



University of Maine at
PRESQUE ISLE
North of Ordinary

BACHELOR OF SOCIAL WORK
PROGRAM GUIDE

2025-2026

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INTRODUCTION

Welcome to the Bachelor of Social Work Program at the University of Maine at Presque Isle. We are delighted that you are considering a major in Social Work! This manual is designed to help you make an informed choice about this important life decision. It describes the philosophy, the requirements, and the operation of our program. It also includes links for the National Association of Social Workers (NASW), the NASW Code of Ethics, the Council on Social Work Accreditation (CSWE), the Canadian Social Work Code of Ethics, and program application questions which may help you make up your mind about a social work career. If you decide to pursue a major in social work, we hope that the information in our guide will help you plan a productive educational experience in our school.

At the University of Maine at Presque Isle's Bachelor of Social Work (BSW) program, moderately sized classes, flexible program pathways, i.e., hybrid or online, practicum seminars, and other small group experiences provide the context in which BSW students can master competencies necessary to be confident and competent professionals.

Before you decide

Our faculty are available to discuss the social work major with you and to help you answer the questions which are sure to arise as you move toward making a choice of careers. Please review the program guide, and feel free to contact the Director of the BSW Program beverly.wagner@maine.edu or (207-768-9427) to schedule a zoom or in person meeting to assist you with the process should you have additional questions or concerns.

What is social work?

Social work is a profession concerned with promoting the well-being of people and includes assisting individuals, families, groups, organizations, and communities to achieve life-enhancing goals. Social workers help people address social problems to reduce human suffering and change social conditions that negatively impact individuals, families, organizations and communities. The profession is especially concerned with human rights and social justice. Social workers view people and their environment as intertwined and interdependent. Therefore, social workers not only work with individuals toward personal change but also share a commitment to working for changes in institutions and society. This view means that social work is a generalist profession, where members are educated to take a broad view of the issues and challenges confronting any person or group of people.

Social workers respond to human needs and problems from birth to death. We practice in a diverse range of settings such as schools, programs for older adults, mental health centers, hospitals and clinics, group homes and half-way houses, community centers, private agencies, departments of health and human services, child welfare, probation and parole, grassroots social change organizations and social policy lobbyist groups, employee assistance programs, and many other settings.

Within these settings, social workers are educated as generalist practitioners and carry a wide range of activities, roles, and responsibilities. Bachelor level social workers function as brokers and educators, group facilitators, counselors, advocates and community organizers, rehabilitation specialists, researchers and policy analysts, case managers, supervisors and administrators.

Although social workers practice in diverse range of practice settings, they follow the same professional code of ethics, the USA [National Association of Social Workers \(NASW\) Code of Ethics](#) and/or the [Canadian Code of Social Work Ethics](#) sets the social work apart from other disciplines. Other distinguishing components of social work include a commitment to working with and on behalf of people who are economically and socially at risk, vulnerable, and who experience oppression and discrimination. Additionally, social workers share a common knowledge and skill set that enables them to work with a wide range of populations and fill a range of roles in diverse settings. Thus, the profession of social work requires social workers who are flexible, self-aware, self-motivated, eager to learn over a lifetime, desirous of personal growth, altruistic, comfortable with ambiguity, and interested in the rights to self-determination, social justice, and changing social conditions that are averse to healthy human development.

In the State of Maine, social work is regulated through licensure at both the Bachelor's and Master's level of education. The statute in Maine State Law that governs the practice and use of the title "Social Worker" is Title 32, Chapter 83 within the Department of Professional and Financial Regulation. Finally, social workers are provided with a source of professional identity through affiliation with the [National Association of Social Workers](#).

MISSION AND GOALS OF THE BACHELOR OF SOCIAL WORK PROGRAM

Mission Statement of the Bachelor of Social Work Program

In conjunction with the mission statement of the University of Maine at Presque Isle the Bachelor of Social Work Program is committed to preparing students for entry-level professional generalist practice. To accomplish this, a person in environment framework, global consciousness perspective, intersectionality, cultural humility, and knowledge based on scientific enquiry will be emphasized as the means to understand and practice social work ethics, values, and skills. The program is committed to promoting the well-being, growth and empowerment of all individuals, families, groups, communities, and organizational systems.

BSW Program Learning Outcomes

By developing in the following proficiency areas, social work graduates are able to effect positive social change by selecting and utilizing appropriate social work practices within wide varieties of client systems. The social work program strives to prepare its graduates to:

1. Plan and work with client systems of all sizes using culturally responsive, generalist social work methodology.
2. Apply a practice framework that demonstrates social, racial, economic, and environmental justice to advance human rights for all system levels.
3. Utilize global critical thinking and self-awareness.
4. Engage in research informed practice and practice informed research and policy practice.

5. Effect culturally responsive inclusive change through practice in rural and global communities.

THE GENERALIST MODEL OF SOCIAL WORK PRACTICE

Generalist social work education enhances the effectiveness of graduates in addressing and alleviating the varied social problems both locally and globally. The UMPI BSW stresses that by starting where the client is at and by utilizing their own strengths, we empower people to move toward positive change. The international, national, state and local social service delivery systems need social workers who can competently fulfill a variety of practice roles including broker, advocate, administrator, counselor, case manager, networker, community organizer, group facilitator, change agent. Lastly, the ability to ask the salient questions, determine the best means of addressing issues, and then implementing the strategies to effect change describes the critical thinking aspect of this generalist BSW program.

