



SCHOOL OF SOCIAL WORK

MSW PROGRAM GUIDE

Table of Contents

	Page
Non-Discrimination and Accessibility Policy.....	4
Introduction.....	6
Mission and Goals of the School of Social Work.....	7
Overview of MSW Curriculum.....	10
Core Social Work Competencies & Practice Behaviors.....	10
MSW Course Sequences	13
Human Behavior and the Social Environment.....	16
Social Welfare Policy and Services.....	17
Social Work Practice.....	18
Social Work Research.....	19
Electives.....	20
Field Education.....	23
Generalist Year Field.....	22
Specialized Year Field.....	23
Field Education Policies.....	23
Policy on Field Placement at Work Sites and Paid Placement.....	23
Ethical conduct.....	24
Confidentiality.....	25
Policy Regarding Student Papers and Use of Agency Records.....	26
Policy Regarding Audio and/or Video Recording of Clients.....	26
Resolution of Problems in the Field.....	27
Field Application Process.....	27
Academic Advising.....	28
Registration for Classes.....	28
Transfer of Credit and Course Waivers.....	28
Request for Course Waivers and Exemptions.....	30
Requesting an Exemption in Course Sequencing.....	31
Student Awards.....	31
Accreditation.....	31
State Licensure.....	32
Financial Assistance.....	33
MSW Program Retention Policy.....	34
Interruption of Graduate Program.....	35
Academic Probation.....	35

Incompletes.....	35
Leaves of Absence.....	36
Withdrawal from the Program.....	36
Academic and Professional Review Process.....	37
Student Rights and Responsibilities.....	39
Grievances.....	41
References.....	43
Appendix A: Professional Standards for MSW Students.....	44

Table 1	Regular, Full MSW Program: Credit Hours, Number of Courses and Content Areas.....	11
Table 2	Advanced Standing MSW Program: Credit Hours, Number of Courses and Content Areas.....	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 Karen Kemble, 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 (TYY/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 with staff at Student Accessibility Services. If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581-2319, as early as possible in the term. Students who have already been approved for

accommodations by Student Accessibility Services, and have a current accommodation letter should meet with their course instructors privately as soon as possible

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

- A note taker or qualified interpreter in class for a student with a hearing impairment
- Additional time for completing an exam needed by a student with a learning disability
- Additional information about University procedures for accommodating individuals with disabilities is available through the Office of Equal Opportunity, 101 North Stevens Hall (581-1226).

INTRODUCTION

Welcome to the Master of Social Work Program at the University of Maine. This guide is intended to help you understand the program, its philosophy, its requirements and its operation. The information in this Guide will assist you in planning your graduate social work education.

Social Work is a distinctive profession, requiring an interest in helping people with a wide range of problems, in a wide range of settings. Social workers practice in preschools, facilities for the aged, schools, hospitals and other health facilities, group homes, half-way houses, mental health facilities, prisons, community centers, lobbying firms, employee assistance programs, adoption agencies, family services, public welfare settings, child and adult protective services, residential settings for children, youth or adults, legislatures, unions, social change organizations, and many others. Within these settings social workers engage in a range of activities and roles. These include: broker, advocate, administrator, supervisor, planner, policy analyst, researcher, community and grass roots organizer, consultant, case manager, clinician, and educator. Social workers work with individuals, families, small groups, communities and organizations.

What binds social workers with such diversity of practice into a common profession? First, social work views people and their environment as integrally intertwined and interactive. Therefore, social workers not only work with individuals toward change, but also share a commitment to institutional and societal change. Second, social work clients are typically drawn from the disadvantaged, vulnerable, and economically deprived segments of the population. Finally, social workers share a common set of professional values and a common set of basic or generic skills that enable them to work with diverse populations and fill diverse roles in diverse settings.

The underlying purpose of all social work practice is to release human power in individuals for personal fulfillment and social good, and to release social power for the creation of the kinds of society, social institutions, and social policy that makes self-realization most possible for all individuals. Two values which are primary in such purposes are respect for the worth and dignity of every individual and concern that she/he has the opportunity to realize her/his potential as an individually-fulfilled socially contributive person (paraphrased from Khinduka, 1987.)

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

development, self-determination and social justice.

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:

- 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;
- 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;
- 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;
- 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 Masters 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, economic and environmental justice.
3. To prepare students to work ethically with clients and client systems across the entire life span.
4. To initiate and promote research and knowledge building activities by faculty and students, for the purpose of improving the quality of social work practice.

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

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

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

systems of Maine continue to need practitioners who can engage, assess, intervene, and evaluate with multiple client systems (e.g., individuals, families, groups, organizations, and communities) while competently fulfilling a variety of practice roles (e.g., clinician, advocate, administrator, etc.). Social workers in Maine often find themselves working in settings where they are either the only social worker or one of very few. Moreover, due to the wide geographic dispersion of MSW's in this rural state, many graduates who begin their post-MSW employment in direct practice with individuals, families and small groups, find themselves on a "fast track" to working in organizations and communities as supervisors, program managers and administrators within only a few short years from graduation. Thus, the demands of rural practice in our region require that professional social workers be able to move among different settings, contexts, clients systems, and problem areas, while providing high quality, competent, and evidence-based practice. Moreover, curricular specialization in limited problem situations or methods would severely hamper the effectiveness of our graduates in addressing and alleviating the varied social problems of our region. Landon (1995) noted that MSW programs selecting an advanced generalist curriculum often do so because of contextual issues associated with rural, international, and/or multicultural practice. The State of Maine faces an increasing population of older adults (#1 in the nation), nationally high rates of substance abuse (especially in the most rural counties where opiate addiction is epidemic), and significantly diminished resources for social services. Given these demographic, social and economic contexts for social work practice in Maine, MSW practitioners must be able to bring a broad array of assessment and intervention strategies to all system levels, and with increasing sophistication for the interdependent and global nature of our world.

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

Brittingham & Hammond, 2002; Schatz, 2000; Schatz & Jenkins, 2002; Vecchiolla, Roy, Leser, Wronka, Walsh-Burke, Giansin, Foster & Negroni, 2001). The following definition of advanced generalist practice expresses the organizing philosophy that underlies the advanced curriculum.

