



**SCHOOL OF SOCIAL WORK**

**MSW FIELD MANUAL  
2020-2021**

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## INTRODUCTION

Welcome to the Master of Social Work Program Field Sequence. This field manual is intended to help you understand the 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 people with a wide range of problems, in a wide range of settings. Social workers practice in preschools, facilities for the aged, schools, hospitals and other health facilities, group homes, halfway houses, mental health facilities, prisons, community centers, lobbying firms, employee assistance programs, adoption agencies, family services, public welfare settings, child and adult protective services, residential settings for children, youth or adults, legislatures, unions, social change organizations, and many others. Within these settings social workers engage in a range of activities and roles. These include: broker, advocate, administrator, supervisor, planner, policy analyst, researcher, community and grass roots organizer, consultant, case manager, clinician, and educator. Social workers work with individuals, families, small groups, communities and organizations.

What then, binds social workers with such diversity of practice 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. Second, social work clients are typically drawn from the disadvantaged, vulnerable, and economically deprived segments of the population. Finally, social workers share a common set of professional values and a common set of basic or generic skills that enable them to work with diverse populations and fill diverse roles in diverse settings.

*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 policy that makes 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 she/he has the opportunity to realize her/his potential as an individually fulfilled socially contributive person (Khinduka, 1987).*

Thus, the profession requires practitioners who are flexible, socially and politically aware, self motivated, eager to learn over a lifetime, desirous of personal growth,

altruistic, comfortable with ambiguity, and interested in changing social conditions that are adverse to healthy human development, self determination and social justice.

## **POLICY ON NON-DISCRIMINATION AND ACCESSIBILITY**

### **Non-Discrimination**

The University of Maine Orono 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 North Stevens Hall, University of Maine, Orono, ME 04469-5754, (207-581-1226), TTY 711 (Maine Relay System).

**Questions and complaints** about discrimination in any area of the University should be directed to the Director of Equal Opportunity, University of Maine, Room 101, 5754 North Stevens Hall, Orono, ME 04469-5754, telephone (207-581-1226), TTY (207-581-9484). Inquiries or complaints about discrimination in employment or education may also be referred to the Maine Human Rights Commission. Inquiries or complaints about discrimination in employment may be referred to the U.S. Equal Employment Opportunity Commission.

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), Boston, MA 02109-4557, telephone (617-223-9662) (voice) or (617-223-9695) (TTY/TDD). 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.

**Accommodations for Students with Disabilities:** It is the policy of The University of Maine to provide reasonable accommodations for all qualified individuals with disabilities. Federal law, the Rehabilitation Act of 1993, the Americans with Disabilities Act of 1990, and the Maine Human Rights Act established the rights of individuals with disabilities. These laws provide that the recipients of federal funds, employers and places of public access, shall make reasonable accommodation to the known physical psychological and learning limitations of an otherwise qualified person with a disability.

People with disabilities have a right to request accommodations, and are encouraged to talk directly to 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 (207-581-2319)**, 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:

1. A note taker or qualified interpreter in class for a student with a hearing impairment
2. 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](#).**

**University of Maine  
School of Social Work  
2020-2021 MSW Field Calendar**

**FALL 2020**

August 31 – Specialization MSW Orientation (Online Blended Program) (Students, Faculty Liaison, Field Director)

September 1 – Generalist MSW (Orono Program) Orientation (Students, Faculty Liaisons, Field Director)

September 3 – Specialization MSW Orientation (Orono Program) (Students, Faculty Liaison, Field Director)

Week of August 31 – First day of MSW Field Placements

September 7 – Labor Day - No Classes, No Field

September 11 – Social Work Field Department Town Hall

September 18, September 25, & October 2 – Field Instructor Orientation

October 12 – Indigenous People’s Day – No Classes, No Field

October 13 – Faculty Field Liaisons begin fall semester agency contacts

November 9 – Student Progress Evaluations distributed

November 10 - December 10 – Student evaluation conference with Field Instructor

November 25 - November 30 – Thanksgiving break, No Class, No Field

November 30 – University of Maine remote/online instruction resumes for all classes. Students continue to attend field placements in manner agreed on with the agency during the semester.

December 11 – Student Progress Evaluations due to Faculty Liaison

December 18 – 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 2021**

January 25 – Spring Semester begins, regular field schedule resumes (Orono Program Generalist & Specialization Years)

February 15 – Presidents Day – No classes, No field

February 22 – Faculty Liaisons begin spring semester agency contacts

March 24 – Mini-March Break – No classes, No field

March 29 – Student Progress Evaluations distributed

March 30 - April 29 – Student evaluation conference with Field Instructor

April 28 – Field Instructor Appreciation Day (tentative)

April 30 – Student Progress Evaluations due to Faculty Liaison

May 7 – Classes end, last day of field (total number of minimum hrs. completed, practice behaviors met, Orono Program Generalist and Specialization Years)

May 7 – Graduate Commencement

## **Summer 2021**

Monday, May 10 – Friday, August 20, 2021 (tentative)

Week of May 10 – First day of MSW Field Placements (Specialization Year Summer Block and Online Blended Program Generalist Year).

May 10 – Specialization Year MSW Orientation (Summer Block) (Students, Faculty Liaison, Field Director)

May 15 – Generalist Year MSW Orientation (Online Blended Program) (Students, Faculty



Liaison, Field Director)

June 7 – 1st Semester Student Progress Evaluations distributed (Summer Block Only)

June 25 – 1st Semester Student Progress Evaluations due to Faculty Liaison (Summer Block Only)

July 5 – Independence Day – No Classes, No Field

July 19 – Student Progress Evaluations distributed (Summer Block and Online Blended Program Generalist Year)

August 13 – Student Progress Evaluations due to Faculty Liaison (Summer Block and Online Blended Program Generalist Year)

August 20 – 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.

*The School of Social Work Field Sequence follows the Council of Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS) Educational Policy*

*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)

## **MISSIONS OF THE UNIVERSITY OF MAINE & SCHOOL OF SOCIAL WORK**

All policies and programs of the School of Social Work are responsive to and consistent with the mission of the University of Maine. The School's mission derives from the purposes of social work and social work education, and social work values. During the 2015-2017 self-study review processes, the faculty of School of Social Work reviewed, revised, and adopted the statement of mission and School of Social Work program goals.

In concert with the School mission, the mission of graduate social work education at the University of Maine is to prepare ethical, competent, effective generalists social workers capable of practicing in diverse social welfare settings.

### **Mission of the University of Maine**

The University of Maine is the Land Grant University and Sea Grant College for the State of Maine. It was founded in 1865 when Maine accepted the conditions of the Morrill Act of 1862 that provided grants of federal land to states to be used for the education of working classes. The tripartite mission of the University of Maine today - teaching, research and public service - derives from its history as a land grant institution:

*The University of Maine advances learning and discovery through excellence and innovation in undergraduate and graduate academic programs while addressing the complex challenges and opportunities of the 21st century through research-based knowledge.*

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

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.*"

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.*

## **School of Social Work Goals**

Consistent with the mission, the School of Social Work has four goals:

1. 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.

Achievement of each of these goals is guided by a philosophical framework which synthesizes a liberal arts foundation, a systems world view, principles of the generalist perspective and social work values and ethics as set forth by the Code of Ethics of the National Association of Social Workers.

## **Goals of the Master's of Social Work Program**

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.

The Master's program goals are consistent with the School mission and goals. Achievement of each of these goals is grounded in the premise that social work values and ethics are integral to and inseparable from practice. The presence of consciously considered values and ethics is a major characteristic that distinguishes professional social work practice from the simple acquisition of applied skills or techniques. Research and knowledge-building activities are central to the land-grant mission of the University, reflected in the School mission and goals, and emphasized in the MSW program. Achievement of each of these goals is guided by a philosophical orientation which synthesizes a liberal arts foundation, an open systems framework, principles of the generalist perspective, and social work values and ethics as set forth by the Code of Ethics of the National Association of Social Workers.

The University of Maine School of Social Work educates social workers from a generalist perspective of social work practice. The baccalaureate program prepares beginning level practitioners and the graduate program prepares advanced practitioners; both the master's and baccalaureate programs are rooted firmly in the generalist perspective. The generalist perspective builds on a liberal arts foundation, and utilizes an open systems framework.

The University of Maine MSW program prepares graduates for advanced practice in one specialization: advanced generalist social work practice. The advanced generalist focus of the University of Maine MSW program was chosen because of the rural locale of the University and faculty interest in trends in social work education and practice. The rural social service delivery systems of Maine continue to need practitioners who can engage, assess, intervene, and evaluate with multiple client systems (e.g., individuals, families, groups, organizations, and communities) while competently fulfilling a variety of practice roles (e.g., clinician, advocate, administrator, etc.). Social workers in Maine often find themselves working in settings where they are either the only social worker or one of very few. Moreover, due to the wide geographic dispersion of MSW's in this rural state, many graduates who begin their post-MSW employment in direct practice with individuals, families and small groups, find themselves on a "fast track" to working in organizations and communities as supervisors, program managers and administrators within only a few short years from graduation. Thus, the demands of rural practice in our region require that professional social workers be able to move among different settings, contexts, clients systems, and problem areas, while providing high quality, competent, and evidence-based practice.

Moreover, curricular specialization in limited problem situations or methods would severely hamper the effectiveness of our graduates in addressing and alleviating the varied social problems of our region. Landon (1995) noted that MSW programs selecting an advanced generalist curriculum often do so because of contextual issues associated with rural, international, and/or multicultural practice. The State of Maine faces an increasing population of older adults (#1 in the nation), nationally high rates of substance abuse (especially in the most rural counties where opiate addiction is epidemic), and significantly diminished resources for social services. Given these demographic, social and economic contexts for social work practice in Maine, MSW practitioners must be able to bring a broad array of assessment and intervention strategies to all system levels, and with increasing sophistication for the interdependent and global nature of our world.