Bachelor of Social Work Program Competencies and Practice Behaviors

After completing the BSW program, students will be able to demonstrate the nine 2022 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). Therefore, students will be able to:

1. Demonstrate Ethical and Professional Behavior.
 - a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession appropriate to the context
 - b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
 - c. Use technology ethically and appropriately to facilitate practice outcomes.
 - d. Use supervision and consultation to guide professional judgment and behavior.
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice.
 - a. Advocate for human rights at the individual, family, group, organizational, and community system levels.
 - b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
 - a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
 - b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
4. Engage in Practice-Informed Research and Research-Informed Practice.
 - a. Apply research findings to inform and improve practice Policy, and programs.
 - b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
5. Engage in Policy Practice

- a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
- b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
 - a. Apply knowledge of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, to engage with clients and constituencies.
 - b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
 - a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
 - b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
 - a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
 - b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
 - a. Select and use culturally responsive methods for evaluation of outcomes.
 - b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations and communities

Each competency describes knowledge, values, skills, cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

OVERVIEW OF THE BACCALAUREATE SOCIAL WORK CURRICULUM

The Bachelor of Social Work curriculum is designed to enable our students to acquire the liberal arts perspective and the professional foundation of knowledge, values and skills that incorporate the nine core competencies necessary for competent, generalist social work practice.

The Liberal Arts Perspective

The liberal arts perspective is acquired through academic study which includes relevant content in behavioral science, social science, humanities, and physical science. This provides a foundation for acquiring professional knowledge, relevant concepts, professional values, and the interactive skills necessary for beginning social work practice. By providing a

foundation of information and skills, the UMPI General Education Curriculum ensures that the graduate not only has knowledge of a major field but also the flexibility to think critically and argue persuasively on a range of issues relevant to personal and professional life. Critical and conceptual thinking, sensitivity to the multiplicities of human experience, and acquisition of technical skills are pervasive through the educational experience at the University of Maine at Presque Isle.

The BSW Degree

The BSW degree requires one hundred twenty (120) credit hours, with 60 credit hours taken outside the major and a minimum of 60 credit hours in social work. Of these 60 credit hours, 3 credits play a dual role and fulfill both social work core course as well as general education course. All BSW students must complete a minimum of 40 credits of courses that contribute to their University of Maine General Education requirements which includes 22 credit hours of required General Education courses needed the for social work major.

Table 1
University of Maine at Presque Isle General Education Requirements
*Some courses meet more than one objective area. Minimum of **40** credits required.

Credit Hours	Number of Courses (1 per Objective in Each Content Area)	Content Areas
9-14	4	Written and Oral Communication
12-15	5	Critical and Creative Thinking
8-20	5	Quantitative and Scientific Reasoning
6-9	3	Information Literacy
9-15	5	Global Consciousness & Intercultural Awareness

Table 2
BSW Required General Education Courses
(Course meets General Education Requirements)

Credit Hours	Content Area	Course descriptions
6	English	ENG 101 and ENG 121
3	Math	MAT 101 Basic Statistics or MAT 201 Probability and Statistics
6	Psychology	PSY 100 General Psychology and PSY 311 Research Methods 1 or CRJ 230 Research Methods
3	Sociology	SOC 100 Introduction to Sociology
4	Biology	Any Biology + Lab

In addition to the general education requirements, BSW students must complete the core

courses in social work as well as two required social work elective courses of their choosing. Remaining elective courses can be chosen from any area of interest. *BSW students are required to consult each semester with their professional advisors when planning their courses of study.*

The overarching frameworks used in the design of our curriculum are person-in-environment and generalist social work practice. Key themes include social work values and ethics; the demonstration of anti-racist practice, diversity, equity and inclusion, and the ability to work with diverse populations and varying system levels; social work's commitment to populations-at-risk and the importance of working for racial, social, environment, and economic justice. The development of the ability to use social work knowledge self-critically and accountably takes place in every course in the baccalaureate curriculum. Practice courses, the practicum, and the field practicum seminar are central to this process of applying knowledge to the resolution of human problems, and all courses demand critical thinking and the application of the ethics and values of social work. Required social work courses are listed below.

Courses and curriculum are offered in two pathways: Hybrid Program Pathway and Online Program Pathway. The curriculum is the same for both program pathways. The hybrid program includes some courses that are distant, some synchronous zoom courses, and some courses that are face-to-face. The online program is a mixture of distance (asynchronous courses) and some synchronous, online courses. At the time of admissions, students declare their preferred program pathway/option. Students may change a pathway but must declare their intention to change pathways in writing, a minimum of one semester before making a pathway change.

BSW CORE COURSE DESCRIPTIONS

SWK 100 Introduction to Social Work and Social Welfare

3 credits.

The course provides an introduction to the social work profession, its fields of practice, history, values, ethics, and promotion of social and economic justice to advance human rights. Social welfare institutions are reviewed through historical, cultural, political, and economic contexts for American and Canadian society. Special attention is given to service delivery in a rural context and with populations-at-risk.

SWK 285 Human Behavior and the Social Environment I

3 credits. Completion of SWK 100 recommended but not required.

Empowering people to change requires understanding the dynamics of human interaction. This course initiates students' awareness of the interplay between humans, their behavior, and their social environment. This concept is primary to preparation as a generalist practitioner of social work. *This course focuses on individual development in a family context.*

SWK 287 Human Behavior and the Social Environment II

3 credits. Completion of SWK 100 recommended but not required.

Empowering people to change requires understanding the dynamics of human interaction. This

course initiates students' awareness of the interplay between humans, their behavior, and their social environment. This concept is primary to preparation as a generalist practitioner of social work. *This course examines families, groups, organizations, and communities.*

SWK 300 Social Welfare Policy and Issues

3 credits. Students will be introduced to methods of assessment and analysis of social welfare policy. The interrelation of policy and society will be studied using an anti-oppressive lens. The course reviews social welfare history, public policy development, and how social work is organized by social welfare to respond to need.

SWK 105 Connecting with People: Helping Skills for Various Groups

3 credits. Open to students from any major as a course in diversity. *Meets General Education Requirements

Open to students from any major, this course explores perspectives, backgrounds, and lived experiences of various groups. The purpose is to broaden students' understanding of lived experiences, with emphasis on applications in social work and human service professions. Self-reflection and developing knowledge when connecting with others are primary course objectives. Students learn about a variety of helping frameworks and connection skills to support and understand a broad range of groups and persons in society. This course satisfies Mental Health Rehabilitation certification requirements.