Advanced generalist social work practitioners utilize advanced reasoning, problem solving and ways of organizing knowledge in order to solve diverse problems of persons in their environments. The advanced generalist practitioner is distinguished not by method or level of intervention, but rather by advanced critical thinking and expanded knowledge and skills. At the advanced level, the curriculum focuses on the “extrapolation, synthesis and refinement of generic and generalist competencies” (Schatz, Jenkins and Scheafor, 1990). The advanced generalist practitioner is capable of intervening effectively in complex situations and applying creative problem-solving strategies to multi-level systems. While the generalist level practitioner is capable of applying rules of professional practice to a variety of situations and systems levels, the advanced generalist practitioner integrates rules into more sophisticated and comprehensive practice reasoning. Our curriculum is designed to enable our graduates to undertake diverse and complex social problems and apply multi-level assessment, intervention and evaluation strategies to the problems of persons in their environment. For example, students who work with older adults should be able to assess the differential psychosocial needs of physically healthy and frail elders, utilize diverse strategies to engage and support family caregivers, and communicate and advocate effectively with legislators, other healthcare practitioners, and community agencies for improved services for elders. In another example, graduates employed in community mental health agencies as clinical social workers need to have advanced skills in evidence-based mental health practice models and approaches for effective work with individuals, families and small groups as well as understand how changes in healthcare policy impact clients’ access to mental health services, and be able to advocate for repeal of regressive policies with legislators and other key stakeholders. The advanced generalist curriculum is designed to prepare University of Maine MSW students to meet the complex needs of our rural state with the knowledge, values, and skills necessary to address interdependent “personal troubles and public issues” concurrently.

OVERVIEW OF THE MSW CURRICULUM

The University of Maine, School of Social Work organizes the MSW curriculum in two stages consisting of a generalist year and a specialized year. Both the generalist year and the specialized year may be taken on either a full-time or a part-time basis, though all our programs are considered full-time by the Graduate School and Financial Aid. The program offers only one specialization: advanced generalist social work practice. All students must demonstrate

proficiency in the knowledge, values, processes, and skills essential to generalist social work practice by either completing the generalist year of the MSW program successfully or by earning a bachelor's degree from a program accredited by the Council on Social Work Education as the basis for receiving advanced standing at the University of Maine.

The full "regular" MSW program is a sixty-three (63) credit hour program and is offered to full-time and part-time students at the University of Maine campus in Orono. On a rotating basis, the full MSW program is also offered as a part-time, weekend video-conference option at the University of Maine Hutchinson Center in Belfast, Maine and to two other sites in Maine. More recently, a three-year Online/Hybrid MSW program has been offered. Students who complete the full MSW program as part-time students may do so over three or four years. Advanced standing students may complete degree requirements in 46 credit hours as either one-year or two-year students.

The full regular program consists of 63 semester credit hours. There are 45 credits of classroom work and 18 credits of supervised field practicum. The curriculum is designed to be completed in two years of full-time study or in three to four years of part-time study. Students may elect to enter the program on either a full or part-time basis. It is sometimes possible to change from one format to the other, with approval of the student's academic advisor, Field Director and the MSW Program Coordinator; this will depend to some extent on course enrollment for that particular year. Courses in the program are carefully sequenced, and with rare exception, cannot be taken out of sequence. Because of the sequencing students who choose the part-time option will attend half time for at least two years. Remember, both the full-time and part-time options are considered full time by the Graduate School and Financial Aid, if you are taking at least 6 graduate credits.

Table 1: Regular, Full MSW Program: Credit Hours, Number of Courses and Content Areas

Credit Hours	Number of Courses	Content Area
18 credits	6	Social Work Practice
6 credits	2	Human Behavior and the Social Environment
6 credits	2	Social Work Research
6 credits	2	Social Welfare Policy and Services
8 credits	2	Generalist Field Practicum & seminar
10 credits	1	Specialized Field Practicum and seminar
9 credits	3	Elective courses

**Table 2: Advanced Standing MSW Program:
Credit Hours, Number of Courses and Content Areas**

Credit Hours	Number of Courses	Content Area
12 credits	4	Social Work Practice
6 credits	2	Social Work Research
3 credits	1	Social Welfare Policy and Services
10 credits	1	Advanced Field Practicum and seminar
9 credits	3	Elective courses
6 credits	3	Summer Bridging Courses: Policy, Practice, Human Behavior & the Social Environment

Please note that the Graduate School of the University considers students taking six credits or more a semester as "full-time." What may be confusing is that within the School of Social Work, we consider "full-time" students to be those who complete the program within two years, taking four courses (14-15 credits) a semester. Students who complete the program in four years (the extended program) or three years (in the weekend or Online/Hybrid option), taking two courses a semester, are considered by the School to be "part-time." (Similarly, for advanced standing students, we sometimes call students in the two-year program "part-time" students.) Although these differences in definition are somewhat confusing, students who are part-time in the Program are still eligible for benefits, such as financial aid that accrue to full-time students by the Graduate School definition. We discourage students from extending their program over more than four years.

Students need to be aware that if they are participating in a scholarship program or another university program that requires a different number of minimum credit hours, they must monitor and assure compliance.

Students who have a Baccalaureate Degree from a Council on Social Work Education accredited social work program may qualify for advanced standing if they apply for admission within six years after they have graduated. This enables these students to complete the program in less than two years full-time.

CORE SOCIAL WORK COMPETENCIES:

GENERALIST & SPECIALIZED YEAR

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

MSW Generalist Year Performance Descriptors	MSW Specialized Year Performance Descriptors
1. Demonstrate ethical professional behavior	
<ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context; • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations • Demonstrate professional demeanor in behavior, appearance; and oral, written and electronic communication • Use technology ethically and appropriately to facilitate practice outcomes • Use supervision and consultation to guide professional judgment and behavior. 	<ul style="list-style-type: none"> • Apply ethical principles and decision-making skills to resolve complex ethical dilemmas in advanced generalist social work practice with clients and constituencies • Employ strategies of ethical reasoning to address emerging practice issues • Continually improve practice through use of supervision and consultation, and self-reflection of personal and professional motives, needs, and actions • Commit to lifelong learning to enhance individual professional growth and development
2. Engage Diversity and Difference in Practice	
<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice • Present themselves as learners and engage client systems as experts of their own experiences; and • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client clients and constituencies 	<ul style="list-style-type: none"> • Research, identify and assess knowledge of diverse populations for advanced generalist practice with clients and constituencies in a variety of settings • Identify and utilize differences between practitioners and individuals, families, groups, organizations, and communities from a strengths perspective
3. Advance Human Rights and Social and Economic Justice	
<ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels • Engage in practices that advance social, 	<ul style="list-style-type: none"> • Use knowledge of the effects of oppression, discrimination, and historical trauma to guide advanced generalist practice with individuals, families, groups, organizations, and communities

