



SCHOOL OF SOCIAL WORK

BSW FIELD MANUAL
2018-2019

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**UNIVERSITY OF MAINE
SCHOOL OF SOCIAL WORK
2018-2019 BSW FIELD CALENDAR**

FALL 2018

Wednesday September 5– Senior Year BSW Orientation (Students, Faculty Liaisons, Field Director)

Thursday September 6 – First Day of Field Placement for BSW Seniors

October 8-9 – Fall Break – No Class, No Field

October 10 – Faculty Field Liaisons begin mid-semester agency contacts

November 5 – Student Evaluations distributed

November 14- December 12- Student evaluation conference with Field Instructor

November 21-November 26 – Thanksgiving break, No Class, No Field

December 12 – Student Evaluations due back to Faculty Liaison

December 17– Last day of Field placement fall semester. (200 hrs. completed)

SPRING 2019

January 22 – Spring Semester begins, regular Field schedule resumes

February 11 – May 3 – Faculty Liaisons Spring agency visits

February 18 – Presidents Day – No classes

March 18– March 25 – Spring Break - No class, No field

April 4 – Student Evaluations distributed

April 9-27 – Student evaluation conference with Field Instructor

May 1 – Student Evaluations due to Faculty Liaison/ Field Instructor Appreciation Day
Maine Day

May 6 – classes end, last day of field (total number of minimum hrs. completed, competencies met)

May 11 - Graduation

INTRODUCTION

Welcome to the Bachelor 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 undergraduate social work field experiences.

The University of Maine School of Social Work acknowledges that the Field Sequence is an integral component of all BSW 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 BSW PROGRAM GUIDE located on the University of Maine School of Social Work Website. To find the guide, select **Undergraduate Program**, then, **About the BSW Program**.*

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)*

Non-Discrimination

In complying with the letter and spirit of applicable laws and in pursuing its own goals of diversity, the University of Maine System shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran's status in employment, education, and all other areas of the University. The University provides reasonable accommodations to qualified individuals with disabilities upon request. Questions and complaints about discrimination in any area of the University should be directed to Director of Equal Opportunity, University of Maine, Room 101 5754 North Stevens Hall, Orono, ME 04469-5754, telephone (207)

581-1226 (voice and TDD). 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 of 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.

People with disabilities have a right to request accommodations, and are encouraged to talk directly staff at Student Accessibility Services. If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex (581-2319), as early as possible in the term. Students who have already been approved for accommodations by Student Accessibility Services, and have a current accommodation letter should meet with their course instructors privately as soon as possible. Faculty members and administrators are responsible for responding to requests for accommodation. Some common types of accommodations that may be needed include:

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

SECTION I

Introduction to Field Practicum

Mission of the School of Social Work

The School of Social Work's mission is built on the purposes of social work, social work education, and the profession's values and ethics.

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

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

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 the working classes. The tri-partite 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.

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 the School of Social Work reviewed, revised, and adopted the statement of mission and BSW Program goals.

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

Goals of the Bachelor's of Social Work Program

Consistent with both University and School goals, the goals of the bachelor's program are:

1. To educate students to be competent and effective at working at multiple levels (individual, family, group, organization, community, state, national, and international settings) by providing a comprehensive baccalaureate curriculum, based upon the liberal arts perspective, that emphasizes social work values and ethics, diversity, the promotion of social, economic, and environmental justice, the person-in-environment and strengths-based perspectives, the dignity and worth of the person, integrity, human rights and scientific inquiry;
2. To promote the importance of graduates' participation in life-long professional renewal and learning as a means of continuous growth and development of practice, refinement and advancement of their practice, and contribution to the profession;
3. To promote diversity in the community of the school and in all aspects of the BSW program;
4. To promote social, economic, and environmental justice and advocate on behalf of marginalized populations, in accordance with the values and ethics of the social work profession;
5. To actively promote and initiate the participation of faculty and students in scholarly and knowledge development activities;
6. To provide a sound background and educational foundation for those students who choose to pursue graduate education in social work and related fields.

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 performance descriptors identified at the generalist level and advanced 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.

Council on Social Work Education(CSWE) (2015). Educational policy and accreditation standards. Alexandria, VA: Author. Retrieved from <http://www.cswe.org/file.aspx?id=81660>.

Hendricks, C. Finch, J., Franks, C. (2013). *Learning to teach, teaching to learn: A guide for social work education (2nd ed)*. Alexandria, VA: CSWE Press.

Hunter, C., Moen, J., Raskin, M.(Eds) (2016). *Social work field directors: Foundations for excellence (2nd ed)*. Chicago, IL: Lyceum.

BSW PROGRAM COMPETENCIES AND PERFORMANCE INDICATORS

The Council of Social Work Education has identified Field education as the “signature pedagogy” for social work. (EPAS 2015). Field education and experiences are designed to integrate the theoretical and conceptual curriculum from the classroom with the practical world of the practice setting. By touching on all the competencies, field instructors structure the field experience to socialize and instruct future practitioners the fundamental dimensions of professional work: to teach them to think, perform and act ethically and with integrity.

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

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

BSW FIELD EDUCATION

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

to demonstrate the Core Competencies, and to guide students to develop their professional self in the practice of social work.

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

Students learn to use supervision effectively and to take initiative in their ongoing professional development. Students learn to integrate their personal and professional selves as they interact with client systems. Self-reflection, self-evaluation, and providing and accepting critique as part of that reflection are viewed as primary tools for learning.

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

In the field, students integrate, apply, and refine social work values, empirical and practice-based knowledge and skills under the guidance of experienced social work practitioners who serve as Field Instructors. In addition, field material is brought back to the university classroom, and re-examined in the light of the knowledge, values, and skills, of the social work profession. The additional dimension of the students' affective and cognitive responses are best addressed through reflective discussions with their field instructor and in field seminar, to allow students to internalize theoretical concepts and attain the capacity for intentional, professional practice.

Students' experiences in both SWK 395 I & II *Beginning Field Experience in Social Work* and SWK 495 I & II *Field Practicum in Social Work* are framed within the generalist perspective and are structured around the Core Competencies. Sequential assignments enable students to develop their capacity to practice in increasingly complex situations with a variety of client systems.

