



**SCHOOL OF SOCIAL
WORK**

**BASW PROGRAM GUIDE
2009 - 2010**

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INTRODUCTION

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

What is social work?

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

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

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

The underlying purpose of all social work practice is to release human power in individuals for personal fulfillment and social good, and to release social power for the creation of the kinds of society, social institutions, and social policies, which make self-realization most possible for all individuals. Two values which are primary in such purposes are respect for the worth and dignity of every

individual and concern that all individuals have the opportunity to realize their potential as individually-fulfilled, socially-contributing persons (paraphrased from Khinduka, 1987).

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

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

MISSION AND GOALS OF THE SCHOOL OF SOCIAL WORK AND THE BASW PROGRAM

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 with systems of all sizes. 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 communities can exercise their rights to grow and realize their potential. In keeping with the Land and Sea Grant missions of the University of Maine, the School carries a special responsibility to work toward these ends on behalf of the people of Maine.

Goal's of the Bachelor of Social Work Program

The goals of the baccalaureate program are:

1. To offer a comprehensive baccalaureate curriculum, based upon the liberal arts perspective, that emphasizes social work values and ethics, diversity, the promotion of social and economic justice, population-at-risk, social work practice, social welfare policy and services, human behavior and the social environment, research, and field practicum;
2. To provide an educational focus on generalist social work practice at multiple levels: individual, family, group, organization, community, state, national, and international settings;
3. To promote the importance of graduates' participation in life-long professional renewal and learning as a means of continuous growth and development of practice, refinement and advancement of their practice, and contribution to the profession;

4. To promote diversity in the community of the school and in all aspects of the BASW program;
5. To promote social and economic justice and advocate on behalf of marginalized and at-risk populations, in accordance with the values and ethics of the social work profession;
6. To actively promote and initiate the participation of faculty and students in scholarly and knowledge development activities;
7. To provide a sound background and educational foundation for those students who choose to pursue graduate education in social work and related fields.

BSW Program Objectives

Graduates demonstrate the following competencies:

- 1) Identify as a professional social worker and conduct oneself accordingly
- 2) Apply social work ethical principles to guide professional practice
- 3) Apply critical thinking to inform and communicate professional judgments
- 4) Engage diversity and difference in practice
- 5) Advance human rights and social justice
- 6) Engage in research-informed practice and practice-informed research
- 7) Apply knowledge of human behavior and the social environment
- 8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- 9) Respond to contexts that shape practice
- 10) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

THE GENERALIST PERSPECTIVE

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 focus of the UM social work programs was chosen because of our rural locale and our interest in recent trends in social work education and practice. The rural social service delivery systems of Maine need practitioners who can utilize critical thinking skills, a solid foundation in professional values, and an eclectic knowledge base in a strengths-based empowerment practice with systems of any size (Kirst-Ashman & Hull, 2009). Social workers in Maine often find themselves working in settings where they are either the only social worker or one of very few. 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. Geographic demands are only one part of the rationale for a generalist program at the University of Maine. In addition, School of Social Work faculty believe that the generalist perspective that has emerged in social work education as the most appropriate and progressive articulation of the unique nature of social work practice. Generalist approaches embody the dualistic essence of social work, our legacy of perceiving and addressing personal troubles and public issues concurrently.

The concept of generalist practice has been linked to a variety of definitions since its entrance into the social work education nomenclature. Despite the plethora of diverse approaches to the generalist model, overall agreement exists about the components of a generalist perspective and the elements of initial 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 following definition of generalist practice expresses the organizing philosophy that underlies the entire social work curriculum of the University of Maine School of Social Work and is the basis for the School's educational objectives. The generic foundation for social work is the common base of knowledge and skills associated with all social work practice. It has been characterized as the "universal elements which differentiate social work from other professions" (Leighninger, 1980). In addition, the generic foundation encompasses the core values and philosophy of social work, including the profession's commitment to achieving social justice and eliminating oppression.

The generalist perspective builds on that generic foundation. It is based primarily in an open systems framework, utilizing strength-based perspectives for identifying and solving problems. An open systems framework recognizes the interrelatedness of human life situations and social conditions, resulting in a broad approach to problem definition and intervention. This open, multi-level framework is not limited to any single theoretical or interventive approach; the point of intervention and methods of intervention are determined after careful assessment of the problem.

Generalists possess a knowledge, value, and skill base that is readily transferable among diverse contexts, locations and problem situations. The generalist practice methods incorporate skills in working with individuals, families, groups, organizations and communities. The Social Work curriculum also prepares students for lifelong learning and to adaptation of the generalist foundation to specialized situations and contexts utilizing such core competencies as critical

thinking, responding to social contexts, evaluation of practice, and development of research informed practice.

BACCALAUREATE EDUCATIONAL COMPETENCIES AND PRACTICE BEHAVIORS

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

- 11) Identify as a professional social worker and conduct oneself accordingly:
 - a. Advocate for client access to the services of social work;
 - b. Practice personal reflection and self-correction to assure continual professional development;
 - c. Attend to professional roles and boundaries;
 - d. Demonstrate professional demeanor in behavior, appearance, and communication;
 - e. Engage in career-long learning; and
 - f. Use supervision and consultation.

- 12) Apply social work ethical principles to guide professional practice:
 - a. Recognize and manage personal values in a way that allows professional values to guide practice;
 - b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics;
 - c. Tolerate ambiguity in resolving ethical conflicts; and
 - d. Apply strategies of ethical reasoning to arrive at principled decisions.

- 13) Apply critical thinking to inform and communicate professional judgments:
 - a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
 - b. Analyze models of assessment, prevention, intervention, and evaluation; and
 - c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

- 14) Engage diversity and difference in practice:
 - a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
 - b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
 - c. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
 - d. View themselves as learners and engage those with whom they work as informants.

- 15) Advance human rights and social justice:
 - a. Understand the forms and mechanisms of oppression and discrimination;
 - b. Advocate for human rights and social and economic justice; and
 - c. Engage in practices that advance social and economic justice.

- 16) Engage in research-informed practice and practice-informed research:
 - a. Use practice experience to inform scientific inquiry; and
 - b. Use research evidence to inform practice.

- 17) Apply knowledge of human behavior and the social environment:
 - a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
 - b. Critique and apply knowledge to understand person and environment.

- 18) Engage in policy practice to advance social and economic well-being and to deliver effective social work services:
 - a. Analyze, formulate, and advocate for policies that advance human well-being; and
 - b. Collaborate with colleagues and clients for effective policy action.

- 19) Respond to contexts that shape practice:
 - a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

- 20) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities:
 - a. Engagement:
 - i. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; and
 - ii. Use empathy and other interpersonal skills.
 - b. Assessment:
 - i. Collect, organize, and interpret client data;
 - ii. Assess client strengths and limitations;
 - iii. Develop mutually agreed-on intervention goals and objectives; and
 - iv. Select appropriate intervention strategies.
 - c. Intervention:
 - i. Initiate actions to achieve organizational goals;
 - ii. Implement prevention interventions that enhance client capacities;
 - iii. Help clients resolve problems;
 - iv. Negotiate, mediate, and advocate for clients; and
 - v. Facilitate transitions and endings
 - d. Evaluation:
 - i. Social workers critically analyze, monitor, and evaluate interventions.

THE BACCALAUREATE SOCIAL WORK CURRICULUM

The baccalaureate social work curriculum is designed to enable our students to acquire the liberal arts perspective and the professional foundation of knowledge, values, and skills that are necessary for competent, beginning-level social work practice.

The Liberal Arts Perspective

A liberal arts perspective is acquired through a range of academic study that includes relevant content in behavioral science, social science, humanities, and physical science. Studying the liberal arts provides a foundation for acquiring professional knowledge, relevant concepts, professional values, and the interactive skills necessary for beginning social work practice.

A liberal arts perspective includes an understanding of our national cultural heritages and diversity, the range of methods of inquiry, and development of knowledge. A liberal arts education encourages students to think critically and sensitively about the characteristics and dynamics of society, organizations, groups, families, and individuals and how these elements are expressed through the arts, literature, science, history, philosophy, social movements, and the social stratification system. A liberal arts perspective enables students to understand a broad range of individual and group behavior, culture, social conditions, and social problems. Proficiency in both written and spoken communication is integral to acceptable attainment of the liberal arts perspective as defined by the University of Maine School of Social Work.

First year students and transfer students with fewer than 23 credit hours who began their baccalaureate programs at the University of Maine in September 1995 or thereafter are required to meet certain General Education requirements. In addition to the General Education Requirements of the University, students select additional elective courses that enrich their liberal arts perspective and their eventual practice of social work. The selection of elective courses should be a thoughtful process taking into account the student's present knowledge, interests and career goals. The University offers many appropriate electives that provide opportunity to explore a wide range of interests and to develop plans of study tailored to individual needs. *BASW students are required to consult each semester with their academic advisors when planning their courses of study.* Academic advisors can suggest courses that complement social work requirements and individual interests.

The Professional Foundation

The baccalaureate program focuses on generalist practice in which the generic core of social work practice is framed by a problem-solving and open-systems perspective. The baccalaureate curriculum is organized into five foundation content areas each consisting of a course or sequence of courses. Content on social work values and ethics, diversity, social and economic justice, and populations-at-risk is infused throughout the five foundation curriculum content areas. The professional foundation includes courses in:

Human Behavior and the Social Environment
Social Welfare Policy and Services
Social Work Research

Social Work Practice, and Field Practicum

Human Behavior and the Social Environment

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

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

Social Welfare Policy and Services

The purpose of the Social Welfare Policy and Services (SWPS) sequence is to guide student learning from an understanding of the elements of policy formulation and implementation to the capacity for critical analysis of the interrelatedness of social problems, social policy, social services, and social work practice, and application of such analyses in generalist practice. The analytical framework employs historical, philosophical, and economic knowledge in addition to social understandings. The baccalaureate SWPS sequence consists of two required social work courses -- **SWK 320: Values, History and Practice in Social Work and Social Welfare**, and **SWK 440: Social Welfare Policy and Issues**. The sequence is built on **POS 100: American Government** OR **PAA 100 Introduction to Public Administration** OR **PAA 220 Introduction to Public Policy**.

Social Work Research

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

Social Work Practice

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

Field Education

The field practicum is designed as a transactional experience in which students apply didactic learning to practice, and bring practice knowledge back to the academic setting for further analysis. Field Instruction consists of two consecutive semesters of **SWK 395: Beginning Field Experience in Social Work** during which students participate in a weekly field seminar in addition to spending a minimum of 150 clock hours in their field experience, and two consecutive semesters of **SWK 495: Field Practicum in Social Work** during which students participate in a weekly field seminar in addition to spending a minimum of 400 clock hours in their field placement. Within the Field Education courses components of all the other aspects of Social Work education are integrated and field-tested by social work students as competencies are increased through acquisition and refinement of practice behaviors.

THE BACCALAUREATE SOCIAL WORK DEGREE (BASW)

Upon successful completion of the degree requirements, you will have earned a Bachelor of Arts in Social Work--a B.A.S.W. degree. The degree is commonly referred to as a BASW or BSW. The Council on Social Work Education (CSWE) accredits social work educational programs upon recommendation of its Commission on Accreditation. The University of Maine BASW Program was first accredited in 1979. In 2003 accreditation of the BASW Program was reaffirmed until 2011. Graduation from an accredited program is important both for students planning to attend graduate school and for those seeking social work licensure in Maine and other states. The BASW graduate, upon the satisfactory completion of a state examination, may gain licensure as a Social Worker (LSW) in the State of Maine. A copy of the licensing legislation and regulations may be obtained from:

The Maine State Board of Social Work Licensure

Gardiner Annex
State House Station #35
Augusta, ME 04333
Tel: 624-8603
Web site:

http://www.maine.gov/pfr/professionallicensing/professions/social_workers/index.htm

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

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

APPLYING FOR THE SOCIAL WORK MAJOR

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

Procedures for applying for admission to the Social Work major

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

To be admitted to the Social Work major applicants should indicate Social Work as their intended major on the Admissions Application Form. The University holds an orientation weekend for all incoming students during the summer. As part of the weekend events, incoming students meet with the BASW Program Coordinator to get acquainted with the School and confirm their fall semester course selections.