economic, and environmental justice	<ul style="list-style-type: none"> • Advocate at multiple levels to further the rights of oppressed populations
4. Engage in Practice-informed Research and Research-Informed Practice	
<ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research • Engage in critical analysis of quantitative and qualitative research methods and research findings • Use and translate research findings to inform and improve practice, policy, and service delivery. 	<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to services • Assess how social welfare and economic policies impact the delivery of and access to social services • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice 	<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies • Use empathy, reflection, and interpersonal skills to effectively engage diverse client and constituencies 	<ul style="list-style-type: none"> • Synthesize and differentially apply theories of human behavior and the social environment to engage with clients and constituencies in a variety of settings • Engage difference and diversity in multi-level advanced generalist practice in a variety of settings with clients and constituencies • Use empathy and sensitive interviewing skills to engage clients and constituencies in identifying their strengths and problems • Use empathy and sensitive interviewing skills to establish rapport, and maintain effective working relationships with clients and constituencies
7. Assess Individuals, Families, Groups, Organizations, and Communities	
<ul style="list-style-type: none"> • Collect, and organize data, and apply critical thinking to interpret information from clients 	<ul style="list-style-type: none"> • Adapt, modify, and use multidimensional assessment tools and approaches for advanced

<p>and constituencies</p> <ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with in clients and constituencies • Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	<p>generalist practice with clients and constituencies in a variety of settings</p> <ul style="list-style-type: none"> • 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 • Evaluate, select, and implement appropriate assessment instruments for advanced generalist practice with clients and constituencies in a variety of settings • Conduct needs assessment for advanced generalist practice with clients and constituencies in a variety of settings
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	
<ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • Negotiate, mediate, and advocate with and on behalf of clients and constituencies • Facilitate effective transitions and endings that advance mutually agreed-on goals. 	<ul style="list-style-type: none"> • Identify, evaluate, and select effective intervention strategies for advanced generalist practice with clients and constituencies in a variety of settings • Synthesize and differentially apply human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies in advanced generalist social work practice • Use inter-professional collaboration as appropriate to achieve beneficial outcomes in advanced generalist social work practice • Identify, evaluate, and select effective strategies to negotiate, mediate, and advocate on behalf of clients and constituencies • Identify, evaluate, and select effective transitions and endings that advance mutually agreed-on goals.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
<ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes; • Apply knowledge of human behavior and the social environment, person-in-environment, 	<ul style="list-style-type: none"> • Identify and use evaluation tools for advanced generalist practice in a variety of settings with clients and constituencies • Apply knowledge of human behavior and the

<p>and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <ul style="list-style-type: none"> • Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	<p>social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes in advanced generalist practice</p> <ul style="list-style-type: none"> • Critically analyze, monitor, and evaluate advanced generalist practice intervention processes and outcomes; • Communicate and disseminate evaluation results appropriate to the intended audience with clients and constituencies
--	---

MSW PROGRAM COURSE SEQUENCES

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

The purpose of the HBSE sequence and content, consistent with the School mission statement, is to provide the student with depth of knowledge about people in their environments as a basis for understanding the diversity of human experience and the contexts which frame that experience, and for promoting quality of life and human achievement for all groups of people. The HBSE content is viewed as a fundamental part of the generic foundation, which underpins generalist practice.

Course Sequence

Focused curricular attention to Human Behavior in the Social Environment occurs in a two-course sequence required of MSW students (SWK 550 and SWK 650 for students without BSW degrees and SWK 533 for Advanced Standing students). The HBSE courses are:

- SWK 550: Human Behavior in the Social Environment I
 SWK 650: Human Behavior in the Social Environment II
 SWK 533: Adv. Standing Bridge in Human Behavior in the Social Environment

SWK 550, Human Behavior in the Social Environment I, is taken in the first semester of study. SWK 650, Human Behavior in the Social Environment II, is taken in the second semester. Advanced standing students who have completed related BSW courses are admitted to the Advanced Standing Summer Bridge courses and complete SWK 533, Advanced Standing Bridging Course in HBSE. Other aspects of the curriculum that integrate understanding of human behavior in the social context supplement the in-depth study of HBSE in SWK 550 and 650 and assist students in applying this knowledge to social work practice and the generation of new knowledge for practice. The generalist year of the HBSE sequence is designed to provide

opportunities and learning situations that enable students to examine and understand normative human development using a life-span perspective within a systems framework.

SOCIAL WELFARE POLICY AND SERVICES

The purpose of the Social Welfare Policy and Services (SWPS) sequence is to guide the student from an understanding of the elements of policy formulation and implementation to the capacity for critical analysis of the inter-relatedness of social problems, social policy, social services, and social work practice, and application of such analyses in advanced generalist social work practice. The chosen analytical frameworks draw on historical, philosophical, and economic knowledge in addition to social understandings, and practice comparative analysis cross-culturally and historically.

Course Sequence

Focused curricular attention to Social Welfare Policy and Services occurs in a two-course sequence required of MSW students (SWK 540 and SWK 640 for students without BSWs and SWK 530 and SWK 640 for Advanced Standing students). The SWPS courses are:

SWK 540: Social Welfare Policy and Issues for Generalist Practitioners

SWK 530: Advanced Standing Bridge Course in Social Welfare Policy

SWK 640: Advanced Social Policy

SWK 540, Social Welfare Policy and Issues for Generalist Practitioners, is taken in the first year of study. In the specialized year of the program students take the policy practice course, *SWK 640, Advanced Social Policy*. Advanced Standing students who have completed related BSW policy courses are admitted to the Advanced Standing summer bridge courses, and complete *SWK 530: Advanced Standing Bridge Course in Social Welfare Policy*, followed by SWK 640 in their specialized year. The Social Welfare Policies and Services generalist year is designed to provide opportunities and learning situations that will enable students to critically analyze the historical context of the social work profession and social welfare policy and to become familiar with current social policy and programs.

SOCIAL WORK PRACTICE

The purpose of the Social Work Practice sequence is to move the student from a basic understanding of the elements of generalist practice to the application of this knowledge to advanced generalist practice. The generalist and specialized year social work practice courses emphasize empowerment of client systems, assessment of client strengths, capacities and

resources, and analysis and implementation of empirically based interventions.