Geographic demands are only one part of the rationale for an advanced generalist program at the University of Maine. In addition, the School of Social Work faculty believes that the advanced generalist perspective has developed as an appropriate and progressive articulation of the unique nature of social work practice. The advanced generalist perspective embodies the dualistic essence of social work, the legacy of perceiving and addressing personal troubles and public issues concurrently. Historically, the concept of "generalist" has been linked to varied definitions since its entrance into the social work education nomenclature over two decades ago (Landon, 1995; Schatz, Jenkins & Scheafor, 1990). Despite the plethora of diverse approaches to the generalist model, there is overall agreement about the components of a generalist perspective and the elements of generalist knowledge, values and skills. Generalist practitioners apply multi-level, multi-method approaches to the resolution of the problems of persons in their environments. The notion of "advanced generalist" practice has been a more evolving conceptualization. Most recently, work by a cadre of faculty from advanced generalist social work programs has led to more specific articulation of core dimensions, common frameworks, knowledge base, competencies, and skills for advanced generalist social work practice (e.g., Brittingham & Hammond, 2002; Schatz, 2000; Schatz & Jenkins, 2002; Vecchiolla, Roy, Leser, Wronka, Walsh-Burke, Gianesin, Foster & Negroni, 2001). The following definition of advanced generalist practice expresses the organizing philosophy that underlies the advanced curriculum.

Advanced generalist social work practitioners utilize advanced reasoning, problem solving and ways of organizing knowledge in order to solve diverse problems of persons in their environments. The advanced generalist practitioner is distinguished not by method or level of intervention, but rather by advanced critical thinking and expanded knowledge and skills. At the advanced level, the curriculum focuses on the "extrapolation, synthesis and refinement of generic and generalist competencies" (Schatz, Jenkins and Scheafor, 1990). The advanced

generalist practitioner is capable of intervening effectively in complex situations and applying creative problem-solving strategies to multi-level systems. While the generalist level practitioner is capable of applying rules of professional practice to a variety of situations and systems levels, the advanced generalist practitioner integrates rules into more sophisticated and comprehensive practice reasoning. Our curriculum is designed to enable our graduates to undertake diverse and complex social problems and apply multi-level assessment, intervention and evaluation strategies to the problems of persons in their environment. For example, students who work with older adults should be able to assess the differential psychosocial needs of physically healthy and frail elders, utilize diverse strategies to engage and support family caregivers, and communicate and advocate effectively with legislators, other healthcare practitioners, and community agencies for improved services for elders. In another example, graduates employed in community mental health agencies as clinical social workers need to have advanced skills in evidence-based mental health practice models and approaches for effective work with individuals, families and small groups as well as understand how changes in healthcare policy impact clients' access to mental health services, and be able to advocate for repeal of regressive policies with legislators and other key stakeholders. The advanced generalist curriculum is designed to prepare University of Maine MSW 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.

## References

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## **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 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. 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 light of the knowledge, values, skills, and affective and cognitive processes of the social work profession.

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 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.

## **CORE SOCIAL WORK COMPETENCIES:**

### **GENERALIST & SPECIALIZED YEAR**

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

MSW Generalist Year Performance Descriptors	MSW Specialized Year Performance Descriptors
<b>1. Demonstrate ethical professional behavior</b>	
<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>	<ul style="list-style-type: none"> <li>• Apply ethical principles and decision-making skills to resolve complex ethical dilemmas in advanced generalist social work practice with clients and constituencies</li> <li>• Employ strategies of ethical reasoning to address emerging practice issues</li> <li>• Continually improve practice through use of supervision and consultation, self-reflection and self-regulation of personal and professional motives, needs, and actions</li> </ul>
<b>2. Engage Diversity and Difference in Practice</b>	
<ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity and difference in shaping life</li> </ul>	<ul style="list-style-type: none"> <li>• Research, identify and assess knowledge of diverse populations for advanced generalist practice with</li> </ul>

<p>experiences in practice at the micro, mezzo, and macro levels</p> <ul style="list-style-type: none"> <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>	<p>clients and constituencies in a variety of settings</p> <ul style="list-style-type: none"> <li>• Identify and utilize differences between practitioners and individuals, families, groups, organizations, and communities from a strengths perspective</li> <li>• 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</li> </ul>
3. Advance Human Rights and Social, Economic, and Environmental 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>	<ul style="list-style-type: none"> <li>• Use knowledge of the effects of oppression, discrimination, and historical trauma to guide advanced generalist practice with individuals, families, groups, organizations, and communities</li> <li>• Demonstrate the ability to develop, analyze, advocate, and provide leadership for policies and services in order to promote 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 research</li> <li>• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</li> <li>• Use and translate research evidence to inform and improve practice, policy, and service delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize research results to identify, evaluate and select effective strategies for advanced generalist practice with clients and constituencies in a variety of settings</li> <li>• Design and conduct research/evaluation of practice</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> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate leadership skills in policy/practice advocacy efforts with clients and constituencies in a variety of settings</li> <li>• Apply effective policy/practice legislative strategies to influence</li> </ul>

<ul style="list-style-type: none"> <li>• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</li> </ul>	<p>policies that affect clients and constituencies</p> <ul style="list-style-type: none"> <li>• Apply organization and leadership theories to the design and operation of human service organizations</li> </ul>
<b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b>	
<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 engage diverse client and constituencies</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize and differentially apply theories of human behavior and the social environment to engage with clients and constituencies in a variety of settings</li> <li>• Engage difference and diversity in multi-level advanced generalist practice in a variety of settings with clients and constituencies</li> <li>• Use empathy and sensitive interviewing skills to engage clients and constituencies in identifying their strengths and problems</li> <li>• Use empathy and sensitive interviewing skills to establish rapport, and maintain effective working relationships with clients and constituencies</li> </ul>
<b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b>	
<ul style="list-style-type: none"> <li>• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Adapt, modify, and use multidimensional assessment tools and approaches for advanced generalist practice with clients and constituencies in a variety of settings</li> <li>• Synthesize and differentially apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the of assessment of data from clients and constituencies</li> </ul>

<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Evaluate, select, and implement appropriate assessment instruments for advanced generalist practice with clients and constituencies in a variety of settings</li> <li>• Conduct needs assessment for advanced generalist practice with clients and constituencies in a variety of settings</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>	<ul style="list-style-type: none"> <li>• Identify, evaluate, and select effective intervention strategies for advanced generalist practice with clients and constituencies in a variety of settings</li> <li>• Synthesize and differentially apply 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 outcomes in advanced generalist social work practice</li> <li>• Identify, evaluate, and select effective strategies to negotiate, mediate, and advocate on behalf of clients and constituencies</li> <li>• Identify, evaluate, and select 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</li> </ul>	<ul style="list-style-type: none"> <li>• Apply research skills in evaluating advanced generalist practice intervention processes and outcomes</li> </ul>

<p>multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Critically analyze, monitor, and evaluate advanced generalist practice intervention processes and outcomes</li> <li>• Identify and use evaluation tools for advanced generalist practice in a variety of settings with clients and constituencies</li> <li>• Communicate and disseminate evaluation results appropriate to the intended audience with clients and constituencies</li> </ul>
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## **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 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. 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. 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, and skills 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 light of the knowledge, values, and skills of the social work profession.

The University of Maine School of Social Work places social work students in agencies throughout the state, the northeast, and in Canada 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.

The field practicum courses are:

SWK 595:	Field Practicum in Social Work (8 cr.)
SWK 695:	Advanced Field Practicum (10 cr.)

### **Field Practicum Description**

All University of Maine MSW students complete a minimum of 900 hours of field education. Students in the regular program complete a minimum of 400 hours during the generalist year practicum and minimum of 500 hours in specialized year practicum. Full-Time students are in field placement during two consecutive years. Part-Time students fulfill the practicum during their second and fourth years of enrollment. Advanced Standing students must submit a copy of their final field evaluation including documentation of completion of a minimum of 400 hours of field education prior to matriculation into the Advanced Standing program. Advanced Standing students complete a minimum of 500 hours of specialization year field practicum during their last year of study.

Students normally 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.

**CURRENT HEALTH & SAFETY UPDATE:** Due to COVID-19, MSW Agency Rotation Experience will be altered to adhere to federal, state, and University policies (Appendix K). For current School of Social Work policies regarding COVID-19, visit <https://umaine.edu/socialwork/field/field-forms-and-policies/>  
This information is subject to change.

### **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 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 students are in field placement during two consecutive years.
- Extended program students (referred to in other sections as as part-time or half time students) in Orono fulfill the practicum during their second and fourth years of enrollment.
- Online Blended program students taking classes online fulfill the practicum during their third and fourth semesters. See MSW Program Guide for course schedule) 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.
- In addition, all students have the opportunity to apply to complete their advanced year practicum as a block placement in the final summer of their program.



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 must take SWK 560, Practice in Generalist Social Work I, concurrently with the fall practicum and SWK 563, Practice in Generalist Social Work II, concurrently with the spring 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 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 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 assignment: 1) an assessment of the student and field practicum learning situation; and 2) a learning plan 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. Finally, the student submits an *End of Semester Evaluation* at the end of the fall semester that serves as an update to the learning plan. The student reviews the progress made on each competency and notes any

changes in either the objectives or tasks. Objectives are added or deleted reflecting the changing nature of the learning process. 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. Students develop questions, review research, and interview a service provider from another agency to assess the ways a historically oppressed and/or at-risk population is served (or not served) by students' field agencies. 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. Students work in groups to describe the large systems issues and make recommendations for advocacy efforts. The third assignment, *Case Study using the CSWE Competencies*, allows students to progress towards generalist social work competencies by choosing a client system within the students agency and 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.

## FIELD EDUCATION SPECIALIZED YEAR

In the specialization year, students are expected to take increasing responsibility for determining, achieving and assessing their own outcomes in field. 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.

***SWK 695 Specialized Year Field Practicum.*** The SWK 695 Field Practicum is sequenced to assure that students have the opportunity to achieve expected outcomes in advanced 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 must have completed all the required advanced year social work courses prior to enrolling in SWK 695. The specialized year field sequence consists of two consecutive semesters of SWK 695 during which students participate in a bi-weekly field seminar (if taken concurrently over the fall and spring semesters), or in a weekly field seminar (if taken in the summer block schedule). The total clock hours in field, excluding the seminar meetings, are 250 hours per semester (or 500 hours over the summer). 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 695 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 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. 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. The first written assignment, *Self-Assessment and Learning Plan* (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 tape a 5 minute role play, based either on their case presentation or a vignette provided by the seminar instructor. 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). Several weeks before the end of the semester, information about a student's field evaluation will be emailed to the student and assigned Field Instructor by the School of Social Work. Students will have the responsibility to ensure their Field Instructor completes the evaluation. Students will then need to complete their portion of the *Field Evaluation*, including additional comments or reflections about their experiences within field.