II. Changing majors and Colleges

In order to be admitted to the major in Social Work, a student must be enrolled in the College of Business, Public Policy and Health. Students changing majors must obtain a *Change of Major Form* and obtain the signature of the BASW Program Coordinator from School of Social Work and the Associate Dean of the College of Business, Public Policy, and Health (BPPH).

III. Changing majors

Students wishing to change their major to Social Work from another major in the College of Business, Public Policy and Health should contact the BASW Program Coordinator at the School of Social Work (581-2389), 101 Social Work Building.

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

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

Procedures for entry into the Junior Year Field Experience

All students registering for the Fall semester of SWK 395, Beginning Field Experience, must be declared social work majors. Students registering from the Spring semester of SWK 395 must have been accepted into the practice sequence (see below). The fall semester of SWK 395 allows students to explore social work as a career. Selections for the student's Field Experience are made jointly with the student and the Field Coordinator after an application for the experience is complete and the fall semester has begun. Students are waived from SWK 395 only if they have completed a course that provided them with an educationally guided experience in a Human Services environment and where they earned both a grade and course credit for the experience.

Procedures for applying for Entry into the Practice Sequence

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

Liberal arts foundation courses, which are prerequisite for admission to the social work major, include:

- SWK 101*: Opportunities for the Social Work Major
- SWK 320: Introduction to Social Work
- SOC 101: Introduction to Sociology
- SOC 201: Social Inequality **OR**
 - SWK 330: Cultural Diversity **OR**
 - SWK 338: Diversity and Pluralism
- PSY 100: General Psychology
- POS 100: American Government **OR**
 - PAA 100: Introduction to Public Administration **OR**
 - PAA 220: Introduction to Public Policy

SWK 380 Biological Person & the Environment ** **OR**
[BIO 100: Basic Biology (prerequisite for BIO 208)] **AND**
BIO 208: Anatomy and Physiology
ENG 212: Persuasive and Analytical Writing **OR**
ENG 317: Business and Technical Writing
and **ONE** of the following:
PHI 100: Contemporary Moral Problems **OR**
PHI 230: Ethics; **OR**
PHI 235: Biomedical Ethics
PHI 240: Social and Political Philosophy; **OR**
PHI 344: Theories of Justice

*Required for all first-year social work majors; waived for transfer students.

**Does not satisfy any Gen. Ed. science requirement

UNIVERSITY AFFILIATED PROGRAM

Interdisciplinary Course Concentration – Disability Studies

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

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

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

STUDY AWAY

Social work majors may earn credit toward their BASW degrees through study for a semester or an academic year at appropriate colleges and universities in the United States and in many

countries throughout the world. For further information, contact the Baccalaureate Program Coordinator (581-2389) or the University of Maine International Programs Office (581-2905). Students also may choose to take one or more courses at another accredited institution during any semester while they are attending UMaine. Whenever students take courses away from the University of Maine they must complete either the Domestic Study Away form or the International Study Away form before registering for classes that semester. Forms may be obtained at the School of Social Work office.

ACADEMIC HONOR SOCIETIES

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

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

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

Phi Beta Kappa is the oldest and most prestigious academic honor society in the United States. Since its founding on December 5, 1776, election to Phi Beta Kappa has been a recognition of first quality academic performance in the liberal arts and sciences. The Greek letters Phi Beta Kappa stand for the phrase "Philosophy is the guide of life." Each year University of Maine faculty and staff who are members of Phi Beta Kappa may elect to membership no more than the ten percent of the senior students in the College of Business, Public Policy and Health. Typically this means that a student must have a grade point average of 3.5 or higher after completion of at least 105 credit hours, must have taken no more than 9 credit hours pass/fail, and must have been a full-time student for at least 4 semesters at the University of Maine.

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

SCHOOL OF SOCIAL WORK HONORS AND AWARDS

Each year students who have achieved academic excellence and students who have served the School of Social Work through participation in the Student Social Work Organization and/or on various School Committees are recognized with a variety of honors or awards at the annual Recognition Banquet.

Ray Dow Award (Outstanding BASW Student) The Ray Dow Award is given by the Maine Chapter of the National Association of Social Work (NASW) to the senior in each of the state's undergraduate social work programs who best exemplifies the values of the profession. In creating the award the Dows emphasized that a high grade point average is not, alone, sufficient criteria for granting this award. NASW's criteria for selection includes:

1. Undergraduate student majoring in social work who is in good standing as a member of the senior class,
2. BSW student who exhibits the potential for significant contributions to social work,
3. Individual whose performance as a student most exemplifies the values of the social work profession.

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

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

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

LIBRARY RESOURCES

Fogler Library contains extensive holdings relevant to social work including numerous books, journals, bibliographies, abstracts, and indexes. Guides have been prepared to assist the social work student and may be obtained in the Library. Reference librarian Nancy Lewis, the library social work specialist, will be glad to answer your questions.

Students are encouraged to recommend books and journals for potential addition to the library collection. Recommendations may be left in the office of the School of Social Work.

ADDITIONAL SCHOOL OF SOCIAL WORK POLICIES

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 the Director of Equal Opportunity, University of Maine, Room 101, 5754 North Stevens Hall, Orono, ME 04469-5754, telephone (207) 581-1226 (voice and TDD), email www.umaine.edu/eo/. Inquiries or complaints about discrimination in employment or education may also be referred to the Maine Human Rights commission. Inquiries or complaints about discrimination in employment may be referred to the U.S. Equal Employment opportunity commission.

Inquiries about the University's compliance with title VI of the civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin; Section 504 or the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, may also be referred to the U.S. Department of Education, Office for Civil Rights (OCR), Boston, MA 02109-4557, telephone (617) 223-9662 (voice) or (617) 223-9695 (TTY/TDD). Generally, an individual may also file a complaint with the OCR within 180b days.

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. Students with disabilities who need an accommodation should contact the Director of Disabilities Services for Students with Disabilities, 121East Annex, 581-2319. After consulting with Director of Disabilities Services students may discuss the needed arrangements with the responsible faculty member or program administrator. Faculty members and administrators are responsible for responding to requests for accommodations. 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).

Credit for prior life and work experience

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

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

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

Ethics

In addition to academic achievement, social work students are expected to demonstrate professional behavior consistent with the ethics of the social work profession as reflected in the Code of Ethics of the National Association of Social Workers. Behavior contrary to these standards will be cause for review of the student's admission to the program or continued future in the social work major.

Behavior

Since the role of social worker involves helping people from a variety of backgrounds and with a range of problems, it is important that social work students not permit personal issues to interfere with this role. Students majoring in social work must have the emotional and psychological resources to render effective assistance to those in need. After admission to the major, students who demonstrate behaviors which suggest that their own difficulties are not sufficiently resolved to be able to help and support others at this time may be asked to seek professional help or to withdraw from the program.

FINANCING YOUR PROGRAM

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

Financial Aid

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

Working while in school

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

Opportunities, such as dormitory resident assistantships, work-study and work merit programs, exist for work on campus. Some of these jobs are very demanding, but may provide useful work experience as well as income. Students should consider their competing school and work demands carefully when deciding on work arrangements. Your academic advisor will be glad to discuss these options with you. From time to time the School receives information about work opportunities. Such information is posted on the student bulletin board in the social work student lounge.

Placements at work sites

It is the policy of the School of Social Work not to approve field placements at a student's place of employment. Although the Social Work faculty recognizes the financial difficulties that many students experience in order to obtain their undergraduate education, we have developed this policy to protect the student and to insure the academic integrity of the field placement.

If placed at the work site, a student could jeopardize his/her paid employment should problems arise in the field placement. Previous work experiences and relationships, too, may hinder successful completion of the field placement.

When there is not a clear distinction between field requirements and work tasks, the student's learning experience may be compromised. The field practicum is the student's opportunity to explore, test, develop skills, obtain new knowledge, and operationalize classroom learning in

social work practice. These opportunities cannot be realized fully when a student must be accountable to an employer for work tasks.

Under special circumstances, a student may engage in a field practicum at the same agency as the work site, providing the field supervisor is different from the work supervisor and that the field placement activities are distinct from tasks performed as part of the student's employment. Proposals for special arrangements must be agreed upon by the field supervisor and the administration of the placement agency, submitted in writing to the School of Social Work, and approved by the Field Coordinator, the student's academic advisor, and the Baccalaureate Program Coordinator.

Paid placements

Paid placements must be structured so that the student is receiving a stipend, but is not being paid for service delivery. The payment of a stipend must in no way place employment expectations or requirements that result from the remuneration of the student. The Field Coordinator, the student's academic advisor, and the Baccalaureate Program Coordinator must approve paid placements.

STUDENTS RIGHTS AND RESPONSIBILITIES

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

The Social Work Organization

Students are encouraged to organize and participate in the Social Work Student Organization (SSWO). SSWO provides social exchange among students, peer support, workshops, job information, and other information related to social work and programs offered by the School. The Social Work Student Organization provides excellent opportunities for social action and public service. Additional information about this student organization is available from the SSWO Faculty Advisor and the SSWO Executive Committee.

Student participation in policy-making

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

STUDENT CONDUCT

Undergraduate or graduate students in the School of Social Work must conduct themselves according to the most current National Association of Social Workers Code of Ethics. Due to the professional and human service function of social work education, these behaviors are part of academic requirements and standards. Student misconduct that involves clients on or off campus or student conduct that is potentially dangerous to current or future clients constitutes a violation of social work academic standards. Behavior in the classroom that is not in compliance with the NASW Code of Ethics also constitutes a violation of social work academic standards. The faculty will follow these academic standards and initiate procedures for dismissal or restriction of offending students. For example, selling drugs or engaging in inappropriate sexual behavior with a child constitutes a violation of NASW Code of Ethics and will result in dismissal proceedings based on academic standards. Student misconduct, on or off campus and directed toward other students, faculty, or University staff, will, at the discretion of the Director of the School, result in either academic or nonacademic procedures for dismissal. When legal or illegal behavior does not affect current or potential clients, but the behavior violates the mission, process, or function of the University, proceedings will follow the University's procedures for nonacademic misconduct.

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

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

7. Plagiarism and other forms of academic dishonesty. (Cobb, 1994)

Please also refer to *Academic Honesty and Dishonesty*, available from the University of Maine Division of Student Affairs, Memorial Union or online at: <http://www.umaine.edu/studentaffairs/jad/honesty.asp>

ACADEMIC AND PROFESSIONAL REVIEW PROCESS

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

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

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

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

An informal review of student progress will proceed as follows:

- All documents, which provide information, including but not limited to logs, papers, and fieldwork evaluations, may be submitted to and considered by the advisor and BAPRC chair.
- If it is determined that a formal review will proceed, the student will be notified immediately, in writing, of the grounds for review, of the steps to be followed, and of his/her rights.
- All relevant full-time faculty and part-time faculty will be notified of a formal review.

- The Baccalaureate Program Coordinator and academic advisor may elect to dismiss a request for formal review. In that case, the student will continue uninterrupted in the program.

Formal Review

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

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

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

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

Academic review outcomes

The following outcomes may result from a formal review:

1. Continuation in the program in good academic standing;
2. Recommendation of probation status to the Director of the School of Social Work (in the case of substandard academic performance) or a recommendation for remediation for conduct violations. The BAPRC may require the student to formulate a written study and or/professional development plan to be approved by the BAPRC by a date determined by the BAPRC.
3. Recommendation of dismissal to the Dean of the College of Business, Public Policy and Health for substandard academic performance or failure to meet conduct, value and/or professional standards of the school.

Once the School of Social Work takes final action, a student may appeal to the College of Business, Public Policy and Health.

Removal from probation

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

STUDENT GRIEVANCE PROCEDURES

These guidelines may be used to address student concerns related to sexual harassment, practicum placement and experience, classroom procedures, cheating or plagiarism, and grades or other evaluation of work. The School of Social Work guidelines supplement rather than replace University guidelines; they are additional procedures which social work students may choose to follow. A social work student with a potential grievance should begin by reviewing University grievance procedures.