Course Sequence

Four sequential and two concurrent social work practice courses comprise this sequence. Students enroll in the generalist year social work practice courses (SWK 560, *Practice in Generalist Social Work I* and SWK 563, *Practice in Generalist Social Work II*) concurrently with the generalist year field practicum (SWK 595). In the specialized year, students take SWK 661, *Advanced Generalist Social Work Practice with Individuals* and SWK 665, *Advanced Generalist Social Work Practice II with Communities and Organizations*. In their final semester all students enroll in SWK 600, *Professional Integrative Seminar* and SWK 664, *Advanced Generalist Practice III with Families and Small Groups*. Students enroll in the specialized year social work practice courses either: 1) concurrently with the specialized year field practicum (SWK 695), or 2) in the year prior to completing a Summer Block Field placement.

The social work practice courses are:

SWK 560:	Practice in Generalist Social Work I
SWK 563:	Practice in Generalist Social Work II
SWK 531:	Advanced Standing Bridging Course in Generalist Social Work Practice
SWK 661:	Advanced Generalist Practice I with Individuals Across the Lifespan
SWK 665:	Adv. Gen. Social Work Practice II with Communities and Organizations
SWK 664:	Adv. Gen. Social Work Practice III with Families and Small Groups
SWK 600:	MSW Professional Integrative Seminar

SOCIAL WORK RESEARCH

The faculty views social work research as the use of systematic inquiry:

1. to understand and advance social work knowledge, theory, and practice;
2. to define and clarify social problems and what is needed to resolve them;
3. to evaluate the way in which and extent to which problems have been resolved by social work practice;
4. to use systematic inquiry as a tool to promote social justice and eradicate oppression.

From this perspective, research is taught as a set of processes that are fundamental to all arenas of social work practice. These arenas include: 1) retrieving, organizing and critically evaluating knowledge for use in social work practice and 2) using systematic, logically grounded reasoning to:

1. engage in identifying and assessing social problems
2. determine the nature of need for social work intervention
3. characterize social work practice and
4. examine social work practice outcomes.

In addition, the value of research is emphasized as a tool for evaluating one's efficacy as a social work practitioner, analyzing social policy as a basis for supporting social change and using systematic inquiry to advance the values, mission and ethics of social work.

Consistent with the mission and philosophy of the School, social work research requires diverse approaches to knowledge assessment, development and application. These include a full spectrum of quantitative and qualitative strategies from true experimental design through naturalistic, integrated, emancipatory, and constructivist approaches. Moreover, social work research considers the context in which knowledge is generated, applied and evaluated. To actualize the mission, values and ethics of social work, social workers are responsible for examining the potential for oppression in existing theory, knowledge and practice, and to generate inquiry which promotes social justice and elimination of oppression.

Course Sequence

Attention to social work research occurs in a two-course sequence required of "regular" MSW students.

SWK 691: Advanced Social Work Research I
SWK 692: Advanced Social Work Research II

In the specialized year of the program students take SWK 691 and SWK 692, *Advanced Social Work Research I and II*. The research curriculum consists of SWK 691, *Advanced Social Work Methods I* and SWK 692, *Advanced Social Work Methods II*. The research sequence in the specialized year is designed to provide the opportunity and learning environment to enable students to use skills of systematic inquiry to pose and answer questions about social work practice.

A prerequisite for SWK 691 is required. This can be met through undergraduate course in research or statistics, or a graduate course in research methods or statistics (which may also count as an elective though not as a social work practice elective).

ELECTIVES

Electives may be taken in the School of Social Work, or other graduate departments of the University. Electives may be taken at any time in the program. All choices of electives outside the School of Social Work must have the approval of the student's academic advisor and the MSW Program Coordinator. The objective that governs advising and choices of appropriate electives for students states that the role of electives in the MSW Program is to provide students with the opportunity to expand knowledge and/or skill in areas appropriate to the individual student's progress toward the MSW Program outcomes. Students are required to take three electives.

A graduate course may be accepted for degree credit as fulfilling the requirement of a social work practice elective, if the course:

1. Examines social work models of practice, intervening with individuals, families, groups, organizations, and/or communities;
2. Is taught by faculty having experience in the form of practice being studied, and having either a social work identification or substantial exposure to and respect for social work approaches;
3. And is designated as a social work practice course by the MSW Program Coordinator.

The School of Social Work has offered the following graduate electives in the past:

[N.B. "Advanced Topics" courses are numbered SWK 597].

SWK 571 Trauma: Theory, Assessment and Treatment

SWK 575 Family Treatment in Social Work Practice I

SWK 577 Group Strategies in Health/Mental Health Settings

SWK 580 Adult and Child Psychopathology

SWK 597 Substance Abuse Assessment and Intervention

SWK 597 Advanced Clinical Social Work Practice in Integrated Behavioral Health Care

SWK 597 Expressive Therapies in Social Work Practice

SWK 597 Spirituality and Social Work Practice

SWK 597 Social Work Practice with Children and Youth

SWK 597 Advanced Gerontological Practice and Leadership in Rural Communities (Now GRN 500, Overview of the Opportunities and Challenges of Aging)

FIELD EDUCATION

Field education at the University of Maine, School of Social Work provides students with an opportunity to assimilate, integrate, apply, and connect conceptual knowledge, theories and

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

In the field, students apply and refine values, knowledge, and skills under the guidance of experienced social work practitioners who serve as Field Instructors. In addition, field experience is brought back to the university classroom, and re-examined in the light of the knowledge, values, and skills of the social work profession.

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

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. 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 FIELD

The generalist year field experiences and assignments occur concurrently with didactic education to facilitate the transactional nature of field education. Each semester of field practicum carries a different emphasis that correlates with the content addressed in the classroom.

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 fall practicum and SWK 563, Practice in Generalist Social Work II, concurrently with the spring practicum.

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

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

SPECIALIZED YEAR FIELD

In the specialized 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 specialized year or 2) as a summer block placement following completion of all specialized 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 Advanced Year Field Practicum. The SWK 695 Field Practicum is sequenced to assure that students have the opportunity to achieve expected outcomes in specialized 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 specialized year social work courses prior to enrolling in SWK 695. The specialized year field sequence consists of two consecutive semesters of SWK 695 during which students participate in a field seminar. 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 specialized 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.