The School of Social Work requires that students complete a number of prerequisite courses prior to beginning the field sequence. *Please refer to Table 2 BSW Program Liberal Arts Prerequisites: Credit Hours, Number of Courses and Content Areas for a*

listing of courses. Students who meet the above-mentioned criteria enroll in their **SWK 395 Beginning Field Experience** both Fall and Spring Semesters of the junior year. Students must successfully pass both semesters of SWK 395 and SWK 361 prior to enrolling in Senior Field.

Students are monitored in their field experiences through their participation in seminar, consultation with their field instructor, and submission of class assignments, including logs and learning plans, structured by the CSWE Competencies and individualized to each student's experience. The SSW recommends students receive a minimum of an hour and a half of individual field instruction every week. Field Instructors evaluate the students' performance at the end of each semester, with evaluations that are based on the students' learning plans.

Junior Year Field Preparation Sequence

Procedures for entry into the Junior Year Field Experience

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

SWK 395 – Junior Field Experience

SWK 395 I and II, the prerequisite two-semester course taught in the junior year, prepares students for the senior field practicum by allowing students the opportunity to explore the field of social services and explore their personal fit for the profession. The two-semester sequence provides students with a diverse array of practice experiences, exposing students to a socially, culturally, ethnically, and economically diverse range of clients in diverse social service settings.

SWK 395 Seminar Class

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

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

The Graduate Teaching Assistant (GTA) along with the Field Director, facilitate the class to guide students in the self-reflective process of becoming beginning-level generalist social work practitioners. Guest lecturers introduce students to various aspects of practice conducted in social service agencies in the Greater Bangor area. Students participate in two separate large group Community Service Learning Experiences in the Fall Semester.

SWK 395 Agency Rotation Experience

Agency rotation experiences provide students with opportunities to integrate knowledge, values, and skills learned in SWK 395 and all of the social work courses taken to that point. Students are placed in small groups, (3-4 students each) and are assigned to different, brief agency rotations. The agencies selected for the rotations prepare for the students by organizing specific tasks assuring all students are exposed to all levels of practice and multiple populations and client systems, and human service programs.

To prepare for each rotation experience, students must read a related journal article relevant to the rotation site. By the second week of the six-week rotation, students must write a critical analysis of the related article, including how the article relates to the agency. Additional assignments relating to ethics, professional practice, critical thinking and problem solving and lifelong learning are required. Students complete a practice competency based mid-term and a self-reflective final. For additional course requirements refer to the SWK 395 Syllabus.

Senior Year Field Preparation Sequence

SWK 495 Field Practicum

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

All University of Maine BSW seniors complete a minimum of 400 hours of field education for the two consecutive semesters of SWK 495. Field practicum experiences are required for all students, and are not waived under any circumstances. Previous work or life experience may not substitute for any practicum hours or assignments. **In addition to the minimum number of field hours, students must also complete**

all assignments successfully, and meet benchmark measures on each of the core competencies and practice behaviors listed in the Student Evaluation Form.

SWK 495 - Field Seminar

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

SWK 495 - 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. Students also complete the *Student Assessment and Learning Plan*, which 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. 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.

SWK 495 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

SWK 495 Portfolio: Using the workbook, *The Social Work Portfolio*, (Cournoyer & Stanley, 2002) as a guideline, students submit a portfolio of learning products that demonstrate how they have met or exceeded the program competencies and practice

behaviors. They may use field logs, topic papers, presentations, field activities, and readings as learning products. Students summarize their activities for attainment of each program competency. (Appendix D)

Section II

FIELD 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 selected, based upon the following criteria:

1. Academic credentials: a social work degree from a CSWE accredited BSW or MSW program
2. Social work practice experience that will allow them to design field learning experiences for students to demonstrate social work competencies (No less than 2 years post-social work degree).
3. Sufficient time and support from the agency to discharge the responsibilities of Field Instructor;
4. Adherence to the values and ethics of social work practice; and
5. 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 UM School of Social Work.

In settings where there are appropriate learning opportunities for student interns, but no qualified (BSW/MSW) staff, there is an identified **Site Mentor**, who provides oversight and guidance of the student's activities, and an **BSW/MSW Consultant**, who agrees to serve as the **Field Instructor**, to meet regularly with the student to ensure integration of professional social work skills, knowledge, values, and cognitive and affective processes. The BSW/MSW Consultant is familiar with the agency, the client systems and services of the agency. The student receives regular and consistent supervision by the BSW/MSW Consultant serving as the Field Instructor. This structure is set up in addition to the **MSW faculty Liaison** who teaches the seminar, grades the papers, follows the students progress through log forms and provides feedback to the student and to the MSW consultant and Site Supervisor.

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 insuring 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. (Refer to 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 earlier in this section. 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 Generalist year practicum;
6. In the Generalist year 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. Usually, this is accomplished by functioning in the field setting 16 hours a week; each week school is in session, for Senior 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 Site 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 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 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 enrolled their section and conducts follow-up communication regularly;
10. Maintains telephone 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.
15. Completes the Faculty Liaison Check Sheet, accesses the Student Field Progress Assessment each semester and assigns the student grade.

Field Application and Field Admission Process

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

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 BSW program and one semester before current registration for Senior Field. The Director of Field Education or the Distance Site Coordinators in the capacity of 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 Field Coordinators regarding potential placements.
2. Students are expected to complete an electronic student field application online (Appendix E) and meet individually with one of the Field Coordinators for assessment of readiness for field during the semester prior to entry into field (Appendix E).
3. Once one of the of Field Coordinators has assessed the student's readiness to enter the practicum and has gathered the necessary information regarding the student's prior experiences, skills, and interests, the student and that Coordinator negotiate and prioritize potential sites. The student is then assigned to a potential placement for an interview.
4. 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 Field Information Form (Appendix G) who begins the Memorandum of Agreement process with the agency (Appendix A).

5. 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.

The critical issues embodied in these requirements are achievement of an adequate professional knowledge base, understanding of social work roles and strategies at a level that enables the student to articulate meaningful goals for field education, and evidence of sound oral and written communication skills. Students entering the practicum need to be emotionally stable and have the psychological energy to endure the demands of practice and the stresses of learning in the field. The availability of self and the capacity to focus on client needs are essential to competent social work practice. Instability that interferes with the ability to effectively practice social work is cause for denying or postponing admission to the field education sequence. Students who are actively abusing substances, severely depressed, distorted in thought processes, or actively suicidal will not be permitted to move into the field. Students who have been charged with felonies are asked to provide written information about the convictions and may need to address their readiness for field to the Baccalaureate Academic and Professional Review Committee before they are able to enter into the Senior year field practicum.