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

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

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

REFERENCES

- Cobb, N. H. (1994). Court-recommended guidelines for managing unethical students and working with university lawyers. *Journal of Social Work Education*, 30(1), 18-31.
- Khinduka, S. (1987). Social work and human services. *Encyclopedia of Social Work (18th ed.)*. Silver Spring, MD: National Association of Social Workers.
- Kirst-Ashman, K.K. and Hull, G.H. (2009). *Understanding generalist practice (5rd ed.)*. Pacific Grove, CA: Brooks/Cole.
- Leighninger, L. (1980). The generalist-specialist debate in social work. *Social Service Review*, 54, 1-12.

APPENDIX A -- BASW COURSE REQUIREMENTS

**The University of Maine School of Social Work
BASW Course Requirements**

Student: _____

Advisor: _____

Advisor Updated: _____

PREREQUISITES

CORE COURSES

| COURSE | COMPLETED/WAIVED | GR | CR | COURSE | COMPLETED/WAIVED | GR | CR |
|----------------------------|-------------------------|-----------|-----------|---------------|-------------------------|-----------|-----------|
| SWK 101* | _____ | ___ | 1 | SWK 350 | _____ | ___ | 3 |
| SOC 101 | _____ | ___ | 3 | SWK 351 | _____ | ___ | 3 |
| SOC 201 | _____ | ___ | 3 | SWK 361 | _____ | ___ | 3 |
| OR | | | | | | | |
| SOC 338 | _____ | ___ | 3 | SWK 395 (F) | _____ | ___ | 3 |
| OR | | | | | | | |
| SWK 330 | _____ | ___ | 3 | | | | |
| PSY 100 | _____ | ___ | 3 | SWK 395 (S) | _____ | ___ | 3 |
| POS 100 | _____ | ___ | 3 | | | | |
| OR | | | | | | | |
| PAA 100 | _____ | ___ | 3 | SWK 440 | _____ | ___ | 3 |
| OR | | | | | | | |
| PAA 220 | _____ | ___ | 3 | SWK 462 | _____ | ___ | 3 |
| ENG 212 | _____ | ___ | 3 | | | | |
| OR | | | | | | | |
| ENG 317 | _____ | ___ | 3 | SWK 463 | _____ | ___ | 3 |
| SWK 380 | _____ | ___ | 3 | | | | |
| OR | | | | | | | |
| BIO 100 | _____ | ___ | 4 | SWK 491 | _____ | ___ | 3 |
| (Prerequisite for BIO 208) | | | | | | | |
| AND | | | | | | | |
| BIO 208 | _____ | ___ | 4 | SWK 495 (F) | _____ | ___ | 6 |
| PHI 100 | _____ | ___ | 3 | SWK 495 (S) | _____ | ___ | 6 |
| OR | | | | | | | |
| PHI 230 | _____ | ___ | 3 | | | | |
| OR | | | | | | | |
| PHI 235 | _____ | ___ | 3 | | | | |
| OR | | | | | | | |
| PHI 240 | _____ | ___ | 3 | | | | |
| OR | | | | | | | |
| PHI 344 | _____ | ___ | 3 | | | | |
| SWK 320 | _____ | ___ | 3 | | | | |

*SWK 101 is required for all incoming First Year students and recommended for all transfer students.

**APPENDIX B -- THE UNIVERSITY OF MAINE
GENERAL EDUCATION REQUIREMENTS**

GENERAL EDUCATION REQUIREMENTS

Students should consult *The University of Maine Schedule of Classes* for the current year for the most recent information on courses that satisfy the General Education Requirements. Information on courses that satisfy both General Education Requirements and the Liberal Arts Prerequisites for the BASW program may be found in the Sample Plan of Study, Appendix C - Guide to BASW Course Sequencing in the *BASW Program Guide*. Students planning to complete courses for General Education Requirements at other University of Maine System campuses or at other academic institutions should consult Web DSIS for information on transfer credit, meet with their Academic Advisor, and must complete a Domestic Study Away form **prior to** taking such courses. The student must have the Domestic Study Away form signed by the student's faculty advisor and the BASW Program Director. Forms are available in the Social Work main office.

APPENDIX C -- GUIDE TO BASW COURSE SEQUENCING

BASW SAMPLE PLAN OF STUDY

Rev. 1-06

Required courses are presented in **CAPITAL LETTERS**. SWK 101 is required for all First Year Students, and recommended for transfer students. Courses listed here provide one example of how The University of Maine General Education (GE) Requirements, social work prerequisites, and social work foundation courses might be met. Many courses have prerequisites or are offered in only one semester each year. Be sure to check ***The University of Maine Undergraduate Catalog*** and the Office of Student Records' Website <http://www.records.ume.maine.edu/> for the most current, detailed listing of classes being offered. **Social Work courses marked with an asterisk (*) must be taken during the semester indicated.**

FIRST YEAR: FALL SEMESTER

| Course | | | Credit Hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--------------|-----|---------|--|---|---|--|------|--|--|--|--|---------|--|---|---|--|----|--|--|--|--|------|--|--|--|--|---------|--|--|---|--|
| SWK 101 | | OPPORTUNITIES IN SOCIAL WORK | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC 101 | | INTRODUCTION TO SOCIOLOGY (GE Social context) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">POS 100</td> <td style="width: 10%;"></td> <td style="width: 50%;">AMERICAN GOVERNMENT (GE Social context)</td> <td style="width: 10%; text-align: right;">3</td> <td style="width: 10%;"></td> </tr> <tr> <td colspan="5" style="text-align: center;">-OR-</td> </tr> <tr> <td>PAA 100</td> <td></td> <td>INTRODUCTION TO PUBLIC ADMINISTRATION (GE Social Context)</td> <td style="text-align: right;">3</td> <td></td> </tr> <tr> <td colspan="5" style="text-align: center;">--</td> </tr> <tr> <td colspan="5" style="text-align: center;">-OR-</td> </tr> <tr> <td>PAA 220</td> <td></td> <td>INTRODUCTION TO PUBLIC POLICY (GE Social Context/Ethics)</td> <td style="text-align: right;">3</td> <td></td> </tr> </table> | | | | | POS 100 | | AMERICAN GOVERNMENT (GE Social context) | 3 | | -OR- | | | | | PAA 100 | | INTRODUCTION TO PUBLIC ADMINISTRATION (GE Social Context) | 3 | | -- | | | | | -OR- | | | | | PAA 220 | | INTRODUCTION TO PUBLIC POLICY (GE Social Context/Ethics) | 3 | |
| POS 100 | | AMERICAN GOVERNMENT (GE Social context) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -OR- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PAA 100 | | INTRODUCTION TO PUBLIC ADMINISTRATION (GE Social Context) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -OR- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PAA 220 | | INTRODUCTION TO PUBLIC POLICY (GE Social Context/Ethics) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENG 101 | | COLLEGE COMPOSITION (GE writing competency) | 3 | XXX | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ### | | GE Artistic and creative expression | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| XXX ### | | General Elective | <u>3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

FIRST YEAR: SPRING SEMESTER

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|----------|--|---------|--|---|--|--|------|--|--|--|--|---------|--|--|---|--|------|--|--|--|--|---------|--|---|--|--|------|--|--|--|--|---------|--|---|--|--|
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">SOC 201</td> <td style="width: 10%;"></td> <td style="width: 50%;">SOCIAL INEQUALITY (GE cultural diversity)</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td colspan="5" style="text-align: center;">-OR-</td> </tr> <tr> <td>SOC 338</td> <td></td> <td>RACE AND ETHNICITY (GE cultural diversity)</td> <td style="text-align: right;">3</td> <td></td> </tr> <tr> <td colspan="5" style="text-align: center;">-OR-</td> </tr> <tr> <td>SWK 330</td> <td></td> <td>DIVERSITY AND PLURALISM (GE cultural diversity)</td> <td></td> <td></td> </tr> </table> | | | | | SOC 201 | | SOCIAL INEQUALITY (GE cultural diversity) | | | -OR- | | | | | SOC 338 | | RACE AND ETHNICITY (GE cultural diversity) | 3 | | -OR- | | | | | SWK 330 | | DIVERSITY AND PLURALISM (GE cultural diversity) | | | | | | | | | | | | |
| SOC 201 | | SOCIAL INEQUALITY (GE cultural diversity) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -OR- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC 338 | | RACE AND ETHNICITY (GE cultural diversity) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -OR- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWK 330 | | DIVERSITY AND PLURALISM (GE cultural diversity) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PSY 100 | | GENERAL PSYCHOLOGY | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">PHI 100</td> <td style="width: 10%;"></td> <td style="width: 50%;">CONTEMPORARY MORAL PROBLEMS (GE West.cult.trad./Ethics)</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td colspan="5" style="text-align: center;">-OR-</td> </tr> <tr> <td>PHI 230</td> <td></td> <td>ETHICS (GE West.cult.trad./Ethics)</td> <td style="text-align: right;">3</td> <td></td> </tr> <tr> <td colspan="5" style="text-align: center;">-OR-</td> </tr> <tr> <td>PHI 240</td> <td></td> <td>SOCIAL AND POLITICAL PHILOSOPHY (GE West.cult.trad./Ethics)</td> <td></td> <td></td> </tr> <tr> <td colspan="5" style="text-align: center;">-OR-</td> </tr> <tr> <td>PHI 344</td> <td></td> <td>THEORIES OF JUSTICE (GE West.cult.trad./Ethics)</td> <td></td> <td></td> </tr> </table> | | | | | PHI 100 | | CONTEMPORARY MORAL PROBLEMS (GE West.cult.trad./Ethics) | | | -OR- | | | | | PHI 230 | | ETHICS (GE West.cult.trad./Ethics) | 3 | | -OR- | | | | | PHI 240 | | SOCIAL AND POLITICAL PHILOSOPHY (GE West.cult.trad./Ethics) | | | -OR- | | | | | PHI 344 | | THEORIES OF JUSTICE (GE West.cult.trad./Ethics) | | |
| PHI 100 | | CONTEMPORARY MORAL PROBLEMS (GE West.cult.trad./Ethics) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| PHI 230 | | ETHICS (GE West.cult.trad./Ethics) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| -OR- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PHI 344 | | THEORIES OF JUSTICE (GE West.cult.trad./Ethics) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| XXX ### | | General Elective | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| XXX ### | | GE Population and the Environment | <u>3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SOPHOMORE YEAR: FALL SEMESTER

| | | | | |
|---------|--|---|---|--|
| XXX ### | | GE Lab Science ** | 4 | |
| SWK 320 | | VALUES, HISTORY, PRACTICE IN SOCIAL WORK & SOCIAL WELFARE (GE Social Content) | 3 | |

| | | | | |
|-----|-----|------------------|----------|-----|
| XXX | ### | GE Mathematics | 3 | |
| XXX | ### | General Elective | 3 | XXX |
| XXX | ### | General Elective | <u>3</u> | |
| | | | 16 | |

SOPHOMORE YEAR: SPRING SEMESTER

| | | | |
|-----|-----|---------------------------|----------|
| XXX | ### | GE Application Science ** | 3 |
| XXX | ### | GE Mathematics | 3 |
| XXX | ### | General Elective | 3 |
| XXX | ### | General Elective | 3 |
| XXX | ### | General Elective | <u>3</u> |
| | | | 15 |

JUNIOR YEAR: FALL SEMESTER

| Course | | | Credit Hours |
|--------|------|---|--------------|
| SWK | 350* | HUMAN BEHAVIOR AND THE ENVIRONMENT I | 3 |
| SWK | 395* | BEGINNING FIELD EXPERIENCE IN SOCIAL WORK | 3 |
| SWK | 491* | METHODS IN SOCIAL RESEARCH | 3 |

| | | | |
|-----|-----|--|---|
| ENG | 317 | BUSINESS AND TECHNICAL WRITING (GE Writing Intensive) | 3 |
| | | -OR- | 3 |
| ENG | 212 | PERSUASIVE AND ANALYTICAL WRITING (GE Writing Intensive) | 3 |

| | | | |
|-----|-----|------------------|----------|
| XXX | ### | General Elective | <u>3</u> |
| | | | 15 |

JUNIOR YEAR: SPRING SEMESTER

| | | | |
|-----|------|---|----------|
| SWK | 361* | SOCIAL WORK METHODS I | 3 |
| SWK | 440* | SOCIAL WELFARE POLICY AND ISSUES (GE Writing Intensive in the Major) | 3 |
| SWK | 395* | BEGINNING FIELD EXPERIENCE IN SOCIAL WORK | 3 |
| SWK | 351* | HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II | 3 |
| SWK | 380 | The Biological Person | <u>3</u> |
| | | | 15 |

SENIOR YEAR: FALL SEMESTER

| | | | |
|-----|------|--------------------------------|----------|
| SWK | 462* | SOCIAL WORK METHODS II | 3 |
| SWK | 495* | FIELD PRACTICUM IN SOCIAL WORK | 6 |
| XXX | ### | General Elective | 3 |
| XXX | ### | General Elective | <u>3</u> |
| | | | 15 |

SENIOR YEAR: SPRING SEMESTER

| | | | |
|-----|------|--------------------------------|----------|
| SWK | 463* | SOCIAL WORK METHODS III | 3 |
| SWK | 495* | FIELD PRACTICUM IN SOCIAL WORK | 6 |
| XXX | ### | General Elective | <u>3</u> |

NOTE: 120 Credits are required for graduation. Waived courses **do not** earn credit hours.

