if warranted, the matter will be referred to the Master’s Academic and Professional Review Committee (MAPRC). (See Academic Review Process.)

## 

## Student Misconduct in the Field

Graduate students in the School of Social Work must conduct themselves according to the most current National Association of Social Workers Code of Ethics. Due to the professional and human service function of social work education, these behaviors are part of academic requirements and standards. Student misconduct that involves clients on or off campus or student conduct that is potentially dangerous to current or future clients constitutes a violation of social work academic standards. Behavior in the classroom that is not in compliance with the NASW Code of Ethics also constitutes a violation of social work academic standards. The faculty will follow these academic standards and initiate procedures for dismissal or restriction of offending students. Student misconduct, on or off campus and directed toward other students, faculty, or University staff, will, at the discretion of the Director of the School, result in either academic or nonacademic procedures for dismissal. When legal or illegal behavior does not affect current or potential clients, but the behavior violates the mission, process, or function of the University, proceedings will follow the University's procedures for non academic misconduct.

## **Academic and Professional Review Process - MSW**

(from the MSW Program Guide found on the [School of Social Work MSW Program Overview webpage](https://umaine.edu/socialwork/graduate-programs/msw-overview/))

The Academic and Professional Standing Committee reviews students who have been identified by faculty or grade report for poor academic performance, and/or concerns related to professional behavior in class and/or field. The Academic and Professional Standing Committee consist of the School Director, MSW Program Coordinator, BSW Program Coordinator, Distance MSW Site Coordinator, and the Director of Field Education. The committee meets monthly during the academic year (or more frequently as needed). The Academic and Professional Standing Committee formally review students’ progress toward the MSW degree at the end of each semester. Further review may occur for any of the following reasons:

1. Substandard academic performance: Students are automatically reviewed by the Academic and Professional Standing Committee for any interruption in progress toward the MSW degree;

2. Violation of the NASW Code of Ethics, by report from field instructor, faculty member, or peer;

3. Violation of the Student Conduct Code of the University of Maine, reported by faculty member or peer;

4. Failure to demonstrate the capacity to engage in appropriate professional social work roles, by report from field instructor, faculty member or peer;

5. Failure to comply with plans for return from leave of absence;

6. Request for review by any faculty member in the student’s MSW program; and

7. Request by the student.

Upon review of a student’s performance, the Academic and Professional Standing Committee may recommend that a Master’s Academic and Professional Review Committee be formed to meet with the student. The Master’s Academic and Professional Review Committee is an ad hoc committee of the School of Social Work and is composed of the MSW Program Coordinator (or a designated chair from the full-time faculty), an additional full-time social work faculty member, and the student’s academic advisor; it may also include additional faculty members and/or field instructors if their participation is relevant. The MSW coordinator selects the members and either chairs the committee or designates the chair of the committee. All documents that provide information, including but not limited to logs, papers, and fieldwork evaluations, may be submitted to and considered by the advisor, the MAPRC chair, and the Program Coordinator. The student will be notified immediately in writing of the grounds for review, of the steps to be followed, and of her/his rights. All full-time faculty and relevant part-time faculty or field instructors will be notified of the review.

**Formal Review**

The formal review process shall proceed following notification to the student specifying a meeting time and date. The student may choose to be present at the meeting or to give written input.

Only faculty (which includes field instructors) and the student are present in this meeting except that the student may elect to invite a student colleague to attend as an observer. During the formal review, the committee will deliberate the issues based on data submitted in writing from the student, or from student input if the student chooses to meet with the committee, and on written information or data from the faculty member or field instructor, and other pertinent data. Following the review, the chair of the MAPRC will formulate a written recommendation to the student with a copy to the Director of the School. Registered mail may be used with a return receipt requested.

If a review is initiated at the end of the academic semester, every attempt will be made to complete the total review process before the beginning of the subsequent semester.

The MAPRC recommendation is reviewed by the School Director no later than one week following the formal review. The student has five working days following receipt of the letter to file a written appeal on the recommendation and decision of the MAPRC to the Director of the School. If action is required, the Director of the School will forward the recommendation regarding the disposition of the matter to the Dean of the Graduate School and the relevant social work faculty. During years when one person fills both the School of Social Work Director and the MSW Program Coordinator roles, the MAPRC recommendations will go directly to the Dean of the Graduate School. Students may appeal directly to the Dean, rather than the School Director.

Moreover, when the Director is the advisor to a student or the instructor for the class in which the student is experiencing difficulties, the Director may sit on the MAPRC. In those cases the recommendations will go directly to the Dean of the Graduate School and students would appeal to the Dean rather than the Director.

**Academic Review Outcomes**

The following outcomes may result from a formal review:

1. Continuation in the program in good academic standing;

2. Recommendation of probation status to the Director of the School in which students will follow the course sequencing guidelines written above (in the case of substandard academic performance) or remediate the conduct violations and will formulate a written study and or/professional development plan to be approved by the MAPRC by a date determined by the MAPRC.

3. Recommendation of dismissal to the Dean of the Graduate School for substandard academic performance or failure to meet conduct, value and/or professional standards of the department.

Once final action is taken by the School of Social Work, any further appeal is to the Dean of the Graduate School.

**Removal from Probation**

Students on probation may be reinstated to good academic standing by the Dean of the Graduate School if they fulfill the terms of their study plan as agreed upon with the MAPRC. Students who fail to return to good academic standing under the terms of the agreement automatically will be recommended to the Dean tor for dismissal from the program.

## Student Grievance Procedures

The student ordinarily should seek redress of a grievance with the faculty member or Field Instructor directly involved. If satisfaction is not achieved, issues related to field may be taken to the Field Coordinator, and issues related to other areas of the graduate social work program may be taken to the MSW Program Coordinator. Issues that remain unresolved may be taken to the Director of the School for consideration. In addition, the School of Social Work guidelines supplement rather than replace University guidelines; they are additional procedures which social work students may choose to follow. A social work student with a potential grievance should begin by reviewing University grievance procedures.

There are two processes students may follow if they believe they have a grievance. Students may follow the **School of Social Work Grievance Procedure** found in the[**MSW Program Guide**](https://umaine.edu/socialwork/graduate-programs/msw-overview/)**, which is as follows:**

**School of Social Work Grievance Procedure**

The following guidelines may be used to address any grievances a student in Social Work may have concerning sexual harassment, practicum placement and experience, classroom procedure, cheating or plagiarism, and the evaluation of work and grades. These guidelines do not replace the University guidelines, but are additional procedures which the student may choose to follow. Therefore, any student wishing to initiate a grievance should first review the following guidelines:

1. The University of Maine Student Handbook states guidelines for the above grievance areas (including the practicum considered as a class) under "Student Administrative Appeals Policy" in the Policies and Regulations section. <https://umaine.edu/studentlife/student-handbook/>

2. Sexual harassment grievances are initiated through the Office of Equal Opportunity, which is located in 101 N. Stevens Hall. Full procedures are discussed in the "Stop Sexual Harassment" brochure which is available through the Office of Equal Opportunity or in the School of Social Work office. ([www.umaine.edu/eo/](http://www.umaine.edu/eo/))

In following the preceding guidelines, a Social Work student may exercise the option of proceeding according to the supplementary guidelines below:

3. The student has the right to have another student accompany him/her at any stage or throughout the entire appeals process, for support and/or to be a witness to the proceedings.

4. If, at any step in the process, the involved faculty member holds more than one position in the appeals process, and has already been approached once with unsatisfactory results, the student may go to the next higher person or committee in the process. For example, if the Faculty Liaison is also the Field Director, then an unsatisfactory resolution of the problem with the Faculty Liaison should be taken to the MSW Program Coordinator.

5. If there is any sense of intimidation at any level of the process the student should talk to the next highest level and solicit assistance in approaching the issue in the proper way.

Note: Any student can access advocacy through the [Office of Student Life](https://umaine.edu/studentlife/) at any time.

Students can also follow the [Graduate School Academic Appeals Procedure Graduate School Academic Appeals Procedure](https://umaine.edu/graduate/wp-content/uploads/sites/551/2020/05/Appeal-Procedure.pdf) found in the Graduate Catalog.

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# SECTION III: MECHANISMS FOR GROWTH OF THE FIELD INSTRUCTION PROGRAM

Policies of the field practicum are established by the faculty of the School of Social Work and administered by the Field Coordinator. The field practicum is a dynamic and constantly evolving aspect of the social work curriculum. Like all parts of the curriculum it is subject to formal self study and evaluation on a regular basis. Such assessment of the effectiveness of the field experience results from input of students, faculty and Field Instructors. In addition to formal evaluation mechanisms, all parties are encouraged to raise issues as they occur, and to seek resolution through policy or procedural changes where warranted.

Ongoing monitoring of the aggregate field experiences of University of Maine students is achieved through field instructor orientations (several times a year), surveys of all current field instructors (annually) and town hall meetings of all Field Instructors with the faculty (at least once a year). All of these experiences devote some time to consideration of generic problems that arise in the practicum

Formal evaluation occurs through the following mechanisms:

**Annual evaluation of field sites and supervisors**: At the end of each academic year, students complete evaluations of their field experience. These written assessments are reviewed by the Field Coordinator, and information from the review may be shared with the Field Instructor when relevant. Field Instructors do not review individual evaluations but can see aggregated data of students’ satisfaction with field placements.

**The Field Advisory Committee:** Input from this group is ongoing, and is also specifically requested in relation to any proposed major changes in field policies or procedures. The Field Advisory Committee is a vehicle for input to the Director from students and Field Instructors. This body is responsible for advising the Director regarding all aspects of the field program, as well as the practicum's relationship to the social service delivery systems and needs of the people of Maine.

The Field Advisory Committee is part of the School Advisory Committee and meets in tandem with the School Advisory committee. It is composed of several social work students and Field Instructors and agency administrators, representing different types of agencies, public and private, and involved in field instruction of BSW or MSW students from the University of Maine, Field Faculty and Faculty representatives. Meetings are held at least annually.

**Curriculum Committee**: A standing committee of the School of Social Work, responsible for oversight of the entire curriculum, including the relationship among the components.

**Field Sequence Meetings:** Faculty Liaisons from each level of Field meet annually to discuss agency issues, to discuss curriculum and syllabi and to discuss teaching ideas for field seminars.

# Section IV: Glossary

[***Council on Social Work Education***](https://www.cswe.org/) *(CSWE):* The national association representing social work education and the sole accrediting body of Schools of Social Work in the United States.

***Cognitive and affective processes:*** Includes critical thinking, affective reactions, and exercise of judgment

***Competence:***The ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

***Faculty Advisor:*** The faculty member at the School assigned to help students with course selections and career advising.

***Faculty Liaison:*** The faculty person from the School of Social Work who teaches the Field Seminar.

***Field Instructor****:* The MSW in the agency who provides Field Instruction and supervision to the student.

***Field Coordinator:*** A member of the field education department who coordinates Field placement selections with students and agencies.

***Educational Policies and Accreditation Standards (EPAS)*** *-* The Educational Policies and Accreditation Standards from CSWE that guide Baccalaureate and Master's Social Work Programs. The EPAS include a

***Competency-based education framework****: “*A framework where the focus is on the assessment of student learning outcomes (assessing students’ ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students)”

***Behaviors:*** Observable actions in the field practicum by the student that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.

***MSW Consultant:***The MSW who the agency and school have agreed to provide social work supervision in a reinforced model of field practicum.

[***National Association of Social Work (NASW)***](https://www.socialworkers.org/)***:*** The largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. Publishes the NASW Code of Ethics.

[***NASW Code of Ethics:***](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English) a set of standards that guide the professional conduct of social workers.

***Practicum models*:** The University of Maine School of social work has two practicum models: The “traditional” placement structure, where supervision and oversight is provided by a sole MSW field instructor or a “Reinforced” placement structures, when an agency site supervisor who is not an MSW provides day to day oversight and task supervision *and* an MSW consultant meet additionally with the student for supervision to reinforce the social work perspective and competencies throughout the practicum.

***Post MSW Experience:*** minimum requirement of two years of post master’s practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience. Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities, under the supervision of professional social work supervisors, and/or volunteer practice experience in a social service agency, and/or paid experience as a consultant in the areas of the individual’s practice expertise. It does not include academic appointments.

***Site Supervisor:*** A supervisor providing the day to day education and task supervision who does not have an MSW in a reinforced model of field practicum.

# Section V: Appendices

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## APPENDIX A: Sample Standard MOA

**The University of Maine System**

**Acting Through The**

**School Of Social Work,**

**University of Maine**

**SAMPLE STANDARD MEMORANDUM OF AGREEMENT**

**For Field Placement of Social Work Students**

This agreement is made and entered into this \_\_\_ day of \_\_\_\_\_\_\_2022 by and between the University of Maine System, acting through the School of Social Work, University of Maine (hereinafter referred to as “School”), and **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**(hereinafter referred to as “Agency”). This Agreement is effective from \_\_\_\_\_\_\_\_\_\_\_ 2022 through \_\_\_\_\_\_\_\_\_\_\_\_\_.

**Both parties agree**:

1. Student shall not be classified as an employee of the Agency, and shall not be entitled to any payment from the Agency in the nature of benefits under the Maine Workers Compensation Act for any accident, illness, occurrence or event occurring in or relating to the Agency and arising out of the field learning experience or for any other purpose. Student shall not receive any compensation from the Agency for their participation in the field learning experience. It is intended that for all purposes the Student shall be a student of the School and not an employee of the Agency or School.

2. This Agreement shall be subject to change after discussion and due consideration by both parties with their mutual consent. Any such change must be stated in writing and signed by both parties prior to being enforceable.

3. Either party may terminate this Agreement upon ninety (90) days written notice to the other party. In the event that the Agreement is terminated as specified above, the School shall have the right to complete the field learning experience of any Student enrolled in the program at the Agency at the time of termination.

4. This Agreement will be governed and interpreted according to the laws of the State of Maine and the United States of America.

**The School will:**

1. Assess and screen Students with regard to readiness for field placement.

2. With the written consent of the Student, inform the Agency of any major area of concern regarding a readiness for field placement.

3. Provide Student with knowledge of their general responsibilities to the Agency.

4. Develop objectives for the field learning experience.

5. Carry out program activities in accordance with the guidelines for professional conduct articulated in the National Association of Social Workers (NASW) Code of Ethics.

6. Maintain, and on request furnish proof of, commercial general liability insurance in an amount of coverage of not less than $1,000,000 per occurrence, insuring against the negligent acts or omissions of the School, students or employees participating in the field learning experience.