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 above 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. 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 field instructor, the student's work supervisor and the administration of the placement agency;

3. Approved by the Field Team consisting of the Field Directors and the Site Coordinators acting in the capacity of Field Coordinators.

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. Paid placements must be approved by the Field Team, consisting of the Field Director and the Site Coordinators. An outline form of required information may be obtained to assist the student in writing a proposal for work within the agency where a student works or for a paid placement. The form is located in (Appendix F) of this manual.

FIELD APPLICATION and ASSIGNMENT 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 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 February for September placement.
- 2) Following the submission of the Field Application, students must request a

- personal meeting with their Field Coordinator.
- 3) A placement planning meeting with the Field Coordinator must occur prior to an interview at an agency.
 - 4) Students must notify the Field Coordinator of specific restrictions to placement. Restrictions may range from legal convictions, DHHS investigations to transportation or time constraints.
 - 5) An agency will be identified and determined by the Field Coordinator in collaboration with the student.
 - 6) The Field Team makes all final placement decision and assignments.
 - 7) Students must interview with the assigned agency and notify the Field Coordinator about the interview outcome.
 - 8) If the outcome is positive, the student must submit the *Field 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.
 - 9) Agency requirements (such as orientations or background checks) must be met prior to the beginning of the semester.
 - 10) Students are responsible for payment of additional placement agency requirements including such things as State/Federal background checks or fingerprinting.
 - 11) 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
 - 12) 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.
 - 13) Any rejection of the student for placement by the agency may result in a BAPRC. Under no circumstances will a student who fails two interviews continue in the Field Placement process without a BAPRC.

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 2018 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 blank agency records and files (assessment forms, documentation forms 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 any identifying information that might violate clients' rights to privacy and confidentiality are not included in the content of the form.

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 only with special permission by the client and holding the strictest of consideration for the confidentiality of the client.

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

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 Baccalaureate Academic and Professional Review Committee (BAPRC). (See Academic Review and Professional Review Process.)

Undergraduate or graduate students in the School of Social Work must conduct themselves according to the most current National Association of Social Workers Code of Ethics. Due to the professional and human service function of social work education, these behaviors are part of academic requirements and standards. Student misconduct that involves clients on or off campus or student conduct that is potentially dangerous to current or future clients constitutes a violation of social work academic standards. Behavior in the classroom that is not in compliance with the NASW Code of Ethics also constitutes a violation of social work academic standards. The faculty will follow these

academic standards and initiate procedures for dismissal or restriction of offending students. Student misconduct, on or off campus and directed toward other students, faculty, or University staff, will, at the discretion of the Director of the School, result in either academic or nonacademic procedures for dismissal. When legal or illegal behavior does not affect current or potential clients, but the behavior violates the mission, process, or function of the University, proceedings will follow the University's procedures for non academic misconduct.

ACADEMIC AND PROFESSIONAL REVIEW PROCESS

The Baccalaureate Academic and Professional Review Committee (BAPRC) for the BASW program is an ad hoc committee of the School of Social Work. It is composed of the BASW Program Coordinator, an additional full-time social work faculty member, and the student's academic advisor; it may also include additional faculty members if their participation is relevant. The BASW Coordinator selects the members, chairs the committee, and functions as the baccalaureate advocate for professional standards. The Baccalaureate Academic and Professional Review Committee performs varied duties related to academic regulations and student progress in the BASW program.

Progress toward the BASW degree is reviewed each semester for all students in the BASW program. A formal Baccalaureate Academic Review may occur for any of the following reasons:

1. Substandard academic performance—Students are automatically reviewed by the BAPRC if they earn less than a C in any required course, fall below a 2.5 GPA, or experience any interruption in progress toward the BASW degree;
2. Violation of the NASW Code of Ethics by report from the field instructor, a faculty member, or peer;
3. Violation of the student conduct code of the University of Maine, reported by a faculty member or peer; or
4. Failure to demonstrate the capacity to engage in appropriate professional social work roles or behavior by report from field instructor, faculty member, or peer.

A full-time or part-time faculty member, other students, or the student him/herself may make the request for a review.

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 and BAPRC chair.
- 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 his/her rights.

- All relevant full-time faculty and part-time faculty will be notified of a formal review.
- The Baccalaureate Program Coordinator and academic advisor may elect to dismiss a request for formal review. In that case, the student will continue uninterrupted in the program.

Formal Review

The formal review process will proceed following notification to the student specifying a meeting time and date. The student may choose to be present at the meeting or to give a written input. The social work student has the right to have another student colleague in attendance for support or to be a witness without voice to the proceedings at any stage of a grievance or appeal. Otherwise, only faculty (including field faculty) and the student are present during the meeting of the BAPRC. During the formal review, the committee will deliberate the issues based on

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

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

If action is required involving a recommendation for academic probation or dismissal from the BASW Program, the Director will forward the recommendation regarding the disposition of the matter to the Dean of the College of Natural Science and Forestry and the social work faculty. If a review is initiated at the end of the academic semester, every attempt will be made to complete the total review process before the beginning of the subsequent semester.

Academic Review Outcomes

The following outcomes may result from a formal review:

1. Continuation in the program in good academic standing;
2. Recommendation of probation status to the director of the School of Social Work (in the case of substandard academic performance) or a recommendation for remediation for conduct violations. The BAPRC may require the student to formulate a written study and or/professional

development plan to be approved by the BAPRC by a date determined by the BAPRC.

3. Recommendation of dismissal to the Dean of the College of Natural Science and Forestry for substandard academic performance or failure to meet conduct, value and/or professional standards of the school.

Once the School of Social Work takes final action, a student may appeal to the College of Natural Science and Forestry.

Removal from probation

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

STUDENT GRIEVANCE PROCEDURES

The student ordinarily should seek redress of a grievance with the faculty member directly involved. If satisfaction is not achieved, issues related to field may be taken to the Field Coordinator, and issues related to other areas of the undergraduate social work program may be taken to the Baccalaureate Program Coordinator. Issues that remain unresolved may be taken to the Director of the School for consideration. 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.