FIELD EDUCATION POLICIES

POLICY ON FIELD PLACEMENTS AT WORK SITES AND PAID PLACEMENTS

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

It is the policy of the School of Social Work not to approve field placements at a

student's place of employment, where the student is conducting work activities to fulfill field practicum requirements. Under special circumstances, a student may engage in a field practicum at the same agency as the work site, providing that the Field Instructor is different from the work supervisor and that the field placement activities are distinct from tasks performed as a part of the student's employment. Any special arrangements must be submitted in writing to the Field Coordinator, agreed upon by the Field Instructor and the administration of the placement agency, and be approved by the Field Director

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

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

Regarding student protection, if placed at the work site, a student could jeopardize his/her paid employment if problems arise within the domain of the field placement. It is also possible for previous work experience to interfere with the successful completion of the field placement.

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

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

Ethical Conduct

Policies elsewhere in this Manual indicate that all parties involved in the field practicum (faculty, students and field instructors) are to be guided in their conduct by the principles expressed in the NASW Code of Ethics. You may access a copy of the NASW Code of Ethics on the School's Web page.

MSW students are also expected to adhere to the School's **Professional Standards for MSW Students** (see Appendix A) which requires that social work students maintain professional behavior in accordance with the NASW Code of Ethics and specific Professional Standards related to Communication, Interpersonal Skills, Intellectual Capacity, Self-awareness, Emotional Maturity and Management of Emotions, Self-regulation, Self-efficacy, Technology skills, Integrity, Dress, Attendance, and Performance in field.

Confidentiality

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

In social work education confidentiality dilemmas are encountered when the enterprise involves using actual case material as data for student learning in the practicum and the classroom.

Dilemmas are also present in the seminar and supervisory environments where we encourage students to be self-disclosing and thereby develop self-awareness.

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

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

Policy Regarding Student Papers and Use of Agency Records

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

Policy Regarding Audio and/or Video Recording of Clients

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

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

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

Resolution of Problems in the Field

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

Problems are usually resolved through the following steps:

1. Student or Field Instructor addresses difficulty in supervision.

2. If no satisfactory resolution is reached or the problem persists, the Field Instructor and student are responsible for contacting the Faculty Liaison immediately in order to arrange a conference call or meeting and seek resolution with the assistance of the faculty member.
3. In the rare event that problems are severe or irreconcilable and threaten the continuation of the practicum, the Faculty Liaison will notify and consult with the Field Coordinator of the School. A change of practicum may be warranted, and will be arranged by the Field Coordinator when necessary, or, if warranted, the matter will be referred to the Master's Academic and Professional Review Committee (MAPRC). (See Academic Review and Professional Review Process.)

FIELD APPLICATION PROCESS

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

Field Application Due Dates:

- Field Application and Student resume are due a minimum of five to seven months prior to planned placement semester.
- We suggest that you submit earlier but later than the following schedule may result in delay in placement assignment:
 - December 1st for May Placement
 - February 1st for Fall Placement
- Schedule an interview (via email request) with the Field Director at the time of submission of application.

The following rules apply:

- All students are required to have a face-to-face interview with the Field Director prior to contacting any agency about a placement. No interviews will be scheduled until the student's field application has been received in the field office.
- Once a placement assignment has been agreed upon by the field coordinator and the student, the recommended process can begin.
- Interviews are required for field placement, and you should prepare for these as if you were applying for a job. Be sure to ask about, and discuss, any requirements the agency may have that you need to complete prior to placement (e.g., TB test, driving test, criminal record check, OSHA training, agency's human services orientation).

- Students may only interview at one agency unless directed by the field coordinator to interview at more than one location.
- If the student rejects the field placement assigned, he or she may interview at one additional placement assigned by the field coordinator. Any rejection of placement (or multiple rejections of the student at the placement interview may result in an academic review.)
- If the student does not accept a placement offer, he or she is responsible for notifying the agency and for sending a thank you note for the offer.
- Students may be wait-listed or rejected for placement if the field department feels that the student's field application or the student's behavior in classes or field reflects a serious maturity, ethical or safety concern for clients in the potential placement.

ACADEMIC ADVISING

Each student will be assigned an academic advisor from among the full-time faculty. The advisor will be available to meet with the student to work out issues around course scheduling and choice of field of practice, to develop greater understanding of the program and the profession, and to provide consultation about other issues that may arise related to the student's participation in the program. Students are encouraged to meet with advisors at least once a semester, more frequently if desired. Advisors have regularly scheduled office hours, during which time students are welcome to drop in. In addition, advisors will arrange meetings by appointment. The MSW Coordinator holds group advising sessions during registration.

REGISTRATION FOR CLASSES

Registration for first semester classes is completed prior to orientation. Space in required classes is guaranteed for matriculated social work students. Thereafter, for classes for the following semester, registration takes place during a week long period designated by the university. Students are encouraged to register themselves online, via Maine Street, once they have consulted with their advisor or MSW Coordinator regarding their course selections.

TRANSFER OF CREDIT AND COURSE WAIVERS

Students may request transfer of up to 6 credits for courses taken in another graduate program. Courses may have been taken no longer than six years prior to the request. Transfers of credits or waivers may be requested for required or elective courses. Under unusual circumstances, a student may request transfer of up to 30 credits from another accredited MSW program. This must have the approval of the MSW Coordinator, and the student must file a waiver of

conditions with the Graduate School. Course credits or course waivers are never granted for life or work experience.

To obtain a transfer of credit or course waiver:

1. Students should discuss the request with their advisors;
2. Students should write a memo requesting the transfer or waiver and submit it to their advisors, along with a course syllabus or at least a catalog course description; advisors will forward this request to the MSW program coordinator;
3. Students should make sure the school has a copy of the transcript for the courses;
4. The request is reviewed by the MSW program coordinator and by the instructor responsible for teaching the analogous course(s) at UM;
5. The MSW program coordinator will give written notification regarding course waiver and transfer decisions to the student, and the student's advisor; and
6. The coordinator of the MSW program will forward the request to the Graduate School for transfer credits.

To obtain transfer or course waiver of more than a total of 6 credits:

1. Students should fill out a form entitled, "An Exception to Graduate School Regulations." The form may be obtained from the Graduate School or from the Graduate Office in the School of Social Work;
2. Students submit the form to their advisors; who in turn will submit it to the MSW Program Coordinator
3. Students make sure the UM Program has a copy of all transcripts;
4. The request will be discussed by the MSW Coordinator and student's advisor and the student will be advised of the final recommendation; and
5. The MSW Coordinator will submit the request to the Graduate School.

