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SECTION I: INTRODUCTION

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

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

For more information about the School of Social Work Program, policies and curriculum reference the MSW PROGRAM GUIDE located on the University of Maine School of Social Work Website. To find the guide, go to Graduate Program, then, About the MSW program section.

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 work 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 or the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, may also be referred to the U.S. Department of Education, Office for Civil Rights (OCR), Boston, MA 02109-4557, telephone (617) 223-9662 (voice) or (617) 223-9695 (TTY/TDD). Generally, an individual may also file a complaint with the OCR within 180 days of the alleged discrimination.

Accessibility

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

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).
UNIVERSITY OF MAINE
SCHOOL OF SOCIAL WORK
2018-2019 MSW FIELD CALENDAR (ORONO)

FALL 2018

Tuesday September 4 – Generalist MSW (Orono) Orientation (Students, Faculty Liaisons, Field Director)

Thursday September 6 – Advanced MSW Orientation (Orono) (Students, Faculty Liaison, Field Director)

Week of September 4 – First day of MSW Field Placements

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-December 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. (½ of total hrs. completed)

SPRING 2019

January 22 – Spring Semester begins, regular Field schedule resumes

February 11 – May 3 – Faculty Liaisons Spring agency contacts

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

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

May 10,11 - Hooding and Graduation
SECTION I: INTRODUCTION TO THE FIELD PRACTICUM

MISSION AND GOALS OF THE SCHOOL OF SOCIAL WORK

The School of Social Work’s mission has been built on the mission and values of the University of Maine, the purposes of social work and social work education and social work values. The mission of the University of Maine School of Social Work is to improve the quality of life for all people by promoting excellence in social work practice. We view the domain of social work as the promotion of social justice, celebration of diversity, elimination of oppression, and promotion of human achievement and well being of people across the entire life span, all of which are essential characteristics of a society in which individuals and groups can exercise their rights to grow and realize their potential to its fullest. In keeping with the Land Grant mission of the University of Maine, the School carries a special responsibility to work toward these ends on behalf of the people of Maine. In defining our mission, the School of Social Work builds on the University of Maine’s commitment to scholarship, outreach and service, its quest for "honor[ing] the heritage and diversity of our state and nation”, its vision for "inspired and dedicated teaching”.

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

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

In concert with the School mission, the mission of graduate social work education at the University of Maine is to prepare ethical, competent, effective advanced generalist social workers capable of practicing with a high degree of autonomy and skill in diverse social welfare settings.
Goals of the Master’s of Social Work Program

1. To educate students to be competent and effective at working across service delivery systems utilizing a strengths-based approach and respecting human diversity.

2. To prepare competent and effective students for advanced generalist social work practice for the purposes of enhancing human well-being, preventing and alleviating human suffering, and advancing social and economic justice.

3. To prepare students to work ethically with clients and client systems across the entire life span.

4. To initiate and promote research and knowledge building activities by faculty and students, for the purpose of improving the quality of social work practice.

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

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

The University of Maine MSW program prepares graduates for advanced practice in one specialization: advanced generalist social work practice. The advanced generalist focus of the University of Maine MSW program was chosen because of the rural locale of the University and faculty interest in trends in social work education and practice.
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.


CORE SOCIAL WORK COMPETENCIES:

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

<table>
<thead>
<tr>
<th>MSW Generalist Year Performance Descriptors</th>
<th>MSW Specialized Year Performance Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate ethical professional behavior</td>
<td></td>
</tr>
<tr>
<td>• 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;</td>
<td>• Apply ethical principles and decision-making skills to resolve complex ethical dilemmas in advanced generalist social work practice with clients and constituencies</td>
</tr>
<tr>
<td>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>• Employ strategies of ethical reasoning to address emerging practice issues</td>
</tr>
<tr>
<td>• Demonstrate professional demeanor in behavior, appearance; and oral, written and electronic communication</td>
<td>• Continually improve practice through use of supervision and consultation, and self-reflection of personal and professional motives, needs, and actions</td>
</tr>
<tr>
<td>• Use technology ethically and appropriately to facilitate practice outcomes</td>
<td>• Commit to lifelong learning to enhance individual professional growth and development</td>
</tr>
<tr>
<td>• Use supervision and consultation to guide professional judgment and behavior.</td>
<td></td>
</tr>
</tbody>
</table>

2. Engage Diversity and Difference in Practice

| • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice | • Research, identify and assess knowledge of diverse populations for advanced generalist practice with clients and constituencies in a variety of settings |
| • Present themselves as learners and engage client systems as experts of their own experiences; and | • Identify and utilize differences between practitioners and individuals, families, groups, organizations, and communities from a strengths perspective |
| • 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, Economic, and Environmental Justice

| • Apply their understanding of social, economic, and | • Use knowledge of the effects of oppression, discrimination, and |
|                                             |                                             |
| environmental justice to advocate for human rights at the individual and system levels  
• Engage in practices that advance social, economic, and environmental justice | historical trauma to guide advanced generalist practice with individuals, families, groups, organizations, and communities  
• Advocate at multiple levels to further the rights of oppressed populations |

| 4. Engage in Practice-informed Research and Research-Informed Practice  
• 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. |  
|  
| • Utilize research results to identify, evaluate and select effective strategies for advanced generalist practice with clients and constituencies in a variety of settings  
• Design and conduct research/evaluation of practice |

| 5. Engage in Policy Practice  
• 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 advance human rights and social, economic, and environmental justice |  
|  
| • Engage in policy/practice advocacy efforts with clients and constituencies in a variety of settings  
• Apply effective policy/practice legislative strategies to influence policies that affect clients and constituencies  
• Apply organization and leadership theories to the design and operation of human service organizations |