Students may choose to meet the SWK Human Biology pre-requisite by completing SWK 380: The Biological Person and the Environment. This course **does not substitute for the General Education Science requirement. Students taking SWK 380 must complete two GE Science courses. At least one GE Science course must be a lab course. Alternatively students may wish to take BIO 100 and BIO 208 to fulfill both the GE Science requirements and the SWK Human Biology requirements. A final alternative is to take BIO 100 through University of Maine Augusta (many students do this during the summer) which meets both the GE Lab Science and SWK Human Biology requirement.

APPENDIX D -- APPLICATION FOR ENTRY INTO THE PRACTICE SEQUENCE

Dear Student:

This is your packet for entry into the Social Work Practice Sequence. Your completed packet is due on or before **October 15** and must include:

1. Your completed Resume Form (see attached or use one you have already created, providing it includes all information required);
2. Your essay (BASW Essay Instructions enclosed);
3. Two letters of reference which you may request from professors, employers, or others who can speak knowledgeably about your qualifications for a social work career. Read the directions on the Reference Letter Form carefully. Please provide the instructions and a self-addressed stamped envelope to each of your three referees and return the sealed references with your application materials;
4. A complete transcript of your college work including all courses through the end of previous semester. If you have received credit for courses taken in locations other than the University of Maine and those courses have not been evaluated by the University of Maine, please request an evaluation of transcript from the Associate Dean, College of Business, Public Policy, and Health, 211 D.P. Corbett Building [581-1970];
5. Your completed BASW Course Information Form signed and dated by your faculty advisor (see attached).

[NOTE: The BASW Practice Sequence Review Committee will consider complete packets only.]

Academic Requirements: Students planning to enter the BASW Practice Sequence must have a cumulative grade point average of 2.50 or higher and must have completed the following liberal arts foundation courses each with a grade of C- or higher, or be enrolled in those courses at the time of application, or have an approved plan for completing remaining prerequisites in the coming spring semester. Students who have less than a 2.5 GPA or who have not completed all the prerequisites may be granted conditional acceptance into the Practice Sequence.

- **SWK 101** Opportunities in Social Work
- **SOC 101** Introduction to Sociology
- **SOC 201** Social Inequality or **SOC 338** Race & Culture or **SWK 330** Diversity & Pluralism
- **POS 100** American Government or **PAA 100** Introduction to Public Administration or **PAA 220** Introduction to Public Policy
- **PSY 100** General Psychology
- **ENG 212** Persuasive and Analytical Writing or **ENG 317** Business and Technical Writing
- **SWK 320** Values, History and Practice in Social Work & Social Welfare
- **BIO 208** Anatomy & Physiology or **SWK 380** The Biological Person and the Environment may be substituted for the Human Anatomy & Physiology prerequisite. Consult with your academic advisor before making the substitution.

and **ONE** of the following:

- **PHI 100** Contemporary Moral Problems or **PHI 230** Ethics; or **PHI 240** Social and Political Philosophy or **PHI 344** Theories of Justice.

Ethics: Social Work students are expected to demonstrate professional behavior consistent with the ethics of the social work profession as reflected in the Code of Ethics of the National Association of Social Workers. Violations of these standards will be cause for review of the student's continued future in the social work major.

Professional Conduct: Because the role of social worker involves helping people from a variety of backgrounds and with a range of problems, it is important that social work students not permit personal issues to interfere with this role. Furthermore, it is important that they have the emotional and psychological resources to render effective assistance to those in need. Students who demonstrate that their own issues are not sufficiently resolved to be able to help and support others at this time may be asked to seek professional help or to withdraw from the program.

Entry into the BASW Practice Sequence: The School of Social Work accepts a maximum of 24 baccalaureate majors for the Practice Sequence. Students' packets are reviewed as a group. After packets have been reviewed and approved, students will be notified by mail that they have permission to enter the Practice Sequence.

Completed packets must be received in the School of Social Work office on or before **October 15**. All students will be informed of the decision of the BASW Practice Sequence Review Committee on or before the first day of registration for the next semester's classes.

Best wishes for a successful review.

Sincerely,
Jay Peters, PhD
BASW Coordinator

Enclosures:

- Essay instructions
- Instructions for letters of reference (two copies)
- BASW Course Information Form
- Resume Form

**BASW Practicum Sequence Application
Resume Form**

Name: _____ SS/ID: _____
 Campus Address: _____ Academic Advisor: _____
 Campus Phone: _____ E-Mail: _____

Academic History

| Dates: | Schools Attended | Course of Study | Degree (If Any) |
|----------------------|-------------------------|------------------------|------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| Honors/Awards | | Date Received | |
| | | | |
| | | | |
| | | | |

Unpaid Work/Volunteer Work History

| Dates: | Location/Agency | Address | Position Held |
|----------------------|------------------------|----------------------|----------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| Honors/Awards | | Date Received | |
| | | | |
| | | | |
| | | | |

Paid Work History

| Dates: | Location/Agency | Address | Position Held |
|----------------------|------------------------|----------------------|----------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| Honors/Awards | | Date Received | |
| | | | |
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BASW ESSAY INSTRUCTIONS

The essay is intended to help the BASW Practice Sequence Review Committee assess your readiness to enter the Practice Sequence. Before you begin to write, you should download (*nasw.org*) and review the Code of Ethics of the National Association of Social Workers carefully and consider the fit between these professional standards and your personal values and ethics. Your essay must be typed and limited to three (3) pages. In your essay you should:

Describe briefly your life experiences that have contributed to your interest in social work;

Discuss your reasons for wanting to become a professional social worker and identify your career goals;

Describe how experiences in social work classes that you have taken or are currently taking have affected your understanding of the profession of social work;

Compare your personal value system with the values expressed in the NASW Code of Ethics;

**ESSAYS ARE CONSIDERED CONFIDENTIAL
AND WILL BE TREATED AS SUCH.**

BASW COURSE INFORMATION FORM

Name: _____

Grade Point Average: _____

Instructions: Complete the form below, adding the grade if you have already taken the course or noting in the box, "Plan for Completion," if you are currently enrolled in the course or plan to take it in a future semester. Where multiple courses satisfy a requirement, circle the one you took. Enter any Social Work electives you may have taken or plan to take. If you have been waived from any course requirements, indicate that information under "Grade".

| Prerequisite Courses | Grade | Plan for Completion |
|--|--------------|----------------------------|
| SWK 101 | | |
| SOC 101 | | |
| SOC 201, SOC 338 OR SWK 330 | | |
| PSY 100 | | |
| POS 100/PAA 100/PAA 220 | | |
| BIO 208 OR SWK 380 | | |
| ENG 212/ENG 317 | | |
| PHI 100/230/235/240/ or 344 | | |
| SWK 320 | | |
| Social Work Courses | | |
| SWK 350 | | |
| SWK 395 (Fall) | | |
| SWK 491 | | |

Check List: Your completed packet should include:

- _____ **Resume** _____ **Transcript/Evaluation of transcript for all course work completed**
- _____ **Essay** _____ **BASW Course Information Form**
- _____ **Two letters of reference**

Computer skills:

My word processing program is _____ My email address is: _____

Projected hours at graduation:

I will have ___ hours at graduation [minimum requirement 120 hrs].

I have ___ / will have ___ completed all of my General Education requirements at graduation.

Faculty Advisor's Signature: _____ Date: _____

This section to be filled in by applicant. (Please print or type)

SS/ID# _____

(Last Name)

(First Name)

(Middle Name)

Department

Degree Sought

OPTIONAL: (This waiver is not required as a condition for admission to or receipt of financial aid or any other services and benefits from the University.) All rights of access to this letter of recommendation conferred by the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380) as amended, or otherwise, are hereby voluntarily waived.

DATE _____

Signature _____

To those asked to submit references:

You have been asked to write a recommendation for this student who is seeking enrollment in the Practice Sequence in the University of Maine Baccalaureate Social Work Program. Our mission is to prepare competent and effective beginning level social work professionals who are committed to practice in public and not-for-profit private agencies serving the people of rural areas and small communities characteristic of the State of Maine.

In your letter of recommendation please describe how long and in what capacity you have known the student, and give your assessment of the student's strengths and limitations relevant to a career in professional social work. We are especially interested in your evaluation of the student's values, ability to relate to people different from herself/himself, written and oral communication skills, and ability to accept and use constructive criticism. Please identify any factors that may need to be surmounted in order for the student to become a competent social worker or which indicate that the student should not pursue social work as a career.

Please seal your letter in the envelope provided by the student, sign your name across the flap, and return it to the student for forwarding to the School of Social Work. If you have questions about the screening process or wish additional information about our BASW Program, please contact me at (207)581-2385. Thank you very much for your contribution to this process. Your early response will expedite the review process for this student.

Sincerely,

Jay Peters, PhD
Interim BASW Program Coordinator

This section to be filled in by applicant. (Please print or type)

SS/ID# _____

(Last Name)

(First Name)

(Middle Name)

Department

Degree Sought

OPTIONAL: (This waiver is not required as a condition for admission to or receipt of financial aid or any other services and benefits from the University.) All rights of access to this letter of recommendation conferred by the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380) as amended, or otherwise, are hereby voluntarily waived.

DATE _____

Signature _____

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Please seal your letter in the envelope provided by the student, sign your name across the flap, and return it to the student for forwarding to the School of Social Work. If you have questions about the screening process or wish additional information about our BASW Program, please contact me at (207)581-2385. Thank you very much for your contribution to this process. Your early response will expedite the review process for this student.

Sincerely,

Jay Peters, PhD
Interim BASW Program Coordinator

**APPENDIX E -- CODE OF ETHICS OF THE NATIONAL ASSOCIATION
OF SOCIAL WORKERS**

**Code of Ethics of the
National Association of Social Workers**

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience. Purpose of the NASW Code of Ethics Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.

2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may

involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members. A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems. Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice. Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships. Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner. Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

- (a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
- (b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is

social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

- (a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
- (b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent,

and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

APPENDIX F -- SCHOOL OF SOCIAL WORK WRITING GUIDELINES

WRITING GUIDELINES AND PLAGIARISM

Writing is a crucial component of effective social work practice, and students will be expected to produce professional written products. Faculty members expect that students' papers will be well

organized, evidence systematic analysis, and respect rules of grammar, spelling and punctuation. In other words, you must pay attention to the form of your papers as well as the content. Written work must also conform to UM School of Social Work guidelines regarding use of non-sexist language and APA editorial style.