SWK 315 Social Work Practice I

3 credits. BSW Major

The first of three practice classes, students acquire entry level skills such as interpersonal communication skills, interviewing, data collection, documentation, dealing with ethical dilemmas necessary for beginning generalist social work practice. Critical thinking and self-exploration are integral components of coursework. Person-in-environment, empowerment approach, and a strengths perspective in relation to the individual system emphasized.

SWK 380 Social Work Practice and Methods with Families

3 credits

This course is designed to build on the foundation developed in earlier generalist social work courses and to assist in integrating knowledge, values and skills as applied to families and family subsystems with emphasis on working with and empowering oppressed and/or disadvantaged family systems. A variety of approaches to intervention with various family systems are surveyed in order to assist the students in developing their own style in using the change process as beginning generalist practitioner

SWK 396A Junior Field Experience I

3 credits Open to all majors

This course is designed to begin the foundation for social work skill development. Students may add one hundred (100) hours of volunteer or field experience to enrich their education under the supervision of the instructor.

SWK 396B Junior Field Experience II

3 credits BSW Major, 396A

This course is a continuation of SWK 396A and required for social work majors. Student practice ethical decision making and continue to develop skills. Under the supervision of the instructor, students may add one hundred (100) hours of volunteer or field experience to enrich their education.

SWK 400 Social Work Practice II

3 credits. Prerequisites: SWK 315, Co-requisite: 494A and SWK 494A

This is the second course in the social work practice sequence for generalist practice. It is designed to build on foundation developed in earlier generalist social work courses and assist in integrating knowledge, values and skills as applied to groups. A range of inclusive adaptable approaches for the development of interpersonal communication, assessment, planning, intervention, and evaluation with a broad spectrum of diverse populations are surveyed.

SWK 405 Social Work Practice III

3 credits. Prerequisites: SWK 400

The last of three courses addressing skills and knowledge for generalist social work practice with communities, agencies and organizations. Students explore theory and practice of social change in macro systems, develop skills of planning, advocacy, networking, brokering, and organizing. This course continues to promote professional development.

SWK 492A Senior Seminar I

3 credits. Prerequisite: SWK 315, Co-requisite: SWK 494A

This course will utilize a comprehensive approach to develop students' professional abilities, knowledge, skills, values, methods and practice as a social worker. The student's aptitude and emotional readiness for a career in social work will be assessed.

SWK 492B Senior Seminar II

3 credits. Prerequisite 492A Co-requisite: SWK 494B

This course is a continuation of SWK 492A. This course will utilize a comprehensive approach to develop students' professional abilities, knowledge, skills, values, methods and practice as a social worker. The student's aptitude and emotional readiness for a career in social work will be assessed.

SWK 494A Senior Field I

6 credits. Prerequisites: SWK 315, Co-Requisite: SWK 492A

The first of a two-course series with students completing a total of 500 hours at a designated agency/organization under the supervision of a designated practicum instructor. Practicum places

students in an environment to gain experience using the methods, knowledge, skills and values from the social work curriculum.

SWK 494B Senior Field II

6 credits. Prerequisites: SWK 494A. Co-requisite: SWK 492B

The second of a two course series with students completing a total of 500 hours at a designated agency/organization under the supervision of a designated instructor. Practicum places students in an environment to gain experience using the methods, knowledge, skills and values from the social work curriculum.

BSW Electives

Two are required:

SWK 202 Ethics in the Helping Professions

3 credits. *Meets General Education Requirements. Open to persons of all majors.

This course presents information about ethics and professionalism. Ethical issues are multifaceted and complex, defying simplistic solutions. Ethical dilemmas create gray areas that require learning information about ethical standards and how to define and work through a variety of difficult situations. This course presents the basics to begin this process.

SWK 250 Child Welfare

3 credits.

Children and family services are a significant part of human service history and practice. Students are introduced to children, family, and youth services with emphasis on Native American populations and other oppressed groups. Current systems of child welfare will be critiqued and concepts of child neglect, abuse, and exploitation studied

SWK 309 Case Management

3 credits. Prerequisites: PSY 100

A career in any form of human service delivery requires skill development to address the right problems and match it with the best resolution. This course is designed to introduce students to basic case management techniques as one form of problem solving and simultaneously challenge participants to become “professional helpers”. Course satisfies Mental Health Rehabilitation certification.

SWK/SOC 325 Gerontology

3 credits. Prerequisite: SOC 100

This course introduces students to the issues of aging through an interdisciplinary perspective. Social forces affecting people as they age, including biological, psychological, social, and spiritual issues is presented in a seminar class style. Current research and theory is critiqued. Aging is presented as a process rather than singular life event.

SWK 381 Crisis Intervention

3 credits Prerequisite: PSY 100

Students learn to identify behaviors that indicate crisis, develop skills and methods of intervention, and appropriate referral considerations. Issues of social, and legal relevance are covered. Knowledge and skills for ethical and culturally responsive social work practice will be emphasized. Course satisfies Mental Health Rehabilitation certification.

SWK 425 Topics in Social Work

3-6 Credits

This course will present topics that represent social work practice concerns in a rapidly changing world of human needs. Students will engage in policy analysis, research, reflection, and discourse. The topic will change; thus the course can be taken multiple times.

ADVISEMENT

Choosing Social Work as a Career

The career advising process begins with the first contact of the prospective BSW student with a member of the BSW faculty and continues through graduation. Inquiries about the social work major and social work as a career are referred to the BSW Program Director or another member of the BSW faculty. These first contacts are usually generated by the Admissions Office who provides the Director with email addresses of prospective students interested in the BSW degree. To change from one major to the major in Social Work, students should visit the Student Advising Office.

All students who express an interest in social work as a career are advised to enroll in SWK 100: Introduction to Social Work and Social Welfare. SWK 100 is designed to enable students to consider thoughtfully their potential interest in a social work career.