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

University guidelines for redressing grievances are described in two sections of the University of Maine Student Handbook: "Academic Appeals Procedure" under Academic Information, and "Student Administrative Appeals Policy" under Policies. A copy of the UM Student Handbook is available on line at www.umaine.edu/stuserv.htm. Sexual harassment grievances are initiated through the Office of Equal Opportunity, 101 North Stevens Hall. Full procedures are discussed in the "Stop Sexual Harassment" brochure available through the Office of Equal Opportunity.

SECTION III: MECHANISMS FOR GROWTH OF THE FIELD INSTRUCTION PROGRAM

Policies of the field practicum are established by the Field team, approved by the faculty of the School of Social Work and administered by the Field Coordinators. 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. The Field Director has the ultimate responsibility for insuring the quality of the field 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 as part of the School Advisory committee. It is comprised 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 BASW or MSW students from the University of Maine, Field Faculty and Faculty representatives. Meetings are held at least twice a year.

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

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

MEMORANDUM OF AGREEMENT

Field Placement for Social Work Students

This agreement is made and entered into this Xth day of September 20XX, 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 students at the Agency
from: September X, 20XX to: May X, 20XX.

Both parties agree:

1. Students shall not be classified as employees of Agency, and shall not be entitled to any payment from Agency in the nature of benefits under the Maine Workers Compensation Act for any accident, illness, occurrence or event occurring in or relating to Agency and arising out of the field learning experience or for any other purpose. Students shall not receive any compensation from Agency for their participation in the field learning experience. It is intended that for all purposes the Students shall be students of the School and not employees 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 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 Students 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 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 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 as the result of the negligent acts or omissions of the School, its employees, or Students, arising out of or in connection with their participating in the field learning experience pursuant to this Agreement, except for negligent acts or omissions of the School Students committed or omitted at the direction of Agency, its trustees, directors, officers, employees or agents.
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 Agency in its sole discretion on any specific occasion to deny the privilege of practice or participation in the program with Agency when in the considered opinion of Agency, it is in the best interests of its clients to do so.
9. The University shall direct the students to comply with the policies and procedures of 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 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 Coordinator and the members of the faculty of the School.

The **Field Coordinator**, who is an employee of the University, will:

1. Coordinate 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 University.

The **Faculty Liaison** will:

1. Maintain regular contact with both Student and Field Instructor.

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 Student and Field Instructor 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 Coordinator of the School of Social Work when any serious problems arise in a field practicum.
8. Provide input to the Field Coordinator related to the practicum sites and Field Instructors.
9. Provide input to the Field Coordinator 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. Provide for adequate working space and other resources as needed by the Student for the performance of field assignments.
4. Notify the Faculty Liaison or Field Coordinator of the School of any changes in Agency personnel or resources that would affect the Student's learning opportunities.

5. Treat Students in a nondiscriminatory way with regard to race, color, religion, gender, age, sexual orientation, citizenship status, national origin, veteran status or disability.
6. Conduct the programs and services of the Agency in a manner consistent with the guidelines for professional conduct articulated in the NASW Code of Ethics.
7. 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.
8. 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 Agency, its employees, or agents, or the negligent acts or omissions of School Students committed or omitted at the direction of Agency, its trustees, directors, officers, employees, or agents, arising out of or in connection with their participating 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. Evaluating 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 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.

University of Maine

School of Social Work

MEMORANDUM OF AGREEMENT

Agency Administrator or Representative

Date

Agency Field Instructor

Date

Field Coordinator, School of Social Work

Date

Provost, University of Maine

Date

Student Name

Agency Name

Appendix B-1
University of Maine School of Social Work
BSW Generalist Practice Senior Field Practicum
Student Progress Evaluation

Date _____

Period of evaluation: First semester _____ Second semester _____

Student Name: _____

Agency Name: _____

Agency Address: _____

Field Instructor's Name, Title, and Degree: _____

Field Instructor's Phone and email: _____

Site Supervisor's Name (If Applicable) _____

Site Supervisor's Phone and email: _____

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

Brief Description of Placement:

Competency Rating

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

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

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

Comment regarding Competency #1 (optional):

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

Comment regarding Competency #2 (optional):

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

Comment regarding Competency #3 (optional):

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

Comment regarding Competency #4 (optional):

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

Comment regarding Competency #5 (optional):

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

Comment regarding Competency #6 (optional):

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

Comments regarding competency #7 (optional).

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

Comments regarding competency #8 (optional).

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

Comment regarding Competency #9 (optional):

Summary and Recommendations

1. Please identify this student's three most significant strengths.

2. Please identify this student's three most significant areas of 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 C

University of Maine School of Social Work

BSW GENERALIST PRACTICE SENIOR 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: _____

State

Name
Zip

Address

City

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.

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.					
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.					
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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.

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.

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.					
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.

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			
		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.					
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.					
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SWK 495 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>BSW Generalist Competencies and Performance Descriptors</u>	<u>Description of Activities used to Demonstrate Competence.</u>
<p>1. Demonstrate ethical professional behavior</p> <ul style="list-style-type: none"> 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; b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations c) Demonstrate professional demeanor in behavior, appearance; and oral, written and electronic communication d) Use technology ethically and appropriately to facilitate practice outcomes e) Use supervision and consultation to guide professional judgment and behavior 	
<p>2. Engage Diversity and Difference in Practice</p> <ul style="list-style-type: none"> a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice b) Present themselves as learners and engage client systems as experts of their own experiences; and 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>3. Advance Human Rights and Social, Economic, and Environmental Justice</p> <ul style="list-style-type: none"> a) Apply their understanding of 	

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

<p>Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> 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 in the analysis of assessment data from clients and constituencies c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with in clients and constituencies d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies 	
<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> a) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; d) Negotiate, mediate, and advocate with and on behalf of clients and constituencies e) Facilitate effective transitions and endings that advance mutually agreed-on goals 	

<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> a) Select and use appropriate methods for evaluation of outcomes; b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and d) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels 	
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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 BSW 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 D
SWK 495: Generalist BSW Field Practicum in Social Work