| 6. Engage with Individuals, Families, Groups, Organizations, and Communities  
• Apply knowledge of human behavior and the social environment, 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 |  
|  
| • Synthesize and differentially apply theories of human behavior and the social environment to engage with clients and constituencies in a variety of settings  
• Engage difference and diversity in multi-level advanced generalist practice in a variety of settings with clients and constituencies  
• Use empathy and sensitive interviewing skills to engage clients and constituencies in identifying their strengths and problems |
<table>
<thead>
<tr>
<th>7. Assess Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Collect, and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
</tr>
<tr>
<td>- 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</td>
</tr>
<tr>
<td>- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with in clients and constituencies</td>
</tr>
<tr>
<td>- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
</tr>
<tr>
<td>- Use empathy and sensitive interviewing skills to establish rapport, and maintain effective working relationships with clients and constituencies</td>
</tr>
<tr>
<td>- Adapt, modify, and use multidimensional assessment tools and approaches for advanced generalist practice with clients and constituencies in a variety of settings</td>
</tr>
<tr>
<td>- Synthesize and differentially apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment of data for advanced generalist practice</td>
</tr>
<tr>
<td>- Evaluate, select, and implement appropriate assessment instruments for advanced generalist practice with clients and constituencies in a variety of settings</td>
</tr>
<tr>
<td>- Conduct needs assessment for advanced generalist practice with clients and constituencies in a variety of settings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
</tr>
<tr>
<td>- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
</tr>
<tr>
<td>- Use inter-professional collaboration as appropriate to</td>
</tr>
<tr>
<td>- Identify, evaluate, and select effective intervention strategies for advanced generalist practice with clients and constituencies in a variety of settings</td>
</tr>
<tr>
<td>- Synthesize and differentially apply human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies in advanced generalist social work practice</td>
</tr>
<tr>
<td>Achieve beneficial practice outcomes;</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>• Negotiate, mediate, and advocate with and on behalf of clients and constituencies</td>
</tr>
<tr>
<td>• Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Select and use appropriate methods for evaluation of outcomes;</th>
<th>Identify and use evaluation tools for advanced generalist practice in a variety of settings with clients and constituencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes in advanced generalist practice</td>
</tr>
<tr>
<td>• Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</td>
<td>• Critically analyze, monitor, and evaluate advanced generalist practice intervention processes and outcomes;</td>
</tr>
<tr>
<td>• Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
<td>• Communicate and disseminate evaluation results appropriate to the intended audience with clients and constituencies</td>
</tr>
</tbody>
</table>
FIELD EDUCATION

Field education at the University of Maine, School of Social Work provides students with an opportunity to assimilate, integrate, apply, and connect conceptual knowledge, theories and constructs that they have learned in the classroom to generalist and advanced generalist social work practice. The goal of MSW field education is to provide practice experiences specifically created to present generalist and advanced generalist social work practice opportunities for students to demonstrate the Core Competencies. The field curriculum supports the values of the profession and seeks to assist students to incorporate the values and the mission of social work through ethical practice. Attention is paid to providing exposure to a socially, culturally, ethnically, spiritually, and economically diverse range of clients in diverse social service settings. Much of students’ practice learning focuses on direct work with individuals, families, groups, organizations, and communities in order to help client systems improve their functioning, and to gain access to social and economic resources. Students also learn skills in identifying and addressing injustices impacting client systems and about social policy and organizational change. Students learn to use supervision effectively and to take initiative in their ongoing professional development. Students learn to integrate their personal and professional selves as they interact with client systems. Self-reflection, self-evaluation, and providing and accepting critique as part of that reflection are viewed as primary tools for learning. Through all of their learning, they are guided to develop their professional self in the practice of social work.

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The field practicum courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 595</td>
<td>Field Practicum in Social Work (8 cr.)</td>
</tr>
<tr>
<td>SWK 695</td>
<td>Advanced Field Practicum (10 cr.)</td>
</tr>
</tbody>
</table>

**Field Practicum Description**

All University of Maine MSW students complete 900 hours of field education. Students in the regular program complete 400 hours during the generalist year practicum and 500 hours in specialized year practicum. Students normally complete their two years of field practicum in two different settings. Full-time students are in field placement during two consecutive years. Part-time students fulfill the practicum during their second and fourth years of enrollment. Advanced Standing students must submit a copy of their final field evaluation including documentation of completion of a minimum of 400 hours of field education prior to matriculation into the Advanced Standing program. The field practicum provides students the opportunity to integrate and use their academic learning in a practice setting. Every effort is made to place students in agencies convenient to their home communities, but this is not always possible. For details about the field selection process and student field acceptance process, please see Section II of this manual.

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

**GENERALIST YEAR**

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

- Extended program students (referred to in other sections as as part-time or half time students) in Orono fulfill the practicum during their second and fourth years of enrollment.

- Extended program students taking classes on weekends or online generally fulfill the practicum during their third, fourth, seventh and eighth semester of enrollment. (See MSW Program Guide for course schedule) **It is important to note that although students in this program complete their coursework during the weekends, their field placements typically require completion of hours during the week.**
In addition, all students have the opportunity to apply to complete their advanced year practicum as a block placement in the final summer of their program.

The field seminar serves as a forum for student sharing and analysis of field experience, and for integrating generalist concepts with all types of field experience.

- The total clock hours in field, excluding seminar time, are 200 hours per semester.
- In addition to the field seminar, all students enrolled in SWK 595 must take SWK 560, Practice in Generalist Social Work I, concurrently with the first semester of practicum and SWK 563, Practice in Generalist Social Work II, concurrently with the second semester in practicum.

Each of the three credit hour practice courses provide the theory knowledge, and skill requisites for framing and analyzing field experiences.

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

**SWK 595 - Written Assignments.** There are written assignments in each semester of the field seminar. Each written assignment is designed to enable the student to demonstrate Core Competencies. Assignments encourage a deeper understanding for the student through the exploration of the practicum agency’s organization, its policies, its philosophy, its ethical practices and communication, enhancing the students’ understanding of the profession through their agency setting. Students complete a learning plan and self assessment developing a methodical way to ensure the knowledge, skills, values and practice dimensions in a holistic manner (Appendix C: SWK 595 Learning Plan). Additional assignments address Relationship Formation, Critical Thinking and Disciplined Use of Self and Reflective Practice; the understanding of cultural awareness and exploration of personal biases with clients; Integration of Core Competencies through a Case Study; policy and large system practice within the agency, client advocacy and self reflection. For specific descriptions of all the written assignments please refer to the SWK 595 Field Practicum Syllabus.

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

FIELD EDUCATION SPECIALIZED YEAR

In the specialization year, students are expected to take increasing responsibility for determining, achieving and assessing their own outcomes in field. SWK 695, Advanced Field Practicum, is taken in one of two ways: 1) during two consecutive semesters in the specialization year or 2) as a summer block placement following completion of all advanced year requirements. Part-time students complete their practicum in their final year, after they have completed their advanced policy, research, and elective courses. The practicum is taken for a total of 10 credit hours.

**SWK 695 Specialization Year Field Practicum** The SWK 695 Field Practicum is sequenced to assure that students have the opportunity to achieve expected outcomes in advanced year field as delineated in the Core Competencies, course syllabi, and field evaluations. Students may complete SWK 695 concurrently with didactic classroom courses or may apply to be considered for a summer block field placement. Students completing SWK 695 on a summer block schedule must have completed all the required advanced year social work courses prior to enrolling in SWK 695. The advanced year field sequence consists of two consecutive semesters of SWK 695 during which students participate in a bi-weekly field seminar (if taken concurrently over the fall and spring semesters), or in a weekly field seminar (if taken in the summer block schedule). The total clock hours in field, excluding the seminar meetings, are 250 hours per semester (or 500 hours over the summer). The two-semester sequence provides students with a diverse array of practice experiences, exposing students to a socially, culturally, ethnically, and economically diverse range of clients in diverse social service settings.