## **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 Site Coordinators. Agencies are selected to provide students with the opportunities to achieve proficiency in the Practice behaviors as outlined in the Core Competencies. All Field Instructors are provided with training in the Core Competencies during the Field Orientation programs and Field Instructor Professional Development Series.

### **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. Support the values and mission of social work practice and meet accepted practice standards for the type of setting, including nondiscrimination in regard to client race, ethnicity, religion, gender, age, sexual orientation, or handicapping

condition. Each field placement must be able to provide a range of activities appropriate to generalist social work practice.

2. Provide for adequate field instruction by assigning a qualified Field Instructor to the student, i.e. An employee or consultant who meets the criteria outlined by the UM School of Social Work; and providing the Field Instructor with sufficient release time and resources to carry out the responsibilities of this position;
3. Assure participation of the Field Instructor in the coordination of the student's learning experience;
4. Provide for adequate working space and other resources as needed by the student for the performance of the field assignments;
5. Notify the Faculty Liaison or the Field Coordinator 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, ethnicity, religion, gender, age, sexual orientation, or handicapping condition;
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.

### **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-BSW 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.

### ***Non-Social Work Field Instruction***

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 an MSW External Consultant. 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 supervision in conjunction with the MSW who is designated as the External Consultant. In these cases, the student also meets regularly with the MSW External Consultant who provides individual supervision emphasizing the **social work perspective**. Site Supervisors 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. 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.

## **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 "Resolution of 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 MSW practica maintains communication with students and with the Field Instructor on a regular basis to insure that the student is having meaningful learning in the field placement.

The Faculty Liaison:

1. Attends class regularly prepared with current and relevant course content, integrating the core Generalist or Specialization level competencies and practice knowledge;
2. Reads and grades written assignments in a timely and fair manner;
3. Monitors student assignments and progress and evaluates students' progress on practice behaviors;
4. Provides the grades for the course;
5. Communicates concerns about the class to the class as a whole, and to communicates concerns about individual students to them in privacy;
6. Respects individual differences among students;
7. Uses gender inclusive language in class and in all written handouts;
8. Informs the class if there is a change in the syllabus or class format;
9. Conducts one site visit for each student per semester;
10. Maintains regular contact with the Field Instructor;
11. Assists the student and the Field Instructor to develop meaningful learning experiences which incorporate the generalist perspective;
12. Assists the Field Instructor as requested;
13. Meets with students in a seminar and individually as needed;

14. Communicates regularly with the Field Director regarding Field Agency, Field Instructor and student progress.

## **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 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 Educations regarding potential placements.
2. Students are expected to complete an online field application specific to either generalist or specialization year field practicum (Appendix C) and meet individually with one of the field staff during the semester prior to entry into field.
3. 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 secretary by completing the Student Field Placement Information Form, located on the School of Social Work website, which begins the Memorandum of Agreement process with the agency (Appendix A).
4. The School recognizes, at times, there may be a poor fit between students and potential placements. If either party does not agree to the placement, the Field Coordinator 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. Under no circumstances will a student who declines two placement offers continue in the Field Placement process without a MAPRC. Any rejection of the student for placement by the agency due to concerns of unethical behavior or conduct may result in a MAPRC. Under no circumstances will a student who fails two interviews continue in the Field Placement process without a MAPRC.

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 Masters Academic and Professional Review Committee before they are able to enter into the Generalist year field experience rotations or Advanced year field internship.

## **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 must submit a TK20 online application and resume by the dates provided by their assigned field coordinator for timely placement. Following the submission of the Field Application, students must request a personal meeting with their Field Coordinator.
  - a) 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 Change in Program of Study form to the field team via Tk20 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.
  - b) If change of program of study is approved, the student must submit an online application to specialization year field practicum by due date in the fall semester of the academic year the student will be entering summer block field practicum.
- 2) A placement planning meeting with the Field Coordinator must occur prior to an interview at an agency.
- 3) Students must notify the Field Coordinator of specific restrictions to placement. Restrictions may range from legal convictions, DHHS investigations to transportation or time constraints.
- 4) An agency will be identified and determined by the Field Coordinator in collaboration with the student.
- 5) The Field Team makes all final placement decisions and assignments.

- 6) Students must interview with the assigned agency and notify the Field Coordinator about the interview outcome.
- 7) If the outcome is positive, the student must submit the *Student Field Information Placement Form* to the Field Office Administrative Support person 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.
- 8) Agency requirements (such as orientations or background checks) must be met prior to the beginning of the semester.
- 9) Students are responsible for payment of additional placement agency requirements including such things as State/Federal background checks or fingerprinting.
- 10) 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
- 11) 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.
- 12) The School recognizes, at times, there may be a poor fit between students and potential placements. If either party does not agree to the placement, the Field Coordinator 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. Under no circumstances will a student who declines two placement offers continue in the Field Placement process without a MAPRC. Any rejection of the student for placement by the agency due to concerns of unethical behavior or conduct may result in a MAPRC. Under no circumstances will a student who fails two interviews continue in the Field Placement process without a MAPRC.

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

## Work Site Placements

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 (see MSW Field Manual section on qualifications for Field Instructors) 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. Furthermore, students must demonstrate the employment-based setting provides opportunities for the student to engage as a learner and fulfill field education requirements.

Any special arrangements requested by the student must include a **written proposal that ensures the integrity of the learning experience by documenting the requirements outlined above**. 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.

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

## Rationale

Although the Social Work faculty recognize the financial difficulties that many students experience in order to obtain graduate 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 cannot be actualized if a student must be accountable for work tasks.

### **Paid Placements**

In recognition of the financial difficulties that graduate students may encounter, the Social Work faculty will consider paid placements when possible. A paid 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 placements must be approved by the Field Director, the BSW Assistant Field Coordinator, and the MSW Distance Field Coordinator.

## **REQUEST FOR FIELD PLACEMENT IN WORK SITE LOCATION**

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

1. Agency/program and address of employment
2. Agency/program and address of your proposed field placement
3. Job titles/dates of job titles you have held while employed at the agency
4. Name/Contact information for your administrative supervisor at the agency
5. Name/Contact information for proposed Field Instructor
6. Credentials of proposed Field Instructor: BSW or MSW?
7. Is proposed Field Instructor employed at agency?
8. If proposed field instructor is not employed at 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).
9. Name/Contact information for Agency Administrator
10. Describe your current position (i.e. job responsibilities, population of clients or client system that you currently work with, etc.)

11. Hours that you will be working for your employed position
12. Describe your proposed field practicum, including how the responsibilities of the field practicum will differ from your job responsibilities.
13. Hours that you will be working for your field practicum
14. 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.
15. Provide at least one paragraph describing what safeguards you will put in place to minimize possible jeopardy to your employment status while you are a practicum student in the agency.
16. Provide at least one paragraph describing the methods you will use to protect the integrity of the practicum as a learning experience while you are concurrently an employee of the agency.

Your signature \_\_\_\_\_

Date \_\_\_\_\_

Your administrative supervisor's  
signature \_\_\_\_\_

Date \_\_\_\_\_

Your proposed Field Instructor's  
signature \_\_\_\_\_

Date \_\_\_\_\_

---

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

Field Coordinator's Signature \_\_\_\_\_

Date \_\_\_\_\_

**Comments:**



## **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 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 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 personal social media accounts.

National Association of Social Workers. (2017). NASW code of ethics. Retrieved October, 3, 2020, from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## **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 Process.)

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 REVIEW PROCESS

### Academic Review Process - MSW

The Master's Academic and Professional Review Committee (MAPRC) for the MSW program is an ad hoc committee of the School of Social Work and is composed of 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 or field instructors if their participation is relevant. The MSW coordinator selects the members and designates the chair of the committee. This committee performs varied duties related to academic regulations and student progress in the MSW program.

Progress toward the MSW degree is reviewed each semester for all students in the MSW program. Formal review may occur for any of the following reasons:

1. Substandard academic performance: students are automatically reviewed by the MAPRC for any interruption in progress toward the MSW degree;
2. Violation of the NASW Code of Ethics by report from the field instructor, a faculty member, field instructor, or peer;
3. Violation of the student conduct code of the University of Maine, reported by a faculty member, field instructor, 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. Incomplete in a required course; or
7. The student earns less than a B- in any required course.

The request for a review may be made by a full-time or part-time faculty member, a field instructor, or the student him/herself. An informal review of student progress will proceed as follows:

All documents which 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. If it is determined that a **formal review** will proceed, 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 a formal

review. The Program Coordinator and advisor may elect to dismiss a request for a formal review in which case the student will continue uninterrupted in the program.

### **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 Program Coordinator. 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 Program Coordinator 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 Program Coordinator.

If action is required, the Program Coordinator will forward the recommendation regarding the disposition of the matter to the Director of the Graduate School and the social work faculty.

### **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 Graduate 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 Director 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 Director of the Graduate School.

### **Removal from Probation**

Students on probation may be reinstated to good academic standing by the Director 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 Director for dismissal from the program.

### **Student Grievance Procedures**

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 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** or the **Graduate School Academic Appeals Procedure** found in the **Graduate Catalogue**.

### **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 instructors meetings (several times a year) and meetings of all Field Instructors with the faculty (at least twice a year). All of these meetings 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.



## **APPENDIX A**

**The University of Maine System  
Acting Through The  
School Of Social Work,  
University of Maine**

### **MEMORANDUM OF AGREEMENT**

#### **For Field Placement of Social Work Students**

This agreement is made and entered into this \_\_\_\_ day of \_\_\_\_\_ 2020 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”). The School of Social Work is placing a student at the Agency from \_\_\_\_\_ 2020 to \_\_\_\_\_ 2021.