7. Indemnify and hold the Agency harmless from any and all expenses, claims, lawsuits, judgements and costs, including reasonable attorney’s fees, that the Agency may become liable to pay or defend due to bodily injury or property damage caused by the negligent acts or omissions of the School, its employees, or the independent negligence of a School student, arising out of or in connection with their participating in the field learning experience pursuant to this Agreement, **provided that any liability of the school under this Agreement shall be limited by the provisions and limitations of the Maine Tort Claims Act, 14 M.R.S.A. 8101, et seq.**

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

9. The School shall direct the students to comply with the policies and procedures of the Agency, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 CFR Parts 160 and 164. Solely for the purpose of defining the students' role in relation to the use and disclosure of the Agency's protected health information, such students are defined as members of the Agency's workforce, as that term is defined by 45 CFR 160.103, when engaged in activities pursuant to this Agreement. However, such students are not and shall not be considered to be employees of the Agency.

The responsibilities delineated above are carried out the by Field Director and the members of the faculty of the School.

The **Field Director**, who is an employee of the School, will:

1. Direct all field practicum components of the curriculum.

2. Recruit and select appropriate placement sites and Field Instructors.

3. Represent the School of Social Work in discussions and negotiations aimed at matching Students with placement sites.

4. Assign Students to placements, in consultation with Students and Agency representatives.

5. Supervise Faculty Liaisons in order to insure coordinated field instruction, monitoring and evaluation.

6. Provide consultation when needed and/or requested by a Student, Field Instructor or Faculty Liaison.

7. Convene semi-annual regular meetings of field faculty and Field Instructors.

8. Develop and offer learning opportunities (relevant to the field objectives) for Field Instructors, including orientation for new Field Instructors.

9. Convene the Field Advisory Committee.

10. Provide consultation to the School Chair regarding the assignment of faculty to field seminars and liaison activities.

11. Evaluate the outcomes of the field practicum component of the curriculum on an ongoing basis, and in a formal manner annually.

Each Student in placement will be assigned to a **Faculty Liaison**, who is an employee of the School.

**The Faculty Liaison will:**

1. Maintain regular contact with both Students and Field Instructors.

2. Closely monitor the field experience in order to insure educational quality and consistency with the stated objectives of the field practicum curriculum.

3. Provide consultation to Students and Field Instructors regarding the learning plan and integration with the classroom curriculum.

4. Assist Students with field problems as needed.

5. Facilitate the field seminar and provide feedback regarding written materials and seminar participation.

6. Provide the course grade.

7. Consult with the Field Director of the School of Social Work when any serious problems arise in a field practicum.

8. Provide input to the Field Director related to the practicum sites and Field Instructors.

9. Provide input to the Field Director related to the growth and improvement of the field practicum curriculum, and revisions in field policies.

In accepting Students for field placement, the **Agency** agrees to the following responsibilities.

**The Agency will:**

1. Assign a qualified Field Instructor for the Student. This involves assigning a Field Instructor who meets the criteria outlined by the School of Social Work and providing the Field Instructor with sufficient release time and resources to carry out the responsibilities of this position. It may also involve ensuring supervision of the Field Instructor in the skills and responsibilities of field instruction.

2. Notify the Student of any potential health or safety hazards in the work environment, including notification of any potential exposure to bloodborne pathogens and the Agency’s protocol on bloodborne pathogens. The agency shall comply with all regulations and laws including those affecting health and safety and exposure to blood or other potentially infectious bodily fluids, including providing to Students the same testing and counseling provided to the Agency’s employees.

3. Implement and maintain reasonable safeguards to protect the security and confidentiality of student records and information, protect against anticipated threats to the security and integrity of such records and information and protect against unauthorized access to, and use of, such records and information. The Agency shall use such records and information only for the purposes for which the disclosure to the Agency was made, and shall not use or disclose such records or information except as permitted or required by this Agreement, as required by law, or as otherwise authorized in writing by the School.

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

5. Notify the Faculty Liaison or Field Director of the School of any changes in Agency personnel or resources that would affect the Student’s learning opportunities.

6. Treat Students in a nondiscriminatory way with regard to race, color, religion, gender, age, sexual orientation, including transgender status or gender expression, citizenship status, national origin, veteran status, disability or genetic information. The School encourages the employment of individuals with disabilities.

7. 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.

8. Arrange for emergency care, if available, for Students or faculty members who are injured or become ill while participating in the field learning experience. It is understood that Students (or their parents or guardians as the case may be) or faculty members shall be responsible for their own medical expenses, no matter where incurred.

9. Indemnify and hold the School harmless from any and all expenses, claims, lawsuits, judgments and costs, including reasonable attorney’s fees, that the School may become liable to pay or defend as the result of negligent acts or omissions of the Agency, its employees, or agents, or the negligent acts or omissions of School Students committed or omitted at the direction of the Agency, its trustees, directors, officers, employees, or agents, arising out of or in connection with their participation in the field learning experience pursuant to this Agreement.

10. Retain sole responsibility for patient and/or client care at all times.

Each Student will be assigned a **Field Instructor**, who is an employee or designee of the Agency.

**The Field Instructor will:**

1. Meet weekly with the Student (an average time would be one and one-half hours 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).

2. Develop educationally sound learning experiences relevant to the field objectives of the School and individual Student's objectives and needs (the experiences should be of increasing complexity with an increasing level of Student autonomy as the year progresses).

3. Evaluate the Student's field performance formally at the end of each semester, and informally on an ongoing basis.

4. Review the Student's seminar papers when requested to assure accuracy of the Agency-related

information.

5. Assure participation of the Field Instructor in the coordination of the Student's learning experience. This includes:

a. Attending the orientation sessions for new Field Instructors.

b. Attending the planning and coordination meetings for all Field Instructors and faculty (usually one per semester).

c. Participating in meetings and phone conferences with the Student and Faculty Liaison for review of the learning experience and for evaluation.

d. Contacting the Faculty Liaison immediately should there be any significant changes within the Agency which would affect the Student's learning or should there be any problems in the Student's adjustment or performance.

e. Providing the School with a resume or completing the "Resume Form" prior to beginning as a Field Instructor.

6. Address problematic issues which may occur in the field practicum as swiftly as possible. Problems should be resolved through the following steps: (a) the Field Instructor and Student address the difficulty in supervision; and (b) if no satisfactory resolution is reached or the problem persists, the Field Instructor and Student are responsible for contacting the Faculty Liaison immediately in order to arrange a conference call or meeting and seek resolution with the assistance of the faculty member.

**The University of Maine**

**School of Social Work**

**MEMORANDUM OF AGREEMENT**

**Signature Page**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Administrator or Representative Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Field Instructor Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Leah A. Maxwell, Field Director, School of Social Work Date

University of Maine

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Dr. Diane Rowland, Dean Date

College of Natural Sciences, Forestry, & Agriculture

University of Maine

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dr. John C. Volin, Executive Vice President for Date

Academic Affairs & Provost, University of Maine

***Please retain this copy of the signature page along with the Agreement for your files***

**School of Social Work Student**

**Agency:**

## APPENDIX B: Sample Liability Facesheet

### 

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

| **COVERAGES** | | THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED BELOW FOR THE POLICY PERIOD  INDICATED NOT WITHSTANDING ANY REQUIREMENT, TERM OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT  TO WHICH THIS MEMORANDUM MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED  HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES.  LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|
|
| COMPANIES AFFORDING COVERAGE  A. United Educators  B. MEMIC  C. FM Global  D. CHUBB | | | | | INSURED  The University of Maine System  46 University Dr.  Robinson Hall  Augusta, ME 04330 | | | |
| **COMPANY**  **LETTER** | **TYPE OF**  **INSURANCE** | | **POLICY**  **NUMBER** | **POLICY**  **EFFECTIVE**  **DATE** | | **POLICY**  **EXPIRATIO**  **DATE** | **LIMITS**  **in United States Dollars** | |
| **A** | **GENERAL LIABILITY**  Commercial  General Liability  Occurrence, | | N54-92K | 8.1.20 | | 8.1.23 | General  Aggregate  Each  Occurrence  GL SIR | $3,000,000  $1,000,000    $400,000 |
| A | **EDUCATORS’ LEGAL LIABILITY** | | N54-92K | 8.1.20 | | 8.1.23 | Each Claim  Annual  Aggregate  SIR | $25,000,000  $25,000,000  $200,000 |
| A | **AUTOMOBILE**  **LIABILITY** | | N54-92K | 8.1.20 | | 8.1.23 | General  Aggregate  Each  Occurrence  SIR | $3,000,000  $1,000,000    $400,000 |
| A | **EXCESS LIABILITY**  Umbrella | | N54-92K | 8.1.20 | | 8.1.23 | Each  Occurrence  Annual  Aggregate | $20,000,000  $20,000,000 |
| B | **WORKERS COMPENSATION** | | 5101800883 | 10.1.20 | | 10.1.22 | Statutory |  |
| C | **ALL RISK**  **PROPERTY AND**  **CONTENTS** | | #066095361 | 7.1.20 | | 7.1.23 | Limit    Deductible | $500,000,000  Blanket Replacement Cost  $250,000 |
| A | **PROFESSIONAL LIABILITY**  Internship & Professional Liability | | N54-92K | 8.1.20 | | 8.1.23 | Limit per  Claim  Annual  Aggregate    SIR | $1,000,000  $3,000,000    $400,000 |
| D | **Cyber Liability** | | V191E7150101 | 7.21.20 | | 7.21.23 | General  Aggregate  SIR | $10,000,000  $100,000 |
|  | | | | | | | | |
| This memorandum is issued as a matter of information only to authorized viewers for their internal use only and confers no rights upon any viewer of this memorandum. This Memorandum does not amend, extend or alter the coverage. This Memorandum may only be copied, printed and distributed within an authorized viewer and may only be used and viewed by an authorized viewer for its internal use. Any other use, duplication or distribution of this Memorandum without the consent of the University of Maine System is prohibited. “Authorized viewer” shall mean an entity or person which is authorized by the insured herein to access this Memorandum via [www.maine.edu](http://www.maine.edu). The information contained herein is as of the date referred to above. Any modifications of this Memorandum of Insurance are not authorized. | | | | | | | | |

## APPENDIX C1: MSW Generalist Year Field Application

**The University of Maine**

**TEMPLATE of MSW Generalist Year Field Application**

*Please complete the MSW Generalist Field Application in full prior to meeting with the field coordinator. Please make sure to attach an up-to-date copy of your resume.*

**Name:**

**Date:**

Select Date:

**Physical Location During Field Placement IMPORTANT, Town and State :\***

**Cell Phone**

**Email**

**Please select which you are applying for:\***

Generalist Year (Full Time Orono Option)

Generalist Year (Part Time Orono Option)

Generalist Year (On-line)

**Expected start date of generalist year field placement:\***

September (Orono Full or Part-Time Students Only)

May (Online Students Only)

**Date of expected graduation:**

**Month**

**Year**

**1. Describe yourself in two paragraphs:**

**2. What are 5 words that your friends would use to describe you:**

**3. List the skills you bring to a field placement, including proficiency in any languages other than English.**

**4. When I graduate I would like to work in the field of**

**5. To prepare me for that work, I need to learn**

**a.**

**b.**

**c.**

**6. I already have experiences in**

**a.**

**b.**

**c.**

**7. Opportunities that would be counterproductive to my learning would be**

**a.**

**b.**

**8. The best field instructor for me would be**

**a.**

**b.**

**c.**

**9. The worst field instructor for me would be**

**a.**

**b.**

**c.**

**10. Select up to 3 categories of field settings that interest you for your generalist year practicum placement.**

Administrative SW

Aging/Gerontological SW

Child Welfare

Children, Youth and Family

Community Development/Planning

Corrections/Criminal Justice

Domestic Violence/ Sexual Assault

Disabilities

Environmental SW

Housing Insecurity/Homelessness

Health/Medical

Home Health/Hospice

Immigration/refugee

Inpatient Mental Health

Integrated Behavioral Health

International

LGBTQ

Legislative/Policy

Military/Veteran Services

Outpatient Mental Health

Research/Program Evaluation

School

Substance Use Disorder

Public Welfare

Tribal

Other

**Specify If other selected**

**11. What geographic area would you prefer in terms of a placement (Select all that apply)**

York County

Portland/ Cumberland County/Sagadahoc County

Lewiston/ Androscoggin County

Augusta, Waterville/Kennebec County

Mid Coast/ Lincoln / Knox / Waldo Counties

Ellsworth/ Hancock County

Down East/ Washington County/ Machias. Calais

Bangor/ Lower Penobscot County

Millinocket/ Upper Penobscot County

Lower Aroostook County/ Houlton

Upper Aroostook County / Presque Isle/ Fort Kent

Dover-Foxcroft/ Piscataquis County

Skowhegan/ Somerset County

Farmington/ Franklin

Rumford/Oxford County

Other (outside of Maine)

**If OTHER selected, please identify where you would like to be placed.**

**12. How many miles would you be able to travel for a field placement?**

**13. What days are you available for your 16 hour a week placement (Select all that apply)**

Monday

Tuesday

Wednesday

Thursday

Friday

**13a. Please indicate hours available per day of the week:**

**14. A car is necessary for some placements but not for all. It is the student's responsibility to supply transportation to and from the agency.**

**Do you have your own means of transportation or can you arrange for the use of a car?**

**a. For travel to and from the agency?**

Yes

No

**b. For agency related work travel?**

Yes

No

**15. Have you ever been convicted of a criminal offense; substantiated for the abuse or neglect of a child, older adult, and/or person with disabilities; investigated for fraud or abuse of a public benefit program; or received disciplinary action against any professional license you hold or have held ?\***

Yes

No

**a. If the answer is yes, please provide complete details of the conviction, substantiation, investigation or disciplinary action.**

**b. Please upload statement outlining how you will address this issue when applying for a field placement**

**16. Are you planning to be employed during the school year?**

Yes

No

**a. If yes, how many hours per week?**

**b. What kind of work?**

**17. Describe what might be considered barriers to you completing a successful placement.**

**18. Employment-based Placements**

It is the policy of the School of Social Work not to approve field placements at a student's current place of employment unless particular circumstances are met. This is not the case if an agency wishes to provide a student a stipend. When an agency and student are able to demonstrate circumstances as outlined in the BSW or MSW Field Manual, a student may request to engage in a paid employment-based field practicum with their current employer provided that the field placement activities are distinct from tasks than performed as a part of the student's current employment. Students may also request an offer of new employment, in a role the student has not held before, be considered as a field practicum.

Any employment based placement request by the student must include a written proposal that ensures the integrity of the learning experience by documenting the requirements outlined in the BSW/MSW Field Manual. The form is found on the SSW website under the Field Education, Field Forms & Policies page.