Written assignments must also reflect students' careful concern to give proper credit and acknowledgements for **ALL** words or ideas that are not original student work. Plagiarism occurs when proper credit or acknowledgement does not occur. Instructors may assign a grade of F to a plagiarized paper. Do not allow yourself to feel so intimidated by the scope or depth of an assignment that you plagiarize and risk the penalty. Help is available when you have difficulties with a particular assignment-your instructors will refer you to the Writing Center if you need additional assistance.

The examples below illustrate the ground rules for acknowledging sources and show how to use the words and ideas of other people without plagiarizing. Suppose the following passage were your source:

We talk about the tensions of industrial society. No doubt industrial society generates awful tensions. No doubt the ever-quickening pace of social change depletes and destroys the institutions, which make for social stability. But this does not explain why Americans shoot and kill so many more Americans than Englishmen kill Englishmen or Japanese kill Japanese. England, Japan and West Germany are, next to the United States, the most heavily industrialized countries in the world. Together they have a population of 214 million people. Among these 214 million, there are 135 gun murders a year. Among the 200 million people of the United States there are 6500 gun murders a year--about forty-eight times as many. Philadelphia alone has about the same number of criminal homicides as England, Scotland and Wales combined--as many in a city of two million (and a city of brotherly love, at that) as in a nation of 45 million (Schlesinger, 1972, p. 105).

Of course, if you used this paragraph, in whole or in part, you would have to indicate the words were Schlesinger's through use of either quotation marks or an indented "block quote" and by writing (Schlesinger, 1972, p. 105) at the end of the quote. When the writer uses some of her or his own words, however, questions begin to occur. Read the following example.

Obvious Plagiarism

Americans are more violent than other industrial men such as the Japanese. In other industrial countries, there are 135 murders a year, but among the 200 million people of the United States there are 6,500 a year, and Philadelphia has about the same number of criminal homicides as England, Scotland and Wales combined.

The writer has authored the first sentence but the remainder of the paragraph belongs mostly to Schlesinger. The writer must put Schlesinger's words in quote marks, indicate by ellipses (...) that he or she has omitted some of Schlesinger's words, and also write a footnote identifying the book it came from: (Schlesinger, 1972). That would avoid plagiarism. Even so, such a piece hardly does justice to the original, the writer having chopped it up as an awkward butcher might hack up a side of beef. A person doing research should try to be as faithful to the spirit and intent of the original as she or he can possibly be. Look at the correct example below:

We often try to blame America's love of violence on its social instability, the outgrowth of our industrialized economy. But, as Arthur Schlesinger (1972, p. 105) points out, "...Americans shoot and kill...more Americans than Englishmen kill Englishmen or Japanese kill Japanese." The United States has 6,500 murders by gun every year, almost fifty times as many as England, Japan and West Germany put together. "Philadelphia alone," Schlesinger continues, "has the same number of criminal homicides as England, Scotland and Wales combined--as many in a city of two million...as in a nation of 45 million."

In this paragraph the writer has properly quoted the important materials and summarized the rest, without distorting Schlesinger's idea.

Patchwork Plagiarism

Sometimes a writer will author most of the words herself or himself, as in the example below:

The tensions of an industrial society such as ours do not account for the high murder rate in the United States. We kill more of ourselves than Englishmen kill Englishmen or Japanese kill Japanese. Why in Philadelphia alone there are as many gun murders as in Wales, Scotland and England combined, and in the United States as a whole there are forty-eight times as many criminal homicides as in England, Japan and West Germany--the other highly industrialized nations--put together.

This is a patchwork combination of Schlesinger's words and the writer's phrases from the original stitched together in a jumbled order. As such, it is plagiarized. Again, Schlesinger's words must be quoted and the source must be footnoted. Such names as England and Japan need not be quoted because they are the generally accepted labels for the countries that we all use, not just Schlesinger's; and they exist therefore in the common domain. Other widely known facts such as the date of the Declaration of Independence or the mathematical equivalent of pi need not be footnoted either.

The Scintillating Term

Sometimes writers will paraphrase an author almost completely, except for a particularly brilliant or scintillating term or phrase that seems so perfect they feel they cannot top it. Consider:

The high number of gun murders in the United States each year cannot be accounted for by blaming our rapidly changing and unstable industrialized society. Other industrialized countries have only about one-fiftieth as many criminal homicides. Americans kill about 6,500 fellow Americans every year, many more than Englishmen kill Englishmen or Japanese kill Japanese, even though they too live in industrialized societies.

Evidently the writer felt that he or she could not put Schlesinger's phrases (underlined) into his or her own words. Few phrases ever become immortal because they are so well said, and the writer should not feel intimidated by the source and regard the words as inviolable. With a little thought writers can find their own words, and they will probably communicate as well as the original. If that does not seem possible, or if the original contains the perfect phrase that expresses that idea so well that it

would be fruitless to try to paraphrase, then writers might use the words, surrounding them by quote marks, of course.

The Paraphrase

When writers paraphrase, they put the author's ideas into their own words. The following paragraph illustrates an adequate paraphrase that neither damages the original nor plagiarizes:

We often try to blame America's love of violence on its social instability, the outgrowth of our industrial economy. But, as Schlesinger points out, other industrialized countries such as England, Japan and West Germany with a combined population slightly larger than ours have approximately one-fiftieth as many murders. These countries record about 135 murders by gun each year, Schlesinger continues, while the United States has between six and seven thousand. Indeed, as many murders occur in Philadelphia as in England, Scotland and Wales put together (Schlesinger, 1972, p. 105).

The words are all the writer's own. However, the writer is still obligated to give Schlesinger credit for these ideas with a footnote. If the writer does not give credit for the ideas, he or she will have plagiarized just as surely as if words had been copied.

If you are still unsure about a particular point, confer with your instructor; but as a general rule of thumb, remember that it is best to document if the case seems questionable. At worst, an excess of documentation is a bit tedious; at best, too little documentation is plagiarism.

GUIDELINES FOR NONSEXIST LANGUAGE

The following guidelines are offered to help in recognizing and changing instances where word choices may be inaccurate, misleading or discriminatory.

Sexism in language may be classified into two categories: problems of designation and problems of evaluation.

Problems of designation. When you refer to a person or persons, choose words that are accurate, clear, and free from bias. Long established cultural practice can exert a powerful, insidious influence over even the most conscientious author. For example, the use of man as a generic noun can be ambiguous and may convey an implicit message that women are secondary importance. You can choose nouns, pronouns, and adjectives to eliminate, or at least to minimize, the possibility of ambiguity in sex identity or sex role. In the examples in Table 1, problems of designation are divided into two subcategories: ambiguity of referent, when it is unclear whether the author means one sex or both sexes, and stereotyping, when the writing conveys unsupported or biased connotations about sex roles and identity.

Problems of evaluation. Scientific writing, as an extension of science, should be free of implied or irrelevant evaluation of the sexes. Difficulties may derive from the habitual use of clichés or familiar expressions, such as "man and wife." Thus, husband and wife are parallel,

and man and woman are parallel, but man and wife are not. In the examples in Table 1, problems of evaluation, like problems of designation, are divided into ambiguity of referent and stereotyping.

Avoiding sexist language. The task of changing language may seem awkward at first. Nevertheless, careful attention to meaning and practice in rephrasing will overcome any initial difficulty (cf. Bass, 1979). The result of such effort, and the purpose of the Table 1 guidelines, is accurate, unbiased communication.¹

¹ American Psychological Association (1983). *Publication Manual of the American Psychological Association* (third edition). Washington D.C., p. 44.

I. PROBLEMS OF DESIGNATION

| Examples of common usage | Consider meaning. An alternative may be better. | Comment |
|--------------------------|---|---------|
|--------------------------|---|---------|

A. Ambiguity of Referent

| | | |
|--|---|--|
| <p>1. The <i>client</i> is usually the best judge of the value of <i>his</i> counseling.</p> | <p>The <i>client</i> is usually the best judge of the value of counseling.</p> <p><i>Clients</i> are usually the best judges of the value of the counseling they receive.</p> <p>The best judge of the value of counseling is usually <i>the client</i>.</p> | <p><i>His</i> deleted.</p> <p>Changed to plural.</p> <p>Rephrased.</p> |
| <p>2. <i>Man's search</i> for knowledge has led <i>him</i> into ways of learning that bear examination.</p> <p><i>People</i> have continually sought</p> | <p><i>The search</i> for knowledge has led <i>us</i> into ways of learning that bear examination.</p> <p>Rewritten in two sentences. knowledge. The search has led them...</p> | <p>Rephrased, using first person.</p> |
| <p>3. man, mankind</p> <p>man's achievements</p> <p>the average man</p> <p>man a project</p> <p>manpower</p> <p>Department of Manpower</p> | <p>people, humanity, human beings, humankind, human species</p> <p>human achievements, achievements of the human species</p> <p>the average person, people in general</p> <p>staff a project, hire personnel, employ staff</p> <p>work force, personnel, workers human resources</p> <p>(No alternative.)</p> | <p>In this group of examples, a variety of terms may be substituted.</p> <p>Official titles should not be changed.</p> |
| <p>4. The use of experiments in psychology presupposes the mechanistic nature of <i>man</i>.</p> | <p>The use of experiments in psychology presupposes the mechanistic nature of the <i>human being</i>.</p> | <p>Noun substituted.</p> |
| <p>5. This interference phenomenon, called learned helplessness, has been demonstrated in rats, cats, fish, dogs, monkeys, and <i>men</i>.</p> | <p>This interference phenomenon, called learned helplessness, has been demonstrated in rats, cats, fish, dogs, monkeys, and <i>humans</i>.</p> | <p>Noun substituted.</p> |
| <p>6. Issues raised were whether the lack of cardiac responsivity in the premature <i>infant</i> is secondary to <i>his</i> heightened level of autonomic arousal...</p> | <p>...responsivity in the premature <i>infant</i> is secondary to <i>the</i> heightened level...</p> | <p><i>His</i> changed to <i>the</i>.</p> |

| Examples of common usage | Consider meaning. An Alternative may be better. | Comment |
|---|--|--|
| | ...responsivity in premature <i>infants</i> is secondary to <i>their</i> heightened levels... | Rewritten in plural. |
| 7. First the <i>individual</i> becomes aroused by violations of <i>his</i> personal space, and then <i>he</i> attributes the cause of this arousal to other people in <i>his</i> environment. | First <i>we</i> become aroused by violations of <i>our</i> personal space, and then <i>we</i> attribute the cause of this arousal to other people in <i>the</i> environment. | Pronouns substituted, <i>he</i> and <i>his</i> omitted. |
| 8. Much has been written about the effect that a <i>child's</i> position among <i>his</i> siblings has on <i>his</i> intellectual development. | Much has been written about the relationship between sibling position and intellectual development in <i>children</i> . | Rewritten, plural introduced. |
| 9. Subjects were 16 girls and 16 boys. Each <i>child</i> was to place a car on <i>his</i> board so that two cars and boards looked alike. | Each child was to place a car on <i>his or her</i> board so that two cars and boards looked alike. | Changed <i>his</i> to <i>his or her</i> ; however, use sparingly to avoid monotonous repetition. <i>Her or his</i> may also be used, but it sounds awkward. In either case, keep pronoun order consistent to avoid ambiguity. |
| 10. Each person's alertness was measured by the difference between <i>his</i> obtained relaxation score and <i>his</i> obtained arousal score. | Each person's alertness was measured by the difference between <i>the</i> obtained relaxation and arousal scores. | <i>His</i> deleted, plural |
| 11. The client's husband <i>lets</i> her teach part-time. | The client's husband " <i>lets</i> " her teach part-time. The husband says he " <i>lets</i> " the client teach part-time. The client <i>says her husband "lets"</i> her teach part-time. | Punctuation added to clarify location of the bias, that is, with husband and wife, not with author. If necessary, re-write to clarify as allegation. See Example 24 below. |
| B. Stereotyping | | |
| 12. males, females | men, women, boys, girls, adults, children, adolescents | Specific nouns reduce possibility of stereotypic bias and often clarify discussion. Use <i>male</i> and <i>female</i> as adjectives where appropriate and relevant (female experimenter, male subject). Avoid unparallel usages such as 10 men and 16 <i>females</i> . |
| 13. Research scientists often neglect their <i>wives and children</i> . | Research scientists often neglect their <i>families</i> . | Alternative wording acknowledges that women as well as men are research scientists. |