Professional and Academic Advisement

In order to assist students in achieving their educational goals, UMPI provides each student with a professional (faculty) advisor and an academic advisor. Professional advisors and academic advisors assist students with advising and degree program questions, goal setting, course registration, referral to campus resources and other services designed to optimize the student's academic experience and contribute to their success. These advisement policies help to retain students and address issues before they become insurmountable.

All faculty of the BSW program provide professional advisement to students. A major activity of the faculty advisor and student is to explore the student's aptitude and motivation for a career in social work. Faculty advisors also assist students with accessing needed services, such as the Student Support Services, the Counseling Center, or Financial Aid. Faculty advisors assist students with on campus involvement such as the Student Organization of Social Workers. Students meet with their professional (faculty) advisors at least once each semester, and more frequently if desired or needed.

Professional advisors have regularly scheduled office hours, during which time students are

welcome and encouraged to schedule zoom meetings or drop by for an in-person meeting. In addition, advisors arrange meetings by appointment. Advisors are responsible for providing course registration information, such as the University of Maine's portal approval system for a selected schedule. These meetings are also used for review and assessment of the student's plan of study. All students' academic progress is reviewed during these meetings at the end of each semester, or at time the student and/or faculty note issues with the student's academic progress. UMPI also utilizes an early alert system in which students, faculty advisors, and academic advisors are notified that the student is having difficulty in a course. Following any academic review, the student's advisor works with the student to develop a plan for remediation or separation from the program.

Academic Advisors are also available to support students' academic progress. Academic Advisors provide guidance around the scheduling and sequencing of course selection, review academic performance each semester.

Finally, prior to enrolling in semester five courses, students complete the Personal Statement form and give this to their professional advisor. At this time, review is conducted to ensure the completion of all practicum prerequisites, or to create a plan for the completion of the prerequisites, and to discuss which practicum placements will best contribute to meeting their academic needs and area of practice preferences. Professional advisors are available to provide guidance in assessment and selection of practice settings that meet students' goals, provide consultation about special academic or personal services or issues that may arise.

APPLYING FOR THE SOCIAL WORK MAJOR

Acceptance in the UMPI BSW program is contingent upon acceptance by the university (institutional) admissions policies. Thus, admission to the social work program is contingent upon the following:

- Students are accepted at UMPI.
- Students declare social work as their program of study.

Prior to progressing and/or initiating fifth semester coursework (Junior Field 396A and/or Social Welfare Policy and Issues SWK 300) students need to do or ensure the following:

- Completed forty-five (45) or more credit hours with a GPA of 2.5 or above
- Completed the Personal Statement form found in this manual as well as the UMPI SWK webpages.
- Provided social work faculty with 2 references.

It is also recommended students transferring from another institution, or students who change their program of study to social work should contact the BSW Program Director and schedule a zoom or in-person appointment to discuss their interests.

Academic Requirements

Students beginning semester 5 social work courses should have a cumulative grade point average of 2.50 or higher and completed SWK 100 Introduction to Social Work and Social

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Welfare or an equivalent course, with a grade of C or higher. It is recommended that BSW students have a minimum of five (5) of the General Education courses completed at the time of beginning semester 5 courses:

ENG 101	College Composition I
MAT 101	Basic Statistics <u>or</u> MAT 201 Probability and Statistics
PSY 100	Introduction to Psychology
PSY 311/CRJ 230	Research Methods: PSY 311 or CRJ 230
SOC 100	Introduction to Sociology

PRACTICUM

The practicum is designed to enhance the students' ability to function as a Professional Social Worker and to build upon the students' knowledge, skills, values, and personal qualities. The placement provides an opportunity to use information gained from the academic courses together with personal experience and apply skills in a social work practice setting.

The student completes two (2) semesters of practicum consisting of Social Work Senior Field I and II (SWK 494A and 494B). Students who want or need additional practicum hours, have the option to take 200 (optional) hours in Junior Field I and II (396A and 3096B) over two semesters. This opportunity allows the student to become familiar with the functioning of a social service agency, explore working with populations which the student may have an interest in, and begin to build a professional identity. The student attends a class concurrently to assist with integrating social work values, ethics, and course material with the practice experience.

Social Work Senior Field I and II is a total of 500 (mandatory) hours over two semesters, implemented as 16-18 hours per week over a nine-month period in a social work practice setting. The student attends a 3-hour weekly seminar (SWK 492A and SWK 492B) concurrently. This integration of course material and field experience assist the student in the development of the core competencies and practice behaviors expected for a graduate of the BSW Program.

ENTRANCE TO FIELD EDUCATION

Social Work Junior Field I (SWK 396A): This course is usually taken in the fall of the junior year (5th semester) and is required or an UMPI designated equivalent course for all BSW majors. The course is offered to students of all majors; thus, the prerequisites are limited. Successful completion of this course is required to enter Junior Field II.

Social Work Junior Field II (SWK 396B) It is recommended Junior Field I and II be taken sequentially, but students may take them in separate years. Junior Field II or an UMPI designated equivalent course needs to be taken the semester before entering Senior Field I (SWK 494A). Successful completion of Junior Field II and Social Work Practice I is necessary to enter Senior Field I.

Senior Field: Students complete an application for Social Work Senior Field I (SWK 494A) in Junior Field II or in consultation with the Director of Field Education. *Please see Field Manual for specific*

guidelines to apply for Senior Field courses (SWK 494A and 494B).

PRACTICUM POLICIES

1. All students in the Field Education Program will adhere to the UMPI BSW Program standards and the NASW Code of Ethics.
2. If a practicum is revoked by the agency or Field Director due to agency changes, the Field Director will work with the student to obtain field work to complete the field education requirements.
3. If a practicum is terminated due to student performance, conduct or comporment, the student will meet with the BSW faculty to determine the student's future in the program. Each case will be handled individually but will follow all University policies.
4. Life experience is not accepted as a Substitute for field work.
5. If a student is employed in a social service agency, the student needs to consult with the field director regarding the suitability of the placement. In some cases, the Field Director may work to obtain a practice site in another part of agency with a Field Instructor who is not associated with the student's employment supervisor.