REQUEST FOR COURSE WAIVERS AND EXEMPTIONS

While the School of Social Work does not give credit for life experience or work experience, there are a few situations in which a student may apply for a waiver or exemption. A *waiver* means that the student may waive a particular course for which he or she has demonstrated mastery of the course content, but must replace that course with an alternative course with the same number of credits. An *exemption* means the student may exempt a particular course for which he or she has demonstrated mastery of the course content, and does not need to replace the credits.

Students may consider applying to waive or exempt the following courses if they have met the criteria outlined below. It is strongly suggested that students discuss these options with their advisors if they believe they are eligible. Decisions need to be made prior to the deadline for registration for the particular courses waived or exempted.

- **SWK 595, MSW Field Practicum.** A student who graduated from an accredited BSW program over six years prior to entry into the MSW program (and thus ineligible for advanced standing status) may contact the Field Director to explore being exempt from Generalist Field. The Field Director will assess whether the student has mastered the course content Core Competencies, and practice behaviors for generalist year field through a written and/or oral examination.

- **SWK 560, Generalist Practice in Social Work I.**
SWK 563, Generalist Practice in Social Work II.
A student who graduated from an accredited BSW program over seven years prior to entry into the MSW program (and thus ineligible for advanced standing status) may contact the MSW Program Coordinator and the faculty chair of the Social Work Practice Curriculum Sequence to explore waiving SWK 560 and/or SWK 563. The student is advised to review the syllabus from SWK 560 and/or SWK 563 to determine if he or she has mastered the course content. If the student believes that the course would be a redundant review of concepts and skills with which he or she is already competent, the student should request an examination of course content from the faculty chair of the Social Work Practice Sequence. This may include written and/or oral examination. If waived from either or both classes, the student will need to replace those classes with electives.

REQUESTING AN EXEMPTION IN COURSE SEQUENCING

Students with special circumstances which make it difficult to follow the required course sequencing and who wish to request an exemption in the sequence policy should discuss their situations with their advisors. If the advisor agrees that the student's request has merit, the student should complete a "Request for Change in Sequence Policy" form that will be signed by the student and advisor. This request will be reviewed by the Curriculum Committee, the MSW Coordinator, or the School Director (which ever is most available) for final approval.

STUDENT AWARDS

Upon graduation, students will be invited to a celebratory event at which we will honor all graduates and present several student awards. Student Service Awards are given to students who have participated in the Student Social Work Organization or who have been members of School committees (e.g., Curriculum Committee, Search Committee, MSW Admissions Committee). Academic achievement awards are given to the students with the highest GPAs. Additionally, there is an Outstanding MSW Student Award. Students receiving this award are seen as leaders in the field of social work, who exemplify the values and ethics of the profession through excellence in scholarship, citizenship, and professional work in the community.

ACCREDITATION

Social Work educational programs are accredited by the Council on Social Work Education (CSWE) upon recommendation of its Commission on Accreditation. CSWE certifies that the program meets accreditation standards as specified in the Handbook of Accreditation Standards and Procedures of the CSWE. The UM Master's Program was granted re-accreditation in 2004 and again in 2012. It was initially accredited in 1990.

STATE LICENSURE

Graduating MSW students should review the social work licensing information at: <http://umaine.edu/socialwork/current-students/current-msw-students/> In order to sit for the LMSW exam students must submit an application for licensure to the Maine Board of Social Work Licensure. Once your application is completed and approved, you will receive notification of your eligibility to sit the exam.

For information about the Maine Board of Social Work Licensure and to complete the

applications go to: http://www.maine.gov/pfr/professionallicensing/professions/social_workers/

The State of Maine has three levels of licensure:

- **Licensed Social Worker (LSW)** – for Baccalaureate Level Social Workers
- **Licensed Master Social Worker (LMSW)** – for Master’s prepared Social Workers
- **Licensed Clinical Social Worker (LCSW)** – for Master’s prepared social workers who meet the requirement for “clinical concentration” and have completed the post-MSW clinical supervision requirements

The University of Maine MSW Program prepares students to qualify for the LMSW level upon graduation. Qualification for the LCSW requires appropriate supervised work experience in a clinical setting for at least two years (full-time) following graduation from our program. MSW students who graduate from the **“regular” MSW program (i.e., not advanced standing)** must complete particular courses in order to meet State of Maine Licensing requirements. Please use the chart below to help you in filling out the licensing worksheet at the point of graduation.

Students interested in the pursuing the LCSW must take SWK 580, Adult and Child Psychopathology as one of their two electives. In addition, advanced standing students must be sure that one other elective is a clinical practice course.

Please Note: When you complete the Clinical Concentration Worksheet for the Licensing Board, you should choose Option A. The courses below should be used to complete the worksheet.

Normal Growth & Development --

SWK 550: Human Behavior and the Social Environment I (first row in licensing worksheet)

Adult & Child Psychopathology ---

SWK 580: Adult and Child Psychopathology (second row in licensing worksheet)

Clinical Methods ----- Social Work Practice Courses:

SWK 560 Practice in Generalist Social Work I

SWK 661 Advanced Generalist Practice I with Individuals

SWK 600 Advanced Integrative Professional Seminar

SWK 664 Advanced Generalist Practice III with Families and Small Groups

(These four practice courses make up Option A and the third row in the licensing worksheet.)

MSW students who graduate from the **advanced standing program** must complete the

following in order to meet State of Maine Licensing requirements related to “Clinical Emphasis”: *Please Note: When you complete the Clinical Concentration Worksheet for the Licensing Board, you should choose Option A. The courses below should be used to complete the worksheet.*

Normal Growth & Development

SWK 550 is waived as part of students’ admission to the advanced standing program. Advanced Standing students completed this course content in their BSW programs. On your licensing worksheet, note that SWK 550 is waived and you have taken SWK 533, the Bridging Course in Human Behavior and the Social Environment (first row of licensing worksheet).

Adult and Child Psychopathology

SWK 580 Adult and Child Psychopathology (second row in licensing worksheet)

Clinical Methods ---- Social Work Practice Courses:

SWK 661 Advanced Generalist I Practice with Individuals

SWK 600: Advanced Integrative Professional Seminar

SWK 664: Advanced Generalist Practice III with Families and Small Groups

One Social Work Clinical Micro Practice Electives

(These four practice courses make up Option A and the third row in the licensing worksheet.)