| Examples of common usage | Consider meaning. An Alternative may be better. | Comment |
|---|--|---|
| 14. When a <i>test developer</i> or <i>test user</i> fails to satisfy these requirements, <i>he</i> should... | When <i>test developers</i> or <i>test users</i> fail to satisfy these requirements, <i>they</i> should... | Same as Example 13. |
| 15. the psychologist... <i>he</i> the therapist... <i>he</i> the nurse... <i>she</i> the teacher... <i>she</i> | psychologists... <i>they</i> ; the psychologist... <i>she</i> therapists... <i>they</i> ; the therapist... <i>she</i> nurses... <i>they</i> ; nurse... <i>he</i> teachers... <i>they</i> ; teacher... <i>he</i> | Be specific or change to plural if discussing women as well as men. |
| 16. woman doctor, lady lawyer, male nurse | doctor, physician, lawyer, nurse male doctors"). | Specify sex if it is a variable or if sex designation is necessary to the discussion ("13 female doctors and 22 |
| 17. mothering | parenting, nurturing (or specify exact behavior) | Noun substituted. |
| 18. chairman (of an academic department) chairman (presiding officer of a committee or meeting) | Use <i>chairperson</i> or <i>chair</i> if it is that the institution has established either form as an official title. Otherwise use <i>chairman</i> . chairperson, moderator, discussion leader | <i>Department head</i> may be known to be appropriate, but the term is not synonymous with <i>chairman</i> and <i>chairperson</i> at all institutions. In parliamentary usage <i>chairman</i> is the official term. Alternatives are acceptable in most writing. |
| 19. Only <i>freshmen</i> were eligible for the project. All the students had matriculated for three years, but the majority were still <i>freshmen</i> . | (No alternative if academic standing is meant.) | <i>First-year student</i> is often an acceptable alternative to <i>freshman</i> , but in these cases, <i>freshmen</i> is used for accuracy. |
| 20. foreman, policeman, stewardess, mailman | supervisor, police officer, flight attendant, postal worker or letter carrier | Noun substituted. |

II. PROBLEMS OF EVALUATION

| Examples of common usage | Consider meaning. An alternative may be better. | Comment |
|--------------------------|---|---------|
|--------------------------|---|---------|

A. Ambiguity of Referent

| | | |
|---|---|---|
| 21. The authors acknowledge the assistance of <i>Mrs. John Smith</i> . | The authors acknowledge the assistance of <i>Jane Smith</i> . | Use given names in author of acknowledgments. When forms of address are used in text, use the appropriate form: Mr., Mrs., Miss, or Ms. |
| 22. men and women, sons and daughters, boys and girls, husbands and wives | women and men, daughters and sons, girls and boys, wives and husbands | Vary the order if content does not require traditional order. |

B. Stereotyping

| | | |
|---|--|--|
| 23. men and girls | men and women, women and men | Use parallel terms. Of course, use <i>men and girls</i> if that is literally what is meant. |
| 24. The client's husband lets her teach part-time. | The client teaches part-time. | The author of this example intended to communicate the working status of the woman but inadvertently revealed a stereotype about husband wife relationships; see Example 11 above. |
| 25. ambitious men and aggressive women | ambitious women and men or ambitious people aggressive men and women or aggressive people | Some adjectives, depending on whether the person described is a man or a woman, connote bias. The examples illustrate some common usages that may not always convey exact |
| cautious men and timid women | cautious women and men, cautious people | meaning, especially when paired, as in column 1. |
| 26. The boys chose typically male toys. | The boys chose (specify). | Being specific reduces possibility of stereotypic bias. |
| The client's behavior was typically female. | The client's behavior was (specify). | female. |
| 27. woman driver | driver | If specifying sex is necessary, use <i>female driver</i> . |
| 28. The <i>girls</i> in the office greeted all clients. | secretaries, office assistants | Noun substituted. |

| Examples of common usage | Consider meaning. An alternative may be better. | Comment |
|---|---|--|
| 29. coed | female student | Noun substituted. |
| 30. women's lib, women's libber | women's movement, feminist, supporter of women's movement | Noun substituted. |
| 31. Subjects were 16 men and 4 women. <i>The women were housewives.</i> | The men were (specify) and the women were (specify). | Describe women and men in parallel terms. <i>Housewife</i> indicates sex, marital status, and occupation, and excludes men. <i>Homemaker</i> indicates occupation, and includes men. |

NASW PRESS GUIDELINES FOR DESCRIBING PEOPLE

The NASW Press policy on unbiased communication has been in existence since the mid-1980's:

In the interest of accurate and unbiased communication, authors should not use language that may imply ethnic, racial, sexual, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equitable treatment of individuals and groups, and material submitted to the NASW Press should not promote stereotypical or discriminatory attitudes or assumptions about people.

These guidelines are intended to provide further assistance to authors in using language to describe people. The purposes of the guidelines are to help authors

- ✓ portray people as accurately and vividly as possible
- ✓ eliminate bias from their writing
- ✓ incorporate the richness of cultural diversity
- ✓ use language that is accessible and inviting to the reader.

All languages evolve over time, and it is likely that English will evolve to incorporate new terms for and better ways of describing people. In the meantime, the NASW Press expects authors and staff to follow the guidelines outlined in this document.

GENERAL GUIDELINES

The following guidelines apply to many populations.

Seek and use the preference of the people you write about.

Ask people you are working with how they prefer to be described and use the terms they give you. If, as often happens, people within a group disagree on preference, report the different terms and try to use the one most often used within the group. The NASW Press does not object to using alternate terms, such as black and African American, within one article or chapter as long as the content is clearly written so that readers are not confused. Be sensitive to real preferences and do not adopt descriptions that may have been imposed on people. For example, older people may say, "oh, we're just senior citizens."

Be as specific as possible.

If you have studied work experiences among *Cuban Americans*, *Mexican Americans*, and *Puerto Ricans*, report on those three groups; do not lump them together as *Hispanics*. Whenever possible, use specific racial or ethnic identities instead of collecting different groups under a general heading. If you have researched drug use among a group of people whose ages range from 65 to 75, cite their ages rather than reporting on "drug use among older people."

Describe people in the positive.

Describe people in terms of what they are, instead of what they are not. For example, do not use the terms *nonwhite* or *nonparticipant*.

Remember that you are writing about people.

Help the reader see that you are writing about people, not subjects or objects. Use the terms *sample* or *subject* for statistics and describe the participants as *respondents*, *participants*, *workers*, and so forth. Keep in mind that a group of 100 people who share certain characteristics also have many traits unique to them, even though those individual traits are not included in your report. Pretend that you are a member of the group about whom you are writing and see how you would react to the terms you have used to describe them.

Avoid using terms that label people.

When adjectives that describe a person's condition or status are used as nouns, they become labels that often connote a derogatory intent. For example, people who do not earn enough money to provide their needs are often referred to collectively as *the poor*; use poor people if you are referring to them in the aggregate. People who have lived a long time become *the elderly* or *the aged*; if you cannot use specific ages or age ranges, use terms such as elders or older people. Do not refer to people with disabilities as *the disabled* or *the handicapped*. Note that the use of the article "the" in front of a noun is a good warning sign that you may be using a label.

GUIDELINES FOR SPECIFIC POPULATIONS**Age**

Use *boy* and *girl* only for children and adolescents, although even for high school students, young man and young woman may be preferable. Do not use terms such as *senior citizen* or *oldster* or *graybeard* for people who are older than 65. Use specific age ranges whenever possible. Use aging and elderly as adjectives, not nouns.

Class

Classism often creeps into our language. Instead of assigning class to people, you should describe their situations. This does not mean that you should pretend all people have the same socioeconomic advantages, but that you should describe the advantages or lack of advantages, rather than assigning attributes to the people.

Poor Usage

lower class
underclass
poverty class
upper class
the disadvantaged

Better Usage

people who are poor
with low incomes
living under poverty conditions
with high incomes
with socio-economic disadvantages

Classism often is combined with bias toward people in terms of race or ethnicity as well; consequently, it is doubly important to take care with language that might perpetrate discrimination.

Disability

Remember that people *have* disabilities, they are not the disabilities; in addition, the disabilities may be barriers, such as stairs or curbs, that handicap people. The following are some commonly misused terms:

| Poor Usage | Better Usage |
|------------------|-------------------------------------|
| the handicapped | people with disabilities |
| schizophrenics | people diagnosed with schizophrenia |
| challenged | person who has _____ |
| wheelchair-bound | uses a wheelchair |
| the blind | people who are blind |

HIV/AIDS

Say *people with AIDS*, not *AIDS victims* or *innocent victims of AIDS*. Avoid language that may imply a moral judgment on behavior or lifestyles. Instead of *high-risk groups*, which suggests that demographic traits may be responsible for AIDS exposure, use *high-risk behavior*.

Race and Ethnicity

Issues and Dilemmas. Traditionally, authors in the social sciences have used *minority* as a shorthand term to describe people of various races and ethnicities collectively. In these cases the term has been used in the sense of a smaller number or a population that has been oppressed or subjected to differential treatment. Authors also have used *white* and *nonwhite*, particularly in research papers, to differentiate between population groups. *Nonwhite* appears to have been used to describe collectively a diverse group of people who differ in some ways from the greater number of a population.

Another complicating factor is that not all people within specific populations agree on nomenclature, and many people use different definitions for the same words. For example, some people prefer *African American*; others within the same population say, "I am not African American; I am *black*." Some scholars use the term *race* to describe broad classifications of people who are presumed to have common descent and share certain physical characteristics (generally American Indian, Asian, black, and white) and reserve *ethnicity* for people who share common culture, religion, or language (often people from specific nations or countries). Others use the terms interchangeably. Some eliminate the term *race* entirely because they believe it is racist in itself.

Guidelines. Styles and preferences for nouns that refer to race and ethnicity change over time. The general guidelines for discussion all people are particularly helpful when you are describing race and ethnicity. Try to ascertain what the population group prefers and use that term; recognize and acknowledge that there may be disagreement about preference within the group. Whenever possible, be as specific as possible, and describe individual population groups rather than collecting many different groups under an umbrella term. If the people in your study included Asian Americans, Hispanics, black Americans, and white Americans, do not compare the first three groups as a set with the last group. Describe them each as individual groups. If you researched experiences of a group of Asian Americans who included Chinese, Japanese, and Koreans, you should describe each national origin group individually.

You should avoid both *minority* and *nonwhite*. Many people who are described in this way view the terms as pejorative and discriminatory. In addition, assuming that white people are the predominant population group is an inaccurate portrayal of most countries in the world and indeed of many areas in

the United States. Some people prefer the use of *people of color*; however, you should be aware that this term also is imprecise and that not all people who might be included in the group under such a heading would describe themselves in this way.

Black and *white* are adjectives that should be used (in lowercase only unless they begin a sentence) to modify nouns, such as "black Americans" or "black men" or "white women." *African Americans*, *American Indians*, and *Hispanics* are all proper nouns that should be capitalized; hyphens should never be inserted in multiword names even when the names are modifiers. Some individuals prefer to use *Latino*, instead of *Hispanic*, as the descriptive term for people who have a Spanish background, and some use the two together. There has been considerable discussion about the use of *American Indian* versus *Native American*; many people prefer the former because it is a more precise term for the population in North America. Although the U.S. government combines *Asian* and *Pacific Islander*, most Pacific Islanders prefer that they be separated.

| Poor Usage | Better Usage |
|------------|---|
| minorities | specific population or "racial and ethnic groups" |
| tribes | people or nations |
| blacks | black people |
| nonwhites | specific populations |

In addition to taking care with names of racial and ethnic groups, you should be careful with modifiers. For example, the passage "we compared the reactions of African American and Hispanic men with middle-class white men" suggests that the first two groups are in a different socioeconomic status. Specify the status for all participants in your study. Describing someone as "the accomplished African American student" may suggest that this student is an exception. Describe people in terms of race or ethnicity only when the description is pertinent to the discussion.