SELECTING A PRACTCUM

The practicum is an integral component of the curriculum in social work. The selection of practicum sites and practicum instructors follow CSWE guidelines.

As the CSWE Curriculum Policy statement indicates, the practicum site must provide the student with opportunities for:

1. The development of an awareness of self in the process of intervention;
2. The opportunity to implement all of the 9 CSWE Educational Policy and Assessment Standards,
3. Supervised practice experience in the application of knowledge, values, and ethics, and practice skills to enhance the wellbeing of people and to work toward the amelioration of environmental conditions that affect people adversely.
4. Use of oral and written professional communications which are consistent with the language of the practicum setting and of the profession;
5. Use of professional supervision to enhance learning; and
6. Critical assessment, implementation, and evaluation of agency policy within ethical guidelines.

New agencies must have provided services for at least one year before being considered as a practicum site. Agencies under the National Association of Social Workers (NASW) sanction will not be considered.

For complete details on requirements and protocol for practicum, refer to the Practicum Manual. The Field Director will assist students with this process.

BSW PROGRAM POLICIES

Credit for Prior Life and Work Experience

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

Admissions Policy

The UMPI BSW program adopts the UMPI institutional policy and process for Social Work Program admissions. Thus, students are admitted to the social work program at the time they declare social work as their major and/or admission to the university. As UMPI markets both nationally and internationally, their admissions marketing and policies are inclusive and equitable.

During students' fourth semester and/or completion of 45 credit hours, social work students receive an email from their professional advisor two weeks prior to their required spring advising session asking them to complete a personal statement form and submit two references. Students will bring (or email) the requested forms to their advisor prior to their advising session.

The completion of the form assists them in reflecting upon their reasons for pursuing a social work degree. Their statement is explored with their social work professional advisor to address any questions or concerns. The references also provide students with an opportunity to gather needed references prior to their junior year field classes beginning in semester 5. It is also during this period, completion of 45 credit hours, or at the time of a student's transfer into the program, that advisors will provide academic monitoring and follow up on any academic concerns.

Attendance Policy

The Bachelor of Social Work program is designed to provide students with a combination of classroom and practical experience in preparation for the social work profession. Infused throughout the program is an emphasis on experiences that challenge students to develop knowledge, skills, values and affective and cognitive processes necessary for social work professional practice. Chronic absences, or tardiness negatively affect their ability to learn the competencies and/or complete their courses. Students are expected to communicate with their instructors ahead of time when missing a course or when arriving late or leaving early is unavoidable. The maximum absences for social work courses is three classes. This policy is the same for synchronous, online courses.

- For hybrid or block courses that meet once a week for a two- and half-hour block, one class is half of the class, i.e., one hour and 15 minutes.

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- For online, asynchronous courses, one absence is defined as not logging into the course and/or submitting work for one week or one module. Three classes is defined as not logging in for three classes and/or not submitting work for three classes (does not have to be a consecutive three week period).

Upon the fourth absence, students will be asked to meet with the BSW program director and relevant faculty to discuss the students' continuation in the course. More than **five (5)** absences in any social work course will result in the student being directed to withdraw from the class. This policy extends to field placements. More than **four (4)** absences from a practicum will result in the student being directed to withdraw from the class: SWK 494A and SWK 494B.

Ethics

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

Behavior

Since the role of social worker involves helping people from a variety of backgrounds and with a range of problems, it is important that social work students not permit personal issues to interfere with social work role. Thus, the BSW faculty recognize that in some cases students need emotional and psychological resources to be able assist others. Students who demonstrate behaviors which suggest that their own difficulties are not sufficiently resolved to be able to help and support others may be asked to seek professional help.

Classroom Conduct and Compartment

Social work is a professional practice degree, and an aspect of social work education is developing professional behavior. This begins in the classroom with how students conduct themselves and relate to classmates and the instructor. Expected behavior in addition to punctual attendance includes the following:

- Students will show respect to all people. Respect means paying attention to anyone who is speaking. This includes putting cell phones and laptops away,
- Expressing opposite opinions and views is encouraged. Students will participate in a manner which allows all individuals to express their views. All opinions should be expressed openly. People should be allowed to finish statements and not be interrupted, and facial statements or body language, which reflects disapproval, should not be conveyed without an explanation.
- Technology manners: Texting during class, answering cell phones during class, cell phone photos or videos in class, working on laptops are disrespectful to the entire class.
- Zoom transcripts may be downloaded, however, audio or video recording a lecture, without permission of the instructor is a breach of confidentiality and not allowed.

The practicum is an aspect of social work education when students use the skills learned in the classroom. Professionalism and professional behavior are expected not only in the classroom, but in the practicum as well. Professionalism is a part of the practicum evaluation and will be addressed if there are concerns.

Disruptive behaviors of any nature are unprofessional, unacceptable and will be addressed. All students are expected to follow the [University of Maine System's Student Code of Conduct](#).

Zoom Policy

When you attend a social work course via Zoom, please adhere to the following:

- Have your camera on so you can be seen by your peers and instructor. If you are not able to do so, please contact your instructor ahead of time.
- Be in a safe location to log in without interruption or distraction. Do NOT Zoom while driving, exercising, working, etc.
- Stay focused. While Zooming may seem like a good opportunity to multitask (work on other assignments, do the laundry, check social media, play video games, etc.), doing so limits your learning potential. It can also be a distraction to others in the class.
- Do not record or capture screenshots of any classroom activity or person without express written permission from the instructor.
- Avoid sharing the Zoom link with anyone not enrolled in the course.
- Do not lie down or sleep. And, while it's tempting, do not Zoom from the comfort of your bed.