**SWK 695 Field Seminar** The field seminar in the advanced year is designed to allow the students the opportunity to discuss mutual concerns, integrate new theoretical knowledge, and evaluate one's own application of that knowledge in advanced generalist social work practice. The seminar focuses on guided development toward autonomous practice, building on the Generalist knowledge from the previous year and the theoretical knowledge presented in the advanced practice classes.

**SWK 695 Written Assignments** In the advanced year field, students are expected to take increasing responsibility for determining, achieving and assessing their own attainment of the advanced year practice behaviors. Students complete several written assignments. Written assignments include a Self-Assessment and Learning Plan (Appendix C: SWK 695 Learning Plan) which is the first written assignment and completed at the beginning of the first semester. Students write a detailed narrative, assessing their knowledge, values, skills, and cognitive and affective processes related to each of the core competencies and specialization.
year behaviors and dimensions. In the same assignment they develop a learning plan which serves as a basis for detailing each student's individual expected outcomes. A subsequent written assignment, *Evaluation of Practice: Reflective Practice*, requires the students to video tape a 5 minute role play, based either on their case presentation or a vignette provided by the seminar instructor. The purpose of this assignment is to provide an opportunity for students to apply evaluation of practice/reflective practice skills to their field practicum, with specific attention to process outcomes, awareness and use of self (e.g., a clear sense of your characteristics and traits that must be monitored and controlled) and reflective practice skills (reflection on feelings, thoughts and motivations). The *Case Presentation assignment*, involves students in individual seminar presentations of a client system (individual, family, group, community or organization). The presentation focuses on a description of the client system, data collection activities, assessment, the planned intervention, and an extensive discussion of the theoretical model that informed the students' practice activity. These presentations are scheduled across the two semesters. In the final assignment, *Lifelong Learning Plan*, students are asked to write a narrative outlining their current plans regarding their continuing social work education that includes and a self-assessment, using the CSWE competencies, practice behaviors and dimensions to identify strengths and areas for further growth. For specific descriptions of the written assignments please refer to the *SWK 695 Field Practicum Syllabus*.

**SWK 695 Field Logs and Narratives** Weekly written *Field Logs* and narratives (*Appendix D: SWK 695 Log Form*) are completed by students and submitted to the Faculty Liaison. Students are encouraged to use the narrative form as the format for the time in supervision. The purpose of the field log and narrative are to enhance the student's ability to structure and learn from the supervisory process; to serve as a vehicle for student-faculty liaison communication; and to serve as a vehicle for monitoring time spent in the field placement and achievement of the advanced year practice behaviors.
SECTION II: POLICIES AND RESPONSIBILITIES

Process and Criteria for Selection of Practicum Sites and Supervisors

Selection of the field practicum sites is the responsibility of the Field Director and the Site Coordinators. Agencies are selected to provide students with the opportunities to achieve proficiency in the Practice behaviors as outlined in the Core Competencies. All Field Instructors are provided with training in the Core Competencies during the Field Orientation programs and Field Instructor Professional Development Series.

Criteria for Selection of Field Agencies

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

1. Support the values and mission of social work practice and meet accepted practice standards for the type of setting, including nondiscrimination in regard to client race, ethnicity, religion, gender, age, sexual orientation, or handicapping condition. Each field placement must be able to provide a range of activities appropriate to generalist social work practice.

2. Provide for adequate field instruction by assigning a qualified Field Instructor to the student, i.e. An employee or consultant who meets the criteria outlined by the UM School of Social Work; and providing the Field Instructor with sufficient release time and resources to carry out the responsibilities of this position;

3. Assure participation of the Field Instructor in the coordination of the student's learning experience;

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

5. Notify the Faculty Liaison or the Field Coordinator of any changes in agency personnel or resources that would affect the student's learning opportunities;

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

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

Criteria for Selection of Field Instructors
Field instructors are selected, based upon the following criteria:

1. Academic credentials: a social work degree from a CSWE accredited 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-MSW).

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 (MSW) staff, there is an identified Site Mentor, who provides oversight and guidance of the student’s activities, and an 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 MSW Consultant is knowledgeable of the agency, the client systems and services of the agency. The student received regular and consistent supervision by the 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 Generalist 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 followup 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 (Appendix J) accesses Student Field Assessment and assigns the student grade.

**Field Application and Field Admission Process**

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

1. Placement of students in field settings begins immediately upon admission to the MSW program for two year students and one semester before current registration for current or extended time students. 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 the 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 Masters Academic and Professional Review Committee before they are able to enter into the Generalist Year Field Practicum or Advanced year field internship.

**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 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 Co-ordinators. 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.

**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 Master’s Academic and Professional Review Committee (MAPRC). (See Academic Review Process.)

**Academic Review Process**

**Academic Review Process - MSW**

The Master’s Academic and Professional Review Committee (MAPRC) for the MSW program is an ad hoc committee of the School of Social Work and is composed of a designated chair from the full-time faculty, an additional full-time social work faculty member, and the student’s academic advisor; it may also include additional faculty members or field instructors if their participation is relevant. The MSW coordinator selects the members and designates the chair of the committee. This committee performs varied duties related to academic regulations and student progress in the MSW program.

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

1. Substandard academic performance: students are automatically reviewed by the MAPRC for any interruption in progress toward the MSW degree;

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

3. Violation of the student conduct code of the University of Maine, reported by a faculty member, field instructor, or peer;

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

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

6. Incomplete in a required course; or

7. The student earns less than a B- in any required course.

The request for a review may be made by a full-time or part-time faculty member, a field instructor, or the student him/herself. An informal review of student progress will proceed as follows:
All documents which provide information, including but not limited to logs, papers, and fieldwork evaluations, may be submitted to and considered by the advisor, the MAPRC chair, and the Program Coordinator. If it is determined that a **formal review** will proceed, the student will be notified immediately in writing of the grounds for review, of the steps to be followed, and of her/his rights. All full-time faculty and relevant part-time faculty or field instructors will be notified of a formal review. The Program Coordinator and advisor may elect to dismiss a request for a formal review in which case the student will continue uninterrupted in the program.

**Formal Review**

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

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

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

The MAPRC recommendation is reviewed by the Program Coordinator no later than one week following the formal review. The student has five working days following receipt of the letter to file a written appeal on the recommendation and decision of the MAPRC to the Program Coordinator.

