



**SCHOOL OF SOCIAL WORK**

**BSW PROGRAM GUIDE**

## **Table of Contents**

Introduction	4
Mission and Goals of the School of Social Work	5
Mission and Goals of the BSW Program	5
BSW Educational Competencies and Practice Behaviors	7
BSW Curriculum	8
Field Policies and Responsibilities	14
BSW Degree	21
Applying for the Social Work Major	21
Disability Studies Program	22
Study Away	23
Academic Honor Societies	23
School of Social Work Honors and Awards	23
Additional School of Social Work Policies	24
Financing Your Program	27
Students' Rights and Responsibilities	27
Student Conduct	28
Academic and Professional Review Process	29
Student Grievance Procedures	31
References	32

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## **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 Office of Equal Opportunity, 101 North Stevens Hall (581-1226).

## INTRODUCTION

Welcome to the Baccalaureate Social Work Program of the University of Maine School of Social Work. We are delighted that you have chosen the social work major. If you have not yet selected a major, and you are considering a major in Social Work, the BSW Program Coordinator would be happy to meet with you. This guide is designed to help you make an informed choice about this important life decision. It describes the philosophy, the requirements, and the operation of our program. It also provides an Internet address for a website for the National Association of Social Workers (NASW). These resources will help you as you consider a career in social work. The BSW Program Guide will give you the information that will help you plan a productive educational experience in the School of Social Work.

### ***What is social work?***

Social workers help people prevent and ameliorate social problems and human suffering, enhance personal satisfaction and well being, and change social conditions that adversely affect individuals, groups, organizations and communities. Social workers respond to human needs and problems across the life span. We practice in a wide range of settings - in pre-schools, assisted living and nursing homes for elderly persons, schools, legislatures, hospitals and clinics, group homes and half-way houses, settlement houses and community centers, private agencies, in public departments of human services, prisons and reformatories, grassroots social change organizations, employee assistance programs, and many more. Within these settings social workers carry out a wide range of activities, roles, and responsibilities. Baccalaureate social workers function in roles such as group facilitator, community organizer, and case manager.

Given such a diversity of practice, what is it that binds social work into a common profession? Most important is commitment to a professional code of ethics. Practice consistent with the NASW Code of Ethics is the major feature that distinguishes social work from many other disciplines and vocations. Secondly, in keeping with the NASW Code, social workers have a long-standing commitment to working with and on behalf of people who are economically and socially at risk, vulnerable, and who experience oppression and discrimination. Finally, social workers share a common set of basic, generic skills that enable them to work with diverse populations and to fill a range of roles in diverse settings.

Social workers view people and their environment as integrally intertwined and interactive. Therefore, social workers work with people in a variety of ways—with individuals toward personal growth, with families and groups to improve collective well being, and with organizations and communities to bring about needed changes.

*The underlying purpose of all social work practice is to release human power in individuals for personal fulfillment and social good, and to release social power for the creation of the kinds of society, social institutions, and social policies, which make self-realization most possible for all individuals. Two values which are primary in such purposes are respect for the worth and dignity of every individual and concern that all individuals have the opportunity to realize their potential as individually-fulfilled, socially-contributing persons (paraphrased from Khinduka, 1987).*

Thus, the profession of social work requires practitioners who are flexible, socially and politically aware, self-motivated, eager to learn over a lifetime, committed to personal growth, altruistic, comfortable with ambiguity, and interested in changing social conditions that are adverse to healthy human development, self-determination, and social justice.

In the University of Maine baccalaureate social work program, moderately sized classes, field seminars and other small group experiences provide the context in which BSW students can work together, learn from each other, and form close relationships that often continue after graduation. Our relatively small classes are essential for intensive professional education and also provide an opportunity for students and faculty to become well acquainted.

## MISSION AND GOALS OF THE SCHOOL OF SOCIAL WORK AND THE BSW PROGRAM

### ***Mission of the School of Social Work***

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. In keeping with the Land Grant mission of the University of Maine, the School carries a special responsibility to work toward these ends on behalf of the people of Maine. In defining our mission, the School of Social Work builds on the University of Maine's commitment to scholarship, outreach and service, its quest for "*honor[ing] the heritage and diversity of our state and nation*", its vision for "*inspired and dedicated teaching*".

### ***School of Social Work Goals***

Consistent with the University and School missions, the School of Social Work has four goals:

1. To educate competent and effective baccalaureate and masters social workers for professional social work practice with particular regard for providing knowledge and skills relevant to serving the people of rural areas and small communities characteristic of the State of Maine;
2. To improve social work practice by providing continuing educational and professional development opportunities open to all social workers wishing to examine their values, increase their knowledge and improve their practice skills;
3. To contribute to the knowledge base of the social work profession through faculty research and scholarship, student-faculty collaborative inquiry, and promotion of knowledge development within the social work community;
4. To render service and function as an academic resource center to local, state, national, and international social service communities and to those concerned with social welfare.

The mission of baccalaureate social work education at the University of Maine is to prepare ethical, competent, **generalist social workers** capable of practicing with skill in diverse social welfare settings. Students are prepared to practice from a broad knowledge base that is eclectic and reflects the value positions of the profession. Students are educated to apply a systematic problem solving approach to micro, mezzo, and macro level interventions and to employ a variety of skills that show evidence of the highest standards of professional social work practice. Our goals in the baccalaureate social work program are to offer a comprehensive baccalaureate curriculum, based upon the liberal arts perspective, that emphasizes social work values and ethics, diversity, the promotion of social and economic justice, marginalized and at-risk populations, social work practice, social welfare policy and

services, human behavior and the social environment, research, and field practicum; to provide an educational focus on generalist social work practice at multiple levels: individual, family, group, organization, community, state, national, and international settings; to promote the importance of graduates' participation in life-long professional renewal and learning as a means of continuous growth and development of practice, refinement and advancement of their practice, and contribution to the profession; to promote diversity in the community of the school and in all aspects of the BSW program; to promote social and economic justice and advocate on behalf of marginalized and at-risk populations, in accordance with the values and ethics of the social work profession; to actively promote and initiate the participation of faculty and students in scholarly and knowledge development activities; and to provide a sound background and educational foundation for those students who choose to pursue graduate education in social work and related fields. The baccalaureate program competencies represent our translation of program goals into objective, verifiable activities consistent with University and School missions and with the educational policy of the profession.