**Check box\***

I permit the Field Coordinator (s) and Faculty Liaison to discuss the information contained in this application, as well as my strengths or areas of concern she/he may have, with personnel from potential placement sites for the purpose of readiness for field placement and site selection.

**Signature of Student\***

By checking this box, I am indicating my electronic signature.

## APPENDIX C-2: MSW Specialization Year Field Application

**The University of Maine**

**TEMPLATE of MSW Specialization Year Field Application**

*Please complete the MSW Specialization Field Application in full prior to meeting with the field coordinator. Please make sure to attach an up-to-date copy of your resume.*

**Name:**

**Date:**

Select Date:

**Physical Location During Field Placement IMPORTANT Town and State:\***

**Cell Phone**

**Email**

**Please select which you are applying for:\***

Fall & Spring Specialization Year (Full-Time Campus Program Student)

Fall & Spring Specialization Year (Part-Time Campus Program Student)

Fall & Spring Specialization Year ( On-line Program Student)

Summer Block (Any Campus Program Student)

Summer Block (On-line Program Student)

**Are you interested in pursuing a clinical license after graduation?**

Yes

No

**Date of expected graduation:**

**Month**

**Year**

**1.Briefly describe where you completed your generalist placement and what you learned in your generalist level placement.**

**2. List the skills you bring to a field placement, including proficiency in any languages other than English.**

**3. Although we cannot guarantee your choice, do you have any preferences or suggestions related to your placement?**

**4. When I graduate I would like to work in the field of**

**5. To prepare me for that work, I need to learn**

**a.**

**b.**

**c.**

**6. I already have experiences in**

**a.**

**b.**

**c.**

**7. Opportunities that would be counterproductive to my learning would be**

**a.**

**b.**

**8. The best field instructor for me would be**

**a.**

**b.**

**c.**

**9. The worst field instructor for me would be**

**a.**

**b.**

**c.**

**10. Select up to 3 categories of field settings that interest you for your Specialization Year practicum placement.**

Administrative SW

Aging/Gerontological SW

Child Welfare

Children, Youth and Family

Community Development/ Planning

Corrections/Criminal Justice

Domestic Violence/ Sexual Assault

Disabilities

Environmental SW

Housing Insecurity/Homelessness

Health/Medical

Home Health/Hospice

Immigration/Refugee

Inpatient Mental Health

Integrated Behavioral Health

International

LGBTQ

Legislative/Policy

Military/Veteran Services

Outpatient Mental Health

Public Welfare

Research/Program Evaluation

School

Substance Use Disorder

Tribal

Other

**Specify If other selected**

**11. What geographic area would you prefer in terms of a placement (Select all that apply)**

York County

Portland/ Cumberland County/Sagadahoc County

Lewiston/ Androscoggin County

Augusta, Waterville/Kennebec County

Mid Coast/ Lincoln / Knox / Waldo Counties

Ellsworth/ Hancock County

Down East/ Washington County/ Machias. Calais

Bangor/ Lower Penobscot County

Millinocket/ Upper Penobscot County

Lower Aroostook County/ Houlton

Upper Aroostook County / Presque Isle/ Fort Kent

Dover-Foxcroft/ Piscataquis County

Skowhegan/ Somerset County

Farmington/ Franklin

Rumford/Oxford County

Other (not in Maine)

**If OTHER selected, please list the geographic area where you want your practicum:**

**12. How many miles would you be able to travel for a field placement?**

**13. What days are you available for your 18-20 hour a week placement (Select all that apply)**

(Days of the week listed)

**13a. Please indicate hours available per day of the week:**

**14. A car is necessary for some placements but not for all. It is the student's responsibility to supply transportation to and from the agency.**

**Do you have your own means of transportation or can you arrange for the use of a car?**

**a. For travel to and from the agency?**

Yes

No

**b. For agency related work travel?**

Yes

No

**15. Have you ever been convicted of a criminal offense; substantiated for the abuse or neglect of a child, older adult, and/or person with disabilities; investigated for fraud or abuse of a public benefit program; or received disciplinary action against any professional license you hold or have held ?\***

Yes

No

**a. If the answer is yes, please provide complete details of the conviction, substantiation, investigation or disciplinary action.**

**b. Please upload statement outlining how you will address this issue when applying for a field placement**

**16. Are you planning to be employed during the school year?**

Yes

No

**a. If yes, how many hours per week?**

**b. What kind of work?**

**17. Describe what might be considered barriers to you completing a successful placement.**

**18. Work Site Placements**

It is the policy of the School of Social Work not to approve field placements at a student's current place of employment unless particular circumstances are met. This is not the case if an agency wishes to provide a student a stipend. When an agency and student are able to demonstrate circumstances as outlined in the BSW or MSW Field Manual, a student may request to engage in a paid employment-based field practicum with their current employer provided that the field placement activities are distinct from tasks than performed as a part of the student's current employment. Students may also request an offer of new employment, in a role the student has not held before, be considered as a field practicum.

Any employment based placement request by the student must include a written proposal that ensures the integrity of the learning experience by documenting the requirements outlined in the BSW/MSW Field Manual. The form is found on the SSW website under the Field Education, Field Forms & Policies page.

**Check box\***

I permit the Field Coordinator (s) and Faculty Liaison to discuss the information contained in this application, as well as my strengths or areas of concern she/he may have, with personnel from potential placement sites for the purpose of readiness for field placement and site selection.

**Signature of Student\***

By checking this box, I am indicating my electronic signature.

## APPENDIX D: MSW Specialization Year Field Petition for Summer Block

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**The University of Maine**

**TEMPLATE of MSW Specialization Year Field Petition for Summer Block**

*MSW students who want to complete the Specialization Year Field practicum (SWK 695) by doing a Summer Block Field practicum (May to August, 38-40 hours per week during their final semester in the program) must petition for a change in their Program of Study. To petition for a change in their program of study, students should 1) attend a field application information meeting and 2) submit the MSW Specialization Year Field Petition for Summer Block form to the field team via Tk20.*

**Name:**

**Date:**

Select Date:

**Cell Phone:**

**Email:**

**Please select:\***

Campus Based Program Student - petitioning for change in program of study to complete Specialization Year Field Practicum as Summer Block

On-line Program Student - petitioning for change in program of study to complete Specialization Year Field Practicum as Summer Block

**When are you requesting to begin Summer Block Field Practicum?**

**Month/Year**

***IMPORTANT:* Physical Location During Summer Block Field Placement (Town and State):\***

**Are you interested in pursuing a clinical license after graduation?**

Yes

No

**Please provide a brief explanation of the reason for your request:**

I wish to petition for a change in my program of study to complete the Specialization Year Field Practicum as Summer Block. I understand Summer Block field practicum occurs over 14 weeks, from May to August, in the summer semester following the completion of all of my classes. I acknowledge that Summer Block field practicum will require my attendance at my field practicum site 38-40 hours per week during regular business hours for a minimum total of 500 hours. I understand I will also attend a weekly field practicum seminar held online, synchronously, on Monday nights from 5:30 -7:30pm, for a total of 10 credits\* over the summer semester. I understand that by petitioning for a change in program of study to complete the Specialization Year Field Practicum as a Summer Block Field experience I will become an August Graduate.

\*The Field Department recommends students work with the financial aid office in the fall of their last year of the program to ensure adequate funds for the additional summer semester.

**Please select:**

I understand the above and have no questions at this time

I have questions and would like to talk to the Field Coordinator

**Thank you. There is nothing further you need to do right now and you do not need to complete the MSW Specialization Year Field Application yet. Your assigned field coordinator will respond to this request and provide instructions about next steps.**

# 

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## APPENDIX E : Student Field Placement Form

**TEMPLATE of** [**Student Field Placement Information Form**](https://umaine.edu/socialwork/field/field-forms-and-policies/field-placement-form/)

**Completed online**

**Student Field Placement Information Form**

This form gathers information about a student's field placement to ensure timely communication between the University of Maine School of Social Work and the field agency. It is important to complete this form as accurately as possible. **Please note:** *If any of information about the student, field agency, or field staff changes during the placement students must complete another field placement information form.*

* Today's Date\*

**Student Information**

* Student's Name\*
* Student's Preferred Phone Number\*
* Student's University of Maine Email Address\*
* Student's Placement Level/Course\*
  + - BSW / SWK 495
    - MSW Generalist / SWK 595
    - MSW Specialization / SWK 695
* Student's Program\*
  + - Online-Blended MSW program
    - BSW or MSW Campus program
* Student's Beginning Semester in Field\*

**Agency Information**

* Agency's Name\*
* Department
* Geographical Region of Agency\*
* Agency's Address\*
* Agency's Phone Number\*
* Agency's Website

**Field Instructor**

**INSTRUCTIONS:** *The Field Instructor is the supervisor at the field agency who completes your day-to-day supervision and progress evaluation. A Field Instructor must have an MSW for MSW students or a BSW or an MSW for BSW students.*

* Field Instructor's Name
* Field Instructor's Email
* Field Instructor's Phone Number
* Field Instructor's Degree

Site Supervisor

***INSTRUCTIONS:*** *If you do not have a field instructor, you need to provide the name of your site supervisor AND a BSW/MSW consultant. The Site Supervisor is the person at the field agency who will provide you day-to-day supervision and complete your progress evaluation but does not have a BSW or MSW degree.*

* Site Supervisor's Name
* Site Supervisor's Email
* Site Supervisor's Phone Number
* Site Supervisor's Degree

***INSTRUCTIONS****: If you have a site supervisor you must also have a BSW/MSW External consultant. MSW students have an MSW consultant. BSW students may have a BSW or an MSW consultant. The BSW/MSW consultant may work in another department of your agency or may not work in your agency at all. The external consultant will also complete a portion of your progress evaluation.*

* BSW/MSW Consultant's Name
* BSW/MSW Consultant's Email
* BSW/MSW Consultant's Phone Number
* BSW/MSW Consultant's Degree

Memorandum of Agreement

To determine which memorandum of agreement (MOA) to use, please select one of the following statements:\*

* Normal Memorandum of Agreement: I am not receiving a stipend or wage for my field placement
* I am an employee at my field placement but I am not getting paid
* I am an employee at my field placement and I am getting paid while I do my field placement hours
* I am not an employee at my field placement but, I do receive a stipend from my agency

## APPENDIX F-1: MSW Generalist Student Progress Evaluation

University of Maine School of Social Work

MSW Generalist Field Practicum Student Progress Evaluation

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period of evaluation: First semester \_\_\_\_\_ Second semester \_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor’s Name, Title, and Degree: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor’s Phone and email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor’s Name (If Applicable) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor’s Phone and email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Note: Please review this evaluation with the student before it is submitted to the Faculty Field Liaison (Seminar Instructor). Signatures of Field Instructor, Site Supervisor (if applicable), and student are required on the last page of this evaluation. Data from this form (with no names included) will be used as a component of the University of Maine School of Social Work outcome assessment process.

**Brief Description of Placement:**

**Competency Rating**

The standard by which an intern is to be evaluated is that of a new entry-level social worker. The 9 competencies that are specified in this evaluation form are those established by, the Council on Social Work Education (CSWE).  **Please rate each student on their ability to develop the overall competency.** Under each competency statement are several items that we ask you to rate according to the following criteria. This evaluation should assess the student’s competencies for the **current semester.**

| 1 | The intern **has not met** the expectations for demonstrating the competency at this time. The intern is not able to demonstrate any of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors. |
| --- | --- |
| 2 | The intern is **approaching** competency in this area and it is anticipated that the intern will meet the expectations in the near future. The intern is able to demonstrate some of the dimensions of knowledge, skills, values, cognitive, and affective behaviors for the performance descriptors. |
| 3 | The intern **demonstrates** **satisfactory competency** in this area. The intern is able to demonstrate application of all the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors. |
| 4 | The intern demonstrates **advanced competency** in this area. The intern is able to demonstrate advanced application of most of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors. |
| 5 | The intern has **mastered** the competency in this area. . The intern is able to demonstrate advanced application of all of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors. |

Comments may be made under any competency statement, if desired. Specific examples related to each competency statement are also welcome. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. Please provide additional details for any performance descriptor in which there is a rating of 1 or 2.

This evaluation is intended to give the intern feedback about her or his performance and to provide the Faculty Liaison (Seminar Instructor) with an overall assessment of our students’ competencies in the field.

| **Competency #1: Intern demonstrates ethical and professional behavior.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, ethical conduct of research, and additional codes of ethics as appropriate to context. | 1 | 2 | 3 | 4 | 5 |
| b. | Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | 1 | 2 | 3 | 4 | 5 |
| c. | Demonstrates professional demeanor in behavior, appearance, oral, written, and electronic communication. | 1 | 2 | 3 | 4 | 5 |
| d. | Uses technology ethically and appropriately to facilitate practice outcomes. | 1 | 2 | 3 | 4 | 5 |
| e. | Uses supervision and consultation to guide professional judgment and behavior. | 1 | 2 | 3 | 4 | 5 |
| f. | Attends well to professional roles and boundaries. | 1 | 2 | 3 | 4 | 5 |

Comment regarding Competency #1 (optional):

| **Competency #2: Intern engages diversity and difference in practice** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Treats diverse clients with dignity and respect | 1 | 2 | 3 | 4 | 5 |
| b. | Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power | 1 | 2 | 3 | 4 | 5 |
| c. | Applies and communicates the importance of diversity and difference in shaping life experiences at the micro and macro levels. | 1 | 2 | 3 | 4 | 5 |
| d. | Presents self as learner and engages clients and constituencies as experts in their own experience. | 1 | 2 | 3 | 4 | 5 |
| e. | Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | 1 | 2 | 3 | 4 | 5 |

Comment regarding Competency #2 (optional):

| **Competency #3: Intern advances human rights and social, economic and environmental justice.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Recognizes that each person has basic human rights, ( e.g safety, privacy, an adequate standard of living, health care, education) | 1 | 2 | 3 | 4 | 5 |
| b. | Applies understanding of social, economic, and environmental justice to advocate at the individual and system levels. | 1 | 2 | 3 | 4 | 5 |
| c. | Engages in practices that advance social, economic and environmental justice. | 1 | 2 | 3 | 4 | 5 |

Comment regarding Competency #3 (optional):

| **Competency #4: Intern engages in research-informed practice and practice-informed research.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Uses practice experience and theory to inform scientific inquiry and research. | 1 | 2 | 3 | 4 | 5 |
| b. | Engages in critical analysis of qualitative and quantitative research methods and findings. | 1 | 2 | 3 | 4 | 5 |
| c. | Uses and translates research findings to inform and improve practice, policy, and service delivery. | 1 | 2 | 3 | 4 | 5 |