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

**Academic Review Outcomes**

The following outcomes may result from a formal review:

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

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

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

**Removal from Probation**

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

**Student Rights and Responsibilities**

Undergraduate or graduate students in the School of Social Work should conduct themselves according to the National Association of Social Workers (NASW, as revised, 2018) Code of Ethics. Due to the professional and human service function of the social work profession, 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 the social work academic standards. The faculty shall 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 dean or the faculty advocate of professional standards, result in either academic or nonacademic procedures for dismissal. When legal or illegal behavior does not affect current or potential clients but the behavior violates the mission, process, or function of the University, proceedings will follow the University's procedures for nonacademic misconduct.

Please also refer to The University of Maine Student Handbook for a full description of all procedures and additional information: www.umaine.edu/stuserv.htm and to the University of Maine Graduate Catalog for a full description of all procedures and additional information: www.umaine.edu/graduate/default.

**Grievances**
There are two processes students may follow if they believe they have a grievance. Students may follow the School of Social Work Grievance Procedure, found in the MSW Program Guide or the Graduate School Academic Appeals Procedure Graduate School Academic Appeals Procedure found in the Graduate Catalogue.
SECTION III: MECHANISMS FOR GROWTH OF
THE FIELD INSTRUCTION PROGRAM

Policies of the field practicum are established by the 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 BSW 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 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 ___________________________
MEMORANDUM OF AGREEMENT

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Administrator or Representative</td>
<td></td>
</tr>
<tr>
<td>Agency Field Instructor</td>
<td></td>
</tr>
<tr>
<td>Field Coordinator, School of Social Work</td>
<td></td>
</tr>
<tr>
<td>Provost, University of Maine</td>
<td></td>
</tr>
</tbody>
</table>

Please only return this page to the School of Social Work. Thank you kindly.

Student Name
Agency Name
University of Maine School of Social Work

MSW Generalist Field Practicum Student Progress Evaluation

Date __________________

Period of evaluation: First semester _____ Second semester _____

Student Name: ________________________________

Agency Name: ________________________________

Agency Address: ______________________________

Field Instructor’s Name, Title, and Degree: ______________________________

Field Instructor’s Phone and email: ______________________________

Site Supervisor’s Name (If Applicable) ______________________________

Site Supervisor’s Phone and email: ______________________________

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

Brief Description of Placement:
**Competency Rating**

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

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

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.**

<table>
<thead>
<tr>
<th>Performance Descriptors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>b. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>c. Demonstrates professional demeanor in behavior, appearance, oral, written, and electronic communication.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>d. Uses technology ethically and appropriately to facilitate practice outcomes.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>e. Uses supervision and consultation to guide professional judgment and behavior.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>f. Attends well to professional roles and boundaries.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comment regarding Competency #1 (optional):

---

**Competency #2: Intern engages diversity and difference in practice**

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

Comment regarding Competency #2 (optional):

---

**Competency #3: Intern advances human rights and social, economic and environmental justice.**

<p>| Rating |</p>
<table>
<thead>
<tr>
<th>Performance Descriptors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> Recognizes that each person has basic human rights, (e.g. safety, privacy, an adequate standard of living, health care, education)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>b.</strong> Applies understanding of social, economic, and environmental justice to advocate at the individual and system levels.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>c.</strong> Engages in practices that advance social, economic and environmental justice.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comment regarding Competency #3 (optional):

<p>| Competency #4: Intern engages in research-informed practice and practice-informed research. |</p>
<table>
<thead>
<tr>
<th>Performance Descriptors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> Uses practice experience and theory to inform scientific inquiry and research.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>b.</strong> Engages in critical analysis of qualitative and quantitative research methods and findings.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>c.</strong> Uses and translates research findings to inform and improve practice, policy, and service delivery.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comment regarding Competency #4 (optional):

<p>| Competency #5: Intern engages in policy practice. |</p>
<table>
<thead>
<tr>
<th>Performance Descriptors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Performance Descriptors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Applies knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>b. Uses empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>c. Understands how personal experiences and affective reactions may influence the ability to effectively engage with diverse clients and constituencies.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comment regarding Competency #6 (optional): 

### Competency #7: Intern assesses individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Performance Descriptors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Collects, organizes, critically analyzes, and interprets information from clients and constituencies.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>b. Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Comments regarding competency #7 (optional).

### Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Performance Descriptors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Implements interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>b. Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>c. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>d. Negotiates, mediates, and advocates with and on behalf of clients and constituencies.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>e. Facilitates effective transitions and endings that advance mutually agreed-upon goals.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comments regarding competency #8 (optional).

### Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Performance Descriptors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Selects and uses appropriate methods for evaluation of outcomes.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>b. Critically analyzes, monitors, and evaluates interventions and program processes and outcomes.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>c. Applies evaluation findings to improve practice effectiveness at the micro and macro levels.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Field Instructor Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor Signature (if applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Student Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Student Response:
APPENDIX B-2
University of Maine School of Social Work

MSW Specialization Field Practicum Student Progress Evaluation

Date ______________________

Period of evaluation: First semester _____ Second semester _____

Student Name: ________________________________________________________

Agency Name: __________________________________________________________

Agency Address: _________________________________________________________

Field Instructor’s Name, Title, and Degree: _________________________________

Field Instructor’s Phone and email: _______________________________________

Site Supervisor’s Name (If Applicable) _____________________________________

Site Supervisor’s Phone and email: _________________________________________

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

Brief Description of Placement:
Competency Rating

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

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

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.

<table>
<thead>
<tr>
<th>Performance Descriptors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Apply ethical principles and decision-making skills to resolve complex ethical dilemmas in advanced generalist social work practice with clients and constituencies</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>b. Employ strategies of ethical reasoning to address emerging practice issues.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>c. Continually improve practice through use of supervision and consultation, self-reflection and self-regulation of personal and professional motives, needs, and actions</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>d. Commit to lifelong learning to enhance individual professional growth and development.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comment regarding Competency #1 (optional):

---

### Competency #2: Intern engages diversity and difference in practice

<table>
<thead>
<tr>
<th>Performance Descriptors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Research, identify and assess knowledge of diverse populations for advanced generalist practice with clients and constituencies in a variety of settings.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>b. Identify and utilize differences between practitioners and individuals, families, groups, organizations, and communities from a strengths perspective.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>c. Continually improve practice through self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comment regarding Competency #2 (optional):

---

### Competency #3: Intern advances human rights and social, economic and environmental justice.

<table>
<thead>
<tr>
<th>Performance Descriptors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Use knowledge of the effects of oppression, discrimination, and historical trauma to guide advanced generalist practice with individuals, families, groups, organizations, and communities.</td>
</tr>
<tr>
<td>b.</td>
<td>Demonstrate the ability to develop, analyze, advocate, and provide leadership for policies and services in order to promote social, economic, and environmental justice.</td>
</tr>
</tbody>
</table>

Comment regarding Competency #3 (optional):

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

Comment regarding Competency #4 (optional):

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

Comments regarding Competency #5 (optional):

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

Comments regarding Competency #6 (optional):

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

Comments regarding Competency #7 (optional).
### Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Performance Descriptors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify, evaluate, and select effective intervention strategies for advanced generalist practice with clients and constituencies in a variety of settings.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
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<tr>
<td></td>
<td>3</td>
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<tr>
<td></td>
<td>4</td>
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<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>b. Synthesize and differentially apply human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>c. Use inter-professional collaboration as appropriate to achieve beneficial outcomes in advanced generalist social work practice.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>d. Identify, evaluate, and select effective strategies to negotiate, mediate, and advocate on behalf of clients and constituencies.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>e. Identify, evaluate, and select effective transitions and endings that advance mutually agreed-on goals.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
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<td></td>
<td>5</td>
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</tbody>
</table>

Comments regarding competency #8 (optional).

### Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Performance Descriptors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Apply research skills to evaluating advanced generalist practice outcomes with clients and constituencies.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
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<td>4</td>
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<td>5</td>
</tr>
<tr>
<td>b. Critically analyze, monitor, and evaluate advanced generalist practice intervention processes and outcomes.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
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<td></td>
<td>3</td>
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<td>4</td>
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<td></td>
<td>5</td>
</tr>
<tr>
<td>c. Identify and use evaluation tools for advanced generalist practice in a variety of settings with clients and constituencies.</td>
<td>1</td>
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<td></td>
<td>2</td>
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<td></td>
<td>5</td>
</tr>
<tr>
<td>d. Communicate and disseminate evaluation results appropriate to the intended audience with clients and constituencies.</td>
<td>1</td>
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<td>4</td>
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<td></td>
<td>5</td>
</tr>
</tbody>
</table>

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:
## MSW-GENERALIST-FIELD-APPLICATION

### General Information | Custom Form | Preview |

---

**UNIVERSITY OF MAINЕ**  
**SCHOOL OF SOCIAL WORK**  
**MSW GENERALIST FIELD PRACTICUM APPLICATION**

**Name:**  

**Date:**  

**MM / DD / YYYY**  

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

**Cell Phone**  

**Email**  

Please select which you are applying for:  

- [ ] Generalist Year (Full Time Option)  
- [ ] Generalist Year (Part Time Option)
☐ Generalist Year (Weekend or On-line)

Expected start date of generalist year field placement:

- September
- May

Date of expected graduation:

Month

Year

1. Describe yourself in two paragraphs:
2. What are 5 words that your friends would use to describe you:

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

4. When I graduate I would like to work in the field of
5. To prepare me for that work, I need to learn

   a. 

   b. 

   c. 

6. I already have experiences in

   a. 

   b. 

   c. 

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

   a. 

https:// aminostrisril 2012/07/12_admin/assessment_form.html?title=Assessment_Template&Joshua Hicks/582/120812/A&/workspace/Box
8. The best field instructor for me would be

a. 

b. 

c. 

9. The worst field instructor for me would be

a. 

b. 

c. 

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

☐ Administrative SW
☐ Aging/Gerontological SW
☐ Child Welfare
11. What geographic area would you prefer in terms of a placement (Select all that apply)

☐ York County
☐ Portland/ Cumberland County/Sagadahoc County
☐ Lewiston/ Androscoggin County
☐ Augusta, Waterville/Kennebec County
☐ Mid Coast/ Lincoln / Knox / Waldo Counties
☐ Ellsworth/ Hancock County
☐ Down East/ Washington County/ Machias, Calais
☐ Bangor/ Lower Penobscot County
☐ Millinocket/ Upper Penobscot County
☐ Lower Aroostook County/ Houlton
☐ Upper Aroostook County/ Presque Isle/ Fort Kent
☐ Dover-Foxcroft/ Piscataquis County
☐ Skowhegan/ Somerset County
☐ Farmington/ Franklin
☐ Rumford/Oxford County
☐ Other (outside of Maine)

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

https://mainerec.lk20.com/curriculum/sheeted/k12_admin/AssessmentTemplate;jsessionid=A9C34A2C0F09B7D7C91A574814C3D337?ReturnMenu=true
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:

https://teammate.com/assessment/12/assessment?3k99&xid=124250047c9b0b0c75f7e92f51034f3f
14. A car is necessary for some placements but not for all. It is the student's responsibility to supply transportation to and from the agency.

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

a. For travel to and from the agency?

☐ Yes
☐ No

b. For agency related work travel?

☐ Yes
☐ No

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

☐ Yes
☐ No

a. If the answer is yes, please provide complete details of the conviction, substantiation, investigation or disciplinary action.
b. Please upload statement outlining how you will address this issue when applying for a field placement

[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.
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
MSW SPECIALIZATION YEAR FIELD PRACTICUM APPLICATION

UNIVERSITY OF MAINE
SCHOOL OF SOCIAL WORK

Name:

Date:

Physical Location During Field Placement IMPORTANT Town and State:

Cell Phone

Email

Please select which you are applying for:

☐ Specialization Year (Full Time Option)

☐ Specialization Year (Part Time Option)
☐ Specialization Year (Weekend or Online)
☐ Summer Block (Orono Program)
☐ Summer Block (Weekend or Online)

Are you interested in pursuing a clinical license after graduation?
☐ Yes
☐ No

Date of expected graduation:

Month

Year

1. Briefly describe where you completed your generalist placement and what you learned in your generalist level placement.
2. List the skills you bring to a field placement, including proficiency in any languages other than English.


3. Although we cannot guarantee your choice, do you have any preferences or suggestions related to your placement?
4. When I graduate I would like to work in the field of

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

   a. 

   b. 

   c. 

6. I already have experiences in

   a. 

   b. 

   c. 

7. Opportunities that would be counterproductive to my learning would be
8. The best field instructor for me would be
   a. 
   b. 
   c. 

9. The worst field instructor for me would be
   a. 
   b. 
   c. 

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

☐ Administrative SW
☐ Aging/Gerontological SW
☐ Child Welfare
☐ Children, Youth and Family
☐ Community Development/Planning
☐ Corrections/Criminal Justice
☐ Domestic Violence/Sexual Assault
☐ Disabilities
☐ Environmental SW
☐ Housing Insecurity/Homelessness
☐ Health/Medical
☐ Home Health/Hospice
☐ Immigration/Refugee
☐ Inpatient Mental Health
☐ Integrated Behavioral Health
☐ International
☐ LGBTQ
☐ Legislative/Policy
☐ Military/Veteran Services
☐ Outpatient Mental Health
☐ Public Welfare
☐ Research/Program Evaluation
☐ School
☐ Substance Use Disorder
☐ Tribal
11. What geographic area would you prefer in terms of a placement (Select all that apply)

☐ York County
☐ Portland/ Cumberland County/Sagadahoc County
☐ Lewiston/ Androscoggin County
☐ Augusta, Waterville/Kennebec County
☐ Mid Coast/ Lincoln / Knox / Waldo Counties
☐ Ellsworth/ Hancock County
☐ Down East/ Washington County/ Machias, Calais
☐ Bangor/ Lower Penobscot County
☐ Millinocket/ Upper Penobscot County
☐ Lower Aroostook County/ Houlton
☐ Upper Aroostook County / Presque Isle/ Fort Kent
☐ Dover-Foxcroft/ Piscataquis County
☐ Skowhegan/ Somerset County
☐ Farmington/ Franklin
☐ Rumford/Oxford County
☐ Other (not in Maine)

IF OTHER selected, please list the geographic area where you want your practicum:
12. How many miles would you be able to travel for a field placement?