### ***Goals of the Bachelor of Social Work Program***

The goals of the baccalaureate program are:

1. To offer a comprehensive baccalaureate curriculum, based upon the liberal arts perspective, that emphasizes social work values and ethics, diversity, the promotion of social and economic justice, population-at-risk, social work practice, social welfare policy and services, human behavior and the social environment, research, and field practicum;
2. To provide an educational focus on generalist social work practice at multiple levels: individual, family, group, organization, community, state, national, and international settings;
3. To promote the importance of graduates' participation in life-long professional renewal and learning as a means of continuous growth and development of practice, refinement and advancement of their practice, and contribution to the profession;
4. To promote diversity in the community of the school and in all aspects of the BSW program;
5. To promote social and economic justice and advocate on behalf of marginalized and at-risk populations, in accordance with the values and ethics of the social work profession;
6. To actively promote and initiate the participation of faculty and students in scholarly and knowledge development activities;
7. To provide a sound background and educational foundation for those students who choose to pursue graduate education in social work and related fields.

## BSW PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS

After completing the BSW program, students will have the ability to:

BSW Core Competencies and Practice Behaviors	
1. Demonstrate ethical professional behavior	<ul style="list-style-type: none"> <li>• 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;</li> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</li> <li>• Demonstrate professional demeanor in behavior, appearance; and oral, written and electronic communication</li> <li>• Use technology ethically and appropriately to facilitate practice outcomes</li> <li>• Use supervision and consultation to guide professional judgment and behavior.</li> </ul>
2. Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice</li> <li>• Present themselves as learners and engage client systems as experts of their own experiences; and</li> <li>• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client clients and constituencies</li> </ul>
3. Advance Human Rights and Social and Economic Justice	<ul style="list-style-type: none"> <li>• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</li> <li>• Engage in practices that advance social, economic, and environmental justice</li> </ul>
4. Engage in Practice-informed Research and Research-Informed Practice	<ul style="list-style-type: none"> <li>• Use practice experience and theory to inform scientific inquiry and research</li> <li>• Engage in critical analysis of quantitative and qualitative research methods and research findings</li> <li>• Use and translate research findings to inform and improve practice, policy, and service delivery.</li> </ul>
5. Engage in Policy Practice	<ul style="list-style-type: none"> <li>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to services</li> <li>• Assess how social welfare and economic policies impact the delivery of and access to social services</li> <li>• Apply critical thinking to analyze, formulate, and advocate for policies that advanced human rights and social, economic, and environmental justice</li> </ul>
6. Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies</li> <li>• Use empathy, reflection, and interpersonal skills to effectively engage diverse client and constituencies</li> </ul>
7. Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Collect, and organize data, and apply critical thinking to interpret information from clients and constituencies</li> </ul>

<ul style="list-style-type: none"> <li>• 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</li> <li>• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with in clients and constituencies</li> <li>• Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>
<b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
<ul style="list-style-type: none"> <li>• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</li> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</li> <li>• Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> <li>• Negotiate, mediate, and advocate with and on behalf of clients and constituencies</li> <li>• Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>
<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
<ul style="list-style-type: none"> <li>• Select and use appropriate methods for evaluation of outcomes;</li> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</li> <li>• Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</li> <li>• Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</li> </ul>

## **THE BACCALAUREATE SOCIAL WORK CURRICULUM**

The University of Maine School of Social Work organizes the BSW curriculum to enable students to acquire the liberal arts perspective and the professional foundation of knowledge, values, and skills that incorporate the nine core competencies. A liberal arts perspective is acquired through a range of academic study which includes relevant content in the social sciences, humanities, and physical science, providing a foundation for acquiring professional knowledge, professional values, and the interactive skills necessary for beginning generalist social work practice. Proficiency in both written and spoken communication is integral to acceptable attainment of the liberal arts perspective as defined by the University of Maine School of Social Work. Study of the range of methods of inquiry and development of knowledge encourages students to think critically and sensitively about the characteristics and dynamics of society, organizations, groups, families, and individuals. A liberal arts perspective enables students to understand a broad range of issues affecting individual, group, community, and organizational behavior, culture, social conditions, and social problems.

Students are required to meet the University of Maine General Education requirements. Beyond the University General Education Requirements, students select additional unspecified elective courses that enrich their liberal arts perspective and their eventual practice of social work. Students consult with their academic advisor in the selection of elective courses, taking into account their present knowledge, interests and career goals. The University offers many electives that provide opportunities to explore a wide range of interests and to develop plans of study tailored to individual needs. The BSW degree requires one hundred twenty (120) credit hours, with 77 credit hours taken outside the major and a minimum of 43 credit hours in social work. All BSW students must complete a minimum of 55 credits of courses that contribute to their University of Maine General Education requirements



(Table 1). Students may take up to 29 credits of required General Education courses that play a dual role, contributing directly to the liberal arts perspective required for the social work major and University General Education requirements (Table 2).

Table 1  
UMaine General Education Requirements: Credit Hours, Number of Courses, and Content

Credit Hours	Number of Courses	Content Area
3 credits	1	Ethics
7-8 credits	2	Science
6 credits	2	Mathematics
9 credits	3	Writing Competency
18 credits	6	Human Values/Social Context
12 credits	2	Social Work Capstone – Field Practicum & Seminar

Fifteen credits play a dual role, contributing to both the General Education requirements and social work professional foundation courses (Table 2). This includes SWK 440, Social Welfare Policies and Services (Writing Intensive course within the major, 3 credits) and SWK 495 I & II, Field Practicum in Social Work (Senior Capstone seminars, 12 credits). Students may use their remaining credits of unspecified electives to create a minor, enhance their professional foundation, or both.

Table 2  
BSW Program Liberal Arts Prerequisites: Credit Hours, Number of Courses and Content Areas  
(\*Meets University General Education Requirements)

Credit Hours	# Courses	Content Area
3 credits	1	POS 100 <b>American Government*</b>
3 credits	1	SOC 101: Introduction to <b>Sociology*</b>
3 credits	1	PSY 100: Introduction to <b>Psychology*</b>
3 credits	1	<b>Ethics:</b> Students choose one course from: <ul style="list-style-type: none"> <li>▪ PHI 100 Contemporary Moral Problems *</li> <li>▪ PHI 230 Ethics *</li> <li>▪ PHI 235 Biomedical Ethics *</li> <li>▪ PHI 240 Social and Political Philosophy *</li> </ul>
3 credits	1	<b>Professional Writing Competency:</b> ENG 101 College Composition *
3 credits	1	Students choose one course from: <ul style="list-style-type: none"> <li>▪ ENG 212 Persuasive and Analytical Writing *</li> <li>▪ ENG 317 Business and Technical Writing *</li> </ul>
8 credits	2	<b>Human Biology:</b> Students may choose: <ul style="list-style-type: none"> <li>▪ BIO 100 Basic Biology (prerequisite to BIO 208) *</li> </ul>
3 credits	1	<ul style="list-style-type: none"> <li>▪ BIO 208 Anatomy &amp; Physiology *      OR</li> <li>▪ SWK 380 Biological Person in the Environment (Does NOT</li> </ul>

		meet Science GENED requirement
3 credits	1	<b>Cultural Diversity:</b> ▪ SWK 330 Cultural Diversity *
3 or 4 credits		<b>Statistics:</b> Students may choose: • STS 232 * (3 cr.) OR • PSY 241 * (4 cr.)