Comment regarding Competency #4 (optional):

| **Competency #5: Intern engages in policy practice.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Understands policy development and implementation in practice settings at the micro and macro levels and how social workers can affect change within the practice setting. | 1 | 2 | 3 | 4 | 5 |
| b. | Assesses how social welfare and economic policies impact the access to and delivery of social services. | 1 | 2 | 3 | 4 | 5 |
| c. | Critically analyzes and promotes policies that advance human rights and social, economic and environmental justice. | 1 | 2 | 3 | 4 | 5 |

Comment regarding Competency #5 (optional):

| **Competency #6: Intern engages with individuals, families, groups, organizations, and communities.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Applies knowledge of human behavior and the social environment and practice context to engage with clients and constituencies. | 1 | 2 | 3 | 4 | 5 |
| b. | Uses empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies. | 1 | 2 | 3 | 4 | 5 |
| c. | Understands how personal experiences and affective reactions may influence the ability to effectively engage with diverse clients and constituencies. | 1 | 2 | 3 | 4 | 5 |

Comment regarding Competency #6 (optional):

| **Competency #7: Intern assesses individuals, families, groups, organizations, and communities.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Collects, organizes, critically analyzes, and interprets information from clients and constituencies. | 1 | 2 | 3 | 4 | 5 |
| b. | Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. | 1 | 2 | 3 | 4 | 5 |
| c. | Develops mutually agreed-on focus of work and desired outcomes. | 1 | 2 | 3 | 4 | 5 |
| d. | Critically assesses clients’ strengths, needs and challenges. | 1 | 2 | 3 | 4 | 5 |
| e. | Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the client or constituency. | 1 | 2 | 3 | 4 | 5 |

Comments regarding competency #7 (optional).

| **Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Implements interventions to achieve practice goals and enhance capacities of clients and constituencies. | 1 | 2 | 3 | 4 | 5 |
| b. | Applies knowledge of human development , person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. | 1 | 2 | 3 | 4 | 5 |
| c. | Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. | 1 | 2 | 3 | 4 | 5 |
| d. | Negotiates, mediates, and advocates with and on behalf of clients and constituencies. | 1 | 2 | 3 | 4 | 5 |
| e. | Facilitates effective transitions and endings that advance mutually agreed-upon goals. | 1 | 2 | 3 | 4 | 5 |

Comments regarding competency #8 (optional).

| **Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Selects and uses appropriate methods for evaluation of outcomes. | 1 | 2 | 3 | 4 | 5 |
| b. | Critically analyzes, monitors, and evaluates interventions and program processes and outcomes.. | 1 | 2 | 3 | 4 | 5 |
| c. | Applies evaluation findings to improve practice effectiveness at the micro and macro levels. | 1 | 2 | 3 | 4 | 5 |

Comment regarding Competency #9 (optional):

**Summary and Recommendations**

**1. Please identify this student’s three most significant strengths.**

**2. Please identify this student’s three most significant areas of growth.**

**3. Please discuss this student’s progress toward successful completion of their learning goals.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Field Instructor Signature Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor Signature (if applicable) Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature Date**

**Student Response:**

## APPENDIX F-2: MSW Specialization Year Student Progress Evaluation

University of Maine School of Social Work

MSW Specialization Field Practicum Student Progress Evaluation

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period of evaluation: First semester \_\_\_\_\_ Second semester \_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor’s Name, Title, and Degree: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor’s Phone and email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor’s Name (If Applicable) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor’s Phone and email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Note: Please review this evaluation with the student before it is submitted to the Faculty Field Liaison (Seminar Instructor). Signatures of Field Instructor, Site Supervisor (if applicable), and student are required on the last page of this evaluation. Data from this form (with no names included) will be used as a component of the University of Maine School of Social Work outcome assessment process.

**Brief Description of Placement:**

**Competency Rating**

The standard by which an intern is to be evaluated is that of a new entry-level social worker. The 9 competencies that are specified in this evaluation form are those established by, the Council on Social Work Education (CSWE).  **Please rate each student on their ability to develop the overall competency.** Under each competency statement are several items that we ask you to rate according to the following criteria. This evaluation should assess the student’s competencies for the **current semester.**

| 1 | The intern **has not met** the expectations for demonstrating the competency at this time. The intern is not able to demonstrate any of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors. |
| --- | --- |
| 2 | The intern is **approaching** competency in this area and it is anticipated that the intern will meet the expectations in the near future. The intern is able to demonstrate some of the dimensions of knowledge, skills, values, cognitive, and affective behaviors for the performance descriptors. |
| 3 | The intern **demonstrates** **satisfactory competency** in this area. The intern is able to demonstrate application of all the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors. |
| 4 | The intern demonstrates **advanced competency** in this area. The intern is able to demonstrate advanced application of most of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors. |
| 5 | The intern has **mastered** the competency in this area. . The intern is able to demonstrate advanced application of all of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors. |

Comments may be made under any competency statement, if desired. Specific examples related to each competency statement are also welcome. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. Please provide additional details for any performance descriptor in which there is a rating of 1 or 2.

This evaluation is intended to give the intern feedback about her or his performance and to provide the Faculty Liaison (Seminar Instructor) with an overall assessment of our students’ competencies in the field.

| **Competency #1: Intern demonstrates ethical and professional behavior.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Apply ethical principles and decision-making skills to resolve complex ethical dilemmas in advanced generalist social work practice with clients and constituencies | 1 | 2 | 3 | 4 | 5 |
| b. | Employ strategies of ethical reasoning to address emerging practice issues. | 1 | 2 | 3 | 4 | 5 |
| c. | Continually improve practice through use of supervision and consultation, self-reflection and self-regulation of personal and professional motives, needs, and actions | 1 | 2 | 3 | 4 | 5 |
| d. | Commit to lifelong learning to enhance individual professional growth and development. | 1 | 2 | 3 | 4 | 5 |

Comment regarding Competency #1 (optional):

| **Competency #2: Intern engages diversity and difference in practice** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Research, identify and assess knowledge of diverse populations for advanced generalist practice with clients and constituencies in a variety of settings. | 1 | 2 | 3 | 4 | 5 |
| b. | Identify and utilize differences between practitioners and individuals, families, groups, organizations, and communities from a strengths perspective. | 1 | 2 | 3 | 4 | 5 |
| c. | Continually improve practice through self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | 1 | 2 | 3 | 4 | 5 |

Comment regarding Competency #2 (optional):

| **Competency #3: Intern advances human rights and social, economic and environmental justice.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Use knowledge of the effects of oppression, discrimination, and historical trauma to guide advanced generalist practice with individuals, families, groups, organizations, and communities. | 1 | 2 | 3 | 4 | 5 |
| b. | Demonstrate the ability to develop, analyze, advocate, and provide leadership for policies and services in order to promote social, economic, and environmental justice. | 1 | 2 | 3 | 4 | 5 |

Comment regarding Competency #3 (optional):

| **Competency #4: Intern engages in research-informed practice and practice-informed research.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Utilize research results to identify, evaluate and select effective strategies for advanced generalist practice with clients and constituencies in a variety of settings. | 1 | 2 | 3 | 4 | 5 |
| b. | Design and conduct research/evaluation of practice. | 1 | 2 | 3 | 4 | 5 |

Comment regarding Competency #4 (optional):

| **Competency #5: Intern engages in policy practice.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Demonstrate leadership skills in policy/practice advocacy efforts with clients and constituencies in a variety of settings. | 1 | 2 | 3 | 4 | 5 |
| b. | Apply effective policy/practice legislative strategies to influence policies that affect clients and constituencies. | 1 | 2 | 3 | 4 | 5 |
| c. | Apply organization and leadership theories to the design and operation of human service organizations. | 1 | 2 | 3 | 4 | 5 |

Comment regarding Competency #5 (optional):

| **Competency #6: Intern engages with individuals, families, groups, organizations, and communities.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Synthesize and differentially apply theories of human behavior and the social environment to engage with clients and constituencies in a variety of settings. | 1 | 2 | 3 | 4 | 5 |
| b. | Engage difference and diversity in multi-level advanced generalist practice in a variety of settings with clients and constituencies. | 1 | 2 | 3 | 4 | 5 |
| c. | Use empathy and sensitive interviewing skills to engage clients and constituencies in identifying their strengths and problems. | 1 | 2 | 3 | 4 | 5 |
| d. | Use empathy and sensitive interviewing skills to establish rapport, and maintain effective working relationships with clients and constituencies. | 1 | 2 | 3 | 4 | 5 |

Comment regarding Competency #6 (optional):

| **Competency #7: Intern assesses individuals, families, groups, organizations, and communities.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Adapt, modify, and use multidimensional assessment tools and approaches for advanced generalist practice with clients and constituencies in a variety of settings. | 1 | 2 | 3 | 4 | 5 |
| b. | Synthesize and differentially apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from clients and constituencies. | 1 | 2 | 3 | 4 | 5 |
| c. | Evaluate, select, and implement appropriate assessment instruments for advanced generalist practice with clients and constituencies in a variety of settings. | 1 | 2 | 3 | 4 | 5 |
| d. | Conduct needs assessment for advanced generalist practice with clients and constituencies in a variety of settings. | 1 | 2 | 3 | 4 | 5 |

Comments regarding competency #7 (optional).

| **Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Identify, evaluate, and select effective intervention strategies for advanced generalist practice with clients and constituencies in a variety of settings. | 1 | 2 | 3 | 4 | 5 |
| b. | Synthesize and differentially apply human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. | 1 | 2 | 3 | 4 | 5 |
| c. | Use inter-professional collaboration as appropriate to achieve beneficial outcomes in advanced generalist social work practice. | 1 | 2 | 3 | 4 | 5 |
| d. | Identify, evaluate, and select effective strategies to negotiate, mediate, and advocate on behalf of clients and constituencies*.* | 1 | 2 | 3 | 4 | 5 |
| e. | Identify, evaluate, and select effective transitions and endings that advance mutually agreed-on goals. | 1 | 2 | 3 | 4 | 5 |

Comments regarding competency #8 (optional).

| **Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Descriptors | | Rating | | | | |
| a. | Apply research skills to evaluating advanced generalist practice outcomes with clients and constituencies. | 1 | 2 | 3 | 4 | 5 |
| b. | Critically analyze, monitor, and evaluate advanced generalist practice intervention processes and outcomes. | 1 | 2 | 3 | 4 | 5 |
| c. | Identify and use evaluation tools for advanced generalist practice in a variety of settings with clients and constituencies. | 1 | 2 | 3 | 4 | 5 |
| d | Communicate and disseminate evaluation results appropriate to the intended audience with clients and constituencies. | 1 | 2 | 3 | 4 | 5 |

Comment regarding Competency #9 (optional):

**Summary and Recommendations**

**1. Please identify this student’s three most significant strengths.**

**2. Please identify this student’s three most significant areas of growth.**

**3. Please discuss this student’s progress toward successful completion of their learning goals.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Field Instructor Signature Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor Signature (if applicable) Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature Date**

**Student Response:**

## APPENDIX G-1: MSW Generalist Year Learning Plan

**SAMPLE of MSW Generalist Year Field Practicum Learning Plan**

**University of Maine**

**School of Social Work**

**MSW GENERALIST YEAR PRACTICUM**

**Learning Plan**

The two semesters of this learning plan will begin on \_\_\_\_\_\_and will continue through \_\_\_\_\_. Initial planning meetings take place in the first 4 weeks of the first semester. The end of semester assessment meeting will be scheduled during the final 2 weeks of each semester.

**Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Faculty Liaison:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Field Practicum Agency:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Phone:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name Address City State Zip

**Primary Field Instructor/Agency Supervisor:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Learning Contract was developed on: \_\_\_\_\_\_\_\_\_\_\_**

date

**Student Signature &Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Primary Field Instructor/Agency Supervisor Signature & Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions for completing the learning plan:**

Students complete the “learning plan activities,” in collaboration with agency supervisors and field faculty, although students are ultimately responsible for creating this plan. “Learning plan activities” are the learning opportunities (e.g., assignments, processes, tasks) in the field setting (and potentially outside setting as appropriate and assigned by agency supervisor) by which progress in the competency occurs. This is a two-semester plan. The activities should span the entirety of the placement.

The “Descriptors” are provided by the Council on Social Work Education and are intended to serve as integrated means of showing the knowledge, values, skills, and cognitive & affective processes within each competency. The learning activities crafted by students should connect with multiple dimensions of each competency (Knowledge, Values, Skills, Cognitive & Affective Processes); however, because evaluation of the competencies is intended to be holistic, not all dimensions must be addressed in every competency.

Each student’s learning activities will be unique to her/his/their field setting, focus, interests, and opportunities. The learning contract is a “live” document that can be revised over time as activities shift and opportunities arise.

Students and primary Field Instructor/Site Supervisor should sign this learning plan at initial review prior to student’s submission to their faculty liaison. As changes are made over time, students should update this document and provide copies to primary field instructor/agency supervisor clearly noting changes.