Sex

Sexist language has no place in the professional literature. The most obvious manifestation of sexist language is the use of masculine pronouns, and there are numerous ways to avoid their use. One option is to use the plural forms whenever possible. If you are writing a text or a how-to article, using the second person to address the reader directly will help you avoid having to select a masculine or feminine form and it's likely to make the article more appealing to the reader. You can often substitute *we* for *he* and *our* or *the* for *his*. Another solution is to eliminate pronouns entirely. Inserting *him or her* or *he or she* throughout an article becomes cumbersome, although sparing use can sound natural. Do not use contrived forms such as *s/he* or *he/she*. In general, avoid alternating masculine and feminine pronouns within an article. Rather than demonstrating equality, the practice can suggest that they are interchangeable, and it is confusing to the reader.

| Poor Usage | Better Usage |
|---|---|
| the social worker will find that he every employee should select his best option | social workers will find that they employees should select the option best for them |
| he calls his children "kids" the teacher should encourage his students to write | we call our children "kids" encourage your students to write |

Avoid words that suggest an overtone of judgment, that describe women in patronizing terms ("the little lady") or suggest second-class status ("authoress") or demean a woman's ability ("lady lawyer")

or are rarely used to describe men ("coed"). Take care not to suggest that women are possessions of men or that they cannot carry out a role or perform a job that men do.

| Poor Usage | Better Usage |
|---------------------------------------|--------------------------------------|
| doctors often neglect their wives | doctors often neglect their families |
| policemen | police officers |
| man a project | staff a project |
| chairman | chair |
| pioneers and their wives and children | pioneer families |
| mankind | humans, human beings |

It is not necessary or desirable to construct feminine versions of words that carry a masculine connotation. *Chair* or *representative* substitute much better for *chairman* or *spokesman* than *Chairwoman* or *spokeswoman*. Do not specify sex unless it is a variable or it is essential to the discussion. Be sure to use parallel construction: *men and women*, not *men and females* or *girls and men*. *Men* and *women* are nouns, whereas *female* and *male* are best used as adjectives.

Sexual Orientation

Orientation is a state of being, and *preference* is a choice; consequently, you should not use the latter to refer to heterosexuality or homosexuality. The NASW Press uses the term *homosexual* only as an adjective. You should use *lesbians*, *gay men*, or *bisexual men or women* to refer to people whose orientation is not exclusively heterosexual.

It is important to distinguish between sexual orientation and sexual behavior. Consequently, you would not write "the client reported homosexual fantasies," but would substitute "the client reported same-gender sexual fantasies." The appropriate terms to use in describing sexual activity include *female-female*, *male-male*, and *same-gender*, in addition to *male-female*.

Accurate Historical Reporting

In their zeal to use appropriate language, authors sometimes try to change history. If you are quoting any document, you must quote it exactly as the words were written or said; and if you are describing a historical situation, you will likely want to use the words that were used in that context. You should, however, make the context clear. If you find the language too egregious, you may want to add a footnote saying this is not your language, but the language of the time in which it was written.

Clear, Accessible Writing

You are writing to communicate facts and ideas. Because you are writing for journals in the social sciences, you probably want to communicate those facts and ideas with the intent of improving human lives. To do so, you must write in such a way that you will engage the readers so that they will absorb your content enough to use it.

There is no question that eliminating the old shorthand for describing people will add some length to a paper. Substituting *members of racial and ethnic groups* for *minorities* or *people with disabilities* for *the disabled* adds words, but it is more accurate and it eliminates bias. You can easily compensate for the additional length by practicing the principles

of good writing. Use strong active verbs and eliminate all convoluted passive constructions. Strike out qualifiers and other redundancies.

| Poor Usage | Better Usage |
|----------------------------------|--------------|
| has been engaged in the study of | studied |
| successfully avoided | avoided |
| has the capability of | can |
| particularly unique | unique |
| most often is the case that | often is |

Do not resort to euphemisms, which will weaken your message. Taking care to portray people with accuracy and sensitivity should enhance your critical analysis, not muddy it. The more clearly and simply you write, the easier you will make it for your readers to grasp complex ideas. Bring life to your message by concentrating on the message. If you portray people you are discussing vividly and truthfully, you will probably communicate the problems and solutions clearly.

A Brief Summary of APA Editorial Style and Some Comments on Writing Well*

In 1988, the faculty of the School of Social Work voted unanimously to adopt a single editorial style as the standard format for student use on all papers and other assignments in all courses.

The style adopted is the style set forth in the *Publication Manual of the American Psychological Association, 5th edition* (2001) including its supplementary "Guidelines for Non-sexist Language in APA Journals." Both the *Manual* and the Guidelines are available in the library.

There are several advantages to using this format. Several social work journals have adopted this editorial style. It is easier on a typist, since it uses no numerical footnotes. In addition, the year of the cited material is evident in the text, so readers can immediately see how current the cited material is.

The following is a brief presentation of paper organization and major forms of citation in the APA 5th edition style for your ready reference. Keep this for your use on all academic work for the School of Social Work. You should consult the *Manual* when special citation questions arise.

GENERAL GUIDELINES:

The faculty of the School of Social Work will insist that you use non-sexist writing. Often the easiest way to get around sexist writing is to "pluralize" the referents in a sentence. So, you can change "The client may want to talk about his or her problem early in the interview" to "clients may want to talk about their problems early in an interview". Please refer to the separate handout on *Guidelines for Nonsexist Language* for further details and examples.

Your paper will be judged by the care and attention you give to the form and presentation of your written work as well as your mastery and use of ideas.

Use the active voice whenever possible. Passive voice constructions are poor prose (for example, "the experiment was designed by Smith" is weak; "Smith designed the experiment" is better).

Make sure a verb agrees in number (i.e. singular or plural) with its subject, despite intervening phrases.

Avoid dangling modifiers. An adjective or adverb, whether a single word or a phrase, must clearly refer to the word it modifies. Place an adjective or adverb as close as possible to the word it modifies and you will have fewer problems.

Unclear: The investigator tested the subjects using this procedure.
(It is not clear whether the investigator or the subjects are using "this procedure.")

Clear: Using this procedure, the investigator tested the subjects.

If you have trouble with writing, you may obtain help at the Writing Center on the 4th floor of Neville Hall. You might also consult or even buy two excellent writing reference books:

Jordan, L. (1979). *The New York Times manual of style and usage*. New York: The New York Times Company.

Zinsser, W. (1980). *On writing well: An informal guide to writing nonfiction* (2nd edition). New York: Harper & Row.

PREPARATION OF THE PAPER:

Generally, every page and every line of the text should be double spaced, including every line in the title, headings, quotations, reference list, etc. EACH PAGE SHOULD BE NUMBERED. However, the instructor's specifications for papers should be followed.

Use ample margins, at least 1 inch on all sides. Indent the first line of each new paragraph ½" (5-7 spaces). Place all direct quotes in quotation marks within the ongoing text unless the quote exceeds 40 words (about 5 lines).

If a quote exceeds 40 words, set it apart in your text without quotation marks in a "blocked form" with each line indented ½" (5 spaces). If you are using a direct quote, the citation should include the page number. For example:

According to Jones (1988), "Children should be seen and not heard" (p.43).

OR

"Children should be seen and not heard" (Jones, 1988, p.43).

REFERENCE STYLE:

You **MUST** give citation credit when you directly quote and even when you paraphrase any author's ideas. If you fail to acknowledge your debt to source authors, you are guilty of plagiarism, a serious violation of University rules.

The APA 5th edition states that every reference cited in the text must appear in a reference list at the end of the paper. Conversely, each entry on the reference list must be cited in the text. Each entry in the reference list must contain all data necessary so that a reader can find the cited material in a library.

CITATION IN THE TEXT

In the text of the paper, use the author's name and the year to identify your source. You may do this two ways:

Perlman (1957) identified five components in the problem-solving process.

OR

The problem-solving approach to casework (Perlman, 1957) identifies five process components.

When a work has two authors, always cite both names (and year) every time the reference occurs: (Jones & Smith, 1976). When a work has more than two authors and fewer than six, cite all authors (and year) the first time the reference occurs (Jones, Smith, Williams & French, 1981). After that, you can cite only the surname of the first author, followed by "et al" and the year. When a work has more than six authors, you may cite only the first author and use et al. (Jones, et al., 1975) the very first item. Don't type out "and" inside a citation parenthesis; use the symbol &. The opposite is true in the text, outside of the parenthesis: "Jones, Smith, Williams and French (1981) reported on..." In the parentheses, use only the authors' last names, unless there are more than one with the same last name; then, identify each with first initials: (Williams, B & Williams, J., 1983).

CITATION IN THE REFERENCE LIST:

Every entry in the text must appear on the reference list. Start the reference list on a new page. Type the word REFERENCES at the top (or REFERENCE if there is only one).

Arrange the references alphabetically by authors' surnames. If you cite more than one work by an author, arrange his or her work by dates, listing the earliest publication first.

In the following examples, look carefully to see where the commas, colons, periods and spaces belong.

Journal article:

Fine, M. A., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48, 1141-1147.

Book:

Nicol, A. A. M., & Pexman, P. M. (1999). *Presenting your findings: A practical guide for creating tables*. Washington, DC: American Psychological Association.

Book chapter:

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York: Springer.

Electronic Media

When citing an entire Web site, it is sufficient to give the address of the site in just the text. For example, Kidspsych is a wonderful interactive web site for children (<http://www.kidspsych.org>).

When there is no author for a Web page, the title moves to the first position of the reference entry:

New child vaccine gets funding boost. (2001). Retrieved March 21, 2001, from http://news.ninemsn.com.au/health/story_13178.asp

The text citation would then just cite a few words of the title to point the reader to the right area of your reference list: ...are most at risk of contracting the disease ("New Child," 2001).

When there is no author, no year, and no page number: Because the material does not include page numbers, you can include any of the following in the text to cite the quotation (from p. 120 of the *Publication Manual*):

8. A paragraph number, if provided; alternatively, you could count paragraphs down from the beginning of the document.
9. An overarching heading plus a paragraph number within that section.
10. Nothing. Just put quotation marks around the words you're using, which the reader can use as a search string.

Because there is no date and no author, your text citation would include the first couple of words from the title and "n.d." for no date (e.g., para. 5, "Style List," n.d.). The entry in the reference list might look something like this:

Style list for references. (n.d.). Retrieved January 1, 2001,
from <http://www.apa.org>

Personal Communication:

An interview is not considered recoverable data, so no reference to this is provided in the References. You may, however, cite the interview within the text as a personal communication. For example,

(J. Smith, personal communication, August 15, 2001)

Cite as personal communication within the text identifying it as personal communication. Do ***not*** include in Reference List.

* Based on a document prepared by the University of Texas at Austin School of Social Work.

APPENDIX G -- FACULTY OF THE SCHOOL OF SOCIAL WORK

SCHOOL OF SOCIAL WORK FULL-TIME FACULTY

Deirdre Finney Boylan, Belfast MSW Weekend Option Site Coordinator
M.S.W., Smith College
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Deirdre Finney Boylan, LCSW has been a psychotherapist and supervisor in outpatient, community mental health services for over 15 years. She received her B.A. with Honors in Theater from Wesleyan University in 1982, and her MSW from Smith College School of Social Work. She has worked at Kennebec Behavioral Health for 13 of the last 18 years. She also spent 5 years at HealthReach/New Directions, including 3 years as a member of the management team. A School-Based Clinician at KBH, Deirdre provides direct services to students at two public schools. Deirdre's introduction to graduate social work education began in 1996, as a field instructor for both University of Maine and University of New England MSW student interns. She taught Psychopathology and Field Seminar as an adjunct instructor prior to joining the faculty of the School of Social Work as the Weekend MSW Coordinator, and currently teaches in the Field and Practice sequences.