Flowing from our School's mission and goals (and consistent with the Council on Social Work Education's Educational Policy and Accreditation Standards) and grounded in the required liberal arts core curriculum of the University of Maine, the School of Social Work has designed its professional curriculum of social work education. Each area of the curriculum is integrated with the others, introduces increasingly complex materials, and challenges our students to build on their previous knowledge and skills. The School is committed to the provision of opportunities for cumulative, sequential learning; careful attention to sequencing is a major characteristic of the UM curriculum.

Certain themes are central to the design of our curriculum and are developed at increasingly sophisticated levels of understanding. The overarching frameworks used in the design of our curriculum are systems theory and generalist social work practice. Key themes include social work values and ethics; the appreciation of diversity and the ability to work with diverse populations and varying system levels; and social work's commitment to populations-at-risk and the importance of working for social and economic justice. The development of the ability to use social work knowledge self-critically and accountably takes place in every course in the baccalaureate curriculum. Practice courses, the practicum, and the field practicum seminar are central to this process of applying knowledge to the resolution of human problems, and all courses demand critical thinking.

### **Human Behavior and the Social Environment**

The purpose of the Human Behavior and Social Environment (HBSE) sequence is to guide students' development of a view of people and their physical and social environments useful in their professional work and consistent with the program's framework of social work practice. Using multiple theories, the HBSE sequence examines normative human development using a strengths-based life span perspective within a systems framework and moves on to explore theories related to the evolution of cultures, social institutions, formal organizations, communities, small groups and families.

The HBSE sequence consists of two courses: SWK 350 HBSE I taken in the fall semester and SWK 351 HBSE II taken in the spring. The sequence is built on two liberal arts prerequisites, **PSY 100: General Psychology**, **SOC 101: Introduction to Sociology**.

### **Social Welfare Policy and Services**

The purpose of the Social Welfare Policy and Services (SWPS) sequence is to guide student learning from an understanding of the elements of policy formulation and implementation to the capacity for critical analysis of the interrelatedness of social problems, social policy, social services, and social work practice, and application of such analyses in generalist practice. The analytical framework employs historical, philosophical, and economic knowledge in addition to social understandings. The baccalaureate SWPS sequence consists of two required social work courses -- **SWK 320: Introduction to Social Work**, and **SWK 440: Social Welfare Policy and Issues**. The sequence is built on one liberal arts prerequisite: **POS 100: American Government**.

### **Social Work Research**

The research sequence focuses on skillfully obtaining knowledge from diverse sources. In **SWK 491 Methods in Social Work Research**, students analyze multiple ways in which knowledge is generated. They examine the relevance and value of systematically generated knowledge for informing and evaluating social work practice in concert with social work values and ethics. Students become conversant in research terminology, learn to explain research to others in accessible language, and practice the beginning use of systematic inquiry to evaluate social work practice. The sequence is built on one liberal arts prerequisite: **STS 232 or PSY 241**.

### **Social Work Practice**

The purpose of the Social Work Practice sequence is to guide student learning from a basic understanding of the elements of generalist practice to the application of this knowledge to actual practice. The perspective of generalist practice is introduced in **SWK 320: Values, History and Practice in Social Work and Social Welfare**. Three required courses make up the sequence -- **SWK 361: Generalist Social Work I, SWK 462: Generalist Social Work II, and SWK 463: Generalist Social Work III**. Social Work Methods II & III are taken in the senior year concurrently with a field practicum. The practice courses emphasize empowerment of client systems, assessment of client strengths, capacities and resources, and analysis and implementation of empirically based interventions. In addition the practice courses help students develop competency through acquisition of specific competencies related to engagement, assessment, and evaluation of client systems and through the more general competences related to professional identification, ethical decision making, critical thinking, engaging diversity, and using research to inform practice.

### **BSW Field Education**

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 social work practice. The goal of BSW field education is to provide practice experiences specifically created to present generalist social work practice opportunities for students to demonstrate the Core Competencies, and to guide students to develop their professional self in the practice of social work.

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 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. Self-reflection, self-evaluation, and providing and accepting critique as part of that reflection are viewed as primary tools for learning.

The University of Maine School of Social Work places social work students in agencies throughout the state in order to insure 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.

In the field, students integrate, apply, and refine social work values, empirical and practice-based knowledge and skills under the guidance of experienced social work practitioners who serve as Field Instructors. In addition, field material is brought back to the university classroom, and re-examined in the light of the knowledge, values, and skills of the social work profession. Students' experiences in both SWK 395 I & II *Beginning Field Experience in Social Work* and SWK 495 I & II *Field Practicum in Social Work* are framed within the generalist perspective and are structured around the Core Competencies. Sequential assignments enable students to develop their capacity to practice in increasingly complex situations with a variety of client systems.

The School of Social Work requires that students complete a number of prerequisite courses prior to beginning the field sequence. *Please refer to Table 2 BSW Program Liberal Arts Prerequisites: Credit Hours, Number of Courses and Content Areas for a listing of courses.* Students who meet the above-mentioned criteria enroll in their **SWK 395 Beginning Field Experience** both Fall and Spring Semesters of the junior year. Students must successfully pass both semesters of SWK 395 and SWK 361 prior to enrolling in Senior Field.

## **Junior Year Field Preparation Sequence**

### ***Procedures for entry into the Junior Year Field Experience***

All students registering for the Fall semester of SWK 395, Beginning Field Experience, must be declared social work majors. Students registering for the spring semester of SWK 395 must have been accepted into the social work practice sequence. The fall semester of SWK 395 allows students to explore social work as a career. Students are waived from SWK 395 only if they have completed a course that provided them with an educationally guided experience in a Human Services environment and where they earned both a grade and course credit for the experience.

### ***SWK 395 – Junior Field Experience***

SWK 395 I and II, the prerequisite two-semester course taught in the junior year, prepares students for the senior field practicum by allowing students the opportunity to explore the field of social services and explore their personal fit for the profession. The two-semester 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 395 Seminar Class***

SWK 395-I is a 3 credit class designed to introduce students to practice knowledge, values and skills and to support students' socialization into the profession and their self-reflective preparation for the Senior Field Practicum. A central emphasis in SWK 395 is on breadth of exposure to underserved client populations and different fields of practice. Learning modules focus on skill development in professional identification; knowledge of and skills in the resolution of ethical issues in practice; and emphasizing the concepts of honesty, integrity, professional boundaries, and commitment to clients, colleagues, and the profession. Students work through skill modules measuring their own cultural awareness biases and how that impacts cultural competence in practice; understanding institutional

oppression of marginalized populations; the importance of and beginning of critical thinking in social work practice; and the basic beginning skills of the use of empathy, engagement, assessment, intervention and evaluation skills.