#### **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.

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

\_\_\_\_\_  
Nancy A. Kelly, Field Director, School of Social Work  
University of Maine

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Mario F. Teisl, Interim Dean  
College of Natural Sciences, Forestry, & Agriculture  
University of Maine

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. John C. Volin, Executive Vice President for  
Academic Affairs & Provost, University of Maine

\_\_\_\_\_  
Date

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

**School of Social Work Students**

**Agency:**

# APPENDIX B

## UNIVERSITY OF MAINE SYSTEM MEMORANDUM OF INSURANCE

DATE: 8/1/2019



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.

<b>COVERAGES</b>	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.						
<b>COMPANIES AFFORDING COVERAGE</b>				<b>INSURED</b>		
A. United Educators B. MEMIC C. FM Global D. United Educators E. CHUBB				The University of Maine System 46 University Dr. Robinson Hall Augusta, ME 04330		
<b>COMPANY LETTER</b>	<b>TYPE OF INSURANCE</b>	<b>POLICY NUMBER</b>	<b>POLICY EFFECTIVE DATE</b>	<b>POLICY EXPIRATION DATE</b>	<b>LIMITS</b> in United States Dollars	
A	<b>GENERAL LIABILITY</b> Commercial General Liability Occurrence, EPLI	N54-92K	8.1.19	8.1.20	General Aggregate Each Occurrence  GL SIR EPLI SIR	\$1,000,000 \$1,000,000  \$400,000 \$150,000
A	<b>AUTOMOBILE LIABILITY</b>	N54-92K	8.1.19	8.1.20	General Aggregate  SIR	\$1,000,000  \$400,000
A	<b>EXCESS LIABILITY</b> Umbrella	N54-92K	8.1.19	8.1.20	General Aggregate	\$20,000,000
B	<b>WORKERS COMPENSATION</b>	5101800883	10.1.18	10.1.19	Statutory	
C	<b>ALL RISK PROPERTY AND CONTENTS</b>	#066095361	7.1.19	7.1.20	Limit  Deductible	Blanket Replacement Cost  \$250,000
D	<b>PROFESSIONAL LIABILITY</b> Internship & Professional Liability	N54-92K	8.1.19	8.1.20	Limit per Claim  SIR	\$3,000,000  \$400,000
E	<b>Cyber Liability</b>	V191E7150101	7.21.19	7.21.20	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

**APPENDIX C-1**  
**The University of Maine**  
**TEMPLATE of MSW Generalist Year Field Application Online/ On Campus**  
**Program**

*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. 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. This is not the case if a practicum site decides to employ or provide a stipend to a student new to that agency.

Under special circumstances when an agency is large enough to meet special considerations, a student may engage in a field practicum at the same agency as the work site, providing that the field instructor holds a MSW; 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 requested by the student must include a written proposal that ensures the integrity of the learning experience by documenting the requirements outlined above. 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**  
**The University of Maine**  
**TEMPLATE of MSW Specialization Year Field Application Online/On Campus**  
**Program**

*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)**

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. 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. This is not the case if a practicum site decides to employ or provide a stipend to a student new to that agency.

Under special circumstances when an agency is large enough to meet special considerations, a student may engage in a field practicum at the same agency as the work site, providing that the field instructor holds a MSW; 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 requested by the student must include a written proposal that ensures the integrity of the learning experience by documenting the requirements outlined above. 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**  
**The University of Maine**  
**TEMPLATE of MSW Specialization Year Field Petition for Change in Program of Study**

*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 Change in Program of Study 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.**

**APPENDIX E**  
**The University of Maine**  
**TEMPLATE of Student Field Placement Information Form**

**Today's Date\***

**Date Format: MM slash DD slash YYYY**

**Student Information**

Student's Name\*

---

First

Last

---

Student's Preferred Phone Number\*

Student's University of Maine Email Address\*

Please enter your University of Maine email only.

Student's Placement Level/Course\*

- 
- ☐ BSW / SWK 495
  - ☐ MSW Generalist / SWK 595
  - ☐ MSW Specialization / SWK 695

Distance Student or On-Campus Student

Please choose the program in which you are enrolled.

- 
- ☐ Distance Student
  - ☐ On-Campus Student

**Student's Beginning Semester in Field\***

Please enter the semester you will begin field. Please note: *If you are updating this form choose the semester you began field.*

September 2018, May 2019, September 2019, May 2020, September 2020, May 2021, September 2021, May 2022, September 2022, May 2023, September 2023, May 2024, September 2024, May 2025, September 2025

**Agency Information**

Agency's Name

Please enter full name of agency.

Department

Please enter the department of the agency where you are placed, if applicable.

**Geographical Region of Agency**

Please choose one.

Augusta, Waterville/Kennebec County

Bangor/Lower Penobscot County

Dover-Foxcroft/Piscataquis County

Down East/Washington County/Machias, Calais

Ellsworth/Hancock County

Farmington/Franklin County

Lewiston/Androscoggin County

Lower Aroostook County/Houlton

Mid Coast/Lincoln/Knox/Waldo Counties

Millinocket/Upper Penobscot County

Portland/Cumberland County/Sagadahoc County

Rumford/Oxford County

Skowhegan/Somerset County

Upper Aroostook County/Presque Isle/Fort Kent

York County

Other (outside of Maine)

Agency's Address\*

Street Address

P.O. Box or Suite #

City

State/Province

ZIP / Postal Code

**Agency's Phone Number\***

Please enter the agency's phone number.

Agency's Website

Please provide the agency's website, if applicable.

## Field Instructor and Supervisor Information

**Please Note:** *The Field Instructor is your supervisor at the agency. A Field Instructor must have a MSW (or BSW for BSW students only). If the person who supervises you at the agency does not have a MSW (or BSW for BSW students only), then you must have a Site Supervisor (the person at your agency providing you day-to-day direction) AND an External MSW/BSW Consultant (a MSW or BSW [for BSW students only] who provides you additional social work supervision). If you do not have a Field Instructor with a MSW or BSW (for BSW students only) at the agency, please leave the "Agency-Based Field Instructor" fields blank and complete the "Agency-Based Site Staff " AND "External MSW/BSW Consultant" fields.*

**Agency-Based Field Instructor's Name**

First

Last

Suffix

Agency-Based Field Instructor's Email

Agency-Based Field Instructor's Phone Number

Please enter direct line or phone number and extension.

Agency-Based Field Instructor's Degree

Please select:MSWBSWOther

**Agency-Based Site Supervisor's Name**

First

Last

Suffix

Agency-Based Site Supervisor's Email

Agency-Based Site Supervisor's Phone Number

Please enter direct line or phone number and extension.

Agency-Based Site Supervisor's Degree

Please select:MSWBSWOther

**External MSW/BSW Consultant's Name**

First

Last

Suffix

External MSW/BSW Consultant's Email

External MSW/BSW Consultant's Phone Number

Please enter direct line or phone number and extension.

External MSW/BSW Consultant's Degree

Please select:MSWBSWOther

## 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

**NOTE: THIS FORM IS TO BE COMPLETED AND SUBMITTED ONLINE. THE STUDENT FIELD PLACEMENT INFORMATION FORM IS LOCATED ON THE SCHOOL OF SOCIAL WORK WEBSITE.**

**APPENDIX F-1**  
**The University of Maine**  
**TEMPLATE of MSW Generalist Field Practicum 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 <b>has not met</b> the expectations for demonstrating the competency at this time. The intern is not able to demonstrate <u>any</u> of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.
2	The intern is <b>approaching</b> 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 <u>some</u> of the dimensions of knowledge, skills, values, cognitive, and affective behaviors for the performance descriptors.
3	The intern <b>demonstrates satisfactory competency</b> in this area. The intern is able to demonstrate application of <u>all</u> the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.
4	The intern demonstrates <b>advanced competency</b> in this area. The intern is able to demonstrate advanced application of <u>most</u> of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.
5	The intern has <b>mastered</b> the competency in this area. . The intern is able to demonstrate advanced application of <u>all</u> 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.

<b>Competency #1: Intern demonstrates ethical and professional behavior.</b>						
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):

<b>Competency #2: Intern engages diversity and difference in practice</b>						
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):

<b>Competency #3: Intern advances human rights and social, economic and environmental justice.</b>						
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):

<b>Competency #4: Intern engages in research-informed practice and practice-informed research.</b>						
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):

<b>Competency #5: Intern engages in policy practice.</b>						
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):

<b>Competency #6: Intern engages with individuals, families, groups, organizations, and communities.</b>						
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):

<b>Competency #7: Intern assesses individuals, families, groups, organizations, and communities.</b>						
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).



<b>Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities.</b>						
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).

<b>Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities.</b>						
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 opportunities for growth.
  
3. Please discuss this student's progress toward successful completion of his/her learning goals.
  
4. Please share any recommendations for this student's future professional development.

---

Field Instructor Signature

Date

---

Supervisor Signature (if applicable)

Date

---

Student Signature

Date

Student Response:

**APPENDIX F-2**  
**University of Maine**  
**TEMPLATE of MSW Specialization Field Practicum 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 <b>has not met</b> the expectations for demonstrating the competency at this time. The intern is not able to demonstrate <u>any</u> of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.
2	The intern is <b>approaching</b> 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 <u>some</u> of the dimensions of knowledge, skills, values, cognitive, and affective behaviors for the performance descriptors.
3	The intern <b>demonstrates satisfactory competency</b> in this area. The intern is able to demonstrate application of <u>all</u> the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.
4	The intern demonstrates <b>advanced competency</b> in this area. The intern is able to demonstrate advanced application of <u>most</u> of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.
5	The intern has <b>mastered</b> the competency in this area. . The intern is able to demonstrate advanced application of <u>all</u> 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.

<b>Competency #1: Intern demonstrates ethical and professional behavior.</b>						
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):

<b>Competency #2: Intern engages diversity and difference in practice</b>						
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):

<b>Competency #3: Intern advances human rights and social, economic and environmental justice.</b>						
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):

<b>Competency #4: Intern engages in research-informed practice and practice-informed research.</b>						
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):

<b>Competency #5: Intern engages in policy practice.</b>						
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):

<b>Competency #6: Intern engages with individuals, families, groups, organizations, and communities.</b>						
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):

<b>Competency #7: Intern assesses individuals, families, groups, organizations, and communities.</b>						
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).

<b>Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities.</b>
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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).