Social Work Field Practicum Portfolio¹

Portfolios are widely used in many contexts to demonstrate talents, abilities, competencies, achievements, and potential. Artists and photographers, for example, commonly maintain selections of their artistic work in portfolios. Then, when applying for a job, bidding on a contract, applying to graduate schools or institutes, and seeking to display their work in art galleries, they present examples of their artistic creations. Portfolios may be used in other contexts as well. A collection of written products, especially those that have been assessed or evaluated, along with a well-prepared resume can reflect the depth and breadth of your learning as social workers. The products that you complete as part of various formal and informal learning experiences may be included in your portfolio. We view the social work portfolio as:

A well-organized and carefully prepared collection of documents related to one's readiness for professional social work practice. The portfolio reflects documentary evidence of an active, self-directed approach to learning and ongoing growth as a social work student or practitioner. Essential components include a table of contents, an introductory statement that refers to one's professional aspirations and learning goals; a résumé; a selection of products and accompanying self-assessments that reflect the nature and quality of one's knowledge, attitudes, and expertise; a summary that highlights the most significant components of the portfolio; and appendixes that contain pertinent materials such as a copies of transcripts, diplomas, certificates, awards, and letters of recognition.

Organization of the Portfolio

Social work portfolios may be organized in several different ways. You might prepare a “book” with a table of contents, several sections or chapters, and appendixes. You could compile your documents and products within an expandable accordion-type folder. Or if you are technologically adept, you might create a social work portfolio compact disc or Web site for “point and click” access to various folders and pages. Most people prefer the convenience of preparing sections of their portfolios with the aide of a personal computer and associated word-processing software. Then they save components of their portfolio to a computer hard drive or removable store device for easy editing and printing. Indeed, the social work portfolio reaches its maximum potential when its components are word-processed and stored in electronic form. Regardless of the particular medium you use to store the elements of your portfolio, however, you will need several folders- of the cardboard or computerized variety-to access documents quickly and efficiently.

¹ FROM: Cournoyer, B. & Stanley, M. (2002). *The Social Work Portfolio: Planning, assessing, and documenting lifelong learning in a dynamic profession*. Ch. 1 (The Social Work Portfolio and lifelong learning; pp. 1-3). Pacific Grove, CA: Brooks/Cole

Components of the Social Work Field Practicum Portfolio²

Your social work portfolio will be unique. No one else could-or should-adopt your career aspirations, replicate your resume, or duplicate your learning goals. Although unique and individual, your portfolio should contain several essential sections:

- First, a submission letter, title page, and easily updated table of contents help guide readers to relevant sections within the portfolio.
- Second, an introduction provides overall context and perspective concerning the purposed of the portfolio in light of your academic or career aspirations and learning goals.
- Third, a resume helps present important milestones in your personal, education, and professional history.
- Fourth, a personal statement enables you to describe and elaborate on your personal history, professional development, qualities, and philosophical approach to social work and service.
- Fifth, the portfolio's body must be organized to address each of the BSW Program competencies and practice behaviors (1-9). Within each competency section the student must include one-page corresponding self-assessment of the student's progress and accomplishments in each of the 9 competency areas to serve as documentary evidence of learning progress. Discuss how the learning products provided demonstrate learning within the competency.
- Sixth, include at least 1-2 learning products per competency. Ensure you discuss the reason you included these products in the self-assessment document.
- Seventh, a summary section permits you to consider, analyze, and evaluate the nature, quality, and relevance of your learning in light of academic program expectations and your career directions.
- Eighth, if you choose, appendixes contain additional documentation (e.g. copies of degrees, academic transcripts, field evaluations, academic awards) provide further evidentiary support of progress.

The Submission Letter

² FROM: Cournoyer, B. & Stanley, M. (2002). *The Social Work Portfolio: Planning, assessing, and documenting lifelong learning in a dynamic profession*. Ch. 6 (Compiling and assessing your social work portfolio; pp. 69-78). Pacific Grove, CA: Brooks/Cole

Your submission letter precedes the inside title page because it is not officially part of the portfolio. Address the letter to the pertinent person or office. The dated submission letter is usually one page in length. In the letter, you inform the recipient that the accompanying portfolio contains selected materials and request that it be reviewed. The submission letter might appear as shown in Appendix B.

Title Page

The social work portfolio contains a well-designed title. Even if you prepare your portfolio in electronic form (e.g. Web site or slide-show presentation), want to make sure you have an easily accessible, ready to print version as well, for professional use. Typically, the materials are organized within an accordion-style expandable folder that contains tabbed sections or an oversized three-ring binder can be used. If you do use a binder, find one that allows you to insert a title page on the outside cover. The outside title (e.g. cover) page typically includes a title, your name as the author of the portfolio, and place and date of publication. If the title page serves as the outside cover, another copy is placed within the portfolio as well. The inside title page follows the submission letter. A title page might appear as shown in Appendix A.

Table of Contents

A table of contents follows the title page and summarizes the sequence in which the materials are presented within the portfolio. Include the page number where each major section begins. This enables reviewers to turn quickly to pertinent materials. The table of contents might appear as shown in Appendix C.

Introduction

The introduction to your social work portfolio follows the table of contents. Introduce the recipients or reviewers to the contents by summarizing the purposed for your preparation and submission of the portfolio. Address the “why” question: Why have you invested all this time and energy in preparing the portfolio? Also discuss “how” you have organized the portfolio. Describe the structure or format into which you have compiled your materials. Discuss the focus and rationale for the portfolio. If you prepared it to complete a course or degree requirement, indicate as much. However, you might also add personal and professional reasons. For example, you might discuss how you are using the portfolio for career planning purposed or as part of your search for a social work position. Following a discussion of the purposes and rationale, you may describe the contents of the portfolio and the sequence in which you present them. In essence, you elaborate on the submission letter with a few sentences related to each of the portfolio sections. You might mention the title of the learning products you have included and, because they are so vital, write a few words about each of them. The introductory section is usually no more than two pages in length. A sample introduction is presented in Appendix D.

Resume

The resume follows the Introduction. Resume guides and information will be handed out in class. A high-quality resume is a very important component of your portfolio. Along with your selected learning products, the resume best reflects your potential as a professional social worker.