The Graduate Teaching Assistant (GTA) along with the Field Director, facilitate the class to guide students in the self-reflective process of becoming beginning-level generalist social work practitioners. Guest lecturers introduce students to various aspects of practice conducted in social service agencies in the Greater Bangor area.

### ***SWK 395 Agency Rotation Experience***

Agency rotation experiences provide students with opportunities to integrate knowledge, values, and skills learned in SWK395 and all of the social work courses taken to that point. Students are placed in small groups, (2-3 students each) and are assigned to multiple, different, brief agency rotations. The agencies selected for the rotations prepare for the students by organizing specific tasks assuring all students are exposed to all levels of practice and multiple populations and client systems, and human service programs.

To prepare for each rotation experience, students must read a related journal article relevant to the rotation site. By the second week of the three-week rotation, students must write a critical analysis of the related article, including how the article relates to the agency. Additional assignments relating to ethics, professional practice, critical thinking and problem solving and lifelong learning are required. Students complete a practice competency based mid-term and a self-reflective final.

Please see: <http://umaine.edu/socialwork/field/field-education-information/>  
for the SWK 395 Junior Field Experience Log and the Evaluation Form

## **Senior Year Field Preparation Sequence**

### ***SWK 495 Field Practicum***

The SWK 495 Senior Field Practicum is sequenced to assure that students have the opportunity to achieve expected outcomes in field as delineated in the Core Competencies, course syllabi, and field evaluations. SWK 495 field practicum experiences are scheduled concurrently with didactic classroom courses to maximize the utility of the transactional nature of field education. The Field Instruction sequence consists of two consecutive semesters of SWK 495 during which students participate in a two-hour weekly field seminar in addition to spending a minimum of 400 clock hours minimum in their field placement.

All University of Maine BSW seniors complete a minimum of 400 hours of field education for the two consecutive semesters of SWK 495. 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. **In addition to the minimum number of field hours, students must also complete all assignments successfully, and meet benchmark measures on each of the core competencies and practice behaviors listed in the Student Evaluation Form.**

### ***SWK 495 - Field Seminar***

Students participate in a two-hour seminar every week 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 field practicum objectives. The seminar structure is flexible depending upon the needs of students as they achieve Core Competencies. 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.

Please see: <http://umaine.edu/socialwork/field/field-education-information/>  
for the SWK 495 Senior Field Experience Log Contact Form, the Learning Plan,  
and the Student Progress Evaluation Form

## **POLICY ON FIELD PLACEMENTS AT WORK SITES AND PAID PLACEMENTS**

The School has a policy regarding field placements in an agency in which the student is also employed. The policy was developed to clearly articulate the School position that field education supervision differs from supervision associated with a student's employment. The policy is discussed at all field orientation meetings conducted by the Field Coordinator, and in individual meetings with students, Field Instructors, and other agency personnel. The policy is also described for potential applicants during MSW Information meetings. The *Paid Placement Policy* is as follows:

*It is the policy of the School of Social Work not to approve field placements at a student's place of employment, where the student is conducting work activities to fulfill field practicum requirements. Under special circumstances, a student may engage in a field practicum at the same agency as the work site, providing that the Field Instructor is different from the work supervisor and that the field placement activities are distinct from tasks performed as a part of the student's employment. Any special arrangements must be submitted in writing to the Field Coordinator, agreed upon by the Field Instructor and the administration of the placement agency, and be approved by the Field Coordinator, the student's advisor and the MSW Coordinator.*

*Under no circumstances may advanced standing students use their paid work tasks to fulfill their field practicum requirements.*

*Although the Social Work faculty recognize the financial difficulties that many students experience in order to obtain education, we have developed this policy to protect the student and to insure the academic integrity of the field placement.*

*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 work experience to interfere with the successful completion of the field placement.*

The learning experience could be and in past experience has been compromised if there is not a clear distinction between field and work tasks. The field practicum is the student's opportunity to explore, test, gain skill, obtain new knowledge and operationalize classroom learning in social work practice. These opportunities can be compromised if a student must be accountable for work tasks.

*In recognition of the financial difficulties that graduate students may encounter, the Social Work faculty will consider paid placements when possible. The Field*

*Coordinator, the student's advisor, and the MSW Coordinator must approve paid placements.*

Students must submit a written request to the Field Coordinator and MSW Coordinator regarding any plan for a paid placement. The Field Coordinator will confer with the MSW Coordinator, agency personnel, the Field Instructor, and the student's advisor to assess the plans, particularly in terms of a clear delineation of Field Instruction supervision as compared to employment related supervision.

The Application and Guidelines for Work Site Field Placement form is available at: <http://umaine.edu/socialwork/field/msw-field-education-information/>

### **Ethical Conduct**

Policies elsewhere in this Manual indicate that all parties involved in the field practicum (faculty, students and field instructors) are to be guided in their conduct by the principles expressed in the NASW Code of Ethics. You may access a copy of the NASW Code of Ethics at: <http://umaine.edu/socialwork/current-students/current-msw-students/>

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. Such books include:

Barsky, A. (2009). *Ethics and values in social work: An integrated approach for a comprehensive curriculum*. Oxford University Press.

Strom-Gottfried, K. (2007) *Straight talk about professional ethics*. NY: Lyceum.

Loewenberg, F. & Dolgoff, R. (2000). *Ethical decisions for social work practice* (6th ed.). Itasca, Illinois: F.E. Peacock.

Reamer, F. G. (1990). *Ethical dilemmas in social service* (2<sup>nd</sup> ed.) NY: Columbia University.

Rothman, J. (1998), *From the front lines: student cases in social work ethics*. Massachusetts: Allyn and Bacon.

Gambrill, E., Pruger, R. (1997) *Controversial issues in social work ethics, values, and obligations*. Massachusetts: Allyn and Bacon

### **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 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.

### **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 insuring 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 pre-approval of their Faculty Liaison in addition to the Field Instructor.

The creation of tapes, which will later be reviewed with other class members, requires completion of a specific procedure for obtaining informed consent for class use. The Faculty Liaison should be consulted prior to attempting any such taping.

### **Resolution of Problems in the Field**

Occasionally problems connected to a student's performance or to the supervisory relationship develop in the field practicum. These problems 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. Problems 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.**

Problems 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 and seek resolution 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 and Professional Review Process.)