<b>Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities.</b>						
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 opportunities for growth.**
  
  
  
  
  
  
  
  
  
  
- 3. Please discuss this student's progress toward successful completion of his/her learning goals.**
  
  
  
  
  
  
  
  
  
  
- 4. Please share any recommendations for this student's future professional development.**

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**Field Instructor Signature**

**Date**

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**Supervisor Signature (if applicable)**

**Date**

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**Student Signature**

**Date**

**Student Response:**

# APPENDIX G-1

## The University of Maine

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

#### University of Maine School of Social Work

#### Generalist Year Field Practicum Learning Plan

The terms of this learning plan will begin on \_\_\_\_\_ and will continue through \_\_\_\_\_. Initial planning meetings take place in the first four weeks of the semester; The end of semester assessment meeting will be scheduled during the final 2 weeks of the semester.

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

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

Name Address City State Zip

**Primary Field Instructor:** \_\_\_\_\_

Learning Contract was developed on: Date of Meeting: \_\_\_\_\_

#### Instructions for completing the learning plan:

Students complete the “learning plan activities,” in collaboration with agency supervisors and field faculty. “Learning plan activities” are the learning opportunities (e.g., assignments, processes, tasks) in the field setting (and potentially outside setting as needed) by which progress in the competency occurs.

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.

#### 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.*

**Student Name:**

Descriptors:	Learning Contract Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
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.*

Descriptors:	Learning Contract Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
Apply and communicate understanding of the importance of diversity and difference shaping life experiences in practice at the micro, mezzo, and macro levels.					

**Student Name:**

Present themselves as learners and engage client and constituencies 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.*

Descriptors:	Learning Contract Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems 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.*

Student Name:

Descriptors:	Learning Contract Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
Use practice experience and theory to inform scientific research.					
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.					
Use and translate research evidence 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.*

Descriptors:	Learning Contract Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
Identify social policy and the local, state, and federal level that impacts well-being, service delivery, and access to social services.					

4

**Student Name:**

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 advance 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.*

Descriptors:	Learning Contract Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies.					
Use empathy, reflection, and interpersonal skills to engage diverse 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 inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.*

**Student Name:**

Descriptors:	Learning Contract Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
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 multi-disciplinary 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 with 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.*

Descriptors:	Learning Contract Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity
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**Student Name:**

		Knowledge	Values	Skills	Cognitive & Affective Processes
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 multi-disciplinary 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 diverse 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.

Descriptors:	Learning Contract Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
Select and use appropriate methods of evaluation of outcomes.					



**Student Name:**

Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary 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

## The University of Maine

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

#### University of Maine School of Social Work

#### Specialization Year Field Practicum Learning Plan

The terms of this learning plan will begin on \_\_\_\_\_ and will continue through \_\_\_\_\_. Initial planning meetings take place in the first two weeks of the semester; midterm progress checks will take place during weeks 7-9. The end of semester assessment meeting will be scheduled during the final 2 weeks of the semester.

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

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

Name Address City State Zip

**Primary Field Instructor:** \_\_\_\_\_

Learning Contract was developed on: Date of Meeting: \_\_\_\_\_

#### Instructions for completing the learning plan:

Students complete the "learning plan activities," in collaboration with agency supervisors and field faculty. "Learning plan activities" are the learning opportunities (e.g., assignments, processes, tasks) in the field setting (and potentially outside setting as needed) by which progress in the competency occurs.

The "observable 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.

#### Competencies and Learning Plan

##### 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.*

**Student Name:**

Observable Descriptors:	Learning Plan Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
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.*

Observable Descriptors:	Learning Plan Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
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					

**Student Name:**

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					
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**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.*

Observable Descriptors:	Learning Plan Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
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.*

**Student Name:**

Observable Descriptors:	Learning Plan Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
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.*

Observable Descriptors:	Learning Plan Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
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					

**Student Name:**

**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. <sup>332</sup> 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.*

Observable Descriptors:	Learning Plan Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
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*

**Student Name:**

*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.*

Observable Descriptors:	Learning Plan Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
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.*

Student Name:

Observable Descriptors:	Learning Plan Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
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.					

**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. <sup>11.1.1</sup> <sup>11.1.2</sup> <sup>11.1.3</sup> <sup>11.1.4</sup> <sup>11.1.5</sup>



Student Name:

Observable Descriptors:	Learning Plan Activities:	Dimension of Competency Assessed via Articulated Learning Contract Activity			
		Knowledge	Values	Skills	Cognitive & Affective Processes
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**  
**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

<u>MSW Generalist Competencies and Descriptors</u>	<u>Description of Activities used to Demonstrate Competence.</u>
<p><b>1. Demonstrate ethical professional behavior</b></p> <p>a) 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;</p> <p>b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p> <p>c) Demonstrate professional demeanor in behavior, appearance; and oral, written and electronic communication</p> <p>d) Use technology ethically and appropriately to facilitate practice outcomes</p> <p>e) Use supervision and consultation to guide professional judgment and behavior</p>	
<p><b>2. Engage Diversity and Difference in Practice</b></p> <p>a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice</p> <p>b) Present themselves as learners and engage client systems as experts of their own experiences; and</p> <p>c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client clients and constituencies</p>	
<p><b>3. Advance Human Rights and Social and Economic Justice</b></p> <p>a) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p>	

b) Engage in practices that advance social, economic, and environmental justice	
<b>4. Engage in Practice-informed Research and Research-Informed Practice</b> a) Use practice experience and theory to inform scientific inquiry and research b) Engage in critical analysis of quantitative and qualitative research methods and research findings c) Use and translate research findings to inform and improve practice, policy, and service delivery	
<b>5. Engage in Policy Practice</b> a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to services b) Assess how social welfare and economic policies impact the delivery of and access to social services c) Apply critical thinking to analyze, formulate, and advocate for policies that advanced human rights and social, economic, and environmental justice	
<b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b> a) Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies b) Use empathy, reflection, and interpersonal skills to effectively engage diverse client and constituencies	
<b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b> a) Collect, and organize data, and apply critical thinking to interpret information from clients and constituencies b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks	

<p>in the analysis of assessment data from clients and constituencies</p> <p>c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with in clients and constituencies</p> <p>d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</p>	
<p><b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>a) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</p> <p>b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p> <p>c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>d) Negotiate, mediate, and advocate with and on behalf of clients and constituencies</p> <p>e) Facilitate effective transitions and endings that advance mutually agreed-on goals</p>	
<p><b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>a) Select and use appropriate methods for evaluation of outcomes;</p> <p>b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <p>c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>d) Apply evaluation findings to</p>	

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**  
**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. 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:**

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

**Aug 2016**

## **APPENDIX I The University of Maine TEMPLATE of Agency Information Form**

**Agency/Program Name**

**Phone**

**Mailing Address**

- *Street Address*
- *Address Line 2*
- *City*
- *State / Province / Region*
- *ZIP / Postal Code*
- *Country*

**Fax****Physical Address**

- *Street Address*
- *Address Line 2*
- *City*
- *State / Province / Region*
- *ZIP / Postal Code*
- *Country*

**Website:****Contact Person:****Email:****Phone and Extension Number (If Applicable):****Phone - Cell:****Field Instructor Name, License, Degree:**

- *Field Instructor Email:*
- *Field Instructor Phone - Work:*
- *Field Instructor Phone - Cell:*

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

- *Parent Agency Phone:*
- *Parent Agency Mailing Address:*

**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?**

- *Yes*
- *No*

**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.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| • <i>Administrative SW</i>            | • <i>Immigration/Refugee</i>          |
| • <i>Aging/Gerontological SW</i>      | • <i>Inpatient Mental Health</i>      |
| • <i>Child Welfare</i>                | • <i>Integrated Behavioral Health</i> |
| • <i>Children, Youth, Families</i>    | • <i>International SW</i>             |
| • <i>Community</i>                    | • <i>LGBTQ</i>                        |
| <i>Development/Planning</i>           | • <i>Legislative/Policy</i>           |
| • <i>Corrections/Criminal Justice</i> | • <i>Military/Veteran Services</i>    |
| • <i>Domestic Violence/Sexual</i>     | • <i>Outpatient Mental Health</i>     |
| <i>Assault</i>                        | • <i>Research/Program Evaluation</i>  |
| • <i>Disabilities</i>                 | • <i>School</i>                       |
| • <i>Environmental SW</i>             | • <i>Substance Abuse Disorder</i>     |
| • <i>Housing</i>                      | • <i>Public Welfare</i>               |
| <i>Insecurity/Homelessness</i>        | • <i>Tribal</i>                       |
| • <i>Health/Medical</i>               | • <i>Other</i>                        |
| • <i>Home Health/Hospice</i>          |                                       |

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.

- |                                       |  |
|---------------------------------------|--|
| • <i>York County</i>                  | • <i>Bangor/Lower Penobscot County</i> |
| • <i>Portland/Cumberland</i>          | • <i>Millinocket/Upper Penobscot</i>   |
| <i>County/Sagadahoc County</i>        | <i>County</i>                          |
| • <i>Lewiston/Androscoggin County</i> | • <i>Lower Aroostook County</i>        |
| • <i>Augusta, Waterville/Kennebec</i> | • <i>Dover-Foxcroft/Piscataquis</i>    |
| <i>County</i>                         | <i>County</i>                          |
| • <i>Mid-Coast/Lincoln, Knox, and</i> | • <i>Skowhegan/Somerset County</i>     |
| <i>Waldo Counties</i>                 | • <i>Farmington/Franklin County</i>    |
| • <i>Ellsworth/Hancock County</i>     | • <i>Rumford/Oxford County</i>         |
| • <i>Down East/Washington County</i>  | • <i>Other</i>                         |

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?**

- ☐ *Yes*
- ☐ *No*

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

- ☐ *No*
- ☐ *Occasionally*
- ☐ *Regularly*

• **Are expenses reimbursed?**

- ☐ *Yes*
- ☐ *No*

• **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?**

- ☐ *Yes*
- ☐ *No*

• **If yes, please specify.**

• **Can the placement accomodate students wanting to work primarily weekend or evening hours? Hold "alt" on Windows or "command" on Mac while you click on multiple options.**

- ☐ *Evenings*
- ☐ *Weekends*

**Can you accommodate Second Year MSW students for a 14-week, 38-hour/week specialization summer block placement?**

- ☐ *Yes*
- ☐ *No*

**NOTE: THIS FORM IS TO BE COMPLETED BY FIELD INSTRUCTORS AND SUBMITTED ONLINE . THE AGENCY INFORMATION FORM IS LOCATED ON THE SCHOOL OF SOCIAL WORK WEBSITE.**

**APPENDIX J**  
**The University of Maine**  
**Policy on Field Placements at Works Sites and Paid Placements**

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 (see BSW/MSW Field Manual section on qualifications for Field Instructors) 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. Furthermore, students must demonstrate the employment-based setting provides opportunities for the student to engage as a learner and fulfill field education requirements.