Sandra Butler, Professor
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Dr. Butler serves as the MSW Coordinator and teaches courses in social welfare policy and macro social work practice. Dr. Butler's research focuses primarily on the health needs and social welfare experiences of low-income women across the life span. Her publications are in the areas of poverty, homelessness, welfare, aging, gay, lesbian, bisexual and transgender (GLBT) health and welfare, and policy practice. She was a Hartford Geriatric Social Work Faculty Scholar from 2001-2003 which allowed her to expand her teaching, scholarship and community service in the area of aging. She has served on the boards of a variety of community and state organizations including the Maine Women's Lobby and Policy Center, Spruce Run (battered women's program), and the Mabel Wadsworth Women's Health Center. She has been involved in legislative advocacy on welfare and health issues and for civil rights for gays and lesbians. She participates in the statewide Direct Care Work Coalition. She currently sits on the national Board of the Association for Community Organization and Social Administration of the Council on Social Work Education and has served on national committees concerned with the health and welfare of GLBT elders. She is on the editorial boards of three journals: *Journal of Poverty*, *Journal of Community Practice*, and *Journal of Gerontological Social Work*. She is the co-editor of two books: *Gerontological Social Work in Small Towns and Rural Communities* and *Shut Out: Low Income Mothers and Higher Education in Post-Welfare America* and author of *Middle-Aged, Female and Homeless*. In 2008 she received funding from the National Institute on Aging for a longitudinal study of turnover and retention among home care workers.

Elizabeth DePoy, Professor
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Dr. DePoy is an internationally recognized scholar in research and evaluation with a substantive focus on diversity and accessibility theory. She currently is professor of Interdisciplinary Disability Studies and Social Work, teaching courses in interdisciplinary disability studies, research methods, evaluation, and grant writing. Her research interests and journal publications (over 80 peer reviewed articles, 10 books, and six interactive electronic texts) embrace disability as diversity, full access as social justice, research methodology, and evaluation practice. She is now preparing the 4th edition of her book, Introduction to Research which has been published in numerous languages and used worldwide in broad array of professions including disability studies, social work, business, medicine, speech pathology, and dentistry. She co-authored three recent texts that present original theory, one on disability and one on evaluation practice, and one that applies original, progressive theory of diversity to describing and explaining human behavior. Dr DePoy is Principal Investigator on several large extramurally funded projects and consults internationally on evaluation and grant proposal development. She is a member of more than a dozen professional associations, societies and task forces at state, national and international levels. She is also a senior research fellow at Ono Research Institute in Kiryat Ono, Israel. She has received numerous national and international awards for her work in disability and research methods and continues to develop her new agenda focusing on design and branding as disabling.

Stephen F. Gilson, Professor
M.S.W. University of Denver
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Dr. Gilson is an internationally recognized scholar in diversity, social justice, and accessibility theory. He is professor and Coordinator of Interdisciplinary Disability Studies and professor in the School of Social Work. Dr. Gilson is a member of The University of Maine's Judaic Studies Advisory Board. He teaches courses in disability as diversity, human behavior in the social environment and health policy. He has had numerous extramurally funded projects, with the most recent focusing on innovative web access to decrease disparities in web-based health information. His research interests and publications (over 50 peer reviewed articles) include disability as diversity, principles of access to guide social justice, health informatics, and health and disability policy. Dr. Gilson has co-authored four texts on human behavior, disability studies, and evaluation practice. He is currently completing the second edition of his disability studies text. He is the lead editor on a compendium of model educational resources on social work and disability published by the Council on Social Work Education. Dr. Gilson has been active in health policy at local, state, and national levels. He serves on a variety of professional national and international associations, task forces, and committees and consults nationally and internationally on diversity, access, and social justice. He is the current Chair of the Disability Section of the American Public Health Association, and sits on numerous boards and committees within the university, and from state through international organizations. Dr Gilson is a senior research fellow at Ono Research Institute in Kiryat Ono and has received numerous awards and acknowledgement for his work and commitment to policy activism. His work is acknowledged in the "American Academics" section of Wikipedia.

Kelly Jaksa, Instructor
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Kelly Jaksa, LCSW has been a social worker since 1988 and obtained her MSW from Boston University in 1994. Kelly worked with children, adolescents and their families for 13 years in community, residential, school and hospital settings. From 2002 until 2008, Kelly was the community mental health liaison for the University of Maine's school of Social Work Program. She was a field instructor for 25 students. Kelly began teaching in the Social Work Program in 2005 as an adjunct faculty member. She has taught both undergraduate and graduate classes in practice, diversity, adolescent, group and family social work practice.

Cary Jenson, Associate Professor
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Dr. Jenson has extensive practice experience in clinical social work including work in numerous inpatient and outpatient settings. Prior to coming to the University of Maine, he served as an assistant clinical professor in the Department of Child Psychiatry at the Medical College of Virginia. His research and publishing interests include community-based mental health and child welfare services for children, adolescents, and their families. He recently implemented a five-year evaluation of a family reunification program and has consulted with organizations such as a homeless shelter for youths and a case management agency for children and adolescents. He teaches courses in direct social work practice, psychopathology, social work ethics, and field practicum seminars.

Lenard W. Kaye, Professor and Director of UMaine Center on Aging
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Dr. Kaye teaches in the areas of gerontology, social work administration and planning, and research design and evaluation. Dr. Kaye is director of the University of Maine Center on Aging and is a nationally recognized expert in gerontology. His research interests include human service administration, gerontology, strategic planning in human services, and delivery of community-based forms of care to older adults and their caregivers. A prolific writer in the field of social gerontology, he has published approximately 125 journal articles and book chapters and 12 books on specialized topics in aging including home health care, productive aging, rural practice, family caregiving, controversial issues in aging, support groups for older women, and congregate housing. His pioneering research and writing on older men's caregiving experiences and help-seeking behaviors, is widely recognized and frequently cited. His most recent research has investigated early intervention screening and clinical approaches to treating potential victims of elder abuse and caregivers of older adult adults experiencing high levels of burden. Dr. Kaye recently served on the National Advisory Committee for Rural Health and Human Services of the U.S. Department of Health and Human Service as well as the advisory boards of a wide range of national and local health and human service programs serving older adults. He is a past board member of the Hartford Geriatric Enrichment in Social Work Education Program and the Association of Gerontology in Social Work Education. He is a National Research Mentor for the Hartford Geriatric Social Work Scholars Program, and is President of the Maine Gerontological Society. He is the Past Chair of the National Association of Social Worker's Section on Aging, sits on the editorial boards of the Journal of Gerontological Social Work and Geriatric Care Management Journal, and is a Fellow of the Gerontological Society of America. During the 2000-2001 academic

year he was the Visiting Libra Professor in UMaine's College of Business, Public Policy & Health. Previously, he was Professor of Social Work and Social Research and Director of the Ph.D. Program at the Graduate School of Social Work and Social Research at Bryn Mawr College in Pennsylvania and Associate Director of the Brookdale Institute on Aging & Adult Human Development at Columbia University.

Susan R. Kaye, Instructor and Calais Site Coordinator
MBA Wharton School of the University of Pennsylvania
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Susan Kaye returns to the School of Social Work as an adjunct instructor in 2009, having previously taught graduate and undergraduate generalist social practice in 200X. She has supervised UMaine Social Work students in the field since 2006. Susan has been a principal of Packard Judd Kaye Strategic Marketing Group since 2003, providing strategic and tactical marketing consultation to client organizations representing the health and human services, government, and business sectors. In this capacity, her professional services focus on strategic planning, management services, marketing plan development, research, and organizational training. Prior to embarking on a consulting career, Susan worked in Philadelphia for Rohm and Haas, following several years in geriatric social service planning and administration. Her research activities include work funded by the AARP Andrus Foundation that resulted in published articles on elder consumer preferences and a broad array of research initiatives commissioned by clients. Susan has served as a continuing education instructor at Bryn Mawr College School of Social Work in Pennsylvania and presently teaches graduate and undergraduate courses at UMaine, Thomas College, and New England School of Communications in the realms of marketing, interpersonal communications, and social work planning and administration. In addition, she brings her teaching expertise to client organizations through customized training programs.

Nancy A. Kelly, Field Coordinator
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Ms. Kelly is Field Coordinator and Chair of the M.S.W. Admissions Committee. She teaches field-related courses and seminars and also teaches in the area of human behavior and the social environment. Her research interests include developmental disabilities, child welfare, mental health, ethics, international social work practice, and social work administration. In addition to arranging field placements for all BASW and MSW students, Ms. Kelly is co-organizer of the School's annual Child Welfare Conference, chair of the planning committee for Child Abuse and Neglect Prevention Week, and a member of the planning committee for Mental Illness Awareness Week. She is past-president of the Parent Child Alliance, and has served on community social service agency boards. She is a member of the University Affiliated Program Curriculum Subcommittee and is a member of the Partners for Underutilized Systems of Health (PUSH, affiliated with the Margaret Chase Smith Center). In recognition of her dedication and range of service to both the university and the local community Ms. Kelly recently received the university-wide 'Outstanding Professional Employee Award' and the Maine NASW 'Social Worker of the Year 2001 Award'. Ms. Kelly has been instrumental in the school's advancement in gerontological education, and serves as the co-PI on the Hartford Partnership Program for Aging Education.

Jay Peters, Assistant Professor
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Dr. Peters has been our Child Welfare Specialist for over ten years and held a position with dual responsibilities - teaching at the School of Social Work and providing training and consultation for the Maine Department of Health and Human Services, Bureau of Child and Family Services. The funding for this position ended in 2007. Beginning in 2007, Dr. Peters took on the role of BASW Coordinator, a position recently vacated by Dr. Diane Haslett who retired in May 2007. At the school, he teaches in the areas of practice, psychopathology, research, and psychological trauma. His research interests center on the impact of violence and oppression, including the impact of domestic violence and domestic violence myths, the experience of elderly child sexual abuse survivors in institutional settings, child sexual abuse among varsity athletes, and the nature of the self in dissociative disorders. In addition, Dr. Peters is currently engaged in studies of child welfare workers' attitudes toward kinship care and strengths based practice. Dr. Peters' teaching and research is based on his 8 years of clinical experience in outpatient mental health, including 4 years working exclusively with trauma survivors at Victim's Services in the Bronx, New York.

Robin Russel, Professor
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Dr. Russel joined us in 2006 as the School's new Director. She comes to us from Binghamton University where she has been the Director of the Division of Social Work for five years. Prior to that, she taught for 13 years at the School of Social Work at the University of Nebraska. Dr. Russel received her law degree and practiced law for six years before she earned her Ph.D. at the Jane Addams College of Social Work. She has held many leadership positions in the National Association of Social Work, both at the state and national levels. She is a nationally known expert in the field of spirituality and social work, serving as the Director of the Society for Spirituality and Social Work for more than ten years. She has also published in the fields of child welfare and domestic violence. Currently, she chairs the Maine Chapter of NASW's Legislative Committee.

Gail B Werrbach Associate Professor
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Dr. Werrbach was Director of the School of Social Work and Coordinator of the MSW Program from 1996 to 2004; she returned to full-time teaching in Fall 2005 and received the Presidential Outstanding Teach Award in 2008. She teaches courses in family therapy, advanced generalist practice with individuals, families and small groups, and integrative seminar courses. Her research interests and publications are mainly in the areas of child mental health, models of family therapy, and community mental health training. Dr. Werrbach has over 10 years experience providing

clinical social work services to children and families. Since her arrival at the University of Maine in 1988, she has provided evaluation consultation for various state and local agencies that serve children and families, including the State of Maine Behavioral and Developmental Services, the Margaret Chase Smith Center for Public Policy(Wings for Children and Families Project), and the St. Michael's Center Program (Home Based Family Services). Dr. Werrbach has also received and administered Child Welfare training grants from the US Department of Health and Human Services. She was co-principal evaluator of a five-year project for the Passamaquoddy Tribe at Indian Township, establishing a community-based system of care for children's mental health. Dr. Werrbach is the Study Abroad Advisor for the School of Social Work. In 2005, she was granted a three-year award from the Department of Education, Fund for the Improvement of Post-Secondary Education that involves student exchanges with three educational institutions in Europe. In 2009, she was awarded a second international exchange grant from the US Department of Education. This 4-year grant funding is for student and teaching exchanges with universities in Belgium, Spain and Denmark. Dr. Werrbach is a licensed clinical social worker.