



SCHOOL OF SOCIAL WORK

MSW PROGRAM GUIDE

2009 - 2010

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Non-Discrimination

In complying with the letter and spirit of applicable laws and in pursuing its own goals of diversity, the University of Maine System shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran's status in employment, education, and all other areas of the University. The University provides reasonable accommodations to qualified individuals with disabilities upon request. Questions and complaints about discrimination in any area of the University should be directed to Karen Kemble, Director of Equal Opportunity, University of Maine, Room 101 5754 North Stevens Hall, Orono, ME 04469-5754, telephone (207) 581-1226 (voice and TDD). Inquiries or complaints about discrimination in employment or education may also be referred to the Maine Human Rights Commission. Inquiries or complaints about discrimination in employment may be referred to the U.S. Equal Employment Opportunity Commission.

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

Accessibility

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

People with disabilities have a right to request accommodations, and are encouraged to talk directly with Ann Smith, Counselor and Coordinator of Services for Students with Disabilities, Onward Building (581-2319). Faculty members and administrators are responsible for responding to requests for accommodation. Some common types of accommodations that may be needed include:

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

INTRODUCTION

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

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

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

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

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

MISSION AND GOALS OF THE SCHOOL OF SOCIAL WORK

The 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 Master's of Social Work Program

Consistent with the School mission, the goals of the master's program are:

1. To educate students to be adept at working across service delivery systems utilizing a strengths-based approach and respecting human diversity.
2. To prepare students for advanced generalist social work practice for the purposes of enhancing human well-being, preventing and alleviating human suffering, and advancing social and economic justice.
3. To prepare students to work ethically with clients and client systems across the entire life span.
4. To initiate and promote research and knowledge building activities by faculty and students, for the purpose of improving the quality of social work practice.

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

The Master's program objectives are consistent with the goals of the UM MSW program. Achievement of these objectives is grounded in the premise that social work values and ethics are integral to and inseparable from practice. The presence of consciously considered values and ethics is a major characteristic that distinguishes professional social work practice from the simple acquisition of applied skills or techniques. The University of Maine School of Social Work educates social workers from a generalist perspective of social work practice. The baccalaureate program prepares beginning level practitioners and the graduate program prepares advanced practitioners; both the master's and baccalaureate programs are rooted firmly in the generalist perspective. The generalist perspective builds on a liberal arts foundation, and utilizes an open systems framework.

The advanced generalist focus of the master's program was chosen because of the rural locale of the University and faculty interest in recent trends in social work education and practice. The rural social service delivery systems of Maine are in need of practitioners who can competently fulfill a variety of practice roles, e.g., advocate, administrator, broker, clinician, etc. 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 an advanced generalist program at the University of Maine. In addition, the School of Social Work faculty believes that the advanced generalist perspective has emerged at the graduate level of social work education as an appropriate and progressive articulation of the unique nature of social work practice. Advanced generalist approaches embody the dualistic essence of social work, the legacy of perceiving and addressing personal troubles and public issues concurrently. Advanced generalist practitioners apply multi-level, multi-method, and integrated approaches to the resolution of problems of persons in their environments.

OVERVIEW OF THE MSW CURRICULUM

The University of Maine School of Social Work organizes the MSW curriculum in two stages, consisting of a foundation year and an advanced year. Both the foundation year and the advanced year may be taken on either a full-time or a part-time basis. The program offers only one concentration in the advanced curriculum: advanced generalist social work practice.

All students must demonstrate proficiency in the foundation knowledge, values, processes, and skills essential to generalist social work practice by either completing the foundation year of the UMaine MSW program successfully or by earning a BASW/BSW degree from a program accredited by the Council on Social Work Education as the basis for receiving advanced standing at UMaine. Each student admitted to the MSW program must also provide evidence of having acquired an appropriate liberal arts base upon which to build his or her professional education.

The full MSW program is a sixty-three (63) credit hour program (See Table 1) and is offered to full-time and part-time students at the University of Maine campus in Orono. The full MSW program is also offered as a part-time, weekend option at the University of Maine Hutchinson Center in Belfast, Maine. Students who complete the full MSW program as part-time students may do so over three or four years. The foundation and advanced curricula for full-time students are depicted in Table 3. The curriculum for part-time students is described in Table 4 and Table 5. Advanced standing students may complete degree requirements in 44 credit hours (See Table 2) as either full-time or part-time students (See Tables 6 and 7).

The full-time program consists of 63 semester credit hours. There are 45 credits of classroom work and 18 credits of supervised field practicum. The curriculum is designed to be completed in two years of full-time study or in three to four years of half-time study. Students may elect to enter the program on either a full or half-time basis. It is possible to change from one format to the other, with approval of the student's academic advisor and the MSW program coordinator. Courses in the program are carefully sequenced, and with rare exception, cannot be taken out of sequence. Because of the sequencing students who choose the part-time option will attend half time for at least two years.

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

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

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

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

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

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

and assure compliance.

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

MSW degree classes are offered on the Orono campus and at the Hutchinson Center in Belfast. During the 2009-10 year, we are offering the weekend courses over polycom to three sites: Calais, Orono, and Belfast. Classes for non-matriculated students and continuing education classes may be offered on other campuses or locations, and through distance education. In Orono, all foundation year academic classes are scheduled on Monday and Tuesday. Students taking the first year field placement do so during the other days of the week, with exact hours worked out between student and agency. All advanced year classes are on Thursday and Friday. Students who are in advanced field practicum fulfill those requirements on the other days of the week or as a summer block field placement. All classes at the Hutchinson Center are offered on Friday evenings and Saturday mornings, although electives may occur at different times (e.g., in the evening on weekdays), and occasionally there are classes late Friday afternoon or in the early afternoon on Saturday.

Table 3 Full-Time Schedule

Foundation Level	
<i>First Semester</i>	
SWK 550	Human behavior & the social environment I (3 cr.)
SWK 560	Practice in generalist social work I (3 cr.)
SWK 540	Social welfare policy and issues for generalist practitioners (3 cr.)
SWK 595	MSW field practicum in social work (4 cr.)
SWK 596	Skills Lab (1 cr.)
<i>Second semester</i>	
SWK 563	Practice in generalist social work II (3cr.)
SWK 650	Human behavior and the social environment II (3cr.)
SWK 591	Social Work research I (3cr.)
SWK 595	MSW field practicum in social work (4cr.)
Advanced Level	
<i>Third semester</i>	
SWK 691	Social work research II (3 cr.)
SWK 661	Advanced generalist social work I practice with individuals (3 cr.)
SWK 665	Adv. gen. social work practice II with communities and organizations (3 cr.)
SWK 695	Advanced field practicum in social work (5 cr.)
<i>Fourth semester</i>	
SWK 692	Advanced Social Work Research III (2 cr.)
SWK 640	Advanced social policy (3 cr.)
SWK 664	Adv. gen. social work practice III with families and small groups (3 cr.)
SWK 695	Advanced field practicum in social work (5 cr.)
SWK 600	MSW Professional Integrative Seminar (3 cr.)
Electives (6 cr.)	Electives may be taken anytime after completing all foundation level courses (check prerequisites); SWK 580 may be taken after completing SWK 550.
TOTAL CREDITS: 63	
<i>Note:</i>	SWK 695 may be taken as a summer block placement after the fourth semester in consultation with the Field Coordinator and MSW Coordinator