Any special arrangements requested by the student must include a **written proposal that ensures the integrity of the learning experience by documenting the requirements outlined above.** 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:

4. Submitted in writing to the Field Coordinator;
5. Agreed upon by the proposed field instructor, the student's work supervisor and the administration of the placement agency;
6. Approved by the Field Director, the BSW Assistant Field Coordinator, and the MSW Distance Field Coordinator.

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

## **Rationale**

Although the Social Work faculty recognize the financial difficulties that many students experience in order to obtain graduate 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 cannot be actualized if a student must be accountable for work tasks.

## **Paid Placements**

In recognition of the financial difficulties that graduate students may encounter, the Social Work faculty will consider paid placements when possible. A paid 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 placements must be approved by the Field Director, the BSW Assistant Field Coordinator, and the MSW Distance Field Coordinator.

## **REQUEST FOR FIELD PLACEMENT IN WORK SITE LOCATION**

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

1. Agency/program and address of employment

2. Agency/program and address of your proposed field placement
3. Job titles/dates of job titles you have held while employed at the agency
4. Name/Contact information for your administrative supervisor at the agency
5. Name/Contact information for proposed Field Instructor
6. Credentials of proposed Field Instructor: BSW or MSW?
7. Is proposed Field Instructor employed at agency?
8. If proposed field instructor is not employed at 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).
9. Name/Contact information for Agency Administrator
10. Describe your current position (i.e. job responsibilities, population of clients or client system that you currently work with, etc.)
11. Hours that you will be working for your employed position
12. Describe your proposed field practicum, including how the responsibilities of the field practicum will differ from your job responsibilities.
13. Hours that you will be working for your field practicum
14. 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.
15. Provide at least one paragraph describing what safeguards you will put in place to minimize possible jeopardy to your employment status while you are a practicum student in the agency.
16. Provide at least one paragraph describing the methods you will use to protect the integrity of the practicum as a learning experience while you are concurrently an employee of the agency.

Your signature \_\_\_\_\_  
Date\_\_\_\_\_

Your administrative supervisor's  
signature\_\_\_\_\_

Date\_\_\_\_\_

Your proposed Field Instructor's  
signature\_\_\_\_\_

Date\_\_\_\_\_

---

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

Field Coordinator's Signature\_\_\_\_\_

Date\_\_\_\_\_

**Comments:**

**APPENDIX K-1**  
**The University of Maine**  
**POLICY FOR FIELD PRACTICUM DURING THE COVID-19 PANDEMIC (FALL**  
**2020)**

**Preamble**

The School of Social Work (SSW) at the University of Maine is accredited by the Council on Social Work Education (CSWE) and regulated by CSWE's Council on Accreditation (COA) Educational Policies and Accreditation Standards (EPAS) . Social Work Students at the University of Maine (BSW and MSW degrees) must participate in field practicum as part of their accreditation and license requirements. This field practicum training is carried out primarily off-campus, at a wide variety of locations with partner agencies. Students who do not complete their field practicum experiences will not graduate with their degree, will not be eligible for licensure, and will not be eligible to work as a professional social worker. If our students cannot complete the required field practicum experiences, they cannot progress and graduate on time.

The Council of Social Work Education and CSWE's Council on Accreditation has provided



guidance to Schools of Social Work to address the continued impact of COVID-19 on field education. The most recent version of that guidance, dated July 30, 2020, can be found here: <https://www.cswe.org/Accreditation/Information/Accreditation-COVID19-Response>.

The University of Maine System provides the following COVID-19 Risk Statement: “The University consistently seeks to take steps to minimize the risk of COVID-19 infections (or any other spread of disease) in accordance with applicable law, regulation, and guidance provided by health authorities. These efforts may include policies and safeguards implemented by the University such as symptom checks, social distancing, use of facial coverings, and isolating and quarantining when required. Despite these efforts, the University cannot categorically guarantee that any person entering University campuses or facilities will not contract COVID-19 or any other communicable disease and any such person must assess and accept the risks of illness or injury for themselves.” By extension, the School of Social Work asserts this risk statement also applies to students opting into field practicum experiences and entering field practicum agencies.

The School of Social Work has worked with Faculty, SSW Faculty Field Liaisons, other Field Directors, students and willing community partner Field Instructor/Site Supervisor(s) to place students in field practicums that meet their individual health and safety needs. We have asked each student about their own individual health related needs and attempted to accommodate all requests while coordinating practicum sites.

During the fall of 2020, we believe that social work students opting-in to field practicum experiences will be able to follow the lead of field practicum agencies, University of Maine policies, and State of Maine and Federal CDC guidance to complete field practicum in accordance with CSWE guidance and CSWE’s COA EPAS accreditation standards. Field practicum agencies are unique; some agencies may be continuing to provide remote only services, some may be offering a mix of remote and face to face services, while others have returned to face to face services.

The School of Social Work 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, or result in a short-term disruption of field practicum attendance. These circumstances include but are not limited to a Student’s illness or exposure to COVID-19 or other communicable disease; a student’s directions from a medical provider to self-quarantine or self-isolate; or a Student’s household member’s illness with COVID-19 or other communicable disease; a COVID-19 or other communicable disease outbreak at a Field Practicum Agency; or a University or Government stay at home order due to COVID-19 or other communicable disease.

We also recognize there may be instances where a student’s practicum is terminated due to these health and safety concerns and/or other circumstances beyond the student’s control.

In response to the above, The School of Social Work at the University of Maine has developed the following policies to address disruptions to students’ social work field practicums due to national or local events including COVID-19.

## Policy

### Attendance

The School of Social Work, the College, the University of Maine, and our attorney/general counsel have had many discussions about fall learning opportunities given COVID-19, and have determined that students can opt in to clinicals, field practicums, and internships in essential industries, as long as they are aware of the risks associated with their particular situation and discuss any concerns with their academic program prior to beginning their course.

All students are required to complete the **SOCIAL WORK FALL 2020 FIELD PRACTICUM SURVEY** prior to the beginning of the semester. Completing this survey indicates that the student is opting in to the field practicum sequence and has read, understood and agreed to follow guidance in the following policies: **POLICY FOR FIELD PRACTICUM DURING THE COVID-19 PANDEMIC** (Fall 2020), **POLICY AND GUIDELINES FOR HEALTH AND SAFETY IN FIELD PRACTICUM DURING THE COVID-19 PANDEMIC** (Fall 2020), and **POLICY FOR REQUEST FOR EXEMPTION OF FIELD PRACTICUM HOURS DUE TO COVID-19 PANDEMIC** (Fall 2020).

Students are expected to follow all guidelines in the **POLICY AND GUIDELINES FOR HEALTH AND SAFETY IN FIELD PRACTICUM DURING THE COVID-19 PANDEMIC** ( Fall 2020) prior to beginning or resuming any in-person attendance at field practicum.

If a student is having difficulty starting their field practicum due to a COVID-19 related delay, the student must request a meeting one week of the start date of their field practicum course with their SSW Faculty Field Liaison and Field Instructor/Site Supervisor (as available) to create a unique plan for additional remote learning experiences. The resulting decisions must be added to the student's learning plan.

The SSW will allow all students to count all attended field seminar classroom hours, synchronous or asynchronous, toward field hours. This time does not include regularly assigned course papers, projects, or field logs.

All students will work with their Field Instructor/Site Supervisor during the first two weeks of the semester to create a plan for remote attendance and/or alternative learning activities to be used if needed in the case of a stay at home order/return to remote only work/ or short-term field practicum disruption.

All students are expected to remain in their field practicums for the duration of the student's contracted practicum. The University of Maine will transition to remote-only classes after Thanksgiving break, and may do so sooner without warning; in all cases, students are expected to remain in their practicums for the duration of the semester to complete the

contracted field practicum.

Students may not change their expected method of attendance to field practicums without the express permission of both their agency Field Instructor/Site Supervisor(s) and SSW Faculty Field Liaison

No students may end the practicum earlier than contracted with the Field Agency without the express permission of their Field instructor/Site Supervisor and the SSW faculty liaison and SSW Field Team.

### **Stay at Home Order /Return to Remote Work Only/Short-Term Disruption**

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 will be expected to follow the plan created for remote attendance and/or alternative learning activities for the duration of practicum or until advised by the agency, university, and/or government to return to in-person attendance.

All students are expected to continue in their field practicum for the duration of the contracted time with the agency. Students are expected to coordinate continued and ongoing supervision with their Field Instructor/Site Supervisor throughout the duration of the practicum. Students may use a remote technology such as Video-conferencing or telephone for supervision as needed.

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 the student's practicum has been terminated by the agency due to health and safety concerns.

### **Absence due to Illness/Exposure**

Students who are showing symptoms of COVID-19 or other communicable disease, have experienced a potential exposure to COVID-19 or other communicable disease, have been advised by a medical provider to self-quarantine or self-isolate, or are caring for a household member who is ill with COVID-19 or other communicable disease, should immediately contact **BOTH** their SSW Faculty Field Liaison and their Field Supervisor(s)/Instructors and cease any in-person attendance at the Field Agency and/or with client systems. See the **POLICY AND GUIDELINES FOR HEALTH AND SAFETY IN FIELD PRACTICUM DURING THE COVID-19 PANDEMIC** ( Fall 2020).

Students must obtain medical clearance and follow all CDC recommended guidelines before returning to any in-person attendance at Field Agencies or with client systems. See the **POLICY AND GUIDELINES FOR HEALTH AND SAFETY IN FIELD PRACTICUM**

## **DURING THE COVID-19 PANDEMIC (Fall 2020)**

Students who are ill or have been exposed to COVID-19 or other communicable disease, or have been advised by a medical provider to self-quarantine or self-isolate, or are caring for a household member who is ill with COVID-19 or other communicable disease, may transition to following their remote/alternative learning experience plan OR request time off from the practicum. Students must notify **both** their SSW Faculty Field Liaison and their Field Instructor/Site Supervisor of their unique needs.