Acceptable and Unacceptable Use of Generative AI

The use of generative AI tools (e.g. ChatGPT, Claude, etc.) is permitted in social work courses for the following activities:

- Brainstorming and refining your ideas
- Fine-tuning research questions
- Finding information on your topic
- Drafting an outline to organize your thoughts and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as using AI to compose discussion board responses to prompts or questions.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

Additionally, you should note that AI has the tendency to make up incorrect facts and fake citations (I will check both facts and citations in your work). You are responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an AI

UNIVERSITY POLICIES

Transfer Students

Students transferring from another institution or from another college in the University System are advised of their remaining general education core requirements by the Office of Student Records and informed of their college requirements through the Office of Academic Advising. Transfer students who have taken equivalent social work courses are evaluated according to existing articulation agreements with other institutions or by the BSW Faculty on a case-by-case basis. Transfer students receive a transcript analysis from the Office of Student Records that outlines the transfer credit being awarded and the coursework left to complete. Courses with a grade of less than C- or 70 will not transfer to the university. A meeting is set up between each transfer student and a BSW faculty advisor as soon after admission as feasible to review academic pathways. Academic credit for life experience and previous work experience will not be granted.

International Students

Students who are citizens of other countries are welcomed at UMPI and are encouraged to apply for admission. In order to comply with university admissions policies and regulations of the Immigration and Naturalization Service of the United States, students from other countries need to 1) furnish the Admissions Office with a completed Application for Admission and official school records showing the completion of twelve years of schooling; 2) take the TOEFL exam in their home country, if required. For information on visa requirements, please see the [UMPI International Students page](#).

Right to Accommodations for Individuals with Disabilities

The University and the social work department are committed to providing a learning environment that promotes educational opportunities for all students, including those with disabilities. Students needing accommodations should contact the Director of Student Support Services, Mary Kate Barbosa at 207-768-9613, with current and complete documentation or visit the [Student Support webpages](#) for further information.

Financial Aid

Financial aid, work study and subsidized loans are allocated and administered through the Financial Aid Office. Students interested in aid should explore the possibilities through that office. More information can be found at the [UMPI Financial Aid website](#).

ADDITIONAL INFORMATION

Mental Health Rehabilitation Technician/Certification

In the State of Maine, a consent decree requires social workers who are employed in an adult community mental health position to obtain a Mental Health Rehabilitation Technician

Certificate. The BSW degree meets all of the requirements for this certification, however, students will still need to formally apply upon graduation. The application as well as the guidelines for certification can be found at <https://cfl-muskie.org/wp-content/uploads/2021/02/Guidelines.pdf> Students residing outside the state of Maine will need to follow up with their state licensure boards regarding acceptance of MHRT/C credits and/or requirements.

Canadian Requirements

CASW in Canada and CSWE in the United States maintain an MOU. Thus, students who obtain their BSW at CSWE accredited programs in the United States are not required to have a foreign degree audit. However, it is recommended that the student should check with their intended employment province to become knowledgeable about the requirements and process to obtain registration.

Canadian students also need to meet the BSW program's general education requirements, which include such courses as college composition, economics, government, psychology, sociology, statistics, biology and humanities. These courses can be transferred to UMPI with the appropriate grade from an accredited institution.

Working While in School

The BSW Program is demanding of time and energy. Students may find that it is difficult to work full time and attend the program full time.

Opportunities, such as dormitory resident assistantships and work study exist for work on campus. Students should carefully consider competing school and work demands when deciding on work arrangements. Your professional advisor will be glad to discuss these options with you.

Study Away

Social work majors may earn credit toward their BSW degree through study for a semester or an academic year at appropriate colleges and universities in the United States and in many countries throughout the world. The University of Maine at Presque Isle is a member of the [National Student Exchange](#), which allows students from this campus to attend up to one year of classes on a campus anywhere in the United States.

Library Services

The University of Maine at Presque Isle's [library located in the Center for Innovative Learning](#) contains extensive online holdings relevant to social work, including numerous books, journals, bibliographies, abstracts, and indexes.

THE BACHELOR OF SOCIAL WORK DEGREE (BSW)

Upon successful completion of the degree requirements, you will have earned a Bachelor of

Social Work. The degree is commonly referred to as a BSW.

Social work educational programs are accredited by the [Council on Social Work Education \(CSWE\)](#) and the University of Maine at Presque Isle's BSW Program is accredited by the CSWE Board of Accreditation. Graduation from an accredited program is important for students planning to attend graduate school, for those seeking social work licensure in Maine and other states, and for Canadian and other international students who want their degree to be recognized in their home countries, regions and provinces.

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

Licensure as a Social Worker (LBSW) and requirements for licensure, in the United States, typically follows this process:

- Verify with your state board that you have graduated with a BSW degree from a CSWE accredited social work program.
- Register with your state licensure board. This may require a small fee.
- Take the LBSW licensure exam administered by the [Association of Social Work Boards](#). (Not all states require the exam. In some cases, some states may require an additional jurisprudence exam.

For the state of Maine, further information, licensing legislation, and regulations can be found [online](#) here or obtained from:

The Maine State Board of Social Work Licensure Gardiner Annex
State House Station #35 Augusta, Maine 04333
Tel: 207-624-8603

In Canada, BSW graduates register with their provincial Association of Social Workers. For New Brunswick BSW graduates, further information can be found at the [New Brunswick Association of Social Worker's \(NBASW\) website](#).

STUDENT RIGHTS AND RESPONSIBILITIES

Students have a fundamental right to appropriate efforts to gain knowledge. Constitutional rights including freedom of speech and dissent are essential to the search for knowledge and are protected by the University.

The social work faculty support the right of students to organize and encourage students to participate meaningfully in policy decisions concerning their social work education. Student participation affects the quality of the educational experience, making it more meaningful and applicable to the needs of the adult learner. Through participation, students develop organizing, decision-making and negotiating skills which are applicable to the social welfare system and social work practice. There are several avenues for student participation.

Student Organizations

Students are encouraged to participate in the [Student Organization of Social Workers \(SOSW\)](#). This organization provides social exchange among students, peer support, workshops, job information, and other resources related to social work and programs offered by the University. The organization provides excellent opportunities for social action and public service. Students may join virtually or in person. Additional information about SOSW is available from the social work faculty.