Personal statement

The personal statement follows the resume and precedes the learning products. The statement, usually 4-5 pages in length, enables you to describe and elaborate on your personal history, professional development, qualities, and philosophical approach to social work and service. Topics that you may include in your personal statement include:

Autobiographical sketch: You might describe significant aspects of your personal background. You might describe how you became interested in the pursuit of higher education in general and social work in particular. You could identify significant people or events that led you to follow your academic paths. You might describe how your personal motives, personality characteristics, and values relate to the mission and purposed of the social work profession.

Self-assessment: You could discuss your strengths and weaknesses as a learner and social worker. You might describe how this academic program fits into your career aspirations and ideal social work position.

Personal and Philosophical Perspectives: You might discuss your personal and philosophical perspectives about the profession of social work and your approach to practice. You might, for example, discuss your views about the social work profession and the roles you envision for yourself. You could describe your personal philosophy about human behavior and the process of change. You might discuss the practice approaches you values and describe the models you might use in helping the clients you would serve if you were to secure your ideal professional position.

Learning Products

The products you prepare during the course of your formal and informal learning experiences are so valuable that they are organized to reflect your mastery of the BSW program competencies and practice behaviors within your portfolio. They represent the most tangible documentary evidence of your learning. You are **required** to include the following learning products:

1. Fall and Spring Learning Plans. These can be included in Competency 1 – Demonstrate Ethical Professional Behavior or as an appendix.
2. Field Placement Evaluation forms (signed by the student and field instructor) – fall and spring semesters. These can be included in Competency 1 or as an appendix.

Your portfolio must be enhanced with the inclusion of learning products that are unique and specific to you and your field experiences. Have you written papers in classes (social work and non-social work) that demonstrate your progress towards a particular competency? Is there a log where you addressed a topic you feel demonstrates your learning in a competency? Did you create or update materials at your field placement (e.g. policy manuals or resource guides)? Did you give a presentation? Create a program for a client group? Give legislative testimony on a topic? Engage in special projects? For example, students placed at DHHS organized special events for children in foster care during a foster-parent recognition banquet. You could include photos of the activities and materials used (not photos of the children – we must maintain confidentiality). Or you could include a copy of the banquet program. Did you complete

readings related to the population with whom who work – you could include a bibliography? Did you receive a special commendation or recognition for your work? A congratulatory e-mail from the program director? Mention in a local newspaper? Use your imagination to create a rich and meaningful portfolio!

Reflective Self-Assessments of Learning Products

Each BSW program competency and practice behavior component should be accompanied by a written reflective self-assessment of the learning products contained within. Review your selected learning products and reflect upon their quality. Prepare a one-page reflective assessment of the group of learning products to be included in each of the 9 (9) BSW program competencies and practice behavior sections.

Summary

The summary section provides an opportunity for you to reflect upon the entire portfolio and the processes associated with its preparation. You might describe the impact of the portfolio and some of the unanticipated outcomes. For example, completion of the portfolio may have helped you organize documentary evidence of learning that may be used, with modest revision to search for a social work position. The portfolio may have led to a realization that you have grown personally and professionally during the field practicum. You might use the summary section to discuss goals and plans that have emerged as a result of the process. You could also describe how you intend to use your social work portfolio in the future.

Appendixes

The Appendixes contain assorted materials to support or document information presented in the body of the portfolio. Various materials may be included within separate appendixes.

Timetable for completion of the Portfolio:

During the **fall semester** begin to assemble your Portfolio. You will submit this draft of your portfolio for review at the end of the fall semester. The Portfolio will NOT be graded during the fall semester... but we will give you feedback about your work. For the fall semester review you should buy a binder and begin creating the components of your Portfolio Assignment:

- Title Page
- Submission Letter
- Table of Contents
- Resume
- Personal statement
- Learning Products (organized by BSW program competencies and practice behaviors)

Submit this DRAFT beginning portfolio by date provided in fall syllabus.

During the **spring semester** complete assembly of your portfolio. Please bring the portfolio to class to share with your faculty liaison on the date in syllabus for a progress check in and opportunity to ask any questions. Final due date will be provided in spring syllabus

Social Work Portfolio Example
SAMPLE TITLE PAGE³

Maria Sanchez:
Social Work Field Practicum Portfolio
Submitted to

The University of Maine
School of Social Work
Orono, Maine

by

Maria Sanchez, B.A. in Social Work Student

In partial fulfillment of the requirements for the
Bachelor of Arts in Social Work degree

³ FROM: Cournoyer, B. & Stanley, M. (2002). *The Social Work Portfolio: Planning, assessing, and documenting lifelong learning in a dynamic profession*. P. 72. Pacific Grove, CA: Brooks/Cole

May 5, 2007

APPENDIX B(1): SAMPLE SUBMISSION LETTER⁴

Susan Harrison, B.A. in Social Work Student
14 Maple Street
Bangor, Maine 0401
Tel. (207) 990-1111

May 5, 2007

[Name – Field Seminar Instructor]
University of Maine
School of Social Work
5770 Social Work Building
Orono, Maine 04469-5770

Dear [Name],

Enclosed please find my Social Work Field Practicum Portfolio. I submit it in partial fulfillment of the requirements for the Bachelor of Arts in Social Work degree. The portfolio contains the following:

1. Table of Contents
2. Introduction
3. Resume
4. Personal Statement
5. Major Learning Products with Corresponding Reflective Self-Assessments

⁴ FROM: Cournoyer, B. & Stanley, M. (2002). *The Social Work Portfolio: Planning, assessing, and documenting lifelong learning in a dynamic profession*. P. 73. Pacific Grove, CA: Brooks/Cole

6. Summary
7. Appendixes containing copies of my current transcript, field evaluations, and resource manual.

I believe I have met or exceeded all of the requirements for the Social Work Field Practicum Portfolio as described in the SWK 495 Syllabus.

Should you have any questions, please feel free to contact me at 207-990-1111.