### **FIELD APPLICATION PROCESS**

The Field Application can be downloaded at:  
<http://umaine.edu/socialwork/field/msw-field-education-information/>

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

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

1. Completion of the program's liberal arts prerequisites and required social work courses with a grade of C or better.
2. Completion of two semesters of SWK 395 with a grade of C or better or having received transfer credit for comparable coursework
3. Admission to the Social Work Practice sequence
4. Placement of students in field settings begins two semesters before current registration for senior field practicum. At this time the Director of Field Education conducts a student orientation session within the SWK 395I class. These group meetings introduce students to the expectations of the senior year field practicum, and begin the dialogue between the students and the Director of Field Educations regarding potential placements.
5. Students are expected to complete a field application form and meet individually with one of the field staff during the semester prior to entry into field.
6. A multiple-choice test is given as the mid-term for SWK 395II. Students' practice knowledge and skills are evaluated. Students who fail the mid-term exam may be asked to remediate or may be denied entry into the senior field placement.
7. Once the Director of Field Education has assessed the student's readiness to enter the practicum and has gathered the necessary information regarding the student's prior experiences, skills, and interests, the student and the Director of Field Education negotiate and prioritize potential sites. The student is then assigned to a potential placement for an interview.

8. Once the student and the Field Instructor meet, agree with the assignment, and so inform the Director of Field Education, the field placement is confirmed. The student then completes the Field Information Form.
9. If either party does not agree to the placement, the Director of Field Education selects another potential site from the jointly negotiated placement list and the process begins again from the point of the assignment of the placement as a potential site.

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, severely depressed, distorted in thought processes, or actively suicidal will not be permitted to move into the field. Students who have been charged with felonies are asked to provide written information about the convictions and may need to address their readiness for field to the Baccalaureate Academic and Professional Review Committee before they are able to enter into the Junior field experience rotations or Senior year field internship.

#### **Field Application Due Dates:**

- Field Application and Student resume are due a minimum of five to seven months prior to planned placement semester.
- We suggest that you submit earlier but later that the following schedule may result in delay in placement assignment:
  - December 1st for May Placement
  - February 1st for Fall Placement
- Although the application form is online, the final field application must be SIGNED and returned hard copy. Hard copies can be mailed to the School of Social Work to the appropriate Field Coordinator, or placed in their mail box in Orono or at the Hutchinson Center.
- Schedule an interview (via email request) with the Field Coordinator at the time of submission of application.

#### **The following rules apply:**

- All students are required to have a face-to-face interview with the field coordinator prior to contacting any agency about a placement. No interviews will be scheduled until the student's field application has been received in the field office.
- Once a placement assignment has been agreed upon by the field coordinator and the student, the recommended process can begin.
- Interviews are required for field placement, and you should prepare for these as if you were applying for a job. Be sure to ask about, and discuss, any requirements the agency may have that you need to complete prior to placement (e.g., TB test, driving test, criminal record check, OSHA training, agency's human services orientation).
- Students may only interview at one agency unless directed by the field coordinator to interview at more than one location.
- If the student rejects the field placement assigned, he or she may interview at one additional placement assigned by the field coordinator. Any rejection of placement ( or multiple rejections of the student at the placement interview may result in an academic review.)

- If the student does not accept a placement offer, he or she is responsible for notifying the agency and for sending a thank you note for the offer.
- Students may be wait-listed or rejected for placement if the field department feels that the student's field application or the student's behavior in classes or field reflects a serious maturity, ethical or safety concern for clients in the potential placement.

### **THE BACCALAUREATE SOCIAL WORK DEGREE (BSW)**

Upon successful completion of the degree requirements, you will have earned a Bachelor of Science in Social Work--a B.S. in S.W. degree. The degree is commonly referred to as a BSW. The Council on Social Work Education (CSWE) accredits social work educational programs upon recommendation of its Commission on Accreditation. The University of Maine BSW Program was first accredited in 1979. In 2012 accreditation of the BSW Program was reaffirmed until 2018. Graduation from an accredited program is important both for students planning to attend graduate school and for those seeking social work licensure in Maine and other states. The BSW graduate, upon the satisfactory completion of a state examination, may gain licensure as a Social Worker (LSW) in the State of Maine. A copy of the licensing legislation and regulations may be obtained from:

The Maine State Board of Social Work Licensure

Gardiner Annex

State House Station #35

Augusta, ME 04333

Tel: 624-8603

Web site: [http://www.maine.gov/pfr/professionallicensing/professions/social\\_workers/](http://www.maine.gov/pfr/professionallicensing/professions/social_workers/)

Please refer to the School Web page for additional information about social work licensing:  
<http://umaine.edu/socialwork/current-students/current-bsw-students/>

Many social work graduate programs give advanced-standing credit toward MSW degree requirements to students graduating from accredited BSW programs. At the present time, for example, BSW graduates admitted to the University of Maine graduate program with advanced-standing status may complete their MSW degrees in one year plus a summer term instead of the two years required for graduate students without a BSW degree.

BSW students are eligible for membership in the National Association of Social Workers (NASW). Juniors and Seniors may pick up NASW application packets in the School office or student lounge.

### **APPLYING FOR THE SOCIAL WORK MAJOR**

Students considering a social work major should contact the School of Social Work (581-2389) as early as possible to make an appointment to discuss their interests with the BSW Program Coordinator. Program information may be obtained from the School office, 112 Social Work Building.

#### **Procedures for applying for admission to the Social Work major**

##### **I. Applying as a first-year student or incoming transfer student**

To be admitted to the Social Work major applicants should indicate Social Work as

their intended major on the Admissions Application Form. The University holds an orientation weekend for all incoming students during the summer. As part of the weekend events, incoming students meet with the BSW Program Coordinator to get acquainted with the School and confirm their fall semester course selections.

## **II. Changing majors and Colleges**

The School of Social Work is one of several units in the College of Natural Science, Forestry, and Agriculture. In order to be admitted to the major in Social Work, a student must be enrolled in the College of Natural Sciences, Forestry, and Agriculture. Students changing majors must obtain a *Change of Major Form* and obtain the signature of the BSW Program Coordinator from School of Social Work and the Associate Dean of the College of Natural Science, Forestry, and Agriculture (NSFA).

## **III. Changing majors**

Students wishing to change their major to Social Work from another major in the College of Natural Science, Forestry, and Agriculture should contact the BSW Program Coordinator at the School of Social Work (581-2389), 101 Social Work Building.

## **IV. Transferring with an associate's degree in human services**

An agreement has been developed with the University of Augusta – Bangor Human Services Program to facilitate entry into the BSW program by graduates with associate degrees in human services. For further information, please contact the Baccalaureate Program Coordinator (581-2389).

## **Application and Procedures for Entry into the Social Work Practice Sequence**

Students enrolled in SWK 395 (Fall) will receive an application packet to be completed and returned to the School of Social Work on or before **October 15**. Other students eligible to apply for entry into the Practice Sequence should request an application packet from the School of Social work early in September. Applicants must have completed or be currently enrolled in all social work prerequisites and have a cumulative grade point average of 2.5 or higher. The Review Committee will evaluate completed packets only. Applicants will receive a letter informing them of their status prior to registration for the Spring Semester.