Student Participation in Policymaking

Student participation in the curriculum and policy making are accomplished in several ways. These include the opportunity to complete the annual BSW exit survey, and opportunities to join and attend the Student Organization for Social Workers (virtually or in person). An elected SOSW member also serves as a student liaison on the Social Work Advisory Council.

Additional university participation and policy making opportunities include participation in campus virtual and live Leadership and Belonging council events such as speakers and workshops. All opportunities are communicated at the BSW orientation for new students held at the beginning of fall and spring semesters. BSW students may also serve on the University Senate, officer positions in the Student Organization of Social Workers, and various other student organizations. Students interested in participating on these committees should contact the [Student Activities office](#). In addition, a member of the Student Organization of Social Workers is appointed annually to represent the social work student body on the UMPI Social Work Advisory Council biannually. There are also opportunities to become involved as a student member of the [National Association of Social Workers \(NASW\) Maine Chapter](#). These include conference attendance and potential involvement on NASW committees. This provides the opportunity to be involved in state level decision making with the professional association.

STUDENT CONDUCT

Students in the BSW Program should conduct themselves according to the most current NASW or CASW Code of Ethics. Due to the professional and human service function of the social work education, these behaviors are part of academic requirements and standards. Student misconduct that involves clients on or off campus or student conduct that is potentially dangerous to current or future clients constitutes a violation of the social work academic and professional standards.

Student misconduct, on or off campus and/or directed toward other students, faculty, or University staff, will, at the discretion of the Director of the BSW Program or the Vice President of Student Affairs, result in either academic or non-academic procedures for dismissal. When legal or illegal behavior does not affect current or potential clients, but the behavior violates the mission, process, or function of the University, proceedings will follow the University's procedures for non-academic misconduct.

The following behaviors are examples, but not a complete list, of misconduct that may result

in dismissal from the program, beyond academic standards:

1. *Forced or coerced sexual behavior.*
2. *Sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse.*
3. *Physical actions directed at clients, students, faculty, or staff, such as hitting, spanking, or slapping.*
4. *Physical or emotional threats directed toward clients, students, faculty, or staff.*
5. *The acceptance from clients of gifts or money not considered standard payment for services received on behalf of the student's agency or field setting; students shall not ask for nor expect gifts from clients.*
6. *Illegal or unethical behavior that limits or takes away clients' rights or results in financial, material, or emotional loss for clients or gain for social work students.*
7. *Plagiarism and other forms of academic dishonesty.*
8. *Arrest and conviction of offenses that implicate behavior by the student that harmed a family member or member of the public, for example, assault, domestic violence, operating under the influence of alcohol (DUI).*

Academic Monitoring Process and Termination Policies

Progress toward the BSW degree is reviewed each semester for all students in the BSW program with either professional or academic advisors or both. During the first 60 credit hours for non-transfer students progress may be monitored by either the academic advisor or professional advisor or both. During the last 60 credit hours of a student's program, students must meet with their assigned professional advisor (academic advisor is optional but recommended). Formal review may occur for any of the following reasons:

1. Standard academic performance: student transcripts are automatically reviewed by the advisor if: they earn less than a C in any required course, fall below a 2.5 GPA, or experience any interruption in progress toward the BSW degree.
2. Violation of the NASW Code of Ethics by report from the field instructor, a faculty member, peer; or member of the community.
3. Violation of the student conduct code of the University of Maine - Presque Isle, reported by a faculty member, or peer; or colleague,
4. Failure to demonstrate the capacity to engage in appropriate professional social work roles, by report from field instructor, faculty member or peer.
5. Request for reviews by any BSW faculty or by the student.

The request for a review may be made by any faculty member. An informal review of student progress will then 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. 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 will be notified of a formal review. The BSW program director 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. The social work student has the right to have another student, faculty member, or any other representative accompany her or him for support or to be a witness without voice to the proceedings at any stage of a grievance or appeal. Otherwise, only faculty and relevant parttime faculty and the student are present during the meeting. 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 Director of the BSW Program will formulate a written recommendation with a copy to the student. The student has five working days following receipt of the letter to appeal the recommendation and decision to the Director.

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. If action is required involving a recommendation for academic probation or dismissal from the BSW Program, the Director will forward the recommendation regarding the disposition of the matter to the Vice President for Academic Affairs 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 (in the case of substandard academic performance) or a recommendation for remediation for conduct violations. The faculty may require the student to formulate a written study and/or professional development plan with a determined date to be approved by the Director.
3. Recommendation of dismissal to the Vice President for Academic Affairs for substandard academic performance or failure to meet conduct, value and/or professional standards of the Program.
4. Dismissal from the Social Work program with efforts made to place the student into another academic program.

Once final action is taken by the BSW Program Director, a student may appeal to the Vice President of Academic Affairs.

Removal from Probation

Students on probation may be reinstated to good academic standing in the BSW Program by the Director. Students who fail to return to good academic standing under the terms of the agreement automatically will be recommended to the Vice President of Academic Affairs for dismissal from the program.

Problems in Practicum

When problems arise during the field internship, appropriate channels of communication and resolution should take place. The NASW Code of Ethics states that social workers with concerns about other social workers should start directly with the person. It is preferred that the issues are resolved without a formal process. If a student intern is having a problem with their Field Liaison or Field Instructor, the student should inform that person and try to resolve it at that level. If the problem remains, the Director of Field Education should be consulted and facilitate a problem-solving session. The BSW Program Director may be involved if the problem remains unresolved.

The same process should be followed if the Field Liaison or Field Instructor is having a problem with the student. They should notify the student of the concerns and develop a plan. If the problem remains the Field Instructor will notify the Director of Field Education. Depending on the seriousness of the concern, the student may receive disciplinary action or termination.

Practicum Termination

Students are required to comply with the CSWE social work competencies and the NASW or CASW Code of Ethics. Failure to meet the required competencies, not adhering to the placement agency's policies, demonstrating unethical or unprofessional conduct, attendance issues, or a lack of engagement during your practicum will result in termination. Termination from a practicum may delay graduation or even result in dismissal from the BSW program, depending on the severity of the situation.