**Competencies and Learning Contract**

**Competency 1 – Demonstrate ethical and professional behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

| **Competency 1 – Demonstrate ethical and professional behavior** **descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity.* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context. |  |  |  |  |  |  |  |
| Use self-reflection and self-regulation to manage personal values and maintain professionalism in practice situations. |  |  |  |  |  |  |  |
| Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication. |  |  |  |  |  |  |  |
| Use technology ethically and appropriately to facilitate practice outcomes. |  |  |  |  |  |  |  |
| Use supervision and consultation to guide professional judgment and behavior. |  |  |  |  |  |  |  |

**Competency 2 – Engage diversity and difference in practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

| **Competency 2 – Engage diversity and difference in practice descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice |  |  |  |  |  |  |  |
| Present themselves as learners and engage client systems as experts of their own experiences |  |  |  |  |  |  |  |
| Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client and constituencies. |  |  |  |  |  |  |  |

**Competency 3 – Advance human rights and social, economic, and environmental justice.**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

| **Competency 3 – Advance human rights and social, economic, and environmental justice descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels |  |  |  |  |  |  |  |
| Engage in practices that advance social, economic, and environmental justice |  |  |  |  |  |  |  |

**Competency 4 – Engage in practice-informed research and research-informed practice.**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

| **Competency 4 – Engage in practice-informed research and research-informed practice descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Use practice experience and theory to inform scientific inquiry and research |  |  |  |  |  |  |  |
| Engage in critical analysis of quantitative and qualitative research methods and research findings |  |  |  |  |  |  |  |
| Use and translate research findings to inform and improve practice, policy, and service delivery |  |  |  |  |  |  |  |

**Competency 5 – Engage in policy practice.**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

| **Competency 5 – Engage in policy practice descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to services |  |  |  |  |  |  |  |
| Assess how social welfare and economic policies impact the delivery of and access to social services |  |  |  |  |  |  |  |
| Apply critical thinking to analyze, formulate, and advocate for policies that advanced human rights and social, economic, and environmental justice |  |  |  |  |  |  |  |

**Competency 6 – Engage with individuals, families, groups, organizations, and communities.**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.  Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

| **Competency 6 – Engage with individuals, families, groups, organizations, and communities descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies |  |  |  |  |  |  |  |
| Use empathy, reflection, and interpersonal skills to effectively engage diverse client and constituencies |  |  |  |  |  |  |  |

**Competency 7 – Assess individuals, families, groups, organizations, and communities.**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in  the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

| **Competency 7 – Assess individuals, families, groups, organizations, and communities descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Collect, and organize data, and apply critical thinking to interpret information from clients and constituencies |  |  |  |  |  |  |  |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies |  |  |  |  |  |  |  |
| Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies |  |  |  |  |  |  |  |
| Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies |  |  |  |  |  |  |  |

**Competency 8 – Intervene with individuals, families, groups, organizations, and communities.**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter- professional, and inter-organizational collaboration.

| **Competency 8 – Intervene with individuals, families, groups, organizations, and communities descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies |  |  |  |  |  |  |  |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies |  |  |  |  |  |  |  |
| Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes |  |  |  |  |  |  |  |
| Negotiate, mediate, and advocate with and on behalf of clients and constituencies |  |  |  |  |  |  |  |
| Facilitate effective transitions and endings that advance mutually agreed-on goals |  |  |  |  |  |  |  |

**Competency 9 – Evaluate practice with individuals, families, groups, organizations, and communities.**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

| **Competency 9 –Evaluate practice with individuals, families, groups, organizations, and communities descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Select and use appropriate methods for evaluation of outcomes; |  |  |  |  |  |  |  |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes |  |  |  |  |  |  |  |
| Critically analyze, monitor, and evaluate intervention and program processes and outcomes |  |  |  |  |  |  |  |
| Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels |  |  |  |  |  |  |  |

## APPENDIX G-2: MSW Specialization Year Learning Plan

**SAMPLE of MSW Specialization Year Field Practicum Learning Plan**

**University of Maine**

**School of Social Work**

**MSW SPECIALIZATION YEAR PRACTICUM**

**Learning Plan**

The two semesters of this learning plan will begin on \_\_\_\_\_\_\_\_\_\_\_\_and will continue through \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Initial planning meetings take place in the first 4 weeks of the first semester. The end of semester assessment meeting will be scheduled during the final 2 weeks of each semester.

**Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Faculty Liaison:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Field Practicum Agency:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Phone:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name Address City State Zip

**Primary Field Instructor/Agency Supervisor:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Learning Contract was developed on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

date

**Student Signature & Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Primary Field Instructor/Agency Supervisor Signature & Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions for completing the learning plan:**

Students complete the “learning plan activities,” in collaboration with agency supervisors and field faculty, although students are ultimately responsible for creating this plan. “Learning plan activities” are the learning opportunities (e.g., assignments, processes, tasks) in the field setting (and potentially outside setting as appropriate and assigned by agency supervisor) by which progress in the competency occurs. This is a two-semester plan. The activities should span the entirety of the placement.

The “Descriptors” are provided by the Council on Social Work Education and are intended to serve as integrated means of showing the knowledge, values, skills, and cognitive & affective processes within each competency. The learning activities crafted by students should connect with multiple dimensions of each competency (Knowledge, Values, Skills, Cognitive & Affective Processes); however, because evaluation of the competencies is intended to be holistic, not all dimensions must be addressed in every competency.

Each student’s learning activities will be unique to her/his/their field setting, focus, interests, and opportunities. The learning contract is a “live” document that can be revised over time as activities shift and opportunities arise.

Students and primary Field Instructor/Site Supervisor should sign this learning plan at initial review prior to student’s submission to their faculty liaison. As changes are made over time, students should update this document and provide copies to primary field instructor/agency supervisor clearly noting changes.

**Competencies and Learning Contract**

**Competency 1 – Demonstrate ethical and professional behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

| **Competency 1 – Demonstrate ethical and professional behavior** **descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity.* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Apply ethical principles and decision-making skills to resolve complex ethical dilemmas in advanced generalist social work practice with clients and constituencies |  |  |  |  |  |  |  |
| Employ strategies of ethical reasoning to address emerging practice issues |  |  |  |  |  |  |  |
| Continually improve practice through use of supervision and consultation, self-reflection and self-regulation of personal and professional motives, needs, and actions |  |  |  |  |  |  |  |

**Competency 2 – Engage diversity and difference in practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

| **Competency 2 – Engage diversity and difference in practice descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Research, identify and assess knowledge of diverse populations for advanced generalist practice with clients and constituencies in a variety of settings |  |  |  |  |  |  |  |
| Identify and utilize differences between practitioners and individuals, families, groups, organizations, and communities from a strengths perspective |  |  |  |  |  |  |  |
| Continually improve practice through self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies |  |  |  |  |  |  |  |

**Competency 3 – Advance human rights and social, economic, and environmental justice.**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

| **Competency 3 – Advance human rights and social, economic, and environmental justice descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Use knowledge of the effects of oppression, discrimination, and historical trauma to guide advanced generalist practice with individuals, families, groups, organizations, and communities |  |  |  |  |  |  |  |
| Demonstrate the ability to develop, analyze, advocate, and provide leadership for policies and services in order to promote social, economic, and environmental justice |  |  |  |  |  |  |  |

**Competency 4 – Engage in practice-informed research and research-informed practice.**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

| **Competency 4 – Engage in practice-informed research and research-informed practice descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Utilize research results to identify, evaluate and select effective strategies for advanced generalist practice with clients and constituencies in a variety of settings |  |  |  |  |  |  |  |
| Design and conduct research/evaluation of practice |  |  |  |  |  |  |  |

**Competency 5 – Engage in policy practice.**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

| **Competency 5 – Engage in policy practice descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Demonstrate leadership skills in policy/practice advocacy efforts with clients and constituencies in a variety of settings |  |  |  |  |  |  |  |
| Apply effective policy/practice legislative strategies to influence policies that affect clients and constituencies |  |  |  |  |  |  |  |
| Apply organization and leadership theories to the design and operation of human service organizations |  |  |  |  |  |  |  |

**Competency 6 – Engage with individuals, families, groups, organizations, and communities.**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.  Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

| **Competency 6 – Engage with individuals, families, groups, organizations, and communities descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Synthesize and differentially apply theories of human behavior and the social environment to engage with clients and constituencies in a variety of settings |  |  |  |  |  |  |  |
| Engage difference and diversity in multi-level advanced generalist practice in a variety of settings with clients and constituencies |  |  |  |  |  |  |  |
| Use empathy and sensitive interviewing skills to engage clients and constituencies in identifying their strengths and problems |  |  |  |  |  |  |  |
| Use empathy and sensitive interviewing skills to establish rapport, and maintain effective working relationships with clients and constituencies |  |  |  |  |  |  |  |

**Competency 7 – Assess individuals, families, groups, organizations, and communities.**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in  the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

| **Competency 7 – Assess individuals, families, groups, organizations, and communities descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Adapt, modify, and use multidimensional assessment tools and approaches for advanced generalist practice with clients and constituencies in a variety of settings |  |  |  |  |  |  |  |
| Synthesize and differentially apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from clients and constituencies |  |  |  |  |  |  |  |
| Evaluate, select, and implement appropriate assessment instruments for advanced generalist practice with clients and constituencies in a variety of settings |  |  |  |  |  |  |  |
| Conduct needs assessment for advanced generalist practice with clients and constituencies in a variety of settings |  |  |  |  |  |  |  |

**Competency 8 – Intervene with individuals, families, groups, organizations, and communities.**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter- professional, and inter-organizational collaboration.

| **Competency 8 – Intervene with individuals, families, groups, organizations, and communities descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Identify, evaluate, and select effective intervention strategies for advanced generalist practice with clients and constituencies in a variety of settings |  |  |  |  |  |  |  |
| Synthesize and differentially apply human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies |  |  |  |  |  |  |  |
| Identify, evaluate, and select effective strategies to negotiate, mediate, and advocate on behalf of clients and constituencies |  |  |  |  |  |  |  |
| Negotiate, mediate, and advocate with and on behalf of clients and constituencies |  |  |  |  |  |  |  |
| Identify, evaluate, and select effective transitions and endings that advance mutually agreed-on goals. |  |  |  |  |  |  |  |

**Competency 9 – Evaluate practice with individuals, families, groups, organizations, and communities.**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

| **Competency 9 –Evaluate practice with individuals, families, groups, organizations, and communities descriptors** | **Learning Contract Activities:**  *Instructions: Include at least one activity per descriptor.* | **Method of Measurement:**  *Instructions: The measurement method answers the question “How will I know I have successfully completed the activity?”* | **Target dates:** *Instructions:*  *Document projected start & projected completion dates (month/year)* | **Dimension of Competency Assessed**  **K= Knowledge**  **V= Values**  **S = Skills**  **C/A = Cognitive & Affective Processes** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Instructions: Check the box(s) of dimension(s) assessed via Learning Contract Activity* | | | |
| **K** | ***V*** | ***S*** | ***C/A*** |
| Apply research skills in evaluating advanced generalist practice outcomes with clients and constituencies |  |  |  |  |  |  |  |
| Critically analyze, monitor, and evaluate advanced generalist practice intervention processes and outcomes; |  |  |  |  |  |  |  |
| Identify and use evaluation tools for advanced generalist practice in a variety of settings with clients and constituencies |  |  |  |  |  |  |  |
| Communicate and disseminate evaluation results appropriate to the intended audience with clients and constituencies |  |  |  |  |  |  |  |

## APPENDIX H-1: MSW Generalist Year Field Log Form

**The University of Maine**

**MSW Generalist Year Field Log Form**

SWK 595 Generalist Year Field Practicum

**LOG CONTACT FORM**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Log#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1. How did you spend your time this week?**

**Learning Experience**

**Total number of hours spent in the following:**

| Individual Direct Service Activities:  \_\_\_\_\_ Intake/Assessment  \_\_\_\_\_ Individual client  \_\_\_\_\_ Other | Other Learning Activities:  \_\_\_\_\_ Process recordings  \_\_\_\_\_ Progress notes/reports/paperwork  \_\_\_\_\_ In-service training at agency  \_\_\_\_\_ Workshop, training, conference  \_\_\_\_\_ Other (specify) |
| --- | --- |
| Group/Organizational Direct Service Activities:  \_\_\_\_\_ Couple  \_\_\_\_\_ Family  \_\_\_\_\_ Group  \_\_\_\_\_ Service providers/collaterals  \_\_\_\_\_ Other | Travel Time: \_\_\_\_\_ hours |
| Organizational/Community Service Activities:  \_\_\_\_\_ Program needs assessment  \_\_\_\_\_ Community outreach/organizing  \_\_\_\_\_ Program development  \_\_\_\_\_ Policy development/advocacy  \_\_\_\_\_ Task/Committee group work  \_\_\_\_\_ Program evaluation  \_\_\_\_\_ Other | Supervision: Hours spent in:  \_\_\_\_\_ Individual face-to-face with field instructor  \_\_\_\_\_ Group supervision  \_\_\_\_\_ Other (i.e. mentor, task supervisor) |

Total time in field placement, this log: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cumulative hours in field placement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Planned Contacts with Clients, Field Instructor, Staff, and Others**

**for Next Week**

For your next week in field: what are your planned contacts and goals for these contacts? Be sure to de-identify any client names.

| Contact | Goals for Contact |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**3. Learning Outcomes Form**

| MSW Generalist  Competencies and Descriptors | Description of Activities used to Demonstrate Competence. |
| --- | --- |
| 1. **Demonstrate ethical professional behavior** 2. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context; 3. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations 4. Demonstrate professional demeanor in behavior, appearance; and oral, written and electronic communication 5. Use technology ethically and appropriately to facilitate practice outcomes 6. Use supervision and consultation to guide professional judgment and behavior |  |
| 1. **Engage Diversity and Difference in Practice** 2. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice 3. Present themselves as learners and engage client systems as experts of their own experiences; and 4. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client clients and constituencies |  |
| 1. **Advance Human Rights and Social and Economic Justice** 2. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels 3. Engage in practices that advance social, economic, and environmental justice |  |
| 1. **Engage in Practice-informed Research and Research-Informed Practice** 2. Use practice experience and theory to inform scientific inquiry and research 3. Engage in critical analysis of quantitative and qualitative research methods and research findings 4. Use and translate research findings to inform and improve practice, policy, and service delivery |  |
| 1. **Engage in Policy Practice** 2. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to services 3. Assess how social welfare and economic policies impact the delivery of and access to social services 4. Apply critical thinking to analyze, formulate, and advocate for policies that advanced human rights and social, economic, and environmental justice |  |
| 1. **Engage with Individuals, Families, Groups, Organizations, and Communities** 2. Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies 3. Use empathy, reflection, and interpersonal skills to effectively engage diverse client and constituencies |  |
| 1. **Assess Individuals, Families, Groups, Organizations, and Communities** 2. Collect, and organize data, and apply critical thinking to interpret information from clients and constituencies 3. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies 4. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with in clients and constituencies 5. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies |  |
| 1. **Intervene with Individuals, Families, Groups, Organizations, and Communities** 2. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies 3. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies 4. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; 5. Negotiate, mediate, and advocate with and on behalf of clients and constituencies 6. Facilitate effective transitions and endings that advance mutually agreed-on goals |  |
| 1. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** 2. Select and use appropriate methods for evaluation of outcomes; 3. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes 4. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and 5. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels |  |

***Log Narrative:*** *The demonstration of holistic competence is informed by knowledge, values, skills, and cognitive and affective processes [****dimensions****] that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Please identify competencies practiced and describe your ability to apply the multiple dimensions of competency in the context of your behaviors in practice situations this week at field.*

1. Describe event(s) this week that caught your attention.

2. Explain why the event(s) caught your attention.

3. Identify personal and professional values that were stimulated by the event(s).

4. What emotions were present in the environment and within yourself?

5. How did these emotions influence your behavior?

6. How did these events assist in your development as a MSW social worker?

7. What are your self-care plans for this week? Did you follow your self-care plans for last week? If not, what were the barriers? If yes, what made it possible?