Please refer to the School Web page for additional Application to the Social Work Practice Sequence:  
<http://umaine.edu/socialwork/current-students/current-bsw-students/>

## **Interdisciplinary Course Concentration – Disability Studies**

Social work majors with particular interests in disability studies may apply for participation in the University of Maine Center for Community Inclusion and Disability Studies (CCIDS). The CCIDS is part of a national network of federally funded programs established to provide interdisciplinary education, exemplary program development, applied research and policy analysis, technical assistance, and dissemination of research findings in the field of disability studies.

The Center for Community Inclusion coordinates an interdisciplinary course concentration in disability studies (ICC/DS). Participants in the concentration attain knowledge, understanding and skills, which enhance their personal and professional relationships with persons affected by disabilities. The ICC/DS enhances the ability of participants to understand disabilities from the unique perspective of social work as well as other disciplines.

Students who are admitted to the concentration in disability studies work closely with their faculty advisors to integrate the courses required for the ICC/DD into their social work plan of study. During their senior year ICC/DS students participate in a field practicum in a social service agency serving people with disabilities. Upon completion of the requirements, students receive a Certificate of Completion in addition to their Bachelor of Arts degree in Social Work. For additional information, see the *University of Maine Undergraduate Catalog* and Appendix H in this guide, or contact the School of Social Work Disability Studies faculty representative (581-2399).

### STUDY AWAY

Social work majors may earn credit toward their BSW degrees through study for a semester or an academic year at appropriate colleges and universities in the United States and in many countries throughout the world. For further information, contact the Baccalaureate Program Coordinator (581-2389) or the University of Maine International Programs Office (581-2905). Students also may choose to take one or more courses at another accredited institution during any semester while they are attending UMaine. Whenever students take courses away from the University of Maine they must complete either the Domestic Study Away form or the International Study Away form before registering for classes that semester. Forms may be obtained at the School of Social Work office.

### ACADEMIC HONOR SOCIETIES

Academic excellence is a goal toward which all baccalaureate social work majors are expected to strive. There are three national scholastic honor societies at the University of Maine to which social work students may aspire: *Phi Alpha*, *Phi Kappa Phi*, and *Phi Beta Kappa*.

**Phi Alpha Honor Society**, a national social work honor society, was formally organized in 1962. Its purposes are to recognize academic excellence, to provide a closer bond among social work students, and to promote humanitarian goals and ideals. The **Eta Zeta Chapter** was established at UMSSW in 1997. Eligible students from both the BSW and MSW programs are elected to membership each spring semester. Contact the chapter advisor for eligibility criteria.

**Phi Kappa Phi** is a national academic honor society founded in 1897 at the University of Maine. Membership in Phi Kappa Phi recognizes superior scholarship in all academic disciplines. The Greek letters Phi Kappa Phi stand for the phrase "Let the love of learning rule mankind." (sic) Each year University of Maine seniors scholastically in the top ten percent of their class and juniors scholastically in the top five percent of their class are considered for election to Phi Kappa Phi.

**Phi Beta Kappa** is the oldest and most prestigious academic honor society in the United States. Since its founding on December 5, 1776, election to Phi Beta Kappa has been a recognition of first quality academic performance in the liberal arts and sciences. The Greek letters Phi Beta Kappa stand for the phrase "Philosophy is the guide of life." Each year University of Maine faculty and staff who are members of Phi Beta Kappa may elect to membership no more than the ten percent of the senior students in our College. Typically this means that a student must have a grade point average of 3.5 or

higher after completion of at least 105 credit hours, must have taken no more than 9 credit hours pass/fail, and must have been a full-time student for at least 4 semesters at the University of Maine.

Election to Phi Alpha, Phi Kappa Phi, or Phi Beta Kappa is a recognition of outstanding scholastic performance. Such recognition of academic performance may be an important asset in being admitted to graduate study, and may be looked upon with favor by potential employers. If you believe that you may be eligible for election to **Phi Alpha, Phi Kappa Phi, or Phi Beta Kappa** or if you have questions about the scholastic honor societies, please contact the Baccalaureate Program Coordinator.

## **SCHOOL OF SOCIAL WORK HONORS AND AWARDS**

Each year students who have achieved academic excellence and students who have served the School of Social Work through participation in the Student Social Work Organization and/or on various School Committees are recognized with a variety of honors or awards at the annual Recognition event. We typically ask the graduating class to elect one of their classmates to say some words the Awards Luncheon.

**BSW Academic Achievement** This award is given to graduating seniors who have completed at least 60 credits of course work at the University of Maine and who have achieved the highest GPAs in the undergraduate program.

**Student Social Work Organization Recognition** Each year the officers, BSW and MSW Representatives, and other committee coordinators of the SSWO are recognized for their service to the organization and to the School.

**Service on School Committees** Students who have participated as members of School Committees (e.g., Awards Committee, BSW Admissions, Curriculum Committee, Search Committee) are honored for their service to the School.

## **ADDITIONAL SCHOOL OF SOCIAL WORK POLICIES**

### ***Credit for prior life and work experience***

Under no circumstances can social work academic credit be given for prior life work or experience. However, students who believe that they have mastered or can master non-social work courses without formally taking the classes are encouraged to contact the respective departments to explore the possibility of testing out of those courses. Successful testing out can result in saving time and money.

### ***Requirements for maintaining good standing, being admitted to field practicum, and graduating***

In order to remain in good standing, to be admitted to senior field practicum, and to be graduated, students must maintain a grade point average of 2.5 or higher, must complete with a grade of "C-" or higher in each General Education course required for the social work major, must complete all Social Work required courses with a "C" or higher, and must demonstrate behavior consistent with the social work profession as reflected in the Code of Ethics of the National Association of Social Workers. Additional prerequisites for admission to the Senior Field Practicum (SWK 495) include successful completion of SKW 350, SWK 351, SWK 361, SWK 395 and SWK 440, and submission of a complete practicum application.

## **Professional Standards for BSW Social Work Students<sup>1</sup>**

The social work profession demands of its practitioners a commitment to professional responsibility and the demonstration of appropriate interpersonal and ethical behavior. Therefore the academic and field curriculum of the University of Maine School of Social Work requires that all social work students maintain professional behavior in accordance with the National Association of Social Workers (NASW) Code of Ethics and the following Professional Standards. Failure to comply with these standards constitutes formal review by the Bachelor's Academic and Professional Review Committee and may include referral to the University of Maine Office of Community Standards, Rights and Responsibilities. BSW students are given a copy of the *Professional Standards for BSW Social Work Students* and asked to sign acknowledgement of receipt of and willingness to abide by these standards.