Grades of incomplete may be offered for students who request time off from the practicum and are able return to and complete their field practicum hours within University timelines. The Student, SSW Faculty Field Liaison, and Field Instructor/Site Supervisor (s) must communicate to ensure an individualized completion plan is developed with the student.

Students who take time off from field practicum AND are NOT able to complete their field practicum within University timelines due to illness or exposure to COVID-19 or other communicable disease, or have been advised by a medical provider to self-quarantine or self-isolate, or because they are caring for a household member who is ill with COVID-19 or other communicable disease, may request an exemption of no more than 15% of their field hours. Students must follow the **POLICY FOR REQUEST FOR EXEMPTION OF FIELD PRACTICUM HOURS DUE TO COVID-19 PANDEMIC (Fall 2020)**.

Students who take time off from field practicum and are NOT able to complete their field practicum within University timelines due to illness or exposure to COVID-19 or other communicable disease, or have been advised by a medical provider to self-quarantine or self-isolate, or because they are caring for a household member who is ill with COVID-19 or other communicable disease, must request to meet with the SSW Faculty Field Liaison and the SSW Field Team to discuss individualized options. Individualized options may include a leave of absence, a medical withdrawal, or a determination of whether the field course will need to be delayed or repeated.

### **Termination of Field Placement/Agency Closure**

If the student's Field Instructor/Site Supervisor indicates to the student and the SSW Faculty Field Liaison that the student can not continue in the field practicum due to Field Agency closure or a Field Agency decision not to continue hosting students due to health and safety concerns, the SSW Faculty Field Liaison and the SSW Field Team will work with the student to attempt to resolve the issue.

The student's practicum experience may need to be delayed or repeated if there is not an available resolution to the disruption that meets the requirements to complete the field practicum consistent with CSWE guidance and CSWE's COA EPAS.

### **Procedure For Creating Alternative Plans in case of Stay at Home Order /Return to Remote Work Only/Short-Term Disruption**

1. If a student is having difficulty starting their field practicum due to COVID-19, the student must request a meeting with the SSW Faculty Field Liaison and Field Instructor/Site Supervisor (as available) to create a unique plan for additional remote learning experiences. The resulting decisions must be added to the student's learning plan.
2. During the first two weeks of the semester, all students must meet with their Field Instructor/Site Supervisor to create a plan for continuing the practicum in the case of a Stay at Home Order /Return to Remote Work Only/Short-Term Disruption.
3. Those plans should include the methods and procedures for continuing the field practicum remotely if possible. Remote attendance could include the use of teleconferencing, or other remote telecommunication platforms, telephone, and/or email.
  - a. Students should identify specific continuing remote or alternative field learning activities they may be involved in should field practicums need to shift to remote-only attendance. Given the unique nature of a variety of field agencies, learning activities, and client systems, it is impossible to list all activities a student may be able to complete in this policy. General suggestions are given below. Students and their Field Instructor/Site Supervisor should use the 9 social work competencies as guidance while creating activities.
4. Plans must address how students will maintain client system confidentiality while in remote experiences. All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. Students and agencies are encouraged to utilize the standards listed in the [Technology in Social Work Practice](#) guide to inform their use of technology. While each agency should develop their own protocols around the use of technology and confidentiality, the following best practices should be followed by all students:
  - a. Ensure any telecommunication technology used meets state and agency standards around confidentiality and HIPAA. **Note:** The University of Maine's standard Zoom license issued to students is **not** HIPAA compliant.
  - b. Take reasonable steps to maintain appropriate boundaries when using personal phone numbers or other electronic communication. For example, consider setting up a google voice telephone number to be used only for field or temporarily hiding your caller ID when making outgoing calls through your phone's settings.
  - c. Position web cameras so that others can only see your face- all visible confidential data should be removed from camera view.
  - d. Conduct all sensitive conversations in a private space. Be mindful of the potential for family members or bystanders to overhear any portion of your discussions.
  - e. Discuss and understand expectations for attire.
  - f. Discuss how to handle disruptions to client sessions due to technology issues on the part of the student or client
  - g. Throughout supervision, discuss potential ethical dilemmas and self-care issues that may arise as a result of telehealth (ex. boundary confusion for client and/or you due to "being" in each other's homes, difficulty leaving work, confidentiality in your home for your clients)

### **Alternate Learning Activities**

Examples of alternative field learning activities are listed below. Field Instructor/Site Supervisor (s) may come up with other activities, in addition to the ones listed on this page. Students and Field Instructor/Site Supervisor should use the 9 social work competencies as guidance while creating activities. A longer curated list of activities by competency is available upon request from the SWW.

- **Supervision:** Weekly supervision using Zoom or other teleconferencing applications.
- **Meetings with individuals, families, and groups** utilizing teleconferencing applications that can be accessed via computer, tablet, and/or telephone; provided teleconferencing applications meet any agency requirements regarding HIPPA and/or confidentiality.
- **Trainings for Agency:** develop trainings that will benefit the agency (e.g., self-care, ethics, etc.)
- **Groups/Workshops for Clients:** develop curriculum for future implementation with clients (e.g., life skills, grief, trauma, domestic violence, etc.)
- **Written Materials for Clients or Community:** develop handouts/flyers/brochures, resource guides (e.g., explain voting rights, informed consent policies, etc.)
- **Organizational Policy Review:** review agency policies with suggestions/recommendations where appropriate (e.g., safety policies, diversity policies, use of social media, utilization of technology, etc.)
- **Legislative Policy Review:** review relevant laws and policies impacting the population students work with (e.g., Indian Child Welfare Act, Emergency Mental Health Holds, Homeless Camping Ban, etc.) and provide a synopsis of key takeaways or prepare advocacy materials (letter to editor, develop key talking points, etc.)
- **Literature Review:** conduct a literature review on a specific topic relevant to field practicum (e.g., effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)
- **Grants:** research potential grant opportunities and/or prepare aspects of the grant writing.
- **Community Networking/Resource Development:** teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- **Complete online trainings:** complete assigned trainings and provide a certification of

completion and/or a short written reflection and/or prepare a presentation to disseminate knowledge gained.

***NOTE:** The intention of this policy is to support current students for successful completion of field practicum during the Fall 2020 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 K-2**  
**The University of Maine School of Social Work**  
**POLICY FOR REQUEST FOR EXEMPTION OF FIELD PRACTICUM HOURS DUE**  
**TO COVID-19 PANDEMIC (Fall 2020)**

**Preamble**

We recognize the number of challenges students, faculty and agencies are managing during this unprecedented time. After thoughtful deliberation and consultation with multiple stakeholders, we have designed this policy to attempt to accommodate the varying needs of students directly impacted by the COVID-19 pandemic.

We also recognize that On March 25th the Council of Social Work Education announced a statement clarifying accreditation standards required for programs as well as minimum field hour requirements for students whose total field practicum completion dates occurred by May 31, 2021. This statement has been updated throughout the pandemic. The most recent version, dated July 30, 2020, can be found here:

<https://www.cswe.org/Accreditation/Information/Accreditation-COVID19-Response>

**It is important to note, here at the University of Maine, we are maintaining the previously required number of hours for all students in field practicum unless a student identifies that they cannot meet that requirement due to personal and professional reasons due to the COVID-19 pandemic. In those cases, we are requiring a waiver request and each case will be reviewed individually. See policy below.**

## Policy

In order to minimize the risks of any discrepancy with multiple state licensing regulations, the current policy remains that students will meet their minimum required field practicum hourly accrual: 400 hours total for BSWs; and 900 hours total for MSWs.

Any student having difficulty meeting those required hours must reach out to their Field Instructor/Site Supervisor, their SSW Field Faculty Liaison as outlined in **POLICY FOR FIELD PRACTICUM DURING THE COVID-19 PANDEMIC (Fall 2020)** to support the successful completion of the practicum and the semester. We will consider exceptions on a case by case basis; waivers may be approved to support specific needs or requests. Communication is critical: without your input and feedback, we cannot respond, support or problem-solve.

We'd like to share the rationale for maintaining the original expectations for hourly accrual. Although the Maine State SW Licensing Board does not stipulate a specific number of required field practicum hours, some states do. We do not want to put licensure at risk for those that may want to practice in other states.

There are several sections of the Social Work Code of Ethics that have informed our thinking and expectations. Sections 1.15 and 1.17 of the standards pertaining to SW responsibilities to clients, stipulate that social workers should terminate appropriately and avoid abandonment of clients, as well as making "reasonable efforts to ensure the continuity of services." It is our professional responsibility to make every effort to terminate in a thoughtful manner with clients, and to maintain relationships with the field instructors and the agencies. The standard specifically related to public emergencies, 6.03 asserts "Social workers should provide appropriate professional services in public emergencies to the greatest extent possible." By continuing to require students complete full field practicum hours, we are working to balance ethical professional practice, optimal learning and the health and safety of students, clients, faculty and the community.

However, if students cannot meet their original field practicum hourly accrual, for a variety of personal and professional reasons due to the COVID-19 pandemic, they may request a waiver or an incomplete.

BSW and MSW Specialization Year Students ONLY: If students are unable to complete their full field practicum hourly accrual, they may request to WAIVE no more than 15% of the total required field hours for the practicum they are currently completing.

- BSW Students may request to waive up to 60 hours of total BSW practicum hours.
- **MSW Specialization** Year students may request to waive up to 75 hours of specialization year practicum hours. MSW specialization year students must have achieved at least 400 hours while completing their generalist practicum in order to request a waiver.

This option for reduced hours is only applicable to students whose **total** field completion dates occur by May 31, 2021, as per CSWE's July 30, 2020 statement.



MSW Generalist Year Students: If students are unable to complete their full hourly accrual, they may request to take an incomplete through the winter break and/or the summer 2021 semester. Students must contact their Faculty Liaison in advance to request the incomplete and make arrangements to finish all required field hours before the start of the next semester. This option for incomplete is in accordance with the CSWE July 30, 2020 statement.