A copy of the licensing legislation and the regulations may be obtained from:

The State Board of Social Work Licensure

Gardiner Annex

State House Station # 35

Augusta, ME 04333 Tel: 624-8603

FINANCIAL ASSISTANCE

Financial aid, work study and subsidized loans are allocated and administered through the Student Aid Office, Wingate Hall. Students interested in aid should explore the possibilities through that office.

The Graduate School administers Trustee Tuition Scholarship, the International Student Scholarship and the Atlantic Provinces Scholarship. These are very competitive, with decisions made by a committee of the Graduate Board based on nominations made by all Departments or

Schools on campus. Typically the School of Social Work receives one to three scholarships per year.

The School of Social Work does not have ongoing guaranteed Graduate Assistantships. Students have found such assistantships elsewhere on campus (e.g., Residential Life, Student Records, or Graduate School) through their own research.

The MSW Program is demanding in time and energy. Faculty recognize that many students have considerable financial responsibility. Therefore, the classes are scheduled so as to demand minimal time on campus. Students have found that it is not possible to work full-time and attend the program full-time. It may be difficult to work even part-time while doing a field practicum, as the practicum demands two to three days a week in an agency, as well as academic classes on campus.

Opportunities, such as dormitory Resident Directors, exist for work on campus. Some of these jobs are very demanding, and the student should carefully consider work vs. school demands in deciding on work arrangements. Advisors will be glad to discuss these options with their advisees. From time to time the School receives information about work opportunities, and will share this with students as quickly as possible.

MSW PROGRAM RETENTION POLICY

There will inevitably be times when a student has trouble meeting the academic and/or professional standards of the MSW program. Faculty advisors and classroom instructors seek to identify and address such problems quickly. We would like every student to succeed in the program, and believe that such success requires early identification of problems and supportive collaboration in remediating difficulties. The policies regarding student retention are intended to insure that if intervention is necessary it happens early in a student's career in the program; the policies also provide a structure for remediating the difficulty and describe responsibilities of the Academic Review Committee.

Criteria for Maintaining Good Academic Standing

Continuation in graduate work in the MSW program in good standing requires the following:

1. Academic standards:

- a. minimum of a B average (3.0)
 - b. minimum grade of B- in each required and elective course applied toward the social work degree
 - c. minimum grade of B- in field practicum
2. Professional standards:
 - a. adherence to the NASW Code of Ethics
 - b. commitment to the values of social work
 - c. demonstrated capacity to engage in professional social work roles
 - d. adherence to the Student Conduct Code of the University of Maine

Interruption of Graduate Program

Academic Probation

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

Incompletes

Incompletes are given only under compelling circumstances and are arranged by agreement between the course instructor and the student. The agreement will include requirements for completion and the expected date of completion. In the case of an incomplete grade for any sequential course, students may not register for subsequent sequential courses or courses concurrent with subsequent sequential courses until the incomplete is satisfied with a grade of B- or better. Students may not register for field if they have a grade of incomplete without review by the Field Director and the student's advisor.

Sequential courses are:

Policy Sequence – SWK 540, SWK 640

Human Behavior and the Social Environment – SWK 550, SWK 650

Social Work Research –SWK 691, SWK 692

Field Internships —SWK 595(1), SWK 595(2), SWK 695(1), SWK 695(2)

Social Work Practice – SWK 560, SWK 563, SWK 661, SWK 665, SWK 664 and SWK 600

Advanced Standing students take SWK 530, SWK 531, SWK 533 (Bridging courses) and are not required to take any of the 500 level courses (other than electives) or SWK 650.

By arrangement with the Field Director and the field agency, under special circumstances, field internship may extend through semester breaks without penalty. Students may not take advanced practice courses (SWK 661, SWK 665, SWK 664, SWK 600) until SWK 595 is complete.

Leaves of Absence

A student may request a leave of absence. The request is directed to the MSW program coordinator and the student's academic advisor. The student must also file a request with the Graduate School. Approval by the School is dependent upon agreement of a written plan for leave of no longer than one academic year, and timeline not to exceed four academic years for completion of requirements for the degree. Failure to adhere to the agreement will result in the coordinator's request for initiation of a formal review by the Academic Review Committee. If the student exceeds the one year limitation for leave of absence, s/he must apply for readmission.

Withdrawal from the Program

Grounds for a recommendation of withdrawal from the program to the Dean of the Graduate School may include:

1. Unsuccessful remediation of a course in which a grade below B- has been received after one repetition;
2. Receipt of a grade below B- in any course applied to the MSW degree;
3. Receipt of a grade below B- in field practicum;
4. Receipt of a grade below B- in more than one course;
5. Violation of the NASW Code of Ethics;
6. Violation of the Student Conduct Code of the University of Maine;

7. Failure to demonstrate the capacity to engage in professional social work roles.

While recommendation of withdrawal may occur as a result of one of the situations delineated above, the Academic and Professional Review Committee, described below, may negotiate alternatives other than withdrawal, depending on the individual circumstances of each case.

Academic and Professional Review Process - MSW

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

1. Substandard academic performance: Students are automatically reviewed by the Academic and Professional Standing Committee for any interruption in progress toward the MSW degree;
2. Violation of the NASW Code of Ethics, by report from field instructor, faculty member, or peer;
3. Violation of the Student Conduct Code of the University of Maine, reported by faculty member or peer;
4. Failure to demonstrate the capacity to engage in appropriate professional social work roles, by report from field instructor, faculty member or peer;
5. Failure to comply with plans for return from leave of absence;
6. Request for review by any faculty member in the student's MSW program; and
7. Request by the student.

Upon review of a student's performance, the Academic and Professional Standing Committee may recommend that a Master's Academic and Professional Review Committee be formed to meet with the student. The Master's Academic and Professional Review Committee is an ad hoc committee of the School of Social Work and is composed of the MSW Program Coordinator (or a designated chair from the full-time faculty), an additional full-time social work faculty member, and the student's academic advisor; it may also include additional faculty members and/or field instructors if their participation is relevant. The MSW coordinator selects the members and either chairs the committee or designates the chair of the committee. All

documents that provide information, including but not limited to logs, papers, and fieldwork evaluations, may be submitted to and considered by the advisor, the MAPRC chair, and the Program Coordinator. The student will be notified immediately in writing of the grounds for review, of the steps to be followed, and of her/his rights. All full-time faculty and relevant part-time faculty or field instructors will be notified of the review.