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

☐ Monday
☐ Tuesday
☐ Wednesday
☐ Thursday
☐ Friday

13a. Please indicate hours available per day of the week:
14. A car is necessary for some placements but not for all. It is the student's responsibility to supply transportation to and from the agency.

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

a. For travel to and from the agency?
   - Yes
   - No

b. For agency related work travel?
   - Yes
   - No

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

   - Yes
   - No

a. If the answer is yes, please provide complete details of the conviction, substantiation, investigation or disciplinary action.
b. Please upload statement outlining how you will address this issue when applying for a field placement

[File Selection]

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.
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
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

https://mainview.ib20.com/campusview/sightرد/212_adminAction.do?actions=212_admin_assessment&tileAssessmentTemplate=467ee5a5b7c03a15f98e61127-860&fromMainViewBrowse
### Assessment of Student

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<tr>
<th></th>
<th>No concern</th>
<th>Marginal Concern</th>
<th>Some Concern</th>
<th>Serious concern</th>
<th>Need for Dismissal</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates self awareness of strengths and areas for improvement</td>
<td>○ 0</td>
<td>○ 1</td>
<td>○ 2</td>
<td>○ 3</td>
<td>○ 4</td>
<td>Score</td>
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<tr>
<th></th>
<th>No concern</th>
<th>Marginal Concern</th>
<th>Some Concern</th>
<th>Serious concern</th>
<th>Need for Dismissal</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Student has a realistic understanding of the time and commitment involved in the Field Practicum</td>
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<td>○ 1</td>
<td>○ 2</td>
<td>○ 3</td>
<td>○ 4</td>
<td>Score</td>
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<td>TK20</td>
<td>Administrative</td>
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<td>Score</td>
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<tr>
<th>Student can articulate opportunities for their own learning</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No concern</td>
<td>Marginal Concern</td>
<td>Some Concern</td>
<td>Serious concern</td>
<td>Need for Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

| Score |                |

<table>
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<tr>
<th>Student demonstrates appropriate cognitive and affective processes</th>
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<th>1</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>No concern</td>
<td>Marginal Concern</td>
<td>Some Concern</td>
<td>Serious concern</td>
<td>Need for Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

| Score |                |

<table>
<thead>
<tr>
<th>Student demonstrates willingness to be open to suggestions by the Field Coordinator</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No concern</td>
<td>Marginal Concern</td>
<td>Some Concern</td>
<td>Serious concern</td>
<td>Need for Dismissal</td>
<td></td>
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</tbody>
</table>

| Score |                |

NA
NA

Rubric Score:

Rubric Mean:

Action Items
Total Score:

Total Mean:

0.0
FACULTY FIELD LIAISON CHECKLIST

<table>
<thead>
<tr>
<th>General Information</th>
<th>Custom Form</th>
<th>Preview</th>
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</thead>
</table>

Please complete this brief checklist. This will be visible to the student and field team.

FACULTY REVIEW

I have reviewed the material in this binder. Please enter date reviewed:*  

<table>
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<th>MM / DD / YYYY</th>
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Site visit date (1)  

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Site visit or contact date (2)  

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The student has submitted:

- [ ] Learning Plan
- [ ] Student Evaluation of Field Agency
- [ ] Student Review of Field Evaluation

Update  Cancel
University of Maine School of Social Work

A Guide to Writing Learning Objectives

An important aspect of social work practice is planning with a client system those goals to be achieved through an intervention strategy. Likewise, it is important that you, as a social work student, plan educational goals and objectives and how these might be achieved within the field practicum. Stating one’s goals and objectives allows for monitoring progress in the field. Assignments are made relative to one’s goals and progress is assessed relative to the same criteria.

With this basic goal in mind, we are asking you to prepare a set of learning objectives for your field experiences. Tasks or ways in which you will go about achieving these objectives should be included in this exercise. You may wish to prepare a number of objectives or only a few. Some students may choose to write general objectives in a few areas; others may choose to write more specific objectives in only one area. It is suggested that you include an objective (or objectives) that deals with your personal growth (self-understanding of your needs, values, attitudes and feelings). For each objective you should include a statement suggesting how you will measure progress in achieving it.

You may wish to utilize the following “field objective areas” as models when preparing your objectives:

1. Understanding the field agency;
2. Understanding the social work principles and concepts;
3. Developing social work skills;
4. Performing in the role of social worker
5. Developing self-understanding and person attitudes

Following are some guidelines for writing purposeful learning objectives and tasks.

What is an Objective?

An objective is a broad statement of what you want to accomplish over a specified (usually long range) period of time. Objectives usually reflect an overall goal or purpose.

What are Tasks?

Tasks are well-defined assignments, usually to be completed in a short-range period of time. Tasks make up a detailed plan for realizing objectives.

Objectives and tasks are valuable in that they help to identify and fulfill goals by means of a well organized plan. This way you will not become involved in activities which might hinder what you feel you should be receiving from your placement. Well defined objectives will also provide you with a tool for evaluating what you have, or have not, accomplished in your field placement.

Objectives and tasks should be flexible. You should re-examine your objectives and means for attaining them periodically, making changes when and where appropriate in consultation with your Field Instructor and Faculty Liaison. Tasks are usually more apt to be changed since they are more specific in nature.

How to Write an Objective

Objectives should be general but clearly defined. An objective provides direction. Objectives should be realistic and achievable. In defining an objective you may find it helpful to ask the following questions:

1. Where am I?
2. Where do I want to be?
3. What are my choices?
4. What kind of compromises am I willing to make?
You may want to ask these questions with regard to your skill level, your knowledge base, social work values and attitudes, your personal values and attitudes, your career expectations and preparation, the expectations of your field instructor and the agency in which you are placed, or any other areas that you feel are appropriate.

How to Write Tasks

After you have defined your objectives, you will need to prepare a plan of action for achieving them. Tasks are the specific work you will accomplish. Tasks explain what is to be done in clear, concise statements. Tasks are capable of being measured. In writing tasks you may wish to ask:

1. What information will I need to achieve my objectives?
2. What resources will I need?
3. Are there any barriers that might hinder achievement of my objectives?
4. Are there any specific strategies or tactics which would foster attainment of my objectives?