Sincerely,

Susan Harrison
B.A. in Social Work student

APPENDIX C (1): SAMPLE TABLE OF CONTENTS⁵

Table of Contents

I. Introduction	1
II. Resume	3
III. Personal Statement	6
IV. Learning Products and Self-reflective assessments	16
V. Summary	50
VI. Appendixes	
Appendix A: University of Maine transcript	53
Appendix B: Sample of program resource guide	54
Appendix C: Field evaluations	60

⁵ FROM: Cournoyer, B. & Stanley, M. (2002). *The Social Work Portfolio: Planning, assessing, and documenting lifelong learning in a dynamic profession*. P. 74. Pacific Grove, CA: Brooks/Cole

APPENDIX D(1): SAMPLE INTRODUCTION⁶

Maria Sanchez:
A Social Work Portfolio

Introduction

The social work portfolio fulfills a major requirement for the Bachelor of Social Work (B.S.W.) degree at the Indiana University School of Social Work. I believe this portfolio accurately reveals the extent of my growth during the B.S.W. program. It also documents my readiness for service as a professional social worker in the field of child and family services. I believe these materials reflect a depth of knowledge and expertise needed to provide competent case management, advocacy, and counseling services to low-income and poverty level children and their families.

I have organized the portfolio into sections indicated by numbered colored tabs. The portfolio contains a current resume, a personal statement of my philosophical approach to the profession and practice of social work, three papers I prepared during the B.S. W. program along with a self-assessment of each, and a summary. I also include appendixes that contain copies of my high school diploma and two certificates that pertain to other educational experiences, a copy of my current B.S.W. transcript, copies of selected course syllabi, a personal learning plan related to a major professional learning goal, and copies of the summary evaluations of my performance in two field practicum courses. Three letters of reference are also enclosed.

Recognizing the importance of the papers as evidence of learning, I include three. I wrote one for a sophomore year Social Policy course, another for a junior year Human Behavior and the Social Environment course, a third for a senior year Social Work Practice course. In the social policy paper, I address issues that pertain to contemporary child and family policies and practices. In the HBSE paper, I explore the topic of low-income, single parent, female-headed families who live in inner city neighborhoods. In the advanced social work practice paper, I consider best practice approaches for service to children and families affected by domestic violence. I view this paper as my best work to date. Recently, I submitted a revised version to Child Welfare: The Journal of the Child Welfare League of America. I should learn whether it has been accepted for publication within the next month or so.

Accompanying each of these written products is a short assessment essay. In the essays, I reflect upon the strengths and weaknesses of each paper and discuss what I could do to improve its quality.

This portfolio contains a great deal of information concerning my readiness for a career in social work. Preparation of the portfolio required much time and effort. However, the process helped me clarify and solidify my goal to become a professional social worker specializing in services to low-income children and

⁶ FROM: Cournoyer, B. & Stanley, M. (2002). *The Social Work Portfolio: Planning, assessing, and documenting lifelong learning in a dynamic profession*. P. 75. Pacific Grove, CA: Brooks/Cole

families affected by domestic violence and substance misuse.

APPENDIX E (1): SAMPLE SUMMARY⁷

Marie Sanchez:

Social Work Field Practicum Portfolio

The completion and submission of the social work portfolio represent a personal and professional hallmark. Although I prepared the portfolio primarily because it is required for the Bachelor of Social Work (B.S.W.) degree at the Indiana University School of Social Work, I gained a great deal through the process. Collection and assessment of learning products, review of transcripts and course syllabi, and examination of various performance appraisals and evaluations enabled me to reflect upon my strengths and weaknesses as a social worker. I was able to identify several additional learning needs and goals that I will pursue following graduation. For example, I realized that I do not have a sufficient understanding of childhood medical and psychiatric illnesses. While I possess a solid understanding of developmental processes and milestones, I need to learn much more about the biophysical and genetic factors that influence children and their families. I plan to enroll in a course offered through the School of Nursing to enhance my understanding in this area.

Overall, however, I believe the portfolio accurately reflects the quality and extent of my learning during the B.S.W. program. I am prepared to serve in the field of child and family services. I look forward to providing case management, advocacy, and counseling services to low-income and poverty level children and their families. I also anticipate opportunities to further enhance my knowledge and skills through continuing professional education and supervision. I plan to take the examination for licensed social worker (L.S.W.) as soon as I meet all the eligibility criteria. Following that, I will explore the possibility of pursuing graduate education at the M.S.W. and perhaps the doctoral levels.

I am pleased with my social work portfolio. I believe it is organized and presented in a professional manner and accurately reflects the quality of my work during the B.S.W. program. If I had an opportunity to start over, I would begin the process of collecting and organizing portfolio materials at the beginning of my undergraduate studies. Indeed, I wish I had begun the process earlier in the B.S.W. program as well. I would have prepared a personal learning plan at the very beginning of the program. Had I done so, I might have selected a few different courses and I certainly would have approached all of them in a more focused way incorporating my own learning goals as well as those identified in the syllabi. I also would have prepared a draft version of my personal statement at the beginning of my studies and then added to and revised it as a result of my learning experiences. Nevertheless, the social work portfolio enabled me to recognize my abilities as an adult learner and appreciate the importance for self-directed lifelong learning.

In the near future, I plan to adapt my portfolio to serve several purposes. In my search for employment in the field of child and family services, I will revise the portfolio to make it smaller and more directly related to my ideal professional position. For instance, I intend to remove two of the learning products and highlight the paper that addresses social work practice with children and families affected by domestic violence.

I hope to maintain a portfolio throughout my professional career. It will help me keep track of documents related to the continuing professional education requirements necessary to maintain a social work license. The portfolio will also be useful in a few years, when I apply to a social work graduate program.

⁷ FROM: Cournoyer, B. & Stanley, M. (2002). *The Social Work Portfolio: Planning, assessing, and documenting lifelong learning in a dynamic profession*. P. 77. Pacific Grove, CA: Brooks/Cole

Updated Branding in your Tk20 by Watermark System! Please note that after June 29, you will begin to see system updates which incorporate our new brand. This will not impact the functionality of the system. Please contact us at questions@watermarkinsights.com if you have any questions. X

Administration > Form Builder > BSW-Senior-Field-Application

BSW-SENIOR-FIELD-APPLICATION

General Information

Custom Form

Preview

UNIVERSITY OF MAINE SCHOOL OF SOCIAL WORK

BSW SENIOR FIELD PRACTICUM APPLICATION

Name:

Date:

MM / DD / YYYY



Physical Location During Field Placement, IMPORTANT Town and State:

Cell Phone

Email

6. Check each box that applies if you have successfully completed (or were waived from or transferred in) the following courses?