Formal Review

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

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

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

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

Moreover, when the Director is the advisor to a student or the instructor for the class in which the student is experiencing difficulties, the Director may sit on the MAPRC. In those cases the

recommendations will go directly to the Dean of the Graduate School and students would appeal to the Dean rather than the Director.

Academic Review Outcomes

The following outcomes may result from a formal review:

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

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

Removal from Probation

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

selling drugs or engaging in inappropriate sexual behavior with a child shall constitute a violation of NASW Code of Ethics and shall result in dismissal proceedings based on academic standards.

Student misconduct, on or off campus and directed toward other students, faculty, or University staff, will, at the discretion of the 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.

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

1. Forced or coerced sexual behavior.
2. Sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse.
3. Physical actions directed at clients, students, faculty, or staff, such as hitting, spanking, or slapping.
4. Physical or emotional threats directed toward clients, students, faculty, or staff.
5. The acceptance of gifts or money from clients that are not considered standard payment for services received on behalf of the student's agency or field setting; students shall not ask for nor expect gifts from clients.
6. Illegal or unethical behavior that limits or takes away clients' rights or results in financial, material, or emotional loss for clients or gain for social work students.
7. Plagiarism and other forms of academic dishonesty.

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

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

All MSW students will receive a copy of the School of Social Work Professional Standards for MSW Social Work Students and will be asked to sign this document stating: "I will abide by the University of Maine School of Social Work Professional Standards and the NASW Code of Ethics (**See Appendix A**).

GRIEVANCES

There are two processes students may follow if they believe they have a grievance.

Graduate School Academic Appeals Procedure

Recognizing the highly individualized nature of graduate programs, a student filing an academic appeal is encouraged to request that his/her thesis [academic] advisor or other faculty member of his/her choice act as a counselor and/or representative at any level of the appeal process.

The student should discuss the concern with the appropriate faculty member(s). If the concern persists:

- The student should consult with the school director. If the complaint remains unresolved:
- The student should write to the Dean of the Graduate School, outlining the situation, and requesting a review. The Dean of the Graduate School will discuss the situation with the Director of the School and/or the faculty member(s) involved. The Dean of the Graduate School will then meet with the student and attempt to resolve the problem. If this resolution is not satisfactory:
- A final appeal, in writing, may be made by the student to the Vice President of Academic Affairs.

School of Social Work Grievance Procedure

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

1. The University of Maine Student Handbook states guidelines for the above grievance areas (including the practicum considered as a class) in two places: sub-section "Academic Appeals Procedure" and sub-section "Student Administrative Appeals Policy" in the Policies and Regulations section. (www.umaine.edu/stuserv.htm)
2. Sexual harassment grievances are initiated through the Office of Equal Opportunity, which

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

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

3. The student has the right to have another student accompany him/her at any stage or throughout the entire appeals process, for support and/or to be a witness to the proceedings.
4. If, at any step in the process, the involved faculty member holds more than one position in the appeals process, and has already been approached once with unsatisfactory results, the student may go to the next higher person or committee in the process. For example, if the Faculty Liaison is also the Field Director, then an unsatisfactory resolution of the problem with the Faculty Liaison should be taken to the MSW Program Coordinator.
5. If there is any sense of intimidation at any level of the process the student should talk to the next highest level and solicit assistance in approaching the issue in the proper way.

REFERENCES

- Brittingham, E. & Hammond, O. (2002). A seven dimensional approach to teaching advanced generalist practice. Presented at *Colloquium 2002: Refining our perspectives on advanced generalist practice*, Kean University, Department of Social Work, Union, NJ, June 22, 2002.
- Landon, P. (1995). Generalist and advanced generalist practice. In R. Edwards and J. Hopps (Eds). *Encyclopedia of Social Work 19th Edition*. National Association of Social Workers: Washington, DC.
- Leighninger, Leslie (1980). The generalist-specialist debate in social work. *Social Service Review*, 54, 1-12.
- Schatz, Mona S. (2000). Advanced generalist social work practice: Building from a theoretical base. Presented at *Colloquium 2000: Broadening perspectives on advanced generalist practice*, Kean University, Department of Social Work, Union, NJ, May 19, 2000.
- Schatz, M., Jenkins, L. & Scheafor, B. (1990). Milford redefined: a model of generalist and advanced generalist social work. *Journal of Social Work Education*, 26, 3.
- Schatz, Mona S. and Jenkins, L. E. (2000). Fostering equitable societies: Generalist and Advanced generalist social work: A practice model for international practice. *Proceedings of the Joint Conference of the International Federation of Social Workers and the International Association of Schools of Social Work (on-line)*.

Appendix A

Professional Standards for MSW Social Work Students¹

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

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

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

Intellectual Capacity: Students must have the ability to discuss and process information in a manner that is satisfactory, based on the particular demands of their field placements and

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

academic coursework. In addition, student must be able to think critically, analyze and interpret objective and subjective data, and apply effective problem solving skills. Students must demonstrate the cognitive ability to effectively use and apply the program's competencies.

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

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

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

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

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

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

Integrity: Students must behave in an honest and trustworthy manner with respect to all duties performed in connection with their classes and field placements. This includes representations

made in the initial application for field placement, work conducted at the field placement, and all other representations made in field related assignments or at field related meetings.

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

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

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

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

Field Internship: Students are required to complete field practica during their MSW Program. The Generalist level field placement requires a minimum of 400 hours over two 14-week semesters. This breaks down to about 16 hours, or two days a week during normal working hours through the traditional Monday through Friday work week. The Specialist level field practicum requires a minimum of 500 hours over two 14 week semesters or during 2 sections of a 13 week period in the final summer. This breaks down to about 18 -20 hours, or two and a half days a week during normal working hours through the traditional Monday through Friday work week during the fall/Spring Option; or, for the Summer Block option, 38 and a half hours to 40 hours a week for 13-14 weeks. Although students are not required to be in placement during the semester breaks and spring vacation, many choose to maintain their schedule to provide continuity to their clients, and accommodate any missed time due to illness or weather or other unforeseen obstacles.

I agree to abide by the University of Maine School of Social Work Professional Standards and the NASW Code of Ethic