## APPENDIX H-2: Specialization Year Field Log Form

**The University of Maine**

**MSW Specialization Year Field Log Form**

SWK 695 Specialization Year Field Practicum

**LOG CONTACT FORM**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Log#: \_\_\_\_\_\_\_Week of: \_\_\_\_\_\_\_\_\_\_\_\_

**HOURS this week\_\_\_\_\_\_\_\_\_Total Hours\_\_\_\_\_\_\_**

**Hours of Field Instruction/Supervision this week \_\_\_\_\_\_\_\_\_\_\_**

**Please refer to the performance descriptors below and your learning plan for each core competency, and check any competencies you have addressed this week:**

***Advanced Generalist– Competencies and Practice Descriptors***

**1. Demonstrate ethical professional behavior\_\_\_\_\_\_\_**

* **Apply ethical principles and decision-making skills to resolve complex ethical dilemmas in advanced generalist social work practice with clients and constituencies**
* **Employ strategies of ethical reasoning to address emerging practice issues**
* **Continually improve practice through use of supervision and consultation, self-reflection and self-regulation of personal and professional motives, needs, and actions**
* **Commit to lifelong learning to enhance individual professional growth and development**

**2. Engage Diversity and Difference in Practice\_\_\_\_\_\_\_**

* **Research, identify and assess knowledge of diverse populations for advanced generalist practice with clients and constituencies in a variety of settings**
* **Identify and utilize differences between practitioners and individuals, families, groups, organizations, and communities from a strengths perspective**
* **Continually improve practice through self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies**

**3. Advance Human Rights and Social, Economic and Environmental Justice\_\_\_\_\_\_\_**

* **Use knowledge of the effects of oppression, discrimination, and historical trauma to guide advanced generalist practice with individuals, families, groups, organizations, and communities**
* **Demonstrate the ability to develop, analyze, advocate, and provide leadership for policies and services in order to promote social, economic, and environmental justice**

**4. Engage in Practice-informed Research and Research-Informed Practice\_\_\_\_\_\_\_**

* **Utilize research results to identify, evaluate and select effective strategies for advanced generalist practice with clients and constituencies in a variety of settings**
* **Design and conduct research/evaluation of practice**

**5. Engage in Policy Practice\_\_\_\_\_\_\_**

* **Demonstrate leadership skills in policy/practice advocacy efforts with clients and constituencies in a variety of settings**
* **Apply effective policy/practice legislative strategies to influence policies that affect clients and constituencies**
* **Apply organization and leadership theories to the design and operation of human service organizations**

**6. Engage with Individuals, Families, Groups, Organizations, and Communities\_\_\_\_\_\_\_**

* **Synthesize and differentially apply theories of human behavior and the social environment to engage with clients and constituencies in a variety of settings**
* **Engage difference and diversity in multi-level advanced generalist practice in a variety of settings with clients and constituencies**
* **Use empathy and sensitive interviewing skills to engage clients and constituencies in identifying their strengths and problems**
* **Use empathy and sensitive interviewing skills to establish rapport, and maintain effective working relationships with clients and constituencies**

**7. Assess Individuals, Families, Groups, Organizations, and Communities\_\_\_\_\_\_\_**

* **Adapt, modify, and use multidimensional assessment tools and approaches for advanced generalist practice with clients and constituencies in a variety of settings**
* **Synthesize and differentially apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from clients and constituencies**
* **Evaluate, select, and implement appropriate assessment instruments for advanced generalist practice with clients and constituencies in a variety of settings**
* **Conduct needs assessment for advanced generalist practice with clients and constituencies in a variety of settings**

**8. Intervene with Individuals, Families, Groups, Organizations, and Communities\_\_\_\_\_\_\_**

* **Identify, evaluate, and select effective intervention strategies for advanced generalist practice with clients and constituencies in a variety of settings**
* **Synthesize and differentially apply human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies**
* **use inter-professional collaboration as appropriate to achieve beneficial outcomes in advanced generalist social work practice**
* **Identify, evaluate, and select effective strategies to negotiate, mediate, and advocate on behalf of clients and constituencies**
* **Identify, evaluate, and select effective transitions and endings that advance mutually agreed-on goals.**

**9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities\_\_\_\_\_\_\_**

* **Apply research skills to evaluating advanced generalist practice outcomes with clients and constituencies**
* **critically analyze, monitor, and evaluate advanced generalist practice intervention processes and outcomes;**
* **Identify and use evaluation tools for advanced generalist practice in a variety of settings with clients and constituencies**
* **Communicate and disseminate evaluation results appropriate to the intended audience with clients and constituencies**

***Log Narrative: The demonstration of holistic competence is informed by knowledge, values, skills, and cognitive and affective processes [dimensions] that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Include reflection about the ongoing opportunities and challenges impacting your growth in the areas of cultural competence, cultural humility and identifying and addressing implicit bias. Please identify competencies practiced and describe your ability to apply the multiple dimensions of competency in the context of your behaviors in practice situations this week at field.***

**Knowledge:**

**Skills:**

**Values:**

**Cognitive/affective processes:**

**Cultural competency/cultural humility/implicit bias:**

**Self-Care Plans for the Week:**

**Aug 2022**

## APPENDIX I: Agency Information Form

**The University of Maine**

**TEMPLATE of** [**Agency Information Form**](https://umaine.edu/socialwork/university-maine-school-social-work-agency-information-form/)

**Agency/Program Name**

**Phone**

**Mailing Address**

**Physical Address**

**Website:**

**Contact Person:**

**Email:**

**Phone and Extension Number (If Applicable):**

**Phone - Cell:**

**Field Instructor Name, License, Degree:**

**Parent Agency (if program is part of a larger organization)**

**Have you or other Field Instructors (SW degree) or Site Supervisors (non-SW degree) in your agency supervised students from this or any other program before?**

**If you or other Field Instructors or Site Supervisors have supervised students from other academic programs, please list the other programs.**

* **List the names of Field Instructors (SW degree) or Site Supervisors (non-SW degree) who attended the University of Maine's or another School of Social Work's Field Orientation Program? (Commonly referred to as S.I.F.I.).**
* **If none, please list potential staff from your agency who might want to supervise SW students and who would need to attend the Field Instructor Orientation Program.**
* **Please select all fields of practice/target populations in which your agency can provide opportunities to students: (These categories match the areas of interest that we will be asking our students to identify, but please feel free to answer OTHER if none of these categories fit your agency. You may select as many as apply. Hold "alt" on Windows or "command" on Mac while you click on multiple options.**
* *Administrative SW*
* *Aging/Gerontological SW*
* *Child Welfare*
* *Children, Youth, Families*
* *Community Development/Planning*
* *Corrections/Criminal Justice*
* *Domestic Violence/Sexual Assault*
* *Disabilities*
* *Environmental SW*
* *Housing Insecurity/Homelessness*
* *Health/Medical*
* *Home Health/Hospice*
* *Immigration/Refugee*
* *Inpatient Mental Health*
* *Integrated Behavioral Health*
* *International SW*
* *LGBTQ*
* *Legislative/Policy*
* *Military/Veteran Services*
* *Outpatient Mental Health*
* *Research/Program Evaluation*
* *School*
* *Substance Abuse Disorder*
* *Public Welfare*
* *Tribal*
* *Other*

**If "Other", please specify:**

* **Please check all geographic areas where you are able to host practicum students. Select all that apply. Hold "alt" on Windows or "command" on Mac while you click on multiple options.**
* *York County*
* *Portland/Cumberland County/Sagadahoc County*
* *Lewiston/Androscoggin County*
* *Augusta, Waterville/Kennebec County*
* *Mid-Coast/Lincoln, Knox, and Waldo Counties*
* *Ellsworth/Hancock County*
* *Down East/Washington County*
* *Bangor/Lower Penobscot County*
* *Millinocket/Upper Penobscot County*
* *Lower Aroostook County*
* *Dover-Foxcroft/Piscataquis County*
* *Skowhegan/Somerset County*
* *Farmington/Franklin County*
* *Rumford/Oxford County*
* *Other*

**If your agency is outside the state of Maine, please identify potential areas for student placements:**

**This would be a suitable placement for:**

* + *BSW Students*
  + *MSW Students 1st Year*
  + *MSW Students 2nd Year*

**We can accept the following number of students in field placement during an academic year:**

**If you can accommodate more than one student, please indicate the number of students in each degree level.**

* *BASW Students - Junior Year*
* *BASW Students - Senior Year*
* *MSW Students - 1st Year*
* *MSW Students - 2nd Year*
* **Please list courses or training that a student would be required to take before or during their internship with your agency and please indicate if there is an opportunity to provide services in another language than English:**

**Is placement accessible via public transportation?**

**Do students need their own car for this placement?**

* **Are expenses reimbursed?**
* **If no, what is the estimate cost for the 14-week semester?**

**Is there a stipend available? Please provide information.**

* **Will student(s) be expected to work evenings or weekends?**
* **If yes, please specify.**
* **Can the placement accomodate students wanting to work primarily weekend or evening hours?**
* **Can you accommodate Second Year MSW students for a 14-week, 38-hour/week specialization summer block placement?**

## APPENDIX J1: Eligibility, Process, and Application for Current Employee, Paid, Employment-Based Practicum

**University of Maine School of Social Work**

**Eligibility, Process, and Application for Current Employee, Paid, Employment-Based Practicum**

The University of Maine School of Social Work understands that students often must work during their studies and may find it difficult to manage the requirements of education, employment, and the field practicum. We also often have requests by students and agencies for paid employment-based field practicum. Paid employment-based field practicum can bring benefits to students and employers although there are important boundaries and safeguards that must be in place to protect the integrity of student learning. Regarding student protection, if placed at the work site, a student could jeopardize his/her paid employment if problems arise within the domain of the field placement. It is also possible for previous or current work experience and responsibilities to interfere with the successful completion of the field placement. CSWE provides standards and implementation guidelines for schools of social work about the importance of protecting the role of student as learner in any paid employment- based practicum and directs each school to create policies and procedures for how to address worksite-based field practicum.

**Stipended Placements**

In recognition of the financial difficulties that graduate students may encounter, the Social Work faculty will consider stipend placements when possible and as offered by an agency or external funding source. A stipended placement must be structured so that the student is receiving a stipend, but is not being paid for service delivery. The payment of a stipend must in no way place employment expectations or requirements that result from the remuneration on the student.

**Paid Employment-based Practicum**

At times a student may be interested in seeking a paid employment-based field practicum.

The School of Social Work believes that paid employment-based practicum can best structured in one of three ways:

1. when a student currently employed by a social service agency requests a paid employment-based practicum with their existing employment agency in a position that is different from their current or previous paid employment;
2. when a student in existing unpaid practicum is offered the opportunity to complete the rest of the field practicum as a paid employment-based practicum; or
3. when a student is offered a new paid employment-based practicum in a position they have not held before in an agency where they are not currently employed

In no circumstances may any student use the activities of their previous employment or employment responsibilities which they have held for more than 90 days to fulfill field practicum experiences. In no circumstances may students complete the field practicum earlier than outlined by the School of Social Work field practicum schedule due to working employment additional hours. Agencies should consult with employment statutes and understand students who are considered both employees and social work field students must be compensated for the entirety of their time with the agency to ensure compliance with wage and hour laws, workers compensation law and tax law.

It is the policy of the School of Social Work not to approve paid employment-based field placements unless special circumstances (as outlined below) are met. Any employment based arrangements requested by the student must include a **written proposal that ensures the integrity of the learning experience by documenting the requirements outlined below.** The proposal must be signed by the student, by the student’s agency administrator or administrative supervisor and by the BSW/MSW selected to be the Field Instructor. The proposal must be:

1. Submitted in writing to the Field Coordinator;
2. Agreed upon by the proposed field instructor, the student’s work supervisor and the administration of the placement agency;
3. Approved by the Field Director, the BSW Assistant Field Coordinator, and the MSW Distance Field Coordinator.

**Eligibility and process for current employee paid employment-based practicum**

Students who are currently employees of an agency may request a paid employment-based field practicum with their employer in a position that offers new learning opportunities appropriate to their level of field practicum (generalist or specialization). Current employment is defined by employment of more than 90 days. In order to be eligible, agencies must meet criteria established by the school of social work that guides selection of field agencies and field instructors/site supervisors and offer the student different learning opportunities than the student’s current or previous employment responsibilities. Furthermore, agencies must ensure the student’s opportunity to engage in all social work competencies and behaviors in order to fulfill field education requirements.

Agencies:

1. negotiate the rate of pay/benefits for the employment-based practicum and the job description directly with the student;

2. agree that students will complete all required field practicum hours at the agency as paid employment-based practicum;

3. offer the student different learning opportunities than the student’s current or previous employment responsibilities

4. ensure the student’s opportunity to engage in all social work competencies and behaviors in order to fulfill field education requirements;

5. provide field supervision/site supervision\* above the required employment supervision. The School of Social Work requests that agencies assign separate field instructors /site supervisors and employment supervisors.

a. If that is not possible, then a single supervisor may offer both employment and field supervision but the two supervision purposes cannot be combined. Field instructors/site supervisors must offer 1.5 hours of field supervision (1 hour individually weekly and ½ hour as needed) in addition to any required employment supervision

6. sign completed student worksite application and discuss information contained within with the Field Coordinator prior to approval.

7. sign a University of Maine Field Placement Affiliation Agreement prior to the student beginning any practicum.

*\* Field instructors may hold BSW or MSW for BSW students only. Field Instructors must hold an MSW for MSW students. All field instructors must have two years post graduate social work experience.*

Students:

1. are current employees of the agency [as defined by employment of more than 90 days];

2. work with the employer to develop different learning opportunities than the student’s current or previous employment responsibilities;

3. understand they must demonstrate all social work competencies and behaviors in order to fulfill field education requirements;

4. negotiate the rate of pay/benefits for the employment-based practicum

5. clarify the expectations of the agency for employment timeframes, including post practicum and semester breaks**;**

a. may count up to 40 hours of pre-practicum *orientation only* towards their field practicum hours**.** No other pre-practicum employment will count towards field practicum hours.

b. Students are not able to engage in field placement activities during times they are not registered for classes (i.e. winter break/summer break) without special arrangements made with the faculty liaison.

c. In no circumstances may students complete the field practicum earlier than outlined by the School of Social Work field practicum schedule due to working employment additional hours.

5. complete the worksite application and submit to the field coordinator. This application must be approved prior to any paid employment-based placement hours being counted towards field hours.