**Communication:** Students must exercise professional judgment in all communications with students, faculty, staff, clients, and other professionals. Professional competence encompasses using email in an appropriate manner and responding to email communications from other students, faculty, staff, administrators, and field instructors in a timely and appropriate manner. Student must have the ability to communicate effectively orally and writing when working with students, faculty, staff, clients, and other professionals. The student communicates effectively and respectfully with other students, faculty, staff, clients, and professionals from other disciplines. The student expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. The student is able to complete adequately all presentation assignments, as specified by classroom and field education faculty.

**Interpersonal skills:** Students must demonstrate the interpersonal skills needed to relate effectively to students, faculty, staff, clients, and professionals from other disciplines. Students must demonstrate compassion, empathy, altruism, integrity, and respect for others. Students take appropriate responsibility for their actions and consider the impact of these actions on others. Students work effectively with others, regardless of level of authority. Students advocate in an appropriate, respectful and responsible manner. Students use proper channels for complaints, conflict resolution, and grievances. Students show a willingness to receive feedback from faculty and field instructors, administrators, staff and colleagues in a positive and respectful manner.

**Intellectual Capacity:** Students must have the ability to discuss and process information in a manner that is satisfactory based on the particular demands of their field placements and academic coursework. In addition, student must be able to think critically, analyze and interpret objective and subjective data, and apply effective problem solving skills. Students must demonstrate the cognitive ability to effectively use and apply the program's competencies.

**Self-awareness:** Students must demonstrate the appropriate use of self-disclosure and exhibit knowledge of how personal experiences and values affect practice. Students must demonstrate knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Students must accurately assess their own strengths, limitations and suitability for professional practice. Students must demonstrate an awareness of self and how others perceive him or her. Students must be willing to examine and change behavior when it interferes in working with clients and other professionals.

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<sup>1</sup> This material is adapted and quoted from several schools of social work: University of Texas at Austin, University of Missouri, Wayne State University

**Emotional Maturity and Management of Emotions:** Students must demonstrate the ability to deal with past or current life stressors through the use of appropriate coping mechanisms. Students must handles stress effectively by implementing appropriate self-care and supportive relationship with appropriate colleagues, peers, family members, and/or professional caregivers.

**Self-regulation:** Students must demonstrate emotional and behavioral regulation as well as unimpaired judgment in decision-making.

**Self-Efficacy:** Students take responsibility to seek and effectively use help for physical, medical or emotional problems that interfere with scholastic and professional performance. Students are willing to make use of resources within and outside of the University when personal problems, psychosocial distress, substance abuse, and/or mental health difficulties evidence any of the following:

- *Compromise academic and field education performance*
- *Interfere with professional judgment and appropriate social work practice behaviors*
- *Jeopardize the best interests of those to whom the social work students have a professional responsibility as outlined in the current NASW Code of Ethics and this document.*

**Technology Skills:** Students must be able to use the technology required to work at their field placements, complete all related assignments, and complete academic coursework. This technology could include, but is not limited to, the use of computers, telephones, and agency databases.

**Integrity:** Students must behave in an honest and trustworthy manner with respect to all duties performed in connection with their classes and field placements. This includes representations made in the initial application for field placement, work conducted at the field placement, and all other representations made in field related assignments or at field related meetings.

**Dress:** Student must dress professionally and in a manner appropriate for their field placements. If students have questions about the dress requirements of their field placements, they should contact their assigned field instructor.

**Confidentiality:** Students must comply with all applicable ethical and legal standards for privacy and confidentiality as they relate to any and all communications made in connection with their field placements.

**Attendance:** Students must meet the attendance requirements of their field placements. This includes arriving at their field placements on time and working at the field placements the whole time they are scheduled to work. This also includes prompt and reliable attendance at all other field related meetings and ancillary obligations.

**Performance in field:** Students must actively engage in their field placements. This means that they must adequately prepare for the placement, consult with and follow the directions of their field instructors, and complete responsibilities consistent with their curricular year in accord with the specific requirements of their placements. If students have questions regarding their responsibilities, they must consult with their assigned field instructor and/or their faculty field liaison.

**Field Internship:** Students are required to complete field practica during their BSW Program. The Generalist level field placement requires a minimum of 400 hours over two 14-week semesters. This breaks down to about 16 hours, or two days a week during normal working hours through the traditional Monday through Friday work week. Although students are not required to be in placement during the semester breaks and spring vacation, many choose to maintain their schedule to provide



continuity to their clients, and accommodate any missed time due to illness or weather or other unforeseen obstacles.

## **FINANCING YOUR PROGRAM**

See current *The University of Maine Undergraduate Catalog* for detailed information regarding estimated expenses.

### ***Financial Aid***

Financial Aid, work-study and subsidized loans are allocated and administered through the Student Aid Office, Wingate Hall. Students interested in aid should explore the possibilities through that office. Junior and Senior level students with excellent academic records and who do not qualify for work-study may be eligible for the work merit program. The School of Social Work administers a program of grants for senior social work majors considering careers in public child welfare. For information, contact the Baccalaureate Program Coordinator or the Field Coordinator.

### ***Working while in school***

The BSW Program is demanding in time and energy. Students have found that it is not possible to work full-time and attend the program full-time. It is difficult to work even part-time while doing a field practicum. The practicum requires two days a week in an agency as well as academic classes on campus. Most students carry 12 credits in their senior year.

Opportunities, such as dormitory resident assistantships, work-study and work merit programs, exist for work on campus. Some of these jobs are very demanding, but may provide useful work experience as well as income. Students should consider their competing school and work demands carefully when deciding on work arrangements. Your academic advisor will be glad to discuss these options with you.

From time to time the School receives information about work opportunities. Such information is posted on the student bulletin board in the social work student lounge.

## **STUDENTS RIGHTS AND RESPONSIBILITIES**

Students have a fundamental right to appropriate efforts to gain knowledge. Constitutional rights, including freedom of speech and dissent, are essential to the search for knowledge and are protected by the University and the School of Social Work. The social work faculty supports the rights of students to organize and encourages students to participate meaningfully in policy decisions concerning their social work education. Student participation affects the quality of the educational experience, making it more meaningful and applicable to the needs of the adult learner. Through participation, students develop organizing, decision-making and negotiating skills that are applicable to the social welfare system and social work practice. There are several avenues for student participation.

### ***The Social Work Organization***

Students are encouraged to organize and participate in the Social Work Student Organization (SSWO). SSWO provides social exchange among students, peer support, workshops, job information, and other information related to social work and programs offered by the School. The Social Work Student

Organization provides excellent opportunities for social action and public service. Additional information about this student organization is available from the SSWO Faculty Advisor and the SSWO Executive Committee.