Include a timetable for the completion of each task.
Generalist Year Field Practicum Learning Plan

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

Student: _____________________________  Faculty Field Liaison: _____________________________

Field Practicum Agency:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
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</thead>
</table>

Primary Field Instructor: _____________________________

Learning Contract was developed on: Date of Meeting: ____________

Instructions for completing the learning plan:

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

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

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

Competencies and Learning Contract

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

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

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Learning Contract Activities:</th>
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<tbody>
<tr>
<td></td>
<td>Authors:</td>
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<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Use self-reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.</td>
</tr>
<tr>
<td></td>
<td>Use technology ethically and appropriately to facilitate practice outcomes.</td>
</tr>
<tr>
<td></td>
<td>Use supervision and consultation to guide professional judgment and behavior.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th></th>
<th>Dimension of Competency Assessed via Articulated Learning Contract Activity</th>
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<tbody>
<tr>
<td></td>
<td>Knowledge</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Descriptors:</th>
<th>Learning Contract Activities:</th>
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<tbody>
<tr>
<td></td>
<td>nd communicate understanding of the importance of diversity and difference shaping life experiences in practice at the micro, mezzo, and</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Dimension of Competency Assessed via Articulated Learning Contract Activity</th>
</tr>
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</table>
### 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.

<table>
<thead>
<tr>
<th>Descriptors:</th>
<th>Learning Contract Activities:</th>
<th>Dimension of Competency Assessed via Articulated Learning Contract Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.</td>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Engage in practices that advance social, economic, and environmental justice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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 multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

<table>
<thead>
<tr>
<th>Descriptors:</th>
<th>Learning Contract Activities:</th>
<th>Dimension of Competency Assessed via Articulated Learning Contract Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice experience and theory to inform scientific research.</td>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
<td></td>
<td>Knowledge</td>
</tr>
</tbody>
</table>

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 affect 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.

<table>
<thead>
<tr>
<th>Descriptors:</th>
<th>Learning Contract Activities:</th>
<th>Dimension of Competency Assessed via Articulated Learning Contract Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social policy and the local, state, and federal</td>
<td></td>
<td>Knowledge</td>
</tr>
</tbody>
</table>
Student Name:

- 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.

<table>
<thead>
<tr>
<th>Descriptors:</th>
<th>Learning Contract Activities:</th>
<th>Dimension of Competency Assessed via Articulated Learning Contract Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies.</td>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
**Student Name:**

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.

<table>
<thead>
<tr>
<th>Descriptors:</th>
<th>Learning Contract Activities:</th>
<th>Dimension of Competency Assessed via Articulated Learning Contract Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Descriptors:</th>
<th>Learning Contract Activities:</th>
<th>Dimension of Competency Assessed via Articulated Learning Contract Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary frameworks in interventions with clients and constituencies.</td>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
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</tr>
<tr>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Descriptors:</th>
<th>Learning Contract Activities:</th>
<th>Dimension of Competency Assessed via Articulated Learning Contract Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ind use appropriate methods of evaluation of outcomes.</td>
<td></td>
<td>Knowledge</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
<td></td>
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</tr>
</tbody>
</table>
Specialization Year Field Practicum Learning Plan

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

Student: ___________________________  Faculty Field Liaison: ___________________________

Field Practicum Agency:
Name ___________________________ Address ___________________________
City ___________________________ State ___________________________ Zip _________

Primary Field Instructor: ___________________________

Learning Contract was developed on: Date of Meeting: ____________

Instructions for completing the learning plan:

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

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

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

Competencies and Learning Plan

Competency 1 - Demonstrate ethical and professional behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.
### Competency 1 – Recognize, apply and practice ethical principles

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

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

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

- **Observable Descriptors:**
  - Research, identify and assess knowledge of diverse populations for advanced generalist practice with clients and constituencies in a variety of settings
  - Identify and utilize differences between practitioners and individuals, families, groups, organizations, and communities from
Student Name:  
a strengths perspective

Continually improve practice through self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

<table>
<thead>
<tr>
<th>Observable Descriptors:</th>
<th>Learning Plan Activities:</th>
<th>Dimension of Competency Assessed via Articulated Learning Contract Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Use knowledge of the effects of oppression, discrimination, and historical trauma to guide advanced generalist practice with individuals, families, groups, organizations, and communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to develop, analyze, advocate, and provide leadership for policies and services in order to promote social, economic, and environmental justice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Competency 3 - Advance human rights and social, economic, and environmental justice.
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. ☐

Competency 4 - Engage in practice-informed research and research-informed practice.
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. ☐
### Competency 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.

<table>
<thead>
<tr>
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<th>Learning Plan Activities:</th>
<th>Dimension of Competency Assessed via Articulated Learning Contract Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize research results to identify, evaluate and select effective strategies for advanced generalist practice with clients and constituencies in a variety of settings</td>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Design and conduct research/evaluation of practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observable Descriptors:</th>
<th>Learning Plan Activities:</th>
<th>Dimension of Competency Assessed via Articulated Learning Contract Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate leadership skills in policy/practice advocacy efforts with clients and constituencies in a variety of settings</td>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Apply effective policy/practice legislative strategies to influence policies that affect clients and constituencies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
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<th>Learning Plan Activities:</th>
<th>Dimension of Competency Assessed via Articulated Learning Contract Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesize and differentially apply theories of human behavior and the social environment to engage with clients and constituencies in a variety of settings</td>
<td></td>
<td>Knowledge Values Skills Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Engage difference and diversity in multi-level advanced generalist practice in a variety of settings with clients and constituencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use empathy and sensitive interviewing skills to engage clients and constituencies in identifying their strengths and problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use empathy and sensitive interviewing skills to establish rapport, and maintain effective working relationships with clients and constituencies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Competency 7 - Assess individuals, families, groups, organizations, and communities.
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

<table>
<thead>
<tr>
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<th>Dimension of Competency Assessed via Articulated Learning Contract Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt, modify, and use multidimensional assessment tools and approaches for advanced generalist practice with clients and constituencies in a variety of settings</td>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Synthesize and differentially apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from clients and constituencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate, select, and implement appropriate assessment instruments for advanced generalist practice with clients and constituencies in a variety of settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct needs assessment for advanced generalist practice with clients and constituencies in a variety of settings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Observable Descriptors:</th>
<th>Learning Plan Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify, evaluate, and select effective intervention strategies for advanced generalist practice with clients and constituencies in a variety of settings</td>
<td></td>
</tr>
<tr>
<td>Synthesize and differentially apply human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td></td>
</tr>
<tr>
<td>Use inter-professional collaboration as appropriate to achieve beneficial outcomes in advanced generalist social work practice</td>
<td></td>
</tr>
<tr>
<td>Identify, evaluate, and select effective strategies to negotiate, mediate, and advocate on behalf of clients and constituencies</td>
<td></td>
</tr>
<tr>
<td>Identify, evaluate, and select effective transitions and endings that advance</td>
<td></td>
</tr>
</tbody>
</table>

| Dimension of Competency Assessed via Articulated Learning Contract Activity |
|-----------------------------|-------------------|-------------------|-------------------|
| Knowledge                   | Values            | Skills            | Cognitive & Affective Processes |

7
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.