**UNIVERSITY OF MAINE APPLICATION FOR CURRENT EMPLOYEE PAID EMPLOYMENT-BASED PRACTICUM**   
***Instructions:*** *Students must complete in full and obtain required signatures prior to submitting to the Field Coordinator.*

Student’s Name:

1. Agency/program and address of your current employment
2. Program and address of your proposed paid employment-based field placement
3. Job titles/dates of job titles you have held while employed at the agency
4. Describe your current employment position at the agency (i.e. job responsibilities, population of clients or client system that you currently work with, etc.)
5. Describe your proposed employment based-field practicum, including how the responsibilities of the field practicum will be different from your current job responsibilities.
6. Using the 9 Social Work competencies, describe the new learning opportunities that you expect to receive as a practicum student in the agency. Provide at least one example per competency.
   * 1. Demonstrate ethical professional behavior
     2. Engage Diversity and Difference in Practice
     3. Advance Human Rights and Social, Economic and Environmental Justice
     4. Engage in Practice-informed Research and Research-Informed Practice
     5. Engage in Policy Practice
     6. Engage with Individuals, Families, Groups, Organizations, and Communities
     7. Assess Individuals, Families, Groups, Organizations, and Communities
     8. Intervene with Individuals, Families, Groups, Organizations, and Communities
     9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
7. What kinds of things will you do to keep your paid employment secure and in good standing while also being a student field practicum student?
8. What kinds of things will you do to keep the focus on your learning as a field practicum student while also being an employee?
9. Name/Contact information for your employment supervisor at the agency
10. Name/Contact information for proposed Field Instructor or BSW/MSW consultant
    1. Credentials of proposed Field Instructor or BSW/MSW consultant: BSW or MSW?
11. Is the proposed Field Instructor or BSW/MSW consultant employed at the agency?
    1. If the proposed field instructor or BSW/MSW consultant is not employed at the agency, provide the name and contact information for the person who will oversee your daily proposed field practicum tasks at the agency (i.e. your site supervisor).
12. Number of paid employment-based field practicum hours per week:
    1. # of paid employment-based field practicum hours per week: \_\_\_\_\_\_\_\_\_\_\_
    2. # of additional, paid, non-practicum employment hours per week at the agency:\_\_\_\_\_\_\_\_\_\_
13. Student rate of pay (please complete all that apply)\*:
    1. Hourly: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
    2. Salaried: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. Temporary or Permanent Position?\* (Please check all that apply:
    1. This new employment-based field practicum is expected to be temporary for the student for the length of the field practicum\_\_\_\_\_\_\_\_\_\_
    2. This new employment -based field practicum is expected to be permanent for the student and continue post field practicum\_\_\_\_\_\_\_\_\_

Student signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employment supervisor’s signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor’s signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*\*Gathered only for aggregate, de-identified accreditation and university data reporting purposes.*



This request was reviewed on \_\_\_\_\_\_\_\_\_(date) and \_\_\_\_\_\_approved or \_\_\_\_\_\_not approved. If not approved, see comments below.

Field Coordinator’s Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Field Coordinator Comments:**

## APPENDIX J-2: Eligibility, Process, and Application for converting existing unpaid field practicum to paid employment-based practicum

**University of Maine School of Social Work**

**Eligibility, Process, and Application for converting existing unpaid field practicum to paid employment-based practicum**

The University of Maine School of Social Work understands that students often must work during their studies and may find it difficult to manage the requirements of education, employment, and the field practicum. We also often have requests by students and agencies for paid employment-based field practicum. Paid employment-based field practicum can bring benefits to students and employers although there are important boundaries and safeguards that must be in place to protect the integrity of student learning. Regarding student protection, if placed at the work site, a student could jeopardize his/her paid employment if problems arise within the domain of the field placement. It is also possible for previous or current work experience and responsibilities to interfere with the successful completion of the field placement. CSWE provides standards and implementation guidelines for schools of social work about the importance of protecting the role of student as learner in any paid employment- based practicum and directs each school to create policies and procedures for how to address worksite-based field practicum.

**Stipended Placements**

In recognition of the financial difficulties that graduate students may encounter, the Social Work faculty will consider stipend placements when possible and as offered by an agency or external funding source. A stipended placement must be structured so that the student is receiving a stipend, but is not being paid for service delivery. The payment of a stipend must in no way place employment expectations or requirements that result from the remuneration on the student.

**Paid Employment-based Practicum**

At times a student may be interested in seeking a paid employment-based field practicum.

The School of Social Work believes that paid employment-based practicum can best structured in one of three ways:

1. when a student currently employed by a social service agency requests a paid employment-based practicum with their existing employment agency in a position that is different from their current or previous paid employment;
2. when a student in existing unpaid practicum is offered the opportunity to complete the rest of the field practicum as a paid employment-based practicum; or
3. when a student is offered a new paid employment-based practicum in a position they have not held before in an agency where they are not currently employed

In no circumstances may any student use the activities of their previous employment or employment responsibilities which they have held for more than 90 days to fulfill field practicum experiences. In no circumstances may students complete the field practicum earlier than outlined by the School of Social Work field practicum schedule due to working employment additional hours. Agencies should consult with employment statutes and understand students who are considered both employees and social work field students must be compensated for the entirety of their time with the agency to ensure compliance with wage and hour laws, workers compensation law and tax law.

It is the policy of the School of Social Work not to approve paid employment-based field placements unless special circumstances (as outlined below) are met. Any employment based arrangements requested by the student must include a **written proposal that ensures the integrity of the learning experience by documenting the requirements outlined below.** The proposal must be signed by the student, by the student’s agency administrator or administrative supervisor and by the BSW/MSW selected to be the Field Instructor. The proposal must be:

1. Submitted in writing to the Field Coordinator;
2. Agreed upon by the proposed field instructor, the student’s work supervisor and the administration of the placement agency;
3. Approved by the Field Director, the BSW Assistant Field Coordinator, and the MSW Distance Field Coordinator.

**Eligibility and process for converting existing unpaid field practicum to paid employment-based practicum**

In order to be eligible to convert an existing unpaid field practicum to a paid employment-based practicum, agencies and students must be in good standing with the School of Social Work (i.e. no concerns with student performance in the field practicum to date or academic concerns in the field seminar class, no concerns about agency setting, supervision, etc.).

Agencies:

1. must continue to offer the student opportunity to meet all the social work competencies as outlined in the student learning plan agreement;

2. negotiate the rate of pay/benefits for the employment-based practicum, the job description, and the length of employment (temporary or permanent) directly with the student;

3. agree that students will complete all required field practicum hours at the agency as paid employment-based practicum;

4. provide field supervision/site supervision\* above any required employment supervision. We request agencies assign separate field instructors /site supervisors and employment supervisors;

a. If that is not possible, then a single supervisor may offer both employment and field supervision but the two supervision purposes cannot be combined. Field instructors/site supervisors must offer 1.5 hours of field instruction or supervision (1 hour individually weekly and ½ hour as needed) in addition to any required employment supervision.

5. sign completed student worksite application and discuss information contained within with the Field Coordinator prior to approval.

6. sign a new University of Maine Field Placement Affiliation Agreement prior to the student beginning any paid practicum.

*\*Field instructors may hold BSW or MSW for BSW students only. Field Instructors must hold an MSW for MSW students. All field instructors must have two years post graduate social work experience*.

Students:

1. negotiate the rate of pay/benefits for the employment-based practicum, the job description, and the length of employment (temporary or permanent) directly with the agency;

2. clarify the expectations with the agency for employment timeframes, including post practicum and semester breaks;

a. Students are not able to engage in field placement activities during times they are not registered for classes (i.e. winter break/summer break) without special arrangements made with the faculty liaison.

b. In no circumstances may students complete the field practicum earlier than outlined by the School of Social Work field practicum schedule due to working employment additional hours.

3. complete and sign student worksite application and discuss information contained within with the Field Coordinator prior to approval. This application must be approved prior to any paid employment-based placement hours being counted towards field hours;

4. make any additions to the student learning plan agreement based on new opportunities offered.

**UNIVERSITY OF MAINE APPLICATION FOR OR CONVERTING EXISTING UNPAID FIELD PRACTICUM TO PAID EMPLOYMENT-BASED PRACTICUM**

***Instructions:*** *Students must complete in full and obtain required signatures prior to submitting to the Field Coordinator.*

Student’s Name:

1. Agency/program and address of your current Field Practicum
   1. Program and address of your proposed paid employment-based field practicum (if different)
2. Describe your current field practicum (i.e. responsibilities, population of clients or client systems that you currently work with, etc.)
3. Describe your proposed paid employment based-field practicum (if different or note same as above)
4. Does your proposed paid employment-based field practicum continue to offer opportunities to demonstrate all 9 social work competencies?
5. Does your proposed paid employment-based field practicum significantly alter or change your student learning plan agreement?
   1. If so, please provide brief summary of changes
6. What kinds of things will you do to keep your paid employment secure and in good standing while also being a student field practicum student?
7. What kinds of things will you do to keep the focus on your learning as a field practicum student while also being an employee?
8. Name/Contact information for your employment supervisor at the agency
9. Name/Contact information for Field Instructor or BSW/MSW consultant
   1. Credentials of proposed Field Instructor or BSW/MSW consultant: BSW or MSW?
10. Is the Field Instructor or BSW/MSW consultant employed at the agency?
    1. If the proposed field instructor or BSW/MSW consultant is not employed at the agency, provide the name and contact information for the person who will oversee your daily proposed field practicum tasks at the agency (i.e. your site supervisor).
11. Number of paid employment-based field practicum hours per week:
    1. # of paid employment-based field practicum hours per week: \_\_\_\_\_\_\_\_\_\_\_
    2. # of additional, paid, non-practicum employment hours per week at the agency:\_\_\_\_\_\_\_\_\_\_
12. Student rate of pay (please complete all that apply)\*:
    1. Hourly: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
    2. Salaried: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. Temporary or Permanent Position?\* (Please check all that apply:
    1. This employment-based field practicum is expected to be temporary for the student for the length of the field practicum\_\_\_\_\_\_\_\_\_\_
    2. This employment -based field practicum is expected to be permanent for the student and continue post field practicum\_\_\_\_\_\_\_\_\_

Student signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employment supervisor’s signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor’s signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*\*Gathered only for aggregate, de-identified accreditation and university data reporting purposes.*



This request was reviewed on \_\_\_\_\_\_\_\_\_(date) and \_\_\_\_\_\_approved or \_\_\_\_\_\_not approved. If not approved, see comments below.

Field Coordinator’s Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Field Coordinator Comments:**

## Appendix J-3: Eligibility, Process, and Application for Newly Obtained, Paid, Employment-based practicums

**University of Maine School of Social Work**

**Eligibility, Process, and Application for Newly Obtained, Paid, Employment-based practicums**

The University of Maine School of Social Work understands that students often must work during their studies and may find it difficult to manage the requirements of education, employment, and the field practicum. We also often have requests by students and agencies for paid employment-based field practicum. Paid employment-based field practicum can bring benefits to students and employers although there are important boundaries and safeguards that must be in place to protect the integrity of student learning. Regarding student protection, if placed at the work site, a student could jeopardize his/her paid employment if problems arise within the domain of the field placement. It is also possible for previous or current work experience and responsibilities to interfere with the successful completion of the field placement. CSWE provides standards and implementation guidelines for schools of social work about the importance of protecting the role of student as learner in any paid employment- based practicum and directs each school to create policies and procedures for how to address worksite-based field practicum.

**Stipended Placements**

In recognition of the financial difficulties that graduate students may encounter, the Social Work faculty will consider stipend placements when possible and as offered by an agency or external funding source. A stipended placement must be structured so that the student is receiving a stipend, but is not being paid for service delivery. The payment of a stipend must in no way place employment expectations or requirements that result from the remuneration on the student.

**Paid Employment-based Practicum**

At times a student may be interested in seeking a paid employment-based field practicum.

The School of Social Work believes that paid employment-based practicum can best structured in one of three ways:

1. when a student currently employed by a social service agency requests a paid employment-based practicum with their existing employment agency in a position that is different from their current or previous paid employment;
2. when a student in existing unpaid practicum is offered the opportunity to complete the rest of the field practicum as a paid employment-based practicum; or
3. when a student is offered a new paid employment-based practicum in a position they have not held before in an agency where they are not currently employed

In no circumstances may any student use the activities of their previous employment or employment responsibilities which they have held for more than 90 days to fulfill field practicum experiences. In no circumstances may students complete the field practicum earlier than outlined by the School of Social Work field practicum schedule due to working employment additional hours. Agencies should consult with employment statutes and understand students who are considered both employees and social work field students must be compensated for the entirety of their time with the agency to ensure compliance with wage and hour laws, workers compensation law and tax law.

It is the policy of the School of Social Work not to approve paid employment-based field placements unless special circumstances (as outlined below) are met. Any employment based arrangements requested by the student must include a **written proposal that ensures the integrity of the learning experience by documenting the requirements outlined below.** The proposal must be signed by the student, by the student’s agency administrator or administrative supervisor and by the BSW/MSW selected to be the Field Instructor. The proposal must be:

1. Submitted in writing to the Field Coordinator;
2. Agreed upon by the proposed field instructor, the student’s work supervisor and the administration of the placement agency;
3. Approved by the Field Director, the BSW Assistant Field Coordinator, and the MSW Distance Field Coordinator.

Eligibility and process for newly obtained, paid, employment-based practicums

In order to be eligible, Students must be offered a new position in an agency in which they are not currently employed that is different from a position the student has held before to ensure integrity of learning. A new position includes positions begun as an employee no more than 90 days prior to academic semester the field placement begins. Agencies must meet criteria established by the school of social work that guides selection of field agencies and field instructors/site supervisors and offer students the opportunity to engage in all social work competencies and behaviors in order to fulfill field education requirements

Agencies:

1. negotiate the rate of pay/benefits for the employment-based practicum, the job description, and the length of employment (temporary or permanent) directly with the student;

2. agree that students will complete all required field practicum hours at the agency as paid employment-based practicum;

3. provide field supervision/site supervision\* above the required employment supervision. The school of social work requests that agencies assign separate field instructors /site supervisors and employment supervisors.

a. If that is not possible, then a single supervisor may offer both employment and field supervision but the two supervision purposes cannot be combined. Field instructors/site supervisors must offer 1.5 hours of field supervision (1 hour individually weekly and ½ hour as needed) in addition to any required employment supervision

4. sign completed student worksite application and discuss information contained within with the Field Coordinator prior to approval.

5. sign a University of Maine Field Placement Affiliation Agreement prior to the student beginning any practicum.