## **Procedure**

1. To request a waiver, students must provide a written request form to their Faculty Liaison and the Field Team. Here is the link to the request form:

<https://forms.gle/vqLk2ZZJ5ahrSPBVA>. Students must include the following information:

- How many hours completed to-date
- How many hours requesting being waived
- A brief discussion of why the student is unable to complete the original field practicum hours expectation.
- A plan of how the student will complete the new remainder of their hours, should the waiver be approved

2. After receiving the request form, the SSW Field Team and the SSW Faculty Field Liaison will review the request and schedule a meeting with the student to discuss the request. The SSW Faculty Field Liaison will gather input from the Field Instructor/Site Supervisor. The Field Instructor/Site Supervisor will be invited to participate, as available.

3. The final decision will be the responsibility of the SSW Field Team and SSW Faculty Field Liaison. A written decision will be provided to the student, a copy forwarded to the student's file, and to the field agency.

***NOTE:*** The intention of this policy is to support current students for successful completion of field practicum during the Fall 2020 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 K-3**  
**The University of Maine School of Social Work**  
**POLICY AND GUIDELINES FOR HEALTH AND SAFETY IN FIELD**  
**PRACTICUM DURING THE COVID-19 Pandemic (Fall 2020)**

**Preamble:**

COVID-19 is an infectious disease caused by the coronavirus SARS-CoV-2. The virus is transmitted person-to-person through respiratory droplets that are expelled when breathing, talking, eating, coughing, or sneezing. Additionally, the virus is stable on surfaces and can be transmitted when someone touches a contaminated surface and transfers the virus to their nose or mouth. When someone becomes infected with COVID-19 they may either have no symptoms or symptoms that range from mild to severe and can even be fatal. During this global pandemic, it is imperative that all students, faculty, and staff abide by the safety protocols and guidelines set forth by the University to ensure the safety of our campus and, by extension, Field Practicum Agencies, Field Practicum Staff and Field Practicum Client Systems.

The University of Maine System provides the following COVID-19 Risk Statement: “The University consistently seeks to take steps to minimize the risk of COVID-19 infections (or any other spread of disease) in accordance with applicable law, regulation, and guidance provided by health authorities. These efforts may include policies and safeguards implemented by the University such as symptom checks, social distancing, use of facial coverings, and isolating and quarantining when required. Despite these efforts, the University cannot categorically guarantee that any person entering University campuses or facilities will not contract COVID-19 or any other communicable disease and any such person must assess and accept the risks of illness or injury for themselves.” The School of Social Work asserts this risk statement also applies to students opting into field practicum experiences and entering Field Practicum Agencies.

**POLICIES:**

Students must understand and follow all State and Federal health and safety orders, CDC recommendations, all University of Maine guidelines and requirements for campus safety, which also apply to the student’s experience in the Field Practicum Agency, in addition to SSW field policies and specific Field Practicum Agency protocols. In the case where Field Practicum Agency and any other health and safety protocols differ, students are expected to follow the more stringent protocol. **Students who do not follow these policies and guidelines may be at risk of losing their field practicums.**

The University requires **all travelers arriving in or returning to Maine from all locations**, unless returning from a state exempted from the 14-day quarantine per Maine civil authorities, **to self-quarantine for 14 days from the date of return or until obtaining a negative COVID-19 diagnostic (PCR) test for Covid-19.** The Covid-19 test may be sampled up to 72 hours in

advance of the date of return to campus or upon arrival. **This policy applies to all field practicum students arriving in or returning to Maine before entering in-person field practicums OR before returning to in-person field practicums after out of state travel.**

**If a Field Practicum agency requires a student to be tested prior to beginning the semester,** the University is providing testing available to students in internships. Students must contact [um.covidtesting@maine.edu](mailto:um.covidtesting@maine.edu) for a testing appointment.

All students are **required to complete the SOCIAL WORK 2020 FIELD PRACTICUM SURVEY prior to the beginning of the semester.** Completing this survey indicates that the student is opting in to the field practicum sequence and has read, understand and agreed to follow guidance in the following policies: **POLICY FOR FIELD PRACTICUM DURING THE COVID-19 PANDEMIC** (Fall 2020), **POLICY AND GUIDELINES FOR HEALTH AND SAFETY IN FIELD PRACTICUM DURING THE COVID-19 PANDEMIC** (Fall 2020), and **POLICY FOR REQUEST FOR EXEMPTION OF FIELD PRACTICUM HOURS DUE TO COVID-19 PANDEMIC** (Fall 2020). Students must watch and attest they understand selected training videos about COVID-19 and safety as assigned by the School of Social Work.

All students entering field placements **are required** to sign the Black Bear Cares Pact to protect the health of themselves and the health of others. All components of the Black Bear Cares Pact apply to student's time in field practicum. Instructions for reviewing and affirming the Black Bears Care Pact can be found here: <https://umaine.edu/return/black-bears-care/>.

**In particular, All Social Work Field Practicum Students will\*:**

- a. Self- monitor for symptoms of COVID-19 daily
- b. Wear face coverings during all in-person indoor and outdoor field practicum activities
- c. Practice hand hygiene
- d. Practice physical distancing
- e. Follow all existing and new recommendations from the CDC as information about the COVID-19 pandemic develops.

\*For more information, see general health and safety guidelines below.

If a student is **symptomatic for COVID-19 or has been in close contact with someone who has COVID-19** \*:

- The student **must not attend any in-person field practicum activities.**
- The student **must notify their Field Instructor/Site Supervisor and SSW Faculty Field Liaison.**
- The student must self-quarantine for 14 days after the last contact with a person who has COVID-19. See <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html> for more information about Quarantine.
- If symptomatic, the student **must call their medical provider or Cutler Health Center**

**and seek a COVID-19 test.**

- The student **must follow their medical provider's advice before returning** to any in-person field practicum.
- The Student **must not attend any in-person field practicum activities while waiting for results** of a COVID-19 test.
- Students must follow plans for remote field practicum attendance, as outlined in **POLICY FOR FIELD PRACTICUM DURING THE COVID-19 PANDEMIC** (Fall 2020).

\*close contact is defined by the CDC as “You were within 6 feet of someone who has COVID-19 for a total of 15 minutes or more; You provided care at home to someone who is sick with COVID-19; You had direct physical contact with the person (hugged or kissed them); You shared eating or drinking utensils; They sneezed, coughed, or somehow got respiratory droplets on you”.

**If a student tests positive for COVID-19:**

- Students must **follow all recommendations from their medical provider**, including self-isolating until recovered. See <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/isolation.html> for information about self-isolating.
- Students **must immediately notify their Field Instructor/Site Supervisor and the SSW Faculty Field Liaison** of the positive test results.
- Students **must self-report COVID-19 results** to UMaine and UMM Community Information line at **207.581.2681** and by completing the self-reporting form: <https://umaine.edu/return/covid-19-self-reporting-form/>
- Students **must not attend any in-person field practicum activities** until cleared by their medical provider to return.
- Students may follow plans for remote field practicum attendance, as outlined in **POLICY FOR FIELD PRACTICUM DURING COVID-19** (Fall 2020).

All students must discuss agency specific health and safety precautions with their Field Instructor/Field Supervisor(s) and communicate any concerns immediately to their Field Instructors/Site staff and their SSW Faculty Field Liaison. Students are encouraged to document health and safety related concerns addressed with the agency in writing. If the concern is unable to be resolved by the Field Instructor/Site Supervisor and the student, the SSW faculty Field Liaison will work with the student and the field instructor/field supervisor to address the concern, documenting the plan for resolution of the concern in writing. If there is a situation that cannot be resolved, the School of Social Work will follow the **POLICY FOR FIELD PRACTICUM DURING THE COVID-19 PANDEMIC** (Fall 2020).

**General Health & Safety Guidelines:**

**Know where to find the most updated information about COVID-19:** The CDC provides current information about COVID-19 here: <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>.

Maine's CDC provides information here: <https://www.maine.gov/dhhs/mecdc/infectious-disease/epi/airborne/coronavirus/index.shtml>.

The University of Maine provides information here: <https://umaine.edu/return/>.

**Symptom checking:** The symptoms of COVID-19 can range from mild to severe, and even people with mild symptoms may transmit the virus to others. Symptoms may appear 2-14 days after exposure to the virus. Students should monitor for the following symptoms daily:

- fever (temperature >100.4F/38.0C) or chills,
- new cough
- loss of taste or smell
- shortness of breath/difficulty breathing
- sore throat
- diarrhea, nausea, or vomiting
- or the onset of new, otherwise unexplained symptoms such as headache, muscle or body aches, fatigue, or congestion/runny nose.

This list may not include all possible symptoms of COVID-19. The CDC provides a regularly updated list of symptoms, developed as more is learned about COVID-19, found here:

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

**Hand hygiene:** Proper hand hygiene is an effective measure to prevent the spread of COVID-19. Students should wash their hands often with soap and water or use a hand sanitizer with at least 60% alcohol, according to CDC guidelines, including but not limited to:

- Before eating or preparing food
- Before touching your face
- After using the restroom
- After leaving a public place
- After blowing your nose, coughing, or sneezing
- After handling your mask
- After changing a diaper
- After caring for someone sick
- After touching animals or pets

More information about hand hygiene can be found here:

<https://www.cdc.gov/handwashing/when-how-handwashing.html>

**Physical distancing:** Students need to make every effort to maintain physical distancing (6 feet or more) indoors and outdoors within their field practicum sites. Students should consult with their field agencies to understand how best to do this within their spaces.

More information about physical distancing can be found here:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

**Face coverings:** Students must wear appropriate face coverings in their field practicums. Face

coverings must be worn in indoor and outdoor spaces during all field practicum experiences unless: alone in a room with a door closed; alone outside in a space where and when they can reasonably expect to be alone and they have a face covering available in the event it is needed; when eating or drinking in a space where eating or drinking is permitted; or when a medical accommodation has been granted by appropriate University or Medical officials. When face coverings are removed people are placing themselves and those surrounding them at increased risk for COVID-19. More information about face coverings can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html> and here: <https://www.maine.edu/together/community-guidance/everyone/>

***NOTE:*** *The intention of this policy is to support current students for successful completion of field practicum during the Fall 2020 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.*