### ***Student participation in policy-making***

Baccalaureate social work students serve on key committees of the School of Social Work. These committees include the School Advisory Committee, the Field Advisory Committee, and the Curriculum Committee. In years when the School is seeking new faculty members, students also serve on the Search Committee. The School Advisory Committee advises the faculty regarding program development and evaluation, accreditation, faculty and staff employment, student grievances, and similar matters relevant to School governance. The Field Advisory Committee advises the Field Coordinator on policy issues related to the field practicum. The Curriculum Committee reviews curriculum related issues, and makes policy recommendations to the social work faculty. The Search Committee reviews applications, interviews candidates, and makes a recommendation on hiring. Students interested in participating in these committees should inform the Baccalaureate Program Coordinator or the Director of the School of Social Work.

## **STUDENT CONDUCT**

Undergraduate or 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. BSW students are given a copy of the *Professional Standards for BSW Social Work Students* and asked to sign acknowledgement of receipt of and willingness to abide by these 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. For example, selling drugs or engaging in inappropriate sexual behavior with a child constitutes a violation of NASW Code of Ethics and will result in dismissal proceedings based on academic standards. 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 nonacademic misconduct.

The following behaviors are examples, but not a complete list, of misconduct that may result in dismissal on academic grounds:

1. Forced or coerced sexual behavior.
2. Sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse.
3. Physical actions directed at clients, students, faculty, or staff, such as hitting, spanking, or slapping.
4. Physical or emotional threats directed toward clients, students, faculty, or staff.
5. The acceptance from clients of gifts or money not considered standard payment for services received on behalf of the student's agency or field setting; students shall not ask for nor expect gifts from clients.

6. Illegal or unethical behavior that limits or takes away clients' rights or results in financial, material, or emotional loss for clients or gain for social work students.
7. Plagiarism and other forms of academic dishonesty. (Cobb, 1994)

Please also refer to *Academic Honesty and Dishonesty*, available from the University of Maine Division of Student Affairs, Memorial Union or online at:

<http://www.umaine.edu/studentaffairs/jad/honesty.asp>

## **ACADEMIC AND PROFESSIONAL REVIEW PROCESS**

Continuation in the BSW program in good standing requires the following (See Appendix A *BSW Program Guide*):

### ***Academic Standards***

1. Minimum of a 2.0 average
2. Minimum grade of C in each required and elective course applied toward the social work degree.
3. Minimum grade of C in the field practicum

### ***Professional Standards***

1. Adherence to the NASW Code of Ethics
2. Commitment to the values of social work
3. Demonstrated capacity to engage in professional social work roles
4. Adherence to the Student Conduct Code of the University of Maine
5. Adherence to the School's *Professional Standards for BSW Students*

Students earning less than a C in any core or elective course applied toward the BSW degree may repeat the course once without penalty. However, until the course is remediated with a minimum grade of C, students may not register for subsequent sequential courses or for field practicum.

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, Weekend 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 BSW degree at the end of each semester. Further review may occur for any of the following reasons:

- Substandard academic performance: Students are automatically reviewed by the Academic and Professional Standing Committee for any interruption in progress toward the BSW degree;
- Violation of the NASW Code of Ethics, by report from field instructor, faculty member, or peer;
- Violation of the Student Conduct Code of the University of Maine, reported by faculty member or peer;
- Violation of the School's *Professional Standards for BSW Students*
- Failure to demonstrate the capacity to engage in appropriate professional social work roles, by report from field instructor, faculty member or peer;
- Failure to comply with plans for return from leave of absence;

- Request for review by any faculty member in the student's BSW program;
- Request by the student.

Upon review of a student's performance, the Academic and Professional Standing Committee may recommend that a Baccalaureate Academic and Professional Review Committee be formed to meet with the student. The Baccalaureate Academic and Professional Review Committee is an ad hoc committee of the School of Social Work and is composed of the BSW 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 BSW coordinator selects the members and either chairs the committee or designates the chair of the committee. This committee performs varied duties related to academic regulations and student progress in the BSW program.

The formal review process by the Baccalaureate Academic and Professional Review Committee will 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. The social work student has the right to have another student colleague in attendance for support or to be a witness without voice to the proceedings at any stage of a grievance or appeal. Otherwise, only faculty (including field faculty) and the student are present during the meeting of the BAPRC. During the formal review, the committee will deliberate the issues based on

- the data submitted in writing from the student or from student input, if the student chooses to meet with the committee,
- written information or data from the faculty member(s) or field instructor, and
- other pertinent data.

Following the review, the chair of the BAPRC will formulate a written recommendation to the Director of the School of Social Work with a copy to the student. The Director of the School reviews the BAPRC recommendation no later than one week following the formal review. The student has five working days following receipt of the letter to appeal the recommendation and decision of the BAPRC to the Director.

If action is required involving a recommendation for academic probation or dismissal from the BSW Program, the Director will forward the recommendation regarding the disposition of the matter to the Dean of the College and the social work faculty. 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.

### ***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 of Social Work (in the case of substandard academic performance) or a recommendation for remediation for conduct violations. The BAPRC may require the student to formulate a written study and or/professional development plan to be approved by the BAPRC by a date determined by the BAPRC.
3. Recommendation of dismissal to the Dean of the College for substandard academic performance or failure to meet conduct, value and/or professional standards of the school.

Once the School of Social Work takes final action, a student may appeal to the Dean of the College.

### ***Removal from probation***

Students on probation may be reinstated to good academic standing in the BSW Program by the Director of the School of Social Work upon recommendation of the BAPRC. Students who fail to return to good academic standing under the terms of the agreement automatically will be recommended to the Dean for dismissal from the program.

## **STUDENT GRIEVANCE PROCEDURES**

These guidelines may be used to address student concerns related to sexual harassment, practicum placement and experience, classroom procedures, cheating or plagiarism, and grades or other evaluation of work. 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.

University guidelines for redressing grievances are described in two sections of the University of Maine Student Handbook: "Academic Appeals Procedure" under Academic Information, and "Student Administrative Appeals Policy" under Policies. A copy of the UM Student Handbook is available online at <http://www.umaine.edu/handbook/>

Sexual harassment grievances are initiated through the Office of Equal Opportunity, 101 North Stevens Hall. Full procedures are discussed in the "Stop Sexual Harassment" brochure available through the Office of Equal Opportunity.

The student ordinarily should seek redress of a grievance with the faculty member 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 undergraduate social work program may be taken to the Baccalaureate Program Coordinator. Issues that remain unresolved may be taken to the Director of the School for consideration.

For academic concerns, the student ordinarily should seek redress of a grievance with the faculty member 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 undergraduate social work program may be taken to the Baccalaureate Program Coordinator. Issues that remain unresolved may be taken to the Director of the School for consideration. The University has a specific appeals procedure which follows the usual process of appeal to the faculty member, then to the chair or director, then to the Dean of the College, and finally to the Vice President for Academic Affairs.

## REFERENCES

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- Leighninger, L. (1980). The generalist-specialist debate in social work. *Social Service Review*, 54, 1-12.