*\* Field instructors may hold BSW or MSW for BSW students only. Field Instructors must hold an MSW for MSW students. All field instructors must have two years post graduate social work experience.*

Students:

1. must be offered a new position with a new employer that is different than one the student has held before to ensure integrity of learning;

a. Students often interview for and are offered field placement opportunities 1-2 semesters before the field placement begins. The definition of “new position” may include positions begun as an employee no more than 90 days prior to academic semester the field placement begins.

2. understand they must demonstrate all social work competencies in order to fulfill field education requirements;

3. negotiate the rate of pay/benefits for the employment-based practicum, the job description, and the length of employment (temporary or permanent) directly with the agency;

4. clarify the expectations of the agency for employment timeframes, including post practicum and semester breaks**;**

a. may count up to 40 hours of pre-practicum *orientation only* towards their field practicum hours**.** No other pre-practicum employment will count towards field practicum hours.

b. Students are not able to engage in field placement activities during times they are not registered for classes (i.e. winter break/summer break) without special arrangements made with the faculty liaison.

c. In no circumstances may students complete the field practicum earlier than outlined by the School of Social Work field practicum schedule due to working employment additional hours.

5. complete the worksite application and submit to the field coordinator. This application must be approved prior to any paid employment-based placement hours being counted towards field hours.

**UNIVERSITY OF MAINE APPLICATION FOR NEWLY OBTAINED, PAID, EMPLOYMENT-BASED PRACTICUMS**

***Instructions:*** *Students must complete in full and obtain required signatures prior to submitting to the Field Coordinator.*

Student’s Name:

1. Agency/program and address of your proposed paid employment-based field placement
2. Describe your proposed employment based-field practicum, including the responsibilities of the field practicum
3. Have you held this type of proposed position before?
4. Have you held the position proposed for more than 90 days?
5. Using the 9 Social Work competencies, describe the learning opportunities that you expect to receive as a practicum student in the agency. Provide at least one example per competency.
   * 1. Demonstrate ethical professional behavior
     2. Engage Diversity and Difference in Practice
     3. Advance Human Rights and Social, Economic and Environmental Justice
     4. Engage in Practice-informed Research and Research-Informed Practice
     5. Engage in Policy Practice
     6. Engage with Individuals, Families, Groups, Organizations, and Communities
     7. Assess Individuals, Families, Groups, Organizations, and Communities
     8. Intervene with Individuals, Families, Groups, Organizations, and Communities
     9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
6. What kinds of things will you do to keep your paid employment secure and in good standing while also being a student field practicum student?
7. What kinds of things will you do to keep the focus on your learning as a field practicum student while also being an employee?
8. Name/Contact information for your employment supervisor at the agency
9. Name/Contact information for proposed Field Instructor or BSW/MSW consultant
   1. Credentials of proposed Field Instructor or BSW/MSW consultant: BSW or MSW?
10. Is the proposed Field Instructor or BSW/MSW consultant employed at the agency?
    1. If the proposed field instructor or BSW/MSW consultant is not employed at the agency, provide the name and contact information for the person who will oversee your daily proposed field practicum tasks at the agency (i.e. your site supervisor).
11. Number of paid employment-based field practicum hours per week:
    1. # of paid employment-based field practicum hours per week at the agency: \_\_\_\_\_\_\_\_\_\_\_
    2. # of additional, paid, non-practicum employment hours per week at the agency:\_\_\_\_\_\_\_\_\_\_
12. Student rate of pay (please complete all that apply)\*:
    1. Hourly: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
    2. Salaried: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. Temporary or Permanent Position?\* (Please check all that apply:
    1. This new employment-based field practicum is expected to be temporary for the student for the length of the field practicum\_\_\_\_\_\_\_\_\_\_
    2. This new employment-based field practicum is expected to be permanent for the student and continue post field practicum\_\_\_\_\_\_\_\_\_

Student signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employment supervisor’s signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor’s signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*\*Gathered only for aggregate, de-identified accreditation and university data reporting purposes.*



This request was reviewed on \_\_\_\_\_\_\_\_\_(date) and \_\_\_\_\_\_approved or \_\_\_\_\_\_not approved. If not approved, see comments below.

Field Coordinator’s Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Field Coordinator Comments:**

## APPENDIX K-1: COVID-19

University of Maine School of Social Work

 PROTOCOL FOR FIELD PRACTICUM AND HEALTH AND SAFETY GUIDELINES DURING THE COVID-19 PANDEMIC

Fall 2022

**Preamble**

During the global COVID-19 Pandemic, students at the University of Maine School of Social Work (SSW) must participate in field practicum as part of the School’s accreditation standards and license requirements. This field practicum training is carried out primarily off-campus, at a wide variety of locations with partner field agencies, each with their own health and safety policies. During the Fall of 2022, we believe that social work students in field practicums will be able to follow the lead of field agencies,[UMS System policies](https://www.maine.edu/together/), and [State of Maine CDC guidance](https://www.maine.gov/dhhs/mecdc/) to complete field practicum in accordance with CSWE accreditation standards in the way the agency is providing services.

SSW also recognizes that there may be circumstances beyond the control of field agencies and their staff, the University, and students that may necessitate a return to remote only field attendance in the event of a state of emergency order, or result in a short-term disruption of field practicum attendance.

SSW has developed the following protocol to address potential disruptions to students’ social work field practicia related to COVID-19.

**Protocol**

All students are expected to follow the health and COVID-19 safety guidance of the UMS system, the University of Maine, the field agency, and the Maine CDC. Should any one of these entities have more stringent requirements, the student should follow the most stringent requirement(s).

**COVD-19 Vaccinations:**

All Social Work Field Practicum Students are required to:

1. Read and follow the [University of Maine policy regarding vaccinations](https://www.maine.edu/together/community-guidance/students/), including verifying their information through the UMS online Covid-19 verification portal, or obtaining an exemption from the COVID-19 vaccination requirement.
2. Follow all field agency requirements regarding COVID-19 safety including, as applicable, COVID-19 vaccination or exemption requirements.
3. Ensure they address all field agency requirements regarding COVID-19, including vaccination or exemptions requirements, directly with the field agency.
4. Understand that each field agency adopts and implements its own COVID-19-related policies and procedures. SSW has no influence over any field agency policy. If a field agency is unable to accept a student with an exemption from the University of Maine System COVID-19 vaccination policy, the SSW Field Team will work with the student to attempt to replace or augment the student’s practicum experience. The student’s practicum experience may need to be delayed or repeated if there is not an available resolution that meets the requirements to complete a field practicum consistent with CSWE accreditation standards.

**Health and Safety Guidance:** Given the rapidly changing nature of health and safety guidelines during the COVID-19 pandemic it is impossible to list all here. Students should remain vigilant to guidance changes at the UMS and State of Maine levels, and engage in regular conversation with their field agencies around guidance changes.

* For a current summary of quarantine and isolation requirements, please refer to the [Centers for Disease Control and Prevention (CDC) Quarantine and Isolation Protocols (External Site)](https://www.cdc.gov/coronavirus/2019-ncov/your-health/quarantine-isolation.html).
* The University strongly encourages students to receive all recommended COVID-19 vaccine doses when eligible to prevent severity of the disease and to minimize quarantine periods if applicable.

All individuals are **strongly** encouraged to:

* Obtain a COVID-19 vaccination and booster doses when eligible.
* Wash hands often.
* Stay home if experiencing COVID-19 symptoms. Students and employees should refer to their specific sections of the Together for Maine website for additional information and resources.
* Follow [CDC Quarantine & Isolation recommendations (External Site)](https://www.cdc.gov/coronavirus/2019-ncov/your-health/quarantine-isolation.html).
* The U.S. Centers for Disease Control and Prevention (CDC) recommends wearing face masks in indoor public settings in areas where there is substantial transmission of COVID-19. To see which counties in Maine face coverings are recommended, [consult this map from U.S. CDC (External site)](https://covid.cdc.gov/covid-data-tracker/#county-view).

**Student Concerns about Health and Safety in the Field Agency**

The School of Social Work has tried to recognize and accommodate the unique health and safety needs of students during the field practicum placement process. Students with concerns about health and safety during the assigned field practicum should:

1. Immediately communicate those concerns to the Field Instructor at the Field agency.
2. Discuss the concerns with the Faculty Liaison.
3. The faculty liaison will assist the student in problem solving, discussing concerns with the agency, and/or bringing concerns to the attention of the field director, following procedures about concerns in field practicum outlined in the BSW or MSW field manual.
4. SSW Faculty Field Liaison and the SWW Field Director will work with the student and agency to attempt to resolve the issue. If that is not possible, the SSW will attempt to replace or augment the student’s practicum experience, following procedures about concerns in the practicum outlined in the BSW or MSW field manual.

**Attendance at Field Practicum**

**Contingency Plan**

All students should work with their Field Instructor/Site Supervisor during the first two weeks of the semester to create a contingency plan for remote attendance and/or alternative learning activities to be used if needed in the case of a short-term field practicum disruption due to COVID-19 on the part of the student, field instructor, or client systems.

**Supervision during COVID**

Students should coordinate continued and ongoing supervision with their Field Instructor/Site Supervisor/External Consultant throughout the duration of the practicum. Students may use a remote technology such as video-conferencing for supervision as needed due to health and safety concerns.

Students are not to substitute consultation with SSW faculty, SSW Faculty Field Liaison, or additional assignments provided by SSW faculty for supervision or field practicum hours unless requested in writing by the Agency Field Instructor/Site Supervisor or unless the student’s practicum has been terminated by the agency due to health and safety concerns.

**Disruption to Field Placement**

If students are advised by their Field Agency, Field Instructor/Site Supervisor, the University of Maine and/or State/federal Government to not attend their field practicum in-person and transition to a remote only attendance or if safety concerns warrant an anticipated short-term disruption in field practicum attendance, students should **immediately** consult with **BOTH** their SSW Faculty Field Liaison and their Field Instructor/Site Supervisor. Students are expected to follow the contingency plan for the duration of practicum or until advised by the agency, university, and/or government to return to in-person attendance. If the disruption continues long-term and a student is not able to continue attending remotely or as outlined in their contingency plan, the School of Social Work with coordinate with the student and the agency to augment the field practicum with virtual learning activities to demonstrate the social work competencies and behaviors.

***NOTE:*** *The intention of this policy is to support current students for successful completion of field practicum during the Fall 2022 semester. This policy may be changed to reflect additional COVID-19 related demands as they develop. Students, faculty, and field agencies will be notified of changes as they occur.*

## APPENDIX L: Field Safety Review

**UMaine School of Social Work Field Safety Review\***

*Instructions: During the initial weeks in a field agency, students are to become familiar with various aspects of the agency’s culture and procedures that could affect safety. Please review this form with your Field Instructor and address areas that may be of potential risk to your physical safety and health.*

**I. Orientation**

Does the agency have safety policies? Yes No

Does the agency have a safety orientation or training? Yes No

Are you familiar with the safety policies? Yes No

List the safety policies that you have/will review:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have you participated in the safety orientation or training? Yes No

Have you discussed the issue of safety with your field instructor? Yes No

Does the agency have a sexual harassment policy? Yes No

Do you understand the procedures for reporting sexual harassment? Yes No

Are there emergency/crisis/active shooter policies? Yes No

Do you know what to do if there is an emergency for a client? Yes No

Do you know what to do if there is an emergency for a co-worker? Yes No

Do you know what to do if there is an emergency for yourself? Yes No

**II. Physical Environment**

What is your initial reaction to the physical surroundings? Safe Unsafe

Is the agency well-lit, both inside and out? Yes No

Is it well-maintained? Yes No

Do the locks work? Yes No

Are windows secured? Yes No

Are stairwells free of obstructions? Yes No

Are the restrooms and out-of-traffic areas safe? Yes No

Are there fire procedures in place? Yes No

Are there first aid kids? Yes No

Are there alarms, cameras, and/or panic buttons? Yes No

Does landscaping impair vision or conceal possible hiding places? Yes No

Is the parking lot well-lit? Yes No

How can you deal with trouble spots, if any exist:

**III. Travel to the Agency**

Does the area neighborhood present increased risks? Yes No

Are there special procedures for parking to increase worker safety? Yes No

Is public transit accessible to your agency? Yes No

Are there snow parking restrictions? Yes No

**IV. Home Visits and Outreach Activities**

Have you discussed procedures for home visits and outreach activities with your field instructor? Yes No

Will you be expected to use your own vehicle for home visits?

Yes No

Will you be covered under agency insurance if you are using your own vehicle to do agency-related work? [NOTE: UMaine Policies prevent students transporting clients in own vehicle unless they are also agency employees.] Yes No

What are your agency’s specific safety procedures regarding home visits and outreach activities?

Call-in procedure Yes No

Buddy system Yes No

Escorts Yes No

Activity Logs Yes No

How are high-risk neighborhoods or areas identified?

Explain the safety procedures for home visits and outreach:

Will you be receiving any special training regarding safety in home visits/outreach?

Yes No

If so, specify:

What are you expected to do if you find yourself in a situation with a potentially violent or threatening person during a home visit and/or outreach?

What safety practices are recommended for after-hours or evening meetings?

**V. Health**

Are there health risks in this setting? Yes No

If so, what are those risks and what precautions are you taking?

Is information and training made available on precautionary procedures and prevention, particularly from communicable diseases or infections?

Yes No

Have you read information on prevention and procedures for universal precautions, or viewed a video, or participated in a presentation?

Yes No

Do you have the personal protective equipment (PPE) available to you or know how to access agency PPE for health and safety?

Yes No

What are the current infectious disease safety regulations (including COVID-19) of the agency?

**VI. Reporting**

Who would you contact regarding the following?

A potentially violent client \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A potentially suicidal client\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question or concern about child abuse or elder abuse:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unsafe physical surroundings \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Harassment by an agency staff person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Harassment by your field instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Harassment by a client \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Exposure to a communicable disease \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A practicum-related injury \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Being sexually assaulted \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Being physically assaulted\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Symptoms of a practicum-related illness \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Threatening behavior by a client in their home or community \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An agency-wide crisis situation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Racism or other identity-based discrimination by your field instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Racism or other identity-based discrimination other agency employee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Racism or other identity-based discrimination by a client\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VII. Student Assessment of Agency Safety Overview**

How would you rate the overall safety of this practicum?

Safe Somewhat safe Unsafe

How would you rate your own preparedness at this time to participate safely in this practicum experience?

Safe Somewhat safe Unsafe

Have you shared the results of this safety review with your Faculty Liaison (i.e. your seminar instructor)?

Yes No

Please include additional comments:

\* This document was adapted from the University of Texas El Paso Field Safety Review and the University of Toledo’s Social Work Program Field Experience Field Placement Safety Review