<table>
<thead>
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<th>Dimension of Competency Assessed via Articulated Learning Contract Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply research skills in evaluating advanced generalist practice outcomes with clients and constituencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically analyze, monitor, and evaluate advanced generalist practice intervention processes and outcomes;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and use evaluation tools for advanced generalist practice in a variety of settings with clients and constituencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate and disseminate evaluation results appropriate to the intended audience with clients and constituencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>Values</td>
<td>Skills</td>
</tr>
</tbody>
</table>
APPENDIX D

SWK 595 Generalist Year Field Practicum
LOG CONTACT FORM

Name: ___________________________ Log#: ___________________________

Week of: __________________________

1. How did you spend your time this week?
   Learning Experience

Total number of hours spent in the following:

<table>
<thead>
<tr>
<th>Individual Direct Service Activities:</th>
<th>Other Learning Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake/Assessment</td>
<td>Process recordings</td>
</tr>
<tr>
<td>Individual client</td>
<td>Progress notes/reports/paperwork</td>
</tr>
<tr>
<td>Other</td>
<td>In-service training at agency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group/Organizational Direct Service Activities:</th>
<th>Travel Time: ____ hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Couple</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td></td>
</tr>
<tr>
<td>Service providers/collaterals</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizational/Community Service Activities:</th>
<th>Supervision: Hours spent in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program needs assessment</td>
<td>Individual face-to-face with field instructor</td>
</tr>
<tr>
<td>Community outreach/organizing</td>
<td>Group supervision</td>
</tr>
<tr>
<td>Program development</td>
<td>Other (i.e. mentor, task supervisor)</td>
</tr>
<tr>
<td>Policy development/advocacy</td>
<td></td>
</tr>
<tr>
<td>Task/Committee group work</td>
<td></td>
</tr>
<tr>
<td>Program evaluation</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Contact</th>
<th>Goals for Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
## 3. Learning Outcomes Form

<table>
<thead>
<tr>
<th>MSW Generalist Competencies and Descriptors</th>
<th>Description of Activities used to Demonstrate Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Demonstrate ethical professional behavior</strong></td>
<td></td>
</tr>
<tr>
<td>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;</td>
<td></td>
</tr>
<tr>
<td>b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td></td>
</tr>
<tr>
<td>c) Demonstrate professional demeanor in behavior, appearance; and oral, written and electronic communication</td>
<td></td>
</tr>
<tr>
<td>d) Use technology ethically and appropriately to facilitate practice outcomes</td>
<td></td>
</tr>
<tr>
<td>e) Use supervision and consultation to guide professional judgment and behavior</td>
<td></td>
</tr>
<tr>
<td><strong>2. Engage Diversity and Difference in Practice</strong></td>
<td></td>
</tr>
<tr>
<td>a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice</td>
<td></td>
</tr>
<tr>
<td>b) Present themselves as learners and engage client systems as experts of their own experiences; and</td>
<td></td>
</tr>
<tr>
<td>c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client clients and constituencies</td>
<td></td>
</tr>
<tr>
<td><strong>3. Advance Human Rights and Social and Economic Justice</strong></td>
<td></td>
</tr>
<tr>
<td>a) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
<td></td>
</tr>
</tbody>
</table>
4. Engage in Practice-informed Research and Research-Informed Practice
   a) Use practice experience and theory to inform scientific inquiry and research
   b) Engage in critical analysis of quantitative and qualitative research methods and research findings
   c) Use and translate research findings to inform and improve practice, policy, and service delivery

5. Engage in Policy Practice
   a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to services
   b) Assess how social welfare and economic policies impact the delivery of and access to social services
   c) Apply critical thinking to analyze, formulate, and advocate for policies that advanced human rights and social, economic, and environmental justice

6. Engage with Individuals, Families, Groups, Organizations, and Communities
   a) Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies
   b) Use empathy, reflection, and interpersonal skills to effectively engage diverse client and constituencies

7. Assess Individuals, Families, Groups, Organizations, and Communities
   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

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

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

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

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

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

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

5. How did these emotions influence your behavior?

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

7. What are your self-care plans for this week? Did you follow your self-care plans for last week? If not, what were the barriers? If yes, what made it possible?
Appendix D-2
UNIVERSITY OF MAINE
SCHOOL OF SOCIAL WORK

SWK 695 Advanced Year Field Placement
LOG CONTACT FORM

Name: ______________________ Log#: _______ Week of: __________

HOURS this week _______ Total Hours _______

Hours of Field Instruction/Supervision this week __________

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

1. Demonstrate ethical and professional behavior____
2. Engage diversity and difference in practice____
3. Advance human rights and social, economic, and environmental justice____
4. Engage in practice-informed research and research-informed practice____
5. Engage in policy practice____
6. Engage, with individuals, families, groups, organizations, and communities____
7. Assess individuals, families, groups, organizations and communities____
8. Intervene with individuals, families, groups, organizations, and communities____
9. Evaluate practice with individuals, families, groups, and communities____

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

Knowledge:

Skills:

Values:

Cognitive/affective processes:

Self-Care Plans for the Week:

Aug 2016
APPENDIX E: FIELD POLICY

FIELD APPLICATION and ASSIGNMENT PROCESS

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 the specified start date: usually by December for May Placement and February for September placement. Newly admitted students should submit their applications as soon as possible.

2) Following the submission of the Field Application, students must request a personal meeting with their Field Coordinator.

3) A placement planning meeting - either in person, or online - 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 resart the placement process again.

13) Any rejection of the student for placement by the agency may result in a MAPRC. Under no circumstances will a student who fails two interviews continue in the Field Placement process without a MAPRC.
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 MSW selected to be the Field Instructor. The proposal must be:

4. Submitted in writing to the Field Coordinator;
5. Agreed upon by the field instructor, the student’s work supervisor and the administration of the placement agency;
6. Approved by the Field Team, consisting of the Field Director and the 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 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:
(STUDENTS COMPLETE THE FORM BELOW, ONLINE, WHEN THEY HAVE BEEN
ACCEPTED BY THE PLACEMENT AGENCY)

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 FirstClass? ___ 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@maine.edu