- ☐ SWK 320
- ☐ SWK 395 (Part 1)
- ☐ SWK 350
- ☐ SWK 491 or PSY 245
- ☐ SWK Prerequisites

7. Check each box which applies:

- ☐ I have been accepted into the BSW Practice Sequence
- ☐ I have been conditionally accepted into the BSW Practice Sequence
- ☐ I have completed 75 or more credits
- ☐ I am currently in or have successfully completed SWK : Skip Navigation
- ☐ I am currently in or have successfully completed SWK : .

- ☐ I am currently in or have successfully completed SWK 395 (Part 2)
- ☐ I am currently in or have successfully completed SWK 440

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.

Skip Navigation

4. When I graduate I would like to...

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

Skip Navigation

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 senior 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

Skip Navigation

- ☐ 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 the location desired.

Skip Navigation

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

Skip Navigation

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

+ Select File

Drag and drop file here

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.

Skip Navigation

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 section: umaine.edu/socialwork/files/2013/02/Application-and-guidelines-for-Work-Site-Field.pdf

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.
-

Date

MM / DD / YYYY



Please upload your resume

+ Select File

Drag and drop file here

Update

Cancel

Appendix E-2

6/25/2018

TK201 Administration

Administration > Form Builder > **Field Application Review Form**

FIELD APPLICATION REVIEW FORM

General Information

Custom Form

Preview

After reading the Field application and interviewing the student, this form needs to be completed,

UNTITLED GROUP

Date of Application Review

MM / DD / YYYY



Date of Applicant Interview

MM / DD / YYYY



Items still needed from student

Assessment of Student

	No concern	Marginal Concern	Some Concern	Serious concern	Need for Dismissal	Score
Student demonstrates self awareness of strengths and areas for improvement <input type="checkbox"/> NA	<input type="radio"/> 0 No concern	<input type="radio"/> 1 Marginal Concern	<input type="radio"/> 2 Some Concern	<input type="radio"/> 3 Serious concern	<input type="radio"/> 4 Need for Dismissal	<div>Score</div> <div></div>
Student has a realistic understanding of the time and commitment involved in the Field Practicum <input type="checkbox"/> NA	<input type="radio"/> 0 No concern	<input type="radio"/> 1 Marginal Concern	<input type="radio"/> 2 Some Concern	<input type="radio"/> 3 Serious concern	<input type="radio"/> 4 Need for Dismissal	<div>Score</div> <div></div>

6/25/2018

TK201 Administration

Student can articulate opportunities for their own learning

☐ NA

☐ 0

No concern

☐ 1

Marginal Concern

☐ 2

Some Concern

☐ 3

Serious concern

☐ 4

Need for Dismissal

Score

Student demonstrates appropriate cognitive and affective processes

☐ NA

☐ 0

No concern

☐ 1

Marginal Concern

☐ 2

Some Concern

☐ 3

Serious concern

☐ 4

Need for Dismissal

Score

Student demonstrates willingness to be open to suggestions by the Field Coordinator

☐ 0

No concern

☐ 1

Marginal Concern

☐ 2

Some Concern

☐ 3

Serious concern

☐ 4

Need for Dismissal

Score

6/25/2018

TK201 Administration

☐ NA



Rubric Score:

Rubric Mean:

Action Items



6/25/2018

TK201 Administration

Agency ideas

Notes

GRADE

Total Score:

Total Mean:
0.0

Update Cancel

APPENDIX F

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 above 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. 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 field instructor, the student's work supervisor and the administration of the placement agency;
3. Approved by the Field Coordinator, the student's advisor and the MSW Coordinator.

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

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. Paid placements must be approved by the Field Team, which consists of the Field Director and the Field Coordinators.

REQUEST FOR FIELD PLACEMENT IN WORK SITE LOCATION

Please describe the agency where you currently or are planning to work while you will be completing your field placement?

Agency/program and address where you currently or are planning to work.

Agency/program and address of your field placement

Dates, and job titles of employment at agency

Administrative supervisor for your employment

Proposed Field Instructor

Credentials of field instructor

Employed at agency?

Field Instructor's supervisor

Describe your current position, i.e. population of clients or client system that you currently work with, job responsibilities, etc.

Hours that you will be working for your employed position

Additional comments of how the responsibilities of the placement will differ from your job responsibilities documenting the new learning opportunities that you will expect to receive as a practicum student.

Provide at least one paragraph describing safeguards put into place to minimize possible jeopardization of your employment status while you are a practicum student in the agency.

Provide us with at least one paragraph describing methods that will be employed to protect the integrity of the practicum as a learning experience.

Your signature _____ Date _____

Your work supervisor's signature _____

Your proposed Field Instructor's signature _____

APPENDIX G:
University of Maine School of Social Work
STUDENT & FIELD PLACEMENT INFORMATION

Students are to fill out all sections of this form before returning to Elaine O'Leary

STUDENT INFORMATION:

Name : _____

Address: _____

Home phone: _____

Cell phone: _____

Dates of semesters in field: _____ Course: SWK 495 595 695 (circle one)

On Maine.edu? ____ Yes (listed as _____) ____ No

If no, other email address: _____

Days you are generally in field: _____

FIELD PLACEMENT INFORMATION:

Practicum Agency (Please give the official name):

Department (if applicable) _____

Address (Both mailing and physical address if different):

Agency phone number: _____ Agency fax number:

Field Instructor or On-site

Supervisor _____

(please list credentials of those supervising you)

Field Instructor or On-site supervisor's direct number & extension:

Field Instructor or On-site supervisor's email address:

Is the agency based field instructor/ on-site supervisor an MSW (for students in the MSW program) or BSW or MSW (for students in the BSW program) ?

Yes ____ No ____

If NO:

For those who may have secondary supervision by a Field instructor with a BSW/MSW, or where the Field Instructor is contracted and NOT an employee of the agency, please list that Field Instructor's name and credentials

Field Instructor (if applicable):

Mailing
address _____
Telephone: _____
E-mail address: _____

To determine which memorandum of agreement (MOA) to use, please place a check mark after 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. _____

PLEASE SEND THIS FORM TO ELAINE OLEARY at elaine.oleary@Maine.edu