Process:

- If a Field Instructor observes any issues, they will address this directly with the student, providing feedback and opportunities for improvement.
- If concerns persist, the Field Instructor will notify the Director of Field Education, and a meeting will be scheduled with the student, Field Instructor, and Director of Field Education to review concerns.
- Depending on the severity of the situation/concern, the student may be placed on a corrective action plan, given a warning, or terminated from the practicum.

STUDENT GRIEVANCE PROCEDURES

These guidelines may be used to address student concerns related to sexual harassment, practicum placement and experience, classroom procedures, cheating or plagiarism, and grades or other evaluation of work. The BSW Program guidelines supplement rather than replace

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University guidelines; they are additional procedures which social work students may choose to follow. A social work student with a potential grievance should begin by reviewing University grievance procedures.

University guidelines for redressing grievances are described in the [University of Maine - Presque Isle Student Handbook](#). Sexual harassment grievances are initiated through the [Office of Equal Opportunity](#). University guidelines for sexual harassment grievances are described in the University of Maine - Presque Isle Student Handbook.

The student ordinarily should first seek rectifying a grievance with the faculty member directly involved. If satisfaction is not achieved, then the student would contact the BSW Program Director. If still unresolved, the student would contact the Vice President of Academic Affairs.

Issues related to field may be taken to the Field Coordinator and issues related to other areas of the undergraduate social work program may be taken to the BSW Program Director. Issues which remain unresolved may be taken to the Dean of Academic Affairs.

Appendix A

BSW Faculty

Traugh, Shawna, DSW, LCSW, MSW (Tulane University)
Field Education Director, Assistant Professor
South Hall, 311
207-768-9422
shawna.traugh@maine.edu

Teaches:

SWK 105: Multiculturalism, Diversity and
Inclusion
SWK 396 A & B – Junior Field Experience I & II
SWK 492 A & B – Senior Seminar I & II
SWK 494 A & B – Field Practicum in Social Work I & II

Wagner, Beverly, EdD, LCSW, MSW (University of South Carolina)
BSW Program Director, Assistant Professor
South Hall 312
207-768-9427
beverly.wagner@maine.edu

Teaches:

SWK 100 - Introduction to Social Work and Social Welfare
SWK 285 – Human Behavior and the Social Environment I
SWK 287 – Human Behavior in the Social Environment II
SWK 300 – Social Welfare Policy and Issues
SWK 315 – Social Work Practice I
SWK 405 – Social Work Practice III
SWK 410— Research Methods

Appendix B
BSW Program Application
Personal Statement Form

Date _____

Name _____ Age _____

Present Address _____

Telephone _____ Email _____

"Permanent" Address _____

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Please complete this form and return it to BSW Program Director, beverly.wagner@maine.edu . You are welcome to return the form in via email or in person (312, South Hall). This form is used by social work faculty only and is not a part of your academic record. Your responses will be reviewed to assist you with your academic and career planning. If you are having any difficulty responding to any of these questions, please discuss this with a social work faculty member. **This form should be completed prior to the start date of classes.**

1. Please explain your reasons for wanting to major in Social Work. Discuss your career plans in so far as you have formulated them. Your response should include a discussion on the areas of Social Work practice in which you have an interest.

2. Describe (if any) your volunteer or paid human service delivery work or related experience. Include a description of the setting(s), responsibility(ies), and time period(s) of the work. Inclusion of a resume would be appropriate.

3. Please assess your ability to participate in the Social Work program, with consideration given to the following:
 - A. Demonstrating respect for diverse opinions and experiences of individuals and/or groups.
 - B. Commitment to developing social work values and ethics (i.e., social justice, importance of human relationships, dignity and worth of the person, etc.)
 - C. Commitment to anti-racist, diversity, equity, and inclusion
 - D. Academic and writing ability

APPENDIX C EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)

FUNCTIONS OF EDUCATIONAL POLICY AND ACCREDITATION

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- Mission, goals and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

These standards can be obtained at www.cswe.org

APPENDIX D

GUIDELINES FOR INCLUSIVE LANGUAGE, DESCRIB AND AVOIDING PLAGIARISM

Writing is a crucial component of effective social work practice, and students will be expected to produce professional written products. Faculty expect that students' papers will be well-organized, evidence systematic analysis, and respect rules of grammar, spelling and punctuation. In other words, you must pay attention to the form of your papers as well as the content. Written work must also conform to UMPI guidelines regarding use of non-sexist language and APA editorial style. Additionally, the use of APA inclusive guidelines should be followed.

Guidelines for inclusive language can be found here at the [APA 7 webpages](#). Guidelines for describing people can be found at [NASW press](#) found here.

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 acknowledgment does not occur. Instructors may assign a grade of F to a plagiarized paper. 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 following is the University of Maine System's Plagiarism Policy:

Plagiarism is the submission of another's work as one's own, without adequate attribution. Plagiarism is academic theft. Examples include, but are not limited to:

- a. Submitting as one's own work an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else, including works purchased from a vendor.
- b. Failure to use quotation marks to signal that one is using another person's precise words. Even brief phrases must be enclosed in quotation marks.
- c. Creating an academically dishonest paraphrase. When paraphrasing (presenting another person's ideas or information in one's own words), one must find truly one's own way of expressing the original meaning. Simply inserting synonyms into the source's sentence structures is plagiarism.
- d. Failure to identify the source of quotations and paraphrases. Of course, one must cite the source of quotations; one must also cite the source of ideas and information that is not common knowledge even when paraphrased (presented in one's own words). Sources include unpublished as well as published items — for example, books, articles, material on the Internet, television programs, instructors' lectures, and people, including other students, friends, and relatives.
- e. Failure to identify the source of the elements of a nonverbal work (for example, a painting, dance, musical composition, or mathematical proof) that are derived from the work of others.

References

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