Table 4 Part-Time Schedule

Foundation Level	
<i>First Semester</i>	
SWK 550	Human behavior & the social environment I (3 cr.)
SWK 540	Social welfare policy and issues for generalist practitioners (3 cr.)
<i>Second semester</i>	
SWK 650	Human behavior and the social environment II (3 cr.)
SWK 591	Social Work research I (3 cr.)
<i>Third semester</i>	
SWK 595	MSW field practicum in social work (4 cr.)
SWK 596	Skills Lab (1 cr.)
SWK 560	Practice in generalist social work I (3 cr.)
<i>Fourth Semester</i>	
SWK 563	Practice in generalist social work II (3 cr.)
SWK 595	MSW field practicum in social work (4 cr.)
Advanced Level	
<i>Fifth Semester</i>	
SWK 691	Social work research II (3 cr.)
<i>Sixth Semester</i>	
SWK 692	Advanced Social Work Research III (2 cr.)
SWK 640	Advanced social policy (3 cr.)
<i>Seventh Semester</i>	
SWK 661	Advanced generalist social work practice I with individuals (3 cr.)
SWK 665	Adv. gen. social work practice II with communities and organizations (3 cr.)
SWK 695	Advanced field practicum in social work (5 cr.)
<i>Eight Semester</i>	
SWK 600	Advanced professional integrative seminar (3 cr.)
SWK 664	Adv. gen. social work practice III with families and small groups (3 cr.)
SWK 695	Advanced field practicum in social work (5 cr.)
Electives (6 cr.)	Electives may be taken any time after completing the Foundation level courses(check prerequisites); SWK 580 may be taken after completing SWK 550.
TOTAL CREDITS: 63	
<i>Note:</i>	SWK 695 may be taken as a summer block placement after the eighth semester in consultation with the Field Coordinator and MSW Coordinator

Table 5 – Weekend Schedule – Completed in Three Years

Foundation Level	
<i>Fall Semester –First Semester</i>	
SWK 550	Human behavior & the social environment I (3 cr.)
SWK 540	Social welfare policy and issues for generalist practitioners (3 cr.)
<i>Spring Semester- Second Semester</i>	
SWK 650	Human behavior and the social environment II (3 cr.)
SWK 591	Social Work research I (3 cr.)
<i>Summer Semester – Third Semester</i>	
SWK 595	MSW field practicum in social work (4 cr.)
SWK 596	Skills Lab (1 cr.)
SWK 560	Practice in generalist social work I (3 cr.)
<i>Fall Semester - Fourth Semester</i>	
SWK 563	Practice in generalist social work II (3 cr.)
SWK 595	MSW field practicum in social work (4 cr.)
Advanced Level	
<i>Spring Semester – Fifth Semester</i>	
SWK 640	Advanced social policy
Elective	SWK 580 Adult/Child Psychopathology generally offered, along with other possible electives
<i>Summer Semester - Sixth Semester</i>	
Elective	3 credits
SWK 661	Advanced generalist social work practice I with individuals (3 cr.)
<i>Fall Semester - Seventh Semester</i>	
SWK 665	Adv. gen. social work practice II with communities and organizations (3 cr.)
SWK 691	Social work research II (3 cr.)
SWK 695	Advanced field practicum in social work (5 cr.)
<i>Spring -Eighth Semester</i>	
SWK 664	Adv. gen. social work practice III with families and small groups (3 cr.)
SWK 692	Advanced Social Work Research III (2 cr.)
SWK 600	Advanced professional integrative seminar (3 cr.)
SWK 695	Advanced field practicum in social work (5 cr.)
TOTAL CREDITS: 63	
<i>Note:</i>	SWK 695 may be taken as a summer block placement after the eighth semester in consultation with the Belfast Site Coordinator and MSW Coordinator

Table 6 Full-Time Advanced Standing Schedule

<i>Summer</i>	
SWK 530	Bridging Course: Policy (2 cr.)
SWK 531	Bridging Course: Practice (2 cr.)
SWK 532	Bridging Course: Research (2 cr.)
SWK 533	Bridging Course: HBSE (2 cr.)
Advanced Level	
<i>Fall semester</i>	
SWK 691	Social work research II (3 cr.)
SWK 661	Adv. gen. social work practice I with individuals (3 cr.)
SWK 665	Adv. gen. social work practice II with communities and organizations (3 cr.)
SWK 695	Advanced field practicum in social work (5 cr.)
<i>Spring semester</i>	
SWK 600	Advanced professional integrative seminar (3 cr.)
SWK 664	Adv. Gen social work practice III with families and small groups (3 cr.)
SWK 692	Advanced Social Work Research III (2 cr.)
SWK 640	Advanced social policy (3 cr.)
SWK 695	Advanced field practicum in social work (5 cr.)
Electives (6 cr.)	Electives may be taken at any time in the program.
TOTAL CREDITS: 44 credits	
<i>Note:</i> SWK 695 may be taken as a summer block placement after the Spring semester in consultation with the Field Coordinator and MSW Coordinator	

Table 7 Part-Time Advanced Standing Schedule

	<i>Summer</i>
SWK 530	Bridging Course: Policy (2 cr.)
SWK 531	Bridging Course: Practice (2 cr.)
SWK 532	Bridging Course: Research (2 cr.)
SWK 533	Bridging Course: HBSE (2 cr.)
	Advanced Level
	<i>First Semester</i>
SWK 691	Social work research II (3 cr.)
	<i>Second Semester</i>
SWK 692	Advanced Social Work Research III (2 cr.)
SWK 640	Advanced social policy (3 cr.)
	<i>Third Semester</i>
SWK 661	Advanced generalist social work practice I with individuals (3 cr.)
SWK 695	Advanced field practicum in social work (5 cr.)
SWK 665	Adv. gen. social work practice II with organizations and communities (3 cr.)
	<i>Fourth Semester</i>
SWK 664	Adv. generalist social work practice III with families and small groups (3 cr.)
SWK 600	Advanced professional integrative seminar (3 cr.)
SWK 695	Advanced field practicum in social work (5 cr.)
Electives (6 cr.)	Electives may be taken at any time in the program.
	TOTAL CREDITS: 44 credits
SWK 695 may be taken as a summer block field placement in consultation with the Field Coordinator and MSW Coordinator	

MSW PROGRAM FOUNDATION YEAR

The foundation level of the graduate program incorporates the generic foundation for social work practice and introduces the student to generalist practice. The generic foundation for social work is the common base of knowledge and skills associated with all social work practice differentiates 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 upon that generic foundation. It is based primarily in an open systems framework, utilizing strengths-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. Generalist social workers possess a knowledge, values, and skill base that are readily transferable among diverse contexts, locations and problem situations. Students develop skills in working with individuals, families, small groups, organizations and communities. The generalist repertoire also includes skills applicable to the tasks of lifelong learning, and to adaptation of the generalist foundation to specialized situations and contexts.

FOUNDATION YEAR COMPETENCIES AND PRACTICE BEHAVIORS

After completing the foundation of the University of Maine MSW Program, students will have the ability to:

- 1) 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.
- 2) 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.
- 3) 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.
- 4) 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.
- 5) 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.
- 6) 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.
- 7) 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.
- 8) 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.
- 9) 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.
- 10) 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 MSW Foundation Year curriculum is organized into five groupings, each representing a course or sequence of courses which places focused attention on accomplishing those objectives.

The five foundation areas are:

- **Human Behavior and the Social Environment**
- **Social Welfare Policy and Services**
- **Social Work Research**
- **Social Work Practice**
- **Field Practicum**

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

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

Course Sequence

Focussed curricular attention to Human Behavior in the Social Environment occurs in a two-course sequence required of MSW students (SWK 550 and SWK 650 for students without BSW degrees and SWK 532 for Advanced Standing students). The HBSE courses are:

SWK 550:	Human Behavior in the Social Environment I
SWK 650:	Human Behavior in the Social Environment II
SWK 533:	Advanced Standing Bridge Course in Human Behavior in the Social Environment

SWK 550, Human Behavior in the Social Environment I, is taken in the first semester of study. SWK 650, Human Behavior in the Social Environment II, is taken in the second semester. Advanced standing students who have completed related BSW courses are admitted to the Advanced Standing Summer Bridge courses and complete SWK 532, Advanced Standing Bridging Course in HBSE. Other aspects of the curriculum that integrate understanding of human behavior in the social context supplement the in-depth study of HBSE in SWK 550 and 650 and assist students in applying this knowledge to social work practice and the generation of new knowledge for practice. The foundation year of the HBSE sequence is designed to provide opportunities and learning situations that enable students to examine and understand normative human development using a life-span perspective within a systems framework.

SOCIAL WELFARE POLICY AND SERVICES

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

Course Sequence

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

SWK 540: Social Welfare Policy and Issues for Generalist Practitioners
SWK 530: Advanced Standing Bridge Course in Social Welfare Policy
SWK 640: Advanced Social Policy

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

context of the social work profession and social welfare policy and to become familiar with current social policy and programs.

SOCIAL WORK RESEARCH

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

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

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

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

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

The conceptual framework for teaching research is anchored on the following principles:

1. systematic inquiry is grounded in the logic structures and tenets of contemporary, pluralistic theories of knowledge;
2. multiple ways of knowing are embedded within purposive, social, cultural, political and economic contexts;
3. social work inquiry is a tool to promote social justice and eradicate oppression.

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

Course Sequence

Attention to social work research occurs in a three-course sequence required of MSW students (SWK 591, SWK 691 and SWK 692 for students without BSWs and SWK 532, SWK 691 and SWK 692 for Advanced Standing students). The research courses are:

SWK 591: Social Work Research I
 SWK 532: Advanced Standing Bridge Course in Social Work Research
 SWK 691: Social Work Research II
 SWK 692: Social Work Research III

SWK 591, Social Work Research I, is taken in the first year of study. In the advanced year of the program students take SWK 691 and SWK 692, *Social Work Research I and II*. Advanced Standing students who have completed related BSW research courses are admitted to the Advanced Standing summer bridge courses, and complete *SWK 532: Advanced Standing Bridge Course in Social Work Research*, followed by SWK 691 and SWK 692. Other aspects of the curriculum supplement the utilization of critical knowledge, skills, and values for social work research and evaluation, and integrate and apply diverse approaches to knowledge assessment, development, and application throughout the MSW curriculum.

In the foundation curriculum, research focuses on skillfully obtaining knowledge from diverse sources, critically analyzing multiple ways in which knowledge is generated, examining the relevance and value of systematically generated knowledge for informing and evaluating social work practice in concert with social work values and ethics, becoming conversant in research terminology, explaining research to others in accessible language, and practicing the beginning use of systematic inquiry to evaluate social work practice.

SOCIAL WORK PRACTICE

The purpose of the Social Work Practice sequence is to move the student from a basic understanding the elements of generalist practice to the application of this knowledge to advanced generalist practice. The foundation year of the practice curriculum emphasizes the social work practice roles of broker, educator, mediator, enabler, and advocate. Additional practice roles are emphasized in the advanced year, relying upon and reorganizing the repertoire of roles taught in the foundation year. The advanced year practice courses continue to address the roles of the foundation year and attend to the social work practice roles of clinician, consultant, supervisor, and administrator. The foundation and advanced year social work practice courses emphasize empowerment of client systems, assessment of client strengths, capacities and resources, and analysis and implementation of empirically based interventions.

Course Sequence for Full Program Orono Students

Four sequential and two concurrent social work practice courses comprise this sequence. Students enroll in the foundation year social work practice courses concurrently with the

foundation year field practicum (*SWK 595*) in the fall and spring semesters, and with *SWK 596 Skills Lab* in the fall semester. *SWK 560, Practice in Generalist Social Work I* and *SWK 563, Practice in Generalist Social Work II* are taken in the first full-time year of study. In the fall semester of the advanced year, students take *SWK 661, Advanced Generalist Social Work Practice with Individuals* and *SWK 665, Advanced Generalist Social Work Practice II with Communities and Organizations*. In their final semester all students enroll in *SWK 600, Professional Integrative Seminar* and *SWK 664, Advanced Generalist Practice III with Families and Small Groups*. Students enroll in the advanced year social work practice courses either: 1) concurrently with the advanced year field practicum (*SWK 695*), or 2) in the prior to completing a Summer Block Field placement.

Course Sequence for Weekend Program Students

Five sequential and one concurrent social work practice courses comprise this sequence. Students enroll in the foundation year social work practice courses concurrently with the foundation year field practicum (*SWK 595*) in the first summer and second fall semesters, and with *SWK 596 Skills Lab* in the summer semester. *SWK 560, Practice in Generalist Social Work I* and *SWK 563, Practice in Generalist Social Work II* are taken simultaneously. In the summer semester of the advanced year, students take *SWK 661, Advanced Generalist Social Work Practice with Individuals*. They take *SWK 665, Advanced Generalist Social Work Practice II with Communities and Organizations* in their last fall semester. In their final semester all students enroll in *SWK 600, Professional Integrative Seminar* and *SWK 664, Advanced Generalist Practice III with Families and Small Groups*. Students enroll in the advanced year social work practice courses either: 1) concurrently with the advanced year field practicum (*SWK 695*), or 2) in the year prior to completing a Summer Block Field placement.

Course Sequence for Advanced Standing Students

Two sequential and two concurrent social work practice courses comprise this sequence for advanced standing students. In addition, the practice sequence also includes a two credit summer “Bridging Course” (*SWK 533, Advanced Standing Bridging Course in Generalist Social Work Practice*). In the fall semester of the advanced year, students take *SWK 661, Advanced Generalist Social Work Practice I with Individuals* and *SWK 665, Advanced Generalist Social Work Practice II with communities and organizations*. In their final semester students enroll in *SWK 600, Professional Integrative Seminar* and *SWK 664, Advanced Generalist Practice III with Families and Small Groups*. Students enroll in the advanced year social work practice courses either: 1) concurrently with the advanced year field practicum (*SWK 695*), or 2) in the year prior to completing a Summer Block Field placement.

The social work practice courses are:

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

The practice sequence in the foundation year is designed to provide opportunities and learning situations that will enable students to examine open social systems theory and explore the components of planned social work intervention including assessment, planning, intervention, and evaluation.

FIELD EDUCATION

The foundation field curriculum sequence serves as the major link between knowledge presented in the classroom and the actual practice of social work from a generalist perspective. Within this sequence, components of all the other sequences are integrated and field-tested by social work students.

The overall objectives of field education are to:

1. enhance students' ability to evaluate and apply social work values, theory, and substantive bio-psycho-social-cultural knowledge related to varying sizes and types of systems to effective problem-solving practice;
2. broaden and strengthen the repertoire of students' skills relating to generalist and advanced generalist social work practice;
3. learn to foster empowerment of populations at risk;
4. provide a practice forum in which to actualize the mission and goals of the MSW program.

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

The University of Maine School of Social Work places social work students in agencies throughout the state, the nation, and in Canada in order to insure exposure to and practice with a variety of client systems. Appropriate field settings include not only the entire range of human service organizations and institutions, but also health, justice, legislative, and educational

settings where social workers practice. The client systems of a given field practicum agency may be individuals, families, groups, organizations and/or communities or various combinations of these systems.

Course Sequence

The foundation year field experiences and assignments occur concurrently with didactic education to facilitate the transactional nature of field education. Each semester of field practica carries a different emphasis that correlates with the content addressed in the classroom. This systematic relationship between field and classroom provides further opportunity for application of knowledge, values and skills to the field placement and for analysis of field experiences through the lens of generalist social work practice. The foundation year field practicum consists of one course, SWK 595, taken in consecutive semesters for four credits each semester, and SWK 596, *Skills Lab*.

Part-time students enroll in SWK 595 in their second year after they have completed the foundation level policy, research, and HBSE courses. During the fall semester of the foundation field practicum includes a two-hour bi-weekly field seminar with the Faculty Liaison, alternating weekly with *SWK 596, Skills Lab*. In the spring, the seminars meet weekly. (For Belfast students these courses occur during the first summer and second fall semesters.) This seminar serves as a forum for student sharing and analysis of field experience, and for integrating generalist concepts with all types of field experience. The total clock hours in field, excluding seminar time, are 200 hours per semester. In addition to the field seminar, all students enrolled in SWK 595 must take SWK 560, Practice in Generalist Social Work I, concurrently with the fall practicum and SWK 563, Practice in Generalist Social Work II, concurrently with the spring practicum. Each of the three credit hour practice courses provide the theory knowledge, and skill requisites for framing and analyzing field experiences.

The field practicum courses are:

SWK 595:	Field Practicum in Social Work (8 cr.)
SWK 596:	Skills Lab (1 cr.)
SWK 695:	Advanced Field Practicum (10 cr.)

The foundation field practicum is designed to provide opportunities and learning experiences to enable the student to develop skills in the application of the problem-solving model and other models of social work practice to assess need and plan interventions for a variety of client systems presented in the field practicum, including individuals, families, groups, organizations, and communities.

Field Practicum Description

All University of Maine MSW students complete 900 hours of field education. Students in the

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

POLICY ON FIELD PLACEMENTS AT WORK SITES AND PAID PLACEMENTS

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

It is the policy of the School of Social Work not to approve field placements at a student's place of employment, where the student is conducting work activities to fulfill field practicum requirements. Under special circumstances, a student may engage in a field practicum at the same agency as the work site, providing that the Field Instructor is different from the work supervisor and that the field placement activities are distinct from tasks performed as a part of the student's employment. Any special arrangements must be submitted in writing to the Field Coordinator, agreed upon by the Field Instructor and the administration of the placement agency, and be approved by the Field Coordinator, the student's advisor and the MSW Coordinator.

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

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

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

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

In recognition of the financial difficulties that graduate students may encounter, the Social Work faculty will consider paid placements when possible. The Field Coordinator, the student's advisor, and the MSW Coordinator must approve paid placements.

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

ADVANCED YEAR CURRICULUM OVERVIEW, COMPETENCIES AND PRACTICE BEHAVIORS

The UMaine master's curriculum prepares graduates for advanced practice in one concentration area: advanced generalist social work practice. The advanced generalist focus of the University of Maine MSW program was chosen because of the rural locale of the University and faculty interest in recent trends in social work education and practice. Social workers in Maine often find themselves working in settings where they are either the only social worker or one of very few. Moreover, due to the wide geographic dispersion of MSW's in this rural state, many graduates who begin their post-MSW employment in direct service roles find themselves on a "fast track" to assuming the additional advanced social work roles as supervisors, program managers and administrators within only a few short years from graduation. Thus, the demands of rural practice in our region require that professional social workers be able to move among different settings, contexts, clients systems, and problem areas, while providing high quality, competent, and evidence-based practice. Moreover, curricular specialization in limited problem situations or methods would severely hamper the effectiveness of our graduates in addressing and alleviating the varied social problems of our region. Geographic demands are only one part of the rationale for an advanced generalist program at the University of Maine. In addition, School of Social Work faculty believes that the advanced generalist perspective has developed as an appropriate and progressive articulation of the unique nature of social work practice. The advanced generalist perspective embodies the dualistic essence of social work, the legacy of perceiving and addressing personal troubles and public issues concurrently.

Historically, the concept of "generalist" has been linked to varied definitions since its entrance into the social work education nomenclature over two decades ago (Landon, 1995; Schatz, Jenkins & Scheafor, 1990). Despite the plethora of diverse approaches to the generalist model,

there is overall agreement about the components of a generalist perspective and the elements of generalist knowledge, values and skills. Generalist practitioners apply multi-level, multi-method approaches to the resolution of the problems of persons in their environments. The notion of “advanced generalist” practice has been a more evolving conceptualization. Most recently, work by a cadre of faculty from advanced generalist social work programs has led to more specific articulation of core dimensions, common frameworks, knowledge base, competencies, and skills for advanced generalist social work practice (e.g., Brittingham & Hammond, 2002; Schatz, 2000; Schatz & Jenkins, 2002). The following definition of advanced generalist practice expresses the organizing philosophy that underlies the advanced curriculum.

Advanced generalist social work practitioners utilize advanced reasoning, problem solving and ways of organizing knowledge in order to solve problems of persons in their environments. The advanced generalist practitioner is distinguished not by method or level of intervention, but rather by advanced critical thinking, expanded knowledge and skills, and additional practice roles. At the advanced level, the curriculum focuses on the “extrapolation, synthesis and refinement of generic and generalist competencies” (Schatz, Jenkins and Scheafor, 1990). The advanced generalist practitioner is capable of intervening effectively in complex situations and applying creative problem-solving strategies. While the foundation level generalist is capable of applying rules of professional practice to a variety of situations and systems levels, the advanced generalist practitioner integrates rules into more sophisticated and comprehensive practice reasoning.

Advanced Curriculum Core Competencies and Practice Behaviors

The advanced curriculum builds upon the generic foundation, the generalist perspective, and the foundation year social work knowledge, values and skills, in order to develop advanced generalist social work practitioners. The advanced generalist perspective provides the organizing framework for the knowledge, skills and values of the advanced curriculum, and the field of practice provides the context and primary exemplars for study. Elective courses enable students to deepen their knowledge and skill regarding a particular practice roles and/or contexts. Upon graduation, students will have the ability to:

- 1) Identify as a professional social worker and conduct oneself accordingly:
 - a. Identify opportunities for involvement in multi-level advanced generalist social work practice;
 - b. Commit to lifelong learning to enhance individual professional growth and development; and
 - c. Continually improve practice through use of supervision and consultation, and self-reflection of personal and professional motives, needs, and actions.
- 2) Apply social work ethical principles to guide professional practice:
 - a. Apply ethical decision-making skills to resolve complex ethical issues and dilemmas in advanced generalist social work practice.
- 3) Apply critical thinking to inform and communicate professional judgments:

- a. Evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for multi-level advanced generalist practice in a variety of settings.
- 4) Engage diversity and difference in practice:
 - a. Identify and assess multiple perspectives for advanced generalist practice with a variety of target groups.
 - 5) Advance human rights and social justice:
 - a. Advocate at multiple levels to reduce stigma for diverse populations.
 - 6) Engage in research-informed practice and practice-informed research:
 - a. Utilize research results to identify, evaluate, and select effective strategies for multi-level advanced generalist practice in a variety of settings;
 - b. Design and conduct research/evaluation of practice
 - 7) Apply knowledge of human behavior and the social environment:
 - a. Apply multi-level frameworks for understanding human behavior and the social environment to advanced generalist practice in a variety of settings.
 - 8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services:
 - a. Apply policy practice skills in multi-level advanced generalist practice in a variety of settings.
 - 9) Respond to contexts that shape practice:
 - a. Act as change agents in multi-level advanced generalist practice in a variety of settings.
 - 10) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities:
 - a. Engagement:
 - 1) Engage diverse groups in multi-level advanced generalist practice in a variety of settings
 - b. Assessment:
 - 1) Adapt, modify, and use assessment tools and approaches in multi-level advanced generalist practice in a variety of settings;
 - 2) Evaluate, select, and implement appropriate assessment instruments in multi-level advanced generalist practice in a variety of settings; and
 - 3) Conduct needs assessment in multi-level advanced generalist practice in a variety of settings.
 - c. Intervention:
 - 1) Apply types of intervention strategies in multi-level advanced generalist

- practice in a variety of settings; and
- 2) Identify, evaluate, and select effective strategies in multi-level advanced generalist practice in a variety of settings.
- d. Evaluation:
- 1) Apply research skills to evaluating advanced generalist practice in a variety of settings;
 - 2) Identify and use evaluation tools for advanced generalist practice in a variety of settings;
 - 3) Communicate and disseminate evaluation results appropriate to the intended audience; and
 - 4) Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

ELECTIVES

Electives may be taken in the School of Social Work, or other graduate departments of the University. Other than SWK 580, Adult and Child Psychopathology, which has only SWK 550 as a prerequisite, most electives are to be taken after the completion of all Foundation level courses, that is, in the student's Advanced Year. Students must complete at least three of the six required elective credit hours in a course designated as meeting the requirement for a "social work practice" elective; all choices of electives must have the approval of the student's academic advisor and the MSW Program Coordinator. The objectives that govern advising and choices of appropriate electives for students state that the role of electives in the MSW Program is to provide students with the opportunity to:

1. Expand knowledge and/or skill in areas appropriate to the individual student's progress toward the MSW Program outcomes; and
2. Extend knowledge and skill in at least one of the advanced social work practice roles: clinician, consultant, supervisor, and/or administrator.

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

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

The School of Social Work has offered the following graduate electives in the past: [N.B. "Advanced Topics" courses are numbered SWK 597].

SWK 571 Assessment and Intervention of Trauma in Social Work Practice
 SWK 572 Program Planning and Grant Writing
 SWK 573/4 Supervision in Human Services I/II
 SWK 575 Family Treatment in Social Work Practice I
 SWK 576 Family Treatment in Social Work Practice II
 SWK 577 Group Strategies in Health/Mental Health Settings
 SWK 580 Adult and Child Psychopathology
 SWK 581 Horticultural Therapy in Social Work Practice
 SWK 582 Supporting Families Under Stress
 SWK 583 Introduction to Mediation
 SWK 597 Solution-focused Narrative Therapy Approaches Across the Lifespan
 SWK 597 Substance Abuse Assessment and Intervention

SOCIAL WELFARE POLICY AND SERVICES (ADVANCED YEAR)

The Social Welfare Policies and Services advanced year consists of one course sequence (*SWK 640, Advanced Social Policy*), and is designed to provide opportunities and learning situations that will enable students to understand the role of the policy practitioner and the role of policy advocacy in social work practice, as well as consolidate and expand their systematic skills in policy analysis.

SOCIAL WORK RESEARCH (ADVANCED YEAR)

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

SOCIAL WORK PRACTICE (ADVANCED YEAR)

In the fall semester of the advanced year, students take SWK 661, *Advanced Generalist Social Work Practice I with Individuals*, and SWK 665, *Advanced Generalist Practice II with Communities and Organizations*. (Students in the Belfast Weekend Program will take SWK 661 in the summer before their final year and SWK 665 in the fall of the third year.) In their final semester all students enroll in, and SWK 600, *Professional Integrative Seminar* and SWK 664, *Advanced Generalist Practice II with Families and Small Groups*. Students enroll in the advanced year social work practice courses either: 1) concurrently with the advanced year field practicum (SWK 695), or 2) in the year prior to completing a Summer Block Field placement.

The practice sequence in the advanced year is designed to provide opportunities and learning situations that will enable students to analyze the elements of advanced generalist social work practice and to apply advanced knowledge and skills to assessment, planning, intervention and evaluation in the context of a field of practice, and with individuals, families, groups,

organizations, and communities.

Students interested in the pursuing the LCSW must take SWK 580, Adult and Child Psychopathology as one of their two electives. In addition, advanced standing students must be sure the other elective is a clinical practice course. Beginning in 2008-9, the addition of SWK 664 to the curriculum will meet the requirement of a clinical practice class for the LCSW. This course will fulfill the requirement for one micro practice elective. Advanced standing students will still need to take a micro practice elective in addition to SWK 664, SWK 661 and SWK 600 because they will not have taken SWK 560.

FIELD EDUCATION (ADVANCED YEAR)

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

The advanced field practicum is designed to provide opportunities and learning situations that will enable students to:

1. Apply knowledge of the field of practice to their own social work practice in the field practicum;
2. Develop mastery in synthesizing foundation knowledge, skill and values as a basis for advanced practice;
3. Develop skills in applying professional reasoning to practice from a systems perspective;
4. Develop and consolidate skills in the advanced practice roles of clinician, supervisor, administrator, and/or consultant;
5. Use the problem solving process to define creatively complex practice problems;
6. Establish a resource network to assist in social work practice;
7. Plan and conduct interventions from within the generalist perspective, synthesizing advanced knowledge, skill, and values, view of humans, knowledge of field of practice, an understanding of the complex service delivery systems, sophisticated inquiry techniques, and resources from one's professional network;
8. Evaluate the outcome of interventions and modify in response to findings;

9. Use knowledge of policy analysis and change to be aware of needed improvements in social policy relevant to the field agency;
10. Use skills of systematic inquiry to pose and answer practice questions;
11. Develop dissemination skills for sharing social work knowledge;
12. Clearly articulate and demonstrate one's own philosophy of social work practice;
13. Examine practice efforts which promote equal opportunity and work to eradicate oppression;
14. Establish and effectively use a system of self-evaluation to foster continued professional and personal growth;
15. Sensitize the student to the need for continuing education, and begin planning for life-long development as a social work practitioner.

**THE CERTIFICATE IN LEADERSHIP IN RURAL GERONTOLOGICAL PRACTICE
AT THE UNIVERSITY OF MAINE SCHOOL OF SOCIAL WORK**

The School provides a certificate program of specialized preparation for graduate level social work students and advanced undergraduates preparing for careers as leaders in gerontological practice in Maine and beyond. The certificate has the following components and requirements:

- 1) Be accepted as a HPPAE (Hartford Partnership Program for Aging Education) student.
- 2) Demonstrate a basic understanding of gerontological practice and aging issues in foundation-level courses
 - a) Participate in geriatric field rotations during the course of the MSW education
 - b) Complete an advanced internship at a HPPAE Consortium member agency
- 3) Complete selected assignments informed by geriatric practice competencies in advanced practice, policy, and research courses
- 4) Participate in the Community Geriatric Leadership Mentor Program
- 5) Participate in an ongoing, electronic gerontological practice bulletin board with students, faculty, and practitioners
- 6) Complete a specialty/certificate course on Advanced Gerontological Practice and

Leadership in Rural Communities

- 7) Work with a faculty gerontologist as your academic advisor during the pursuit of the Certificate

ACADEMIC ADVISING

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

REGISTRATION FOR CLASSES

Registration for first semester classes is completed prior to orientation. Space in required classes is guaranteed for matriculated social work students. Thereafter, for classes for the following semester, registration takes place during a week long period designated by the university.

Students receive a registration form from the Graduate School. It must be signed by the academic advisor and given to the School Administrative Assistant for Student Services, who will forward it to the Graduate School. Class offerings and schedules are distributed prior to registration week.

TRANSFER OF CREDIT AND COURSE WAIVERS

Students may request transfer of up to 12 credits for courses taken in another graduate program or at the University of Maine. Courses may have been taken no longer than six years prior to the request. Ordinarily up to 6 credits may be transferred from another program at UM. Transfers of credits or waivers may be requested for required or elective courses. Under unusual circumstances, a student may request transfer of up to 30 credits from another accredited MSW program. This must have the approval of the MSW Coordinator, and the student must file a waiver of conditions with the Graduate School. Course credits or course waivers are never granted for life or work experience.

To obtain a transfer of credit or course waiver:

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

To obtain transfer or course waiver of more than a total of 12 credits:

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

REQUEST FOR COURSE WAIVERS AND EXEMPTIONS

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

credits.

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

- **SWK 591, Social Work Research I.** A student who has taken a research methods class in another graduate program or has had a rigorous research course in his or her undergraduate program, may consider applying to waive SWK 591. In order to waive SWK 591, the student should contact the MSW Program Coordinator and the faculty chair of the social work research sequence for further instructions. Waiving the course involves passing a 50-question multiple choice exam and presenting a paper from a previous research course (for example a research project proposal) demonstrating competency in course concepts and research methodology.
- **SWK 595, MSW Field Practicum.** A student who graduated from an accredited BSW program over five years prior to entry into the MSW program (and thus ineligible for advanced standing status) may contact, the Field Coordinator, or the Belfast Weekend MSW Coordinator, to explore being exempt from Foundation Field. The Field Coordinator and/or the MSW Weekend Coordinator will assess whether the student has mastered the course content and objectives for foundation year field through a written and/or oral examination.
- **SWK 560, Generalist Practice in Social Work I.**
SWK 563, Generalist Practice in Social Work II.
 A student who graduated from an accredited BSW program over five years prior to entry into the MSW program (and thus ineligible for advanced standing status) may contact the MSW Program Coordinator and the faculty chair of the Social Work Practice Curriculum Sequence to explore waiving SWK 560 and/or SWK 563. The student is advised to review the syllabus from SWK 560 and/or SWK 563 to determine if he or she has mastered the course content. If the student believes that the course would be a redundant review of concepts and skills with which he or she is already competent, the student should request an examination of course content from the faculty chair of the Social Work Practice Sequence. This may include written and/or oral examination.

REQUESTING AN EXEMPTION IN COURSE SEQUENCING

Students with special circumstances which make it difficult to follow the required course sequencing and who wish to request an exemption in the sequence policy should discuss their situations with their advisors. If the advisor agrees that the student's request has merit, the student should complete a "Request for Change in Sequence Policy" form that will be signed by the student and advisor. This request will be reviewed by the

Curriculum Committee, the MSW Coordinator, or the School Director (which ever is most available) for final approval.

STUDENT AWARDS

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

ACCREDITATION

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

STATE LICENSURE

The State of Maine has three levels of licensure:

- **Licensed Social Worker (LSW)** – for Baccalaureate Level Social Workers
- **Licensed Master Social Worker (LMSW)** – for Master’s prepared Social Workers
- **Licensed Clinical Social Worker (LCSW)** – for Master’s prepared social workers who meet the requirement for “clinical concentration”.

The University of Maine MSW Program prepares students to qualify for the LMSW level upon graduation. Qualification for the LCSW requires appropriate supervised work experience in a clinical setting for at least two years following graduation from our program with completion of the clinical emphasis. MSW students who graduate from the **two-year program** must complete the particular courses in order to meet State of Maine Licensing requirements related to “Clinical Emphasis”. Please use the chart below to help you in filling out the licensing worksheet at the point of graduation.

Students interested in the pursuing the LCSW must take SWK 580, Adult and Child Psychopathology as one of their two electives. In addition, advanced standing students must be sure the other elective is a clinical practice course. Beginning in 2008-9, the addition of SWK

664 to the curriculum will meet the requirement of a clinical practice class for the LCSW. This course will fulfill the requirement for one micro practice elective. Advanced standing students will still need to take a micro practice elective in addition to SWK 664, SWK 661 and SWK 600 because they will not have taken SWK 560.

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

Normal Growth & Development --

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

Adult & Child Psychopathology ---

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

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

SWK 560 Practice in Generalist Social Work I

SWK 661 Advanced Generalist Practice I with Individuals

SWK 600 Advanced Integrative Professional Seminar

SWK 664 Advanced Generalist Practice III with Families and Small Groups

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

MSW students who graduate from the **advanced standing program** must complete the following in order to meet State of Maine Licensing requirements related to “Clinical Emphasis”:

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

Normal Growth & Development

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

Adult and Child Psychopathology

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

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

SWK 661 Advanced Generalist I Practice with Individuals

SWK 600: Advanced Integrative Professional Seminar

SWK 664: Advanced Generalist Practice III with Families and Small Groups
One Social Work Clinical Micro Practice Electives
(These four practice courses make up Option A and the third row in the licensing worksheet.)

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

The State Board of Social Work Licensure
Gardiner Annex
State House Station # 35
Augusta, ME 04333 Tel: 624-8603

www.state.me.us/pfr/olr/categories/cat40.htm

FINANCIAL ASSISTANCE

Financial aid, work study and subsidized loans are allocated and administered through the Student Aid Office, Wingate Hall. Students interested in aid should explore the possibilities through that office. Additional information may be obtained from the Women in Curriculum Office, 320 Shibles Hall. There are directories in the library that might be useful.

The Graduate School administers Trustee Tuition Waivers, special funds for Canadian students, and a few university wide Graduate Assistantships. These are competitive, with decisions made by committees of the Graduate Board based on recommendations made by the Departments or Schools.

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

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

MSW PROGRAM RETENTION POLICY

There will inevitably be times when a student has trouble meeting the academic and/or professional standards of the MSW program. Faculty advisors and classroom instructors seek to identify and address such problems quickly. We would like every student to succeed in the program, and believe that such success requires early identification of problems and supportive

collaboration in remediating difficulties. The policies regarding student retention are intended to insure that if intervention is necessary it happens early in a student's career in the program; the policies also provide a structure for remediating the difficulty and describe responsibilities of the Academic Review Committee.

Criteria for Maintaining Good Academic Standing

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

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

Interruption of Graduate Program

Academic Probation

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

Incompletes

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

Sequential courses are:

Policy Sequence – SWK 540, SWK 640

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

Social Work Research – SWK 591, SWK 691, SWK 692
Field Practica—SWK 595(1), SWK 596, SWK 595(2), SWK 695(1), SWK 695(2)
Soc. Wk Practice – SWK 560, SWK 563, SWK 661, SWK 665, SWK 664 and SWK 600

Advanced Standing students take SWK 530, SWK 531, SWK 532, SWK 533 (Bridging courses) and are not required to take any of the 500 level courses or SWK 650.

By arrangement with the field coordinator and the field agency, under special circumstances, field practica may extend through semester breaks without penalty.

Leaves of Absence

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

Withdrawal from the Program

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

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

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

Academic Review Process - MSW

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

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

1. Substandard academic performance: students are automatically reviewed by the MAPRC for any interruption in progress toward the MSW degree;
2. Violation of the NASW Code of Ethics by report from the field instructor, a faculty member, field instructor, or peer;
3. Violation of the student conduct code of the University of Maine, reported by a faculty member, field instructor, or peer;
4. Failure to demonstrate the capacity to engage in appropriate professional social work roles, by report from field instructor, faculty member or peer;
5. Failure to comply with plans for return from leave of absence;
6. Incomplete in a required course; or
7. The student earns less than a B- in any required course.

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

All documents which provide information, including but not limited to logs, papers, and fieldwork evaluations, may be submitted to and considered by the advisor, the MAPRC chair, and the Program Coordinator. If it is determined that a **formal review** will proceed, the student will be notified immediately in writing of the grounds for review, of the steps to be followed,

and of her/his rights. All full-time faculty and relevant part-time faculty or field instructors will be notified of a formal review. The Program Coordinator and advisor may elect to dismiss a request for a formal review in which case the student will continue uninterrupted in the program.

Formal Review

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

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

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

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

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

Academic Review Outcomes

The following outcomes may result from a formal review:

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

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

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

Removal from Probation

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

STUDENT RIGHTS AND RESPONSIBILITIES

Undergraduate or graduate students in the School of Social Work should conduct themselves according to the National Association of Social Workers Code of Ethics. Due to the professional and human service function of the social work profession, these behaviors are part of academic requirements and standards. Student misconduct that involves clients on or off campus or student conduct that is potentially dangerous to current or future clients constitutes a violation of the social work academic standards. The faculty shall follow these academic standards and initiate procedures for dismissal or restriction of offending students. For example, selling drugs or engaging in inappropriate sexual behavior with a child shall constitute a violation of NASW Code of Ethics and shall result in dismissal proceedings based on academic standards.

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

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

1. Forced or coerced sexual behavior.
2. Sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse.
3. Physical actions directed at clients, students, faculty, or staff, such as hitting, spanking, or slapping.

4. Physical or emotional threats directed toward clients, students, faculty, or staff.
5. The acceptance of gifts or money from clients that are not considered standard payment for services received on behalf of the student's agency or field setting; students shall not ask for nor expect gifts from clients.
6. Illegal or unethical behavior that limits or takes away clients' rights or results in financial, material, or emotional loss for clients or gain for social work students.
7. Plagiarism and other forms of academic dishonesty.

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

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

GRIEVANCES

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

Graduate School Academic Appeals Procedure

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

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

School of Social Work Grievance Procedure

The following guidelines may be used to address any grievances a student in Social Work may have concerning sexual harassment, practicum placement and experience, classroom procedure,

cheating or plagiarism, and the evaluation of work and grades. These guidelines do not replace the University guidelines, but are additional procedures which the student may choose to follow. Therefore, any student wishing to initiate a grievance should first review the following guidelines:

1. The University of Maine Student Handbook states guidelines for the above grievance areas (including the practicum considered as a class) in two places: sub-section "Academic Appeals Procedure" and sub-section "Student Administrative Appeals Policy" in the Policies and Regulations section. (www.umaine.edu/stuserv.htm)
2. Sexual harassment grievances are initiated through the Office of Equal Opportunity, which is located in 101 N. Stevens Hall. Full procedures are discussed in the "Stop Sexual Harassment" brochure which is available through the Office of Equal Opportunity or in the School of Social Work office. (www.umaine.edu/eo/)

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

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

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APPENDIX A

Social Work Faculty

SCHOOL OF SOCIAL WORK FULL-TIME FACULTY

Deirdre Finney Boylan, Belfast MSW Weekend Option Site Coordinator
 M.S.W., Smith College
 LCSW, State of Maine
Deirdre.Boylan@umit.maine.edu

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
 M.S.W. Washington University
 Ph.D. University of Washington
Sandy.Butler@umit.maine.edu

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
 M.S.W. University of Pennsylvania
 Ph.D. University of Pennsylvania
edepoy@maine.maine.edu

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
 Ph.D. University of Nebraska Medical Center (medical sciences degree)
stephen_gilson@umit.maine.edu

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
MSW Boston University
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Kelly.jaksa@umit.maine.edu

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
M.S.W. Virginia Commonwealth University
Ph.D. Virginia Commonwealth University
LCSW, State of Maine
Cary_Jenson@umit.maine.edu

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
M.S.W. New York University
D.S.W./Ph.D. Columbia University
Len_Kaye@umit.maine.edu

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
MS Columbia University School of Social Work
BS New York University School of Social Work

susan.kaye@umit.maine.edu

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
M.S.W. Rutgers, the State University of New Jersey
nakelly@maine.edu

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

M.S.W. Wurzweiler School of Social Work, Yeshiva University
Ph.D. University of Maine
jpeters@umaine.edu

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.

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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.

APPENDIX B

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:

- The Code identifies core values on which social work's mission is based.
- 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.
- The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
- The Code provides ethical standards to which the general public can hold the social work profession accountable.
- The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
- 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 C

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 expects 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 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 entirely 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.

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

- Be respectful
- 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.

For more detailed information on NASW's Writing Guidelines see:
http://www.naswpress.org/resources/tools/01-write/guidelines_8.htm

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. The following web sites may also serve as a reference:

www.apastyle.org/pubmanual.html

www.wisc.edu/writing/Handbook/DocAPARReferences_Journal.html

GENERAL WRITING 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".

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.

Reference List

Your reference list should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

Your references should begin on a separate page from the text of the essay under the label References (with no quotation marks, underlining, etc.), centered at the top of the page. It should be double-spaced.

Basic Rules

Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work. Reference list entries should be alphabetized by the last names of the first author of each work. If you have more than one article by the same author(s), single-author references or multiple-author references with the exact same authors in the exact same order are listed in order by the year of publication, starting with the earliest.

For example:

Berndt, T. J. (1996). Exploring the effects of friendship quality on social development. In W. M. Bukowski, A. F. Newcomb, & W. W. Hartup, (Eds.), *The company they keep: Friendship in childhood and adolescence*. (pp. 346-365). Cambridge, UK: Cambridge University Press.

Berndt, T. J. (2002). Friendship quality and social development. *Current Directions in Psychological Science*, *11*, 7-10.

When an author appears both as a sole author and, in another citation, as the first author of a group, list the one-author entries first.

For example:

Berndt, T. J. (1999). Friends' influence on students' adjustment to school. *Educational Psychologist*, *34*, 15-28.

Berndt, T. J., & Keefe, K. (1995). Friends' influence on adolescents' adjustment to school. *Child Development*, *66*, 1312-1329.

References that have the same first author and different second and/or third authors are arranged

alphabetically by the last name of the second author, or the last name of the third if the first and second authors are the same.

For example:

Wegener, D. T., Kerr, N. L., Fleming, M. A., & Petty, R. E. (2000). Flexible corrections of juror judgments: Implications for jury instructions. *Psychology, Public Policy, & Law*, 6, 629-654.

Wegener, D. T., Petty, R. E., & Klein, D. J. (1994). Effects of mood on high elaboration attitude change: The mediating role of likelihood judgments. *European Journal of Social Psychology*, 24, 25-43.

If you are using more than one reference by the same author (or the same group of authors listed in the same order) published in the same year, organize them in the reference list alphabetically by the title of the article or chapter. Then assign letter suffixes to the year.

For example:

Berndt, T. J. (1981a). Age changes and changes over time in prosocial intentions and behavior between friends. *Developmental Psychology*, 17, 408-416.

Berndt, T. J. (1981b). Effects of friendship on prosocial intentions and behavior. *Child Development*, 52, 636-643.

When referring to these publications in your paper, use the letter suffixes with the year so that the reader knows which reference you are referring to. For example: "Several studies (Berndt, 1981a, 1981b) have shown that..."

Use "&" instead of "and" when listing multiple authors of a single work.

If no author is given for a particular source, begin with and alphabetize by using the **title** of the work, which will be listed in place of the author, and use a shortened version of the title for parenthetical citations.

Personal communications, such as e-mail messages to you, or private interviews that you conducted with another person, should not be cited in your reference list because they are not retrievable sources for anyone else. You should make reference to these sources in your in-text citations.

All lines **after** the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

When referring to any work that is NOT a journal, such as a book, article, or Web page, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.

Capitalize all major words in journal titles.

Italicize titles of longer works such as books and journals.

Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

Basic Forms for Sources in Print

An article in a periodical (e.g., a journal, newspaper, or magazine)

Author, A. A., Author, B. B., & Author, C. C. (Year).

Title of article. *Title of periodical*, volume number, pages.

NOTE: For a magazine or newspaper article, you need to include specific publication dates (month and day, if applicable) as well as the year. For a journal article, you do not need to include the month or day of publication. See our examples below for more explanations.

NOTE: You need list only the volume number if the periodical uses continuous pagination throughout a particular volume. If each issue begins with page 1, then you should list the issue number as well: *Title of Periodical*, Volume number(Issue number), pages. Note that the issue number is not italicized. If the journal does not use volume numbers, use the month, season, or other designation within the year to designate the specific journal article.

A nonperiodical (e.g., book, report, brochure, or audiovisual media)

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

NOTE: For "Location," you should always list the city, but you should also include the state if the city is unfamiliar or if the city could be confused with one in another state.

Part of a nonperiodical (e.g., a book chapter or an article in a collection)

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

NOTE: When you list the pages of the chapter or essay in parentheses after the book title, use

"pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references.

Other Questions about Writing Style:

(adapted from the 5th Edition of APA's Publication Manual, © 2001)

When is it wrong to use a comma?

Do not use a comma.....

before an essential or restrictive clause, that is, a clause that limits or defines the material it modifies. Removal of such a clause from the sentence would alter the intended meaning.

The switch that stops the recording device also controls the light.

between two parts of a compound predicate

The results contradicted Smith's hypothesis and indicated that the effect was nonsignificant.

to separate parts of measurement

8 years 2 months

3 min 40 s

Use a colon.....between a grammatically complete introductory clause (one that could stand as a sentence) and a final phrase or clause that illustrates, extends, or amplifies the preceding thought. If the clause following the colon is a complete sentence, it begins with a capital letter.

For example

Freud (1930/1961) wrote of two urges: an urge toward union with others and an egoistic urge toward happiness.

They have agreed on the outcome: Informed participants perform better than do uninformed participants.

in ratios and proportions

The proportion (salt:water) was 1:8.

in references between place of publication and publisher

New York: Wiley. St. Louis, MO: Mosby.

Agreement of Subjects and Verbs.....

A verb must agree in number (i.e., singular or plural) with its subject, regardless of intervening phrases that begin with such words as *together*, *with*, *including*, *plus*, and *as well as*.

For example:**Incorrect:**

The percentage of correct responses as well as the speed of the responses increase with practice.

Correct:

The percentage of correct responses as well as the speed of the responses increases with practice.

Question: In typing class I learned that two spaces always follow a period, but your Publication Manual says one space should follow all punctuation. Why is this?

Answer: Unlike manual typewriters, word-processing software uses fonts that result in proportional spacing, so additional spacing around periods is no longer necessary. Uniform spacing around punctuation also saves a step in preparing word-processing files for electronic editing. As a publisher, APA does not return manuscripts on the basis of the spacing around punctuation.

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 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 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:

Reference Examples for Electronic Source Materials

Note: This material is extracted from the 5th edition of APA's *Publication Manual* (© 2001).

Periodicals

Internet articles based on a print source

At present, the majority of the articles retrieved from online publications in psychology and the behavioral sciences are exact duplicates of those in their print versions and are unlikely to have additional analyses and data attached. This is likely to change in the future. In the meantime, the same basic primary journal reference (see Examples 15) can be used, but if you have viewed the article only in its electronic form, you should add in brackets after the article title "Electronic version" as in the following fictitious example:

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates [Electronic version]. *Journal of Bibliographic Research*, 5, 117-123.

If you are referencing an online article that you have reason to believe has been changed (e.g., the format differs from the print version or page numbers are not indicated) or that includes additional data or commentaries, you will need to add the date you retrieved the document and the URL.

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research*, 5, 117-123. Retrieved October 13, 2001, from <http://jbr.org/articles.html>

Article in an Internet-only journal

Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3, Article 0001a. Retrieved November 20, 2000, from <http://journals.apa.org/prevention/volume3/pre0030001a.html>

Article in an Internet-only newsletter

Glueckauf, R. L., Whitton, J., Baxter, J., Kain, J., Vogelgesang, S., Hudson, M., et al. (1998, July). Videocounseling for families of rural teens with epilepsy -- Project update. *Telehealth News*, 2(2). Retrieved from <http://www.telehealth.net/subscribe/newslettr4a.html>

Use the complete publication date given on the article. Note that there are no page numbers. In an Internet periodical, volume and issue numbers often are not relevant. If they are not used, the name of the periodical is all that can be provided in the reference. Whenever possible, the URL should link directly to the article. Break a URL that goes to another line after a slash or before a period. Do not insert (or allow your word-processing program to insert) a hyphen at the break.

Nonperiodical documents on the Internet

Stand-alone document, no author identified, no date

GVU's 8th WWW user survey. (n.d.). Retrieved August 8, 2000, from <http://www.cc.gatech.edu/gvu/usersurveys/survey1997-10/>

If the author of a document is not identified, begin the reference with the title of the document.

Document available on university program or department Web site

Chou, L., McClintock, R., Moretti, F., Nix, D. H. (1993). *Technology and education: New wine in new bottles: Choosing pasts and imagining educational futures.* Retrieved August 24, 2000, from Columbia University, Institute for Learning Technologies Web site: <http://www.ilt.columbia.edu/publications/papers/newwine1.html>

If a document is contained within a large and complex Web site (such as that for a university or a government agency), identify the host organization and the relevant program or department before giving the URL for the document itself. Precede the URL with a colon.

Other Electronic Sources

Electronic copy of a journal article, three to five authors, retrieved from database

Borman, W. C., Hanson, M. A., Oppler, S. H., Pulakos, E. D., & White, L. A. (1993). Role of early supervisory experience in supervisor performance. *Journal of Applied Psychology*, 78, 443-449. Retrieved October 23, 2000, from PsycARTICLES database.

When referencing material obtained by searching an aggregated database, follow the format appropriate to the work retrieved and add a retrieval statement that gives the date of retrieval and the proper name of the database.

Citations in Text of Electronic Material

The following is excerpted from the 5th edition of the Publication Manual (© 2001). Some elements of the fifth edition's style guidelines for electronic resources differ from previously published guidelines. To cite a specific part of a source, indicate the page, chapter, figure, table, or equation at the appropriate point in text. Always give page numbers for quotations (see section 3.34). Note that the words *page* and *chapter* are abbreviated in such text citations:

(Cheek & Buss, 1981, p. 332)
(Shimamura, 1989, chap. 3)

For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the paragraph symbol or the abbreviation para. If neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the

reader to the location of the material (see section 3.39).

(Myers, 2000, ¶ 5)
(Beutler, 2000, Conclusion section, para. 1)

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.ninensn.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 :

A paragraph number, if provided; alternatively, you could count paragraphs down from the beginning of the document. An overarching heading plus a paragraph number within that section. 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:

Online periodical:

Author, A. A., Author, B. B., & Author, C. C. (2000). Title of article. *Title of Periodical*, xx, xxxxxx. Retrieved month day, year, from source.

Online document:

Author, A. A. (2000). *Title of work*. Retrieved month day, year